

Week	Marking Period 1	Week	Marking Period 3
1	Job Seeking	21	Self Awareness
2		22	
3		23	
4		24	
5		25	
6		26	Character Traits
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Communication Skills	31	Punctuality & Attendance
12		32	
13		33	
14		34	
15		35	
16		36	Appearance
17		37	
18		38	
19		39	
20		40	

<b>Time Frame</b>	<b>10 weeks</b>
<b>Topic</b>	
Unit One: Job Seeking Skills	
<b>Essential Questions</b>	
How do I prepare a resume?	
What information do I need to fill out a job application?	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will understand the process on preparing a resume</li> <li>• Students will be able to fill out job application forms and other related forms.</li> </ul>	
<b>Alignment to NJCCCS</b>	
9.3.12C23-24	
<b>Key Concepts and Skills</b>	
<p>Goal: Student will acquire the knowledge, attitudes (work behaviors) and skills to make a successful transition from school to the world of work, demonstrated by completing assessments.</p> <p>~ Objective: Student will complete forms associated with job seeking skills, including filling out job application forms, listing references and resume preparation.</p> <p>~ Objective: Student will demonstrate knowledge and understanding of at least 5 important considerations in the job interviewing process. (Punctuality, appearance, polite greetings, honesty in communication, asking questions, &amp; showing interest) through role playing practice and real employment opportunities as available.</p>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Students will complete activities in the area of job seeking skills and will file his/her work in a vocational notebook/portfolio for reference.</li> <li>• Possible Activities: <ol style="list-style-type: none"> <li>1. Provide Handouts and Study guides on: preparing a résumé, letters of reference, job interviewing tips, sample questions used in employment interviews, examples of questions you can ask</li> <li>2. Using a word processing template and some guidance, each student should be able to design a professional looking resume. Lack of work experience can be compensated for by including vocational education classes, specific work related skills and behaviors, the students interests and personal accomplishments.</li> <li>3. Students take can their finished resume and the Preparing a Resume worksheet, go through each item on the worksheet by comparing it to the finished resume and checking off each item if it has been done correctly. Any corrections that need to be made can be done now.</li> </ol> </li> </ul>	
<b>Assessments</b>	
<ul style="list-style-type: none"> <li>• Cooperative and independent learning experiences</li> <li>• Classwork &amp; homework</li> <li>• Teacher Observation</li> <li>• Rubric Assessment</li> <li>• Quizzes and Tests</li> </ul>	

<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>• Reading &amp; Language Arts</li> <li>• Vocational Assessment</li> <li>• Business Education</li> <li>• Instructional Technology</li> </ul>
<b>Technology Integration</b>
<ul style="list-style-type: none"> <li>• Internet Research</li> <li>• Interest Survey</li> <li>• Power Point Presentation</li> <li>• Smartboard</li> <li>• Career Cruising</li> </ul>

<b>Time Frame</b>	<b>10 weeks</b>
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## Topic

Unit Two: Communication

## Essential Questions

What are the basic forms of communication?

**Listening.** What are the qualities of a good listener?

**Nonverbal Communication Skills.** What is body language?

**Assertive Communication.** What are the effects of behaving assertively, aggressively, or passively?

## Enduring Understandings

- Students will understand the five forms of communication (listening, speaking, reading, writing, & nonverbal i.e. body language)
- Students will understand that qualities a good listener has. Good listeners make eye contact with the person speaking to them. Good listeners concentrate on what the speaker is saying. Good listeners ask questions if they do not understand what the speaker is saying.
- Students will explore the common barriers to effective listening (reacting to strongly to a topic, daydreaming, judging the speaker or delivery, listening only for facts and details rather than the main idea, faking attention, refusing to consider new ideas)
- Students will understand that body language is the unspoken communication that goes on in every Face-to-Face encounter with another human being.
- Students will identify the 8 aspects of body language (eyes, face, voice/tone, stance, gesture, touch, appearance, and movement)
- Students will understand that when you are behaving assertively you express your thoughts, feelings, and beliefs in direct, honest ways that do not violate another person's integrity. Assertion involves respect both for your own needs and feelings and for those of the other person.
- Students will understand that when you are behaving aggressively you express your thoughts, feelings, and beliefs in ways that humiliate, degrade, belittle, or overpower the other person. Little or no respect is shown for the needs or feelings of others.
- Students will understand that when you are behaving non assertively (or passively) you fail to express honest feelings, thoughts, and beliefs -- or express them in such an apologetic, or self-effacing way that others can easily disregard them.
- Students will explore the three barriers to self-assertiveness (Many people do not believe that they have the right to be assertive. Many people are highly anxious/fearful about being assertive. Many people lack the social skills for effective self-expression.

