



GEORGIA

PEACH STATE PATHWAYS

Career, Technical, & Agricultural Education

ENGINEERING & TECHNOLOGY

COURSE: Engineering Applications (ET-EA)

UNIT: 5. Employability Skills



INTRODUCTION

Annotation:

As students near graduation, they must understand what an employer wants from his or her employees. In this unit, students will learn about general job skills needed by all employees, write a resume and participate in a mock interview.

Grade(s):

<input type="checkbox"/>	9 th
<input type="checkbox"/>	10 th
<input checked="" type="checkbox"/>	11 th
<input checked="" type="checkbox"/>	12 th

Time:

8 days

Author:

Matthew Flanders

Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



FOCUS STANDARDS

GPS Focus Standards: Please list the standard and elements covered.

- CTAE-FS-1 – Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.
- CTAE-FS-10 – Career Development: Learners plan and manage academic-career plans and employment relations.
- CTAE-FS-11 – Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

GPS Academic Standards:

- ELA10C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

National / Local Standards / Industry / ISTE:



UNDERSTANDINGS & GOALS

Enduring Understandings: Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand the importance of career preparation and interview readiness.

Essential Questions: Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why should a person prepare when applying to a job?
- What is a cover letter?
- What is a resume?
- How do you ask for recommendations?
- What are some important interview tips?
- What are some important employability skills?

Knowledge from this Unit: Factual information.

Skills from this Unit: Performance.



ASSESSMENT(S)

Assessment Method Type: Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☐ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☒ Subjective assessment/Informal observations
 - ☐ Essay tests
 - ☐ Observe students working with partners
 - ☐ Observe students role playing
- ☐ Peer-assessment
 - ☐ Peer editing & commentary of products/projects/presentations using rubrics
 - ☐ Peer editing and/or critiquing
- ☐ Dialogue and Discussion
 - ☐ Student/teacher conferences
 - ☐ Partner and small group discussions
 - ☐ Whole group discussions
 - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
 - ☐ Chart good reading/writing/listening/speaking habits
 - ☐ Application of skills to real-life situations/scenarios
- ☐ Post-test

Assessment(s) Title:

Mock Interview

Assessment(s) Description/Directions:

Watch students perform in the mock interview. During the mock interview, the student should dress and act professionally. The student should use proper grammar and avoid stuttering. Answers should be in complete sentences.

Attachments for Assessment(s): Please list.



LEARNING EXPERIENCES

Instructional planning: Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

- CTAE-FS-1 – Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.
- CTAE-FS-10 – Career Development: Learners plan and manage academic-career plans and employment relations.
- CTAE-FS-11 – Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.
- ELA10C1. The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.

2. Review Essential Questions.

- Why should a person prepare when applying to a job?
- What is a cover letter?
- What is a resume?
- How do you ask for recommendations?
- What are some important interview tips?
- What are some important employability skills?

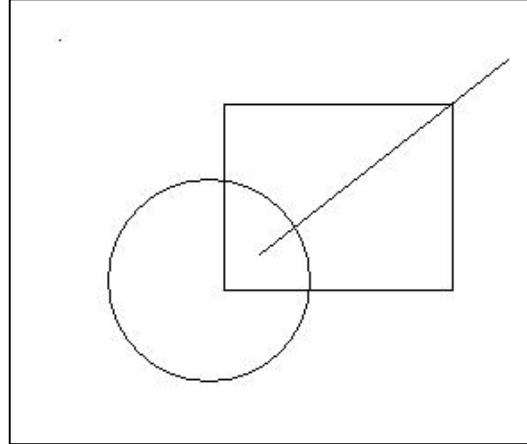
3. Identify and review the unit vocabulary.

4. Assessment Activity.

Day 1

- Ask students to brainstorm on what skills an employer looks for in an employee. Then show the [Top 5 list](#) according to the National Association of Colleges and Employers (NACE) and discuss the differences and similarities from what the students said.
- To test the communication skills of the students have them sit back to back, with one student facing the board and the other facing away. Then draw a series of shapes on the board like the following. The

student facing the board must tell their partner how to draw the shape correctly without looking at what is being drawn. After the student is done drawing, their drawing should be compared to actual. The students will then switch places and repeat the activity with a different drawing.



- Discuss with students the outcomes of the activity and how it relates to communication in the workplace.

Day 2

- For team building skills, do [this activity](#) on understanding different perspectives and non verbal communication. (Note: The team building stops at #9.)
- Transition to Resume writing/ Recommendation Letters; discuss how working well with others can be beneficial, ex. Recommendation Letters
- [This short lesson](#) provides rules and suggestions when asking for references.

Day 3-4

- [Resume PowerPoint](#) (Note: This is a PDF file but each page is like a slide)
- [This lesson](#) is well developed by the Center for Career Development is part of the Maine Community College System
- Students will then create their own resume. [This site](#) is a tutorial for writing a resume. [This site](#) has general information for them to use. [This site](#) focuses on high school students writing a resume.
- When done with their resume, editing can be done by other students and/or the teacher.

Day 5

- [Writing Cover Letters](#)

Day 6

- [Interviewing Skills](#)
- Have students prepare for mock interviews

Day 7-8

- The students will then participate in a mock interview with the teacher and/or local supporter (ex. Advisory committee member or potential employer for an internship) playing the role of the employer. The class will watch each interview and write down 3 things the student did well and 3 ways they could improve. You may want to video tape each interview and give it to the student. Then you could have them write a self critique after they watch it.

Attachments for Learning Experiences: Please list.

Notes & Reflections: May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



CULMINATING PERFORMANCE TASK

Culminating Unit Performance Task Title:

Cover Letter and Resume

Culminating Unit Performance Task Description/Directions/Differentiated

Students will be performing the tasks as if they were actually applying for a job.

- The cover letter should discuss the student's interests, goals and experience. The letter is in appropriate format and contains no spelling and grammar errors.
- The resume should be a complete, neat, typewritten resume, which describes education and experience in professional language. The format should be consistent and does not exceed one page.

Attachments for Culminating Performance Task



UNIT RESOURCES

Web Resources:

Day 1:

- NACE Top 5 Employability Skills: <http://www.naceweb.org/press/quick.htm#qualities>

Day 2:

- Team building skills:
<http://www.lessonplanspage.com/ScienceSSMars2DevTeamworkSkills56.htm>
- Letters of Recommendation: http://ccd.me.edu/careerprep/CareerPrepCurriculum_LP-3.pdf

Day 3-4:

- Resume workshop:
<http://www.saddleback.edu/ss/ccld/PDF/MicrosoftPowerPoint-ResumeFromStarttoHire.pdf>
- Resume writing: http://ccd.me.edu/careerprep/CareerPrepCurriculum_LP-4.pdf
- Resume tutorial: http://www.careerinfonet.org/resume/resume_intro.asp?nodeid=26
- Resume information:
<http://www.capital.edu/Resources/Files/career-planning/HowToWriteaResume2005.pdf>
- High school resumes: <http://www.alec.co.uk/resume-examples/high-school-resume-samples.htm>

Day 5:

- Cover Letters: http://ccd.me.edu/careerprep/CareerPrepCurriculum_LP-5.pdf

Day 6:

- Interviewing skills: http://ccd.me.edu/careerprep/CareerPrepCurriculum_LP-6.pdf

Attachment(s): Supplemental files not listed in assessment, learning experiences, and performance task.

Materials & Equipment:

What 21st Century Technology was used in this unit:

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input checked="" type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle
<input type="checkbox"/>	Email	<input type="checkbox"/>	Website		Maker