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| 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 and Counseling Big Idea: | |
| CD.9 Applying Skills for College and Career Readiness and Success | |
| Grade Level Expectations (GLEs): | |
| CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success. (DOK Level – 4) | |
| CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications. (DOK Level – 2) | |
| American School Counselor Association Standard (ASCA) National Standard: | |
| 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)

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| 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. |

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| | 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 | |

Unit Essential Questions:

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| <p>What is a good worker? How do people get hired for jobs?</p> |
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Unit Measurable Learning Objectives:

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| <p>The student will complete two job applications. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills. The student will identify one goal for improvement or implementation of a specific interview skill.</p> |
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Unit Instructional Strategies/Instructional Activities:

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| <p><input checked="" type="checkbox"/> Direct (Guided & Shared-Reading, Listening, Viewing, Thinking) <input type="checkbox"/> Indirect (Problem Solving) <input checked="" type="checkbox"/> Experiential (Role Playing) <input checked="" type="checkbox"/> Independent Study (Essays, Homework) <input checked="" type="checkbox"/> Interactive Instruction (Role Playing, Discussion, Interviewing)</p> |
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Unit Summative Assessment (acceptable evidence):

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| <p>Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc. Students will complete job applications and identify interview skills through reflective writing.</p> |
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Brief Summary of Unit:

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| <p>Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation</p> |
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tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

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:

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| 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 skill (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 expected to have prior knowledge of:

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| 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 |