## Alignment to NJCCCS

9.1,9.2, 9.3, 2.1, 3.1, 3.2, 3.3

## Key Concepts and Skills

Goal: Student will acquire the knowledge, attitude, and skills maintain effective communication skills in the world of work.

~ Objective: Express one's need, wants, opinions, and preferences without offending the sensitivities of others

~Objective: Identify and communicate value judgments effectively

~ Objective: Describe objects and events with few errors

~ Objective: Listen with objectivity and paraphrase the content of the message.

### Learning Activities

Students will complete activities in the area effective communication and nonverbal behaviors necessary in the workplace and will file his/her work in a vocational notebook/portfolio for reference.

- Possible Activities:

1. Listening Activity: After talking for about five minutes, stop and ask students to write down whatever they were thinking about while you were talking. Tell them you will not collect their papers. Then ask students to listen for another couple of minutes as though they were going to be tested over the material. This time ask students what skills they used to listen. Ask them to get into groups and discuss the difference between the first and second listening experiences. Brainstorm some barriers to effective listening. Then discuss behaviors of effective listening such as: physically paying attention, taking notes, asking questions if the material does not make sense, listening for main ideas, keeping open to new ideas, mentally summarizing, relating, or evaluating ideas, etc.
2. Create a Procedure sheet on how to be a good listener (Have good eye contact with the speaker. Do not look around the room. Look directly at the person speaking. Face the speaker if you can. Do not sit or stand to the side of the speaker. Keep your fingers and feet still. Do not tap your fingers or move your feet or hands)
3. Review Benefits of Good Listening (You will know what's happening around you. You will know what to do at work, at school or wherever. You will know how to do things. You will be a good friend to those who depend on you. You will enjoy yourself, whether you're listening to music, learning something new, or taking part in a conversation. Other people will enjoy your company.)
4. Worksheet with 6 role playing activities, from the LCCE curriculum, will provide practice in identifying non-verbal cues, and making decisions on how to correct inappropriate work behaviors.
5. Role play different work situations where the students interpret types of non-verbal behavior on the job and how to react to the nonverbal communication. Example: staying calm with an angry co-worker or customer.
6. Assertive Communication worksheet 1. This activity will help students assess situations and decide whether the given communication styles were passive, aggressive, or assertive. Expand on this by providing examples directly related to the student's school, home, and work environment.
7. Assertive Communication worksheet 2. This activity gives the students practice in taking passive and aggressive situations and turning them into assertive statements and actions. Again expand by using social situations pertinent to the student's life.

### Assessments

- Cooperative and independent learning experiences
- Classwork & homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

### 21<sup>st</sup> Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy
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**Interdisciplinary Connections**

- Reading & Language Arts
- Vocational Assessment
- Business Education
- Instructional Technology

**Technology Integration**

- Internet Research
- Interest Survey
- Power Point Presentation
- Smartboard
- Career Cruising

