

Preparing for Job Entry through Enhancement Of Employment Skills

Unit Outline

1. Project Team Members: Suzanna Couch and Diane Spokus
2. Title of Course: Preparing for Job Entry through Enhancement of Employment Skills
3. Title of Unit or Project: Marketing Yourself in the Real World
4. Approximate length of Unit or Project: Four to six weeks
5. Brief description of the Unit or Project with an expected final outcome.

This program will provide the students with tools for the world of work and enrich the students' knowledge of opportunities that exist in today's world. They should be able to identify specific careers and colleges that match their interests and abilities. They will become knowledgeable of various corporations and businesses that employ graduates from high schools, technical schools, colleges and other secondary institutions. The students will also enhance their employability skills.

6. Major Goals of Unit:

The students will learn to:

- Enhance their view of various career opportunities upon graduation from high school, college or technical schools.
- Discuss and match their interests, aptitudes and abilities with a career.
- Identify responsibilities of various skilled jobs.
- Understand the skills needed by employers.
- Discuss differences in pay scales for skilled and unskilled workers.

7. Sequence of balanced and integrated activities for students:

- Discuss ways in which they can enhance their future careers. The student will examine their options for a career during week one.
- Identify sources of job availability through Career Link, online searches and job placement coordinators or guidance counselors. The student will complete during week two.
- Visit the school library to research job possibilities using the computer, newspapers and refer to the Occupational Outlook Handbook, published by the U.S. Department of Labor. The student will complete during week two.
- Participate in visits to post-secondary institutions. The student will complete during week three.

- Visit industries that provide job shadowing experiences. The student will complete during week four.
- Observe a videotaped interview as a model. Encourage students to practice interviewing through role play as an employer and an employee. The student will complete during week five.
- Interview a person employed in the student's career interest. The student will complete during week six.
- Complete written report focusing on the necessary training, skills and education necessary for a career. The student will complete this report at the end of the six-week period of time.

8. Checklist or rubric of assessment components for students:
(See attached rubric)

9. Specific Standards addressed in this Unit or Project:

<u>Ref. #</u>	<u>Name of Standard</u>	<u>Title of Individual Standard</u>
1.1.11 (a)	PA-RWLS	Reading independently
1.1.11 (h)	PA-RWLS	Reading independently
1.2.11 (b)	PA-RWLS	Reading critically
1.4.11 (b, d, e)	PA-RWLS	Types of writing
1.5.11 (f)	PA-RWLS	Quality of writing
1.6.11 (a, c, d, e)	PA-RWLS	Speaking and Listening
13.1.11 (b, e, f)	PA-CEW	Career Awareness and Planning
13.3.11 (a)	PA-CEW	Career Retention

*SCANS

Reading – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules to perform tasks; learns from text; identifies relevant details, facts and specifications; infers or locates the meaning of unknown or technical vocabulary; and judges the accuracy and plausibility of reports or proposals.

Writing – communicates thoughts, ideas, information and messages in writing; creates documents such as letters, directions, manuals, reports, graphs, and flow charts; checks, edits and revises for correct information, appropriate emphasis, form, grammar and punctuation.

Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose.

Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion, and group presentations; speaks clearly and communicates a message; understands and responds to listener feedback; asks questions when needed.

Thinking Skills – Creative Thinking – Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

Decision Making – Specific goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternatives

Personal Qualities – Responsibility – Exert a high level of effort and perseverance toward goal attainment. Works hard to become excellent at doing tasks. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism.

***Five Competencies**

- **Interpersonal:** Works well with others.
- **Information:** Acquires and uses information
- **Technology:** Works with a variety of technologies

*Broekhuizen, Richard J. (1995). Graphic Communications. Glencoe, McGraw-Hill, New York, NY.

Name: _____

Date: _____

Grade Level: _____

Writing Assignment

Evaluation

	Excellent 4 (A)	Good 3 (B)	Fair 2 (C)	Poor 1 (D)
1. The student effectively used multiple research sources.				
2. The paragraphs have correct sentence structure including topic sentence, details and concluding sentence.				
3. The student used correct grammar, spelling and punctuation.				
4. The student was well organized.				
5. The student recognized the specific job skills necessary for employability.				

Name: _____

Date: _____

Grade Level: _____

EVALUATION OF THE INTERVIEW

<u>Performance Criteria</u>	<u>Complete</u>	<u>Incomplete</u>
Dresses appropriately for interview		
Appropriate non-verbal communication		
Good listening skills		
Answers employer's pertinent questions		
Articulates questions and answers well		
Maintains eye contact		
Uses proper English		
Avoids chewing gum and smoking		
Prepared with resume, application and references		