

Unit # 2 Title: Using Job-Seeking Skills	Grade Level: 7
Number of Lessons in Unit: 2	
Time Required: 50 minutes	
Best time of year to implement this Unit: anytime	
Lesson Titles	
Lesson 1: Who Will Get the Job? (Part 1)	
Materials/Special Preparation Required:	
Activity Sheets: “Job Application: Happy Hamburger House” (Raven Stone and Marvin Smith). It is suggested that one of the applications be handwritten and the other typed. Make copies of each for all students	
Activity Sheets: “Interview Scenarios” (Raven Stone and Marvin Smith). Make copies of each for all students)	
2 highlighters per group (1 yellow and 1 green), paper and pencil.	
Copies of job applications from two community employers.	
Lesson 2: Who Will Get the Job? (Part 2)	
Materials/Special Preparation Required:	
Completed job applications (two) from the local business community (see Lesson 1)	
Activity Sheet: “Interview Checklist”	
paper and pencils	
Missouri Comprehensive Guidance Standard:	
CD.9 Applying Employment Readiness Skills and the Skills for On-the-Job Success	
Grade Level Expectation:	
CD.9.A.07.a.i: Utilize information about personal, ethical and work habit skills to enhance individual student success.	
CD.9.B.07.a.i: Identify and demonstrate basic job seeking skills of interviewing and completing applications.	
American School Counselor Association Standard (ASCA):	
Career Development	
C: Students will understand the relationship between personal qualities, education, training and the world of work.	

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 5. Comprehend and evaluate written, visual and oral presentations and works
X	Goal 2: communicate effectively within and beyond the classroom 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences

	6. Apply communication techniques to the job search and to the workplace.
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities.

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	Reading and writing
	Mathematics	
X	Social Studies	Use of tools of social inquiry and relationships of the individual to the group
	Science	
	Health/Physical Education	
	Fine Arts	

Lesson Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Students will develop a Personal Plan of Study (POS) so that they can establish goals for the future (both short-term and long-term): The Plan will evidence: Student's integration of self knowledge with knowledge about career paths and potential occupations including, but not limited to, student's understanding of his or her personal values and the roles these values will play in career satisfaction; an assessment of his or her work and study patterns and a projection of how these might help or hinder the accomplishment of goals; clearly articulated short and long term goals (including personal change goals); and action plans for accomplishing goals.

Brief Summary of Unit:
 Students will develop a resume, complete sample job applications and evaluate their job interview skills. Students will develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

Unit Goals and Objectives:
 Students will learn how to write a resume, fill out job applications and the process of job interviewing.
 Students will learn what personal, ethical and work habits are and why they are important.
 Students will identify necessary components in a career portfolio.
 Students will assess and analyze personal, ethical, academic and work habit skills.
 Students will use personal, ethical, academic and work experience to make future career decisions.

Students' Prior Knowledge:
 Student success in any learning endeavor is dependent upon prior knowledge. The Missouri Comprehensive Guidance Program Curriculum builds on each student's prior knowledge and

understanding in academic content as well as Comprehensive Guidance content. Helping students develop a common vocabulary and common conceptual understandings rests upon the Professional School Counselor.

For the Career Development Strand the common vocabulary for seventh graders includes:

Work	Job Responsibilities of Workers	College, University
Career	Interests	Strength,
Limitation		
Career Paths	Post-secondary Options	Ethics
Resume	Portfolio	Interview

For CD 9 the common conceptual understanding includes: the inter-relationship of one's personal skills, (e.g., ethical behavior and work habit skills and attitudes), one's job seeking skills and work success and satisfaction.

At the seventh grade level, students are expect to have prior knowledge of:

The Concept and Titles of the Career Paths	Basic Goal-Setting and Planning
Skills	
The Importance of All Work	The Value of All Workers
Basic Interviewing Skills	Their Personal Characteristics