<b>Time Frame</b>	<b>5 weeks</b>
<b>Topic</b>	
Unit Three: Self-Awareness	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>• <b>Motivation</b> - What are your strengths and weaknesses as well as incentive for employment?</li> <li>• <b>Interest</b> – What do you like to do? (curiosity, entertain, amuse, occupy, recreation)</li> <li>• <b>Ability/Skill</b> – What talent, aptitude, knowledge, understanding do you possess? Skills can be gained by practice.</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Students will explore their interests, skills, abilities, values, learning styles, and occupational preferences.</li> <li>• Students will begin to think about what they would like to do and what they are able to do. Looking at their interests, skills and abilities will help them make these decisions.</li> </ul>	
<b>Alignment to NJCCCS</b>	
9.1, 9.2, 9.3, 2.1, 2.2, 3.1, 3.2, 3.3	
<b>Key Concepts and Skills</b>	
<p>Goal: The student will use prior knowledge characteristics and behaviors necessary for success in school, work, and everyday settings.</p> <p>~ Objective: Identify and appreciate individual characteristics and differences (i.e. likes, dislikes, interests, abilities, skills, etc.).</p> <p>Goal: The student will understand the relationship between individual qualities, education and training, and the world of work.</p> <p>~ Objective: Develop an individual educational and career plan that integrates interests, abilities, and skills, supports the identification of one or more career pathways, and that includes tentative decisions and planning for beyond high school.</p> <p>~ Objective: Evaluate the relationship between their individual interests, abilities, and skills and achieving individual, social, educational, and career goals.</p>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>• Students will complete activities in the area of exploring personal interests, values, skills, and abilities related to employment and will file his/her work in a vocational notebook/portfolio for reference.</li> <li>• Students will complete activities to identify personal characteristics related to work and occupational groups for exploration.</li> <li>• Possible Activities <ul style="list-style-type: none"> <li><u>Interest Inventory</u> – 18 one word or short answer questions</li> <li><u>About Me</u> – self rating / survey</li> <li><u>My Preferences</u> – students are asked about their preferred learning styles in the areas of perceptual preference, group size, test taking, materials/methods, and environments.</li> <li><u>Survey of occupational characteristics</u> – 25 questions in which the student must make a</li> </ul> </li> </ul>	

choice as to which work related characteristic comes closest to describing the work situation that they would like to be in.

Why Work Anyway – Fifteen personal statements, ask students whether the reason for working is to psychological, social, or economic reasons. This comparison can be referred to throughout the year when the reasons people choose their jobs are discussed.

My Ideal Job – Eight questions create a profile of the student's ideal job.

Career Speakers – Invite speakers from the community to talk about their jobs. Use this opportunity to reinforce basic work related social and life skills by having the guest speaker answer questions related to the Transition to Adult Life curriculum. Have the students make up questions to ask the speakers.

Plan Field Trips – Visit various community businesses and organizations. Questions for reflection are as follows:

1. What are the working conditions or work environment of the job?
2. What skills and abilities are needed for the job?
3. Does the job mainly deal with: People, Data, Things, or Ideas?
4. Where can you learn the skills for the job?
5. Is this a job you are interested in? Why or why not

### Assessments

- Cooperative and independent learning experiences
- Teacher Observation
- Rubric Assessment
- Class discussion and participation
- Quizzes and tests

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life and Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy	<b>X</b>	

### Interdisciplinary Connections

- Reading and Language Arts
- Vocational assessment
- Instructional technology

### Technology Integration

- Internet research
- Interest inventories
- Smart Board
- Career Cruising



<b>Time Frame</b>	<b>5 weeks</b>
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## Topic

Unit Four: Character Traits

### Essential Questions

**Dependability** – What are the 10 traits of a dependable worker?

**Honesty** – How do people cheat/steal at work?

**Attitude** – What are some indicators of a good attitude? Bad attitude? What are the results of having a good attitude?

**Be Able to Work with Others** – Am I someone who can work with others?

**Dealing with Boredom at Work** –What can you do if you are bored at work?

### Enduring Understandings

- Students will explore the different traits of a dependable worker (works independently, has accuracy with their work, follows directions, gets along with co-workers, has good hygiene, on time for work, has good attendance, is cooperative, has a positive attitude, & is a team player)
- Students will understand the different ways people cheat/steal at work (working slowly instead of a faster pace that they are capable of, stealing things from work, taking too much break time, working on personal projects at work)
- Students will think about their attitude and how it *communicates* their feelings and mood.
- Students will identify indicators of a good attitude (a friendly smile, good posture, talking in a nice tone of voice, being interested in others, making complaints in appropriate ways at appropriate times, being respectful and courteous, being calm, doing a good job, handling anger appropriately)
- Students will identify indicators of a bad attitude (unhappy look on face, slumping in chair or while standing, constant complaining, telling co-workers about all the bad things about the job, encouraging co-workers to have a bad attitude, losing your temper, whining, mumbling, doing a poor job, ignoring others)
- Students will discuss and define working cooperatively and cooperation.
- Students will create a list of activities to deal with boredom at work (Find new work to do, have a snack, listen to music while working, think of a better way to do the job, stretch your muscles and then get back to work, clean and organize your work area)

### Alignment to NJCCCS

9.1, 9.2, 9.3, 2.1, 2.2, 3.3, 3.4, 3.5

### Key Concepts and Skills

Goal: The student will understand what desirable character traits and behaviors that are necessary in the work place.

- ~ Objective: Present concrete examples of how these traits relate to the workplace
- ~ Objective: Define Vocabulary
- ~ Objective: Model appropriate behaviors
- ~ Objective: Demonstrate behaviors through role playing work situations

### Learning Activities

- Students will complete activities in the area of exploring desirable character traits and behaviors necessary in the workplace and will file his/her work in a vocational notebook/portfolio for reference.
- Possible Activities:
- Getting Along with People – Self rating survey
- Identify situations in school or work that require working cooperatively. Identify situations at home that require working cooperatively. State two or more reasons why he/she likes and dislikes group efforts.
- Discuss factors that cause trouble in groups and develop at least one acceptable response to each problem. List these in columns next to each other. Role play situations and appropriate responses of conflict resolution in groups.
- Perform a task working with one other person. State and list examples of teamwork involved in completing the task.
- Create work scenarios where the students have to read a job performance review and decide what the good and poor work habits discussed are. Next have them decide if the worker deserves a raise and what do they think will happen for the worker in the future.
- Connect students with different workers and have the student's survey workers and ask the following questions: What is your job? What do you like about your job? How long have you had your job? What are some of your duties? Is there anything you don't like about your job? Has there ever been a time when you didn't feel like going to work? What did you do about it? What do you do if you become bored at work?
- Make a poster illustrating strategies to deal with being bored.

### Assessments

- Cooperative and independent learning experiences
- Classwork & homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

- Reading & Language Arts
- Vocational Assessment
- Business Education
- Instructional Technology

### Technology Integration

- Internet Research
- Interest Survey
- Power Point Presentation
- Smartboard
- Career Cruising

<b>Time Frame</b>	<b>5 weeks</b>
<b>Topic</b>	
Unit Five: Punctuality & Attendance	
<b>Essential Questions</b>	
What are acceptable reasons for missing work?	
What is the appropriate action to take if late or absent from work?	
How much notice do you give the boss when you have to miss work?	
What are acceptable and unacceptable reasons for tardiness & absenteeism?	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Students will be able to define attendance, punctuality, absenteeism, tardiness.</li><li>• Student will be able to understand the following concepts of attendance and punctuality:<ul style="list-style-type: none"><li>~what happens when a worker fails to report promptly at the starting time of a shift or leaving before the scheduled quitting time of a shift without the specific approval of the supervisor.</li><li>~what happens when a worker has unexcused or excessive absenteeism</li><li>~what happens when a worker fails to observe the time limits and scheduling of lunch, rest or wash up periods</li><li>~what happens when a worker fails to notify the supervisor promptly of unanticipated absence or tardiness</li></ul></li><li>• Students will learn the steps to report lateness or absences: (have a good reason, call your employer ASAP, Make sure you talk to the person in charge, &amp; explain your reason for missing work)</li><li>• Students will analyze two types of reasons for missing work (emergencies &amp; special occasions) and give example of both</li></ul>	
<b>Alignment to NJCCCS</b>	
9.1, 9.2, 9.3, 2.1, 2.2, 3.1, 3.2, 3.3	
<b>Key Concepts and Skills</b>	
Goal: Student will develop characteristics and behaviors necessary for success in school, work, and everyday settings.  ~ Objective: Demonstrate the importance of responsibility, dependability, punctuality and integrity in school, the workplace, and the adult life.  Goal: Student will acquire the knowledge, attitudes, and skills to understand the importance of attendance and punctuality in the work place  ~ Objective: Identify and explain the rights and responsibilities of employers and employees.	
<b>Learning Activities</b>	
<ul style="list-style-type: none"><li>• Students will complete activities in the areas of attendance, punctuality, tardiness, and absenteeism and will file his/her work in a vocational notebook/portfolio for reference.</li><li>• Students will complete activities to recognize the importance of attendance and punctuality;and explaining lateness to work.</li></ul>	

- Possible Activities
  - ~ Provide scenarios of people missing work. Have the students decide of the reasons are good reasons, or a poor reasons, or OK, if not done often. The students can decide of the reason for missing work was an emergency or a special occasion. Include elements of time, common and uncommon situations.
- Possible Worksheets
  - ~ What is Attendance all about?
  - ~Reason Why People Miss Work
  - ~Calling in When Sick
  - ~Getting to Work on Time
  - ~Attendance & Punctuality Review
  - ~Morning Routine to Get to Work on Time
  - ~Attendance Action Plan

**Assessments**

- Cooperative and independent learning experiences
- Classwork & homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy		Media Literacy		

**Interdisciplinary Connections**

- Reading & Language Arts
- Vocational Assessment
- Business Education
- Instructional Technology

**Technology Integration**

- Internet Research
- Interest Survey
- Power Point Presentation
- Smartboard
- Career Cruising

**Time Frame** | 5 weeks

**Topic**

Unit Six: Personal Appearance

**Essential Questions**

What is good hygiene?

**Enduring Understandings**

- Students will understand that dress, grooming, and personal cleanliness standards contribute to the morale of all employees and affect the business image.

- Students will identify all the actions a person must take to be clean (laundry, clothes, mending clothes, shower, shampoo...)
- Students will explore what needs to be done to get ready in the morning to come to school/work
- Students will understand what personal hygiene is
- Students will name different personal care items and how they are used
- Students will know the appropriate choice of clothing to wear for their type of job

### **Alignment to NJCCCS**

9.1, 9.2, 2.1, 2.2, 2.4, 3.1, 3.2, 3.3, 3.4

### **Key Concepts and Skills**

Goal: Student will acquire the knowledge, attitude, and skills to maintain good hygiene.

~ Objective: Describe the importance of individual characteristics in getting and keeping a job as it relates to appearance and hygiene

~ Objective: Identify and explain the rights and responsibilities of employers and employees concerning dress code

Goal: Students will understand the relationship between individual appearance and the world of work.

~ Objective: Apply the appropriate dress code to internships, shadowing, and/or other world of work related experiences.

### **Learning Activities**

- Students will complete activities in the area of exploring good hygiene and behaviors necessary to maintain an appropriate personal appearance in the workplace and will file his/her work in a vocational notebook/portfolio for reference.
- Possible Activities:
- Make a list and cut out pictures from sales flyers of personal hygiene items. To make it very concrete sample hygiene items (toothpaste, toothbrush, soap, shampoo, deodorant, and comb) and make up "travel kits"
- Review school and work dress code. Discuss dress codes for different jobs: formal, uniform, informal
- Categorize and list different types of clothes you'd wear to work in an informal work environment (casual, uniforms), formal environment (office, sales) and after work only. Sort pictures of clothing environments.
- Invite a variety of employers to class to talk about dress code, what their dress codes are and why
- Ask students to use a variety of clothing catalogs to make a list of the clothing items they would need. List how much it would cost to purchase an outfit for a job interview. Students should decide whether they are applying for a job in which casual or formal clothing is appropriate
- Develop a checklist for proper dress for an interview / job
- Develop a checklist for good grooming and hygiene habits for an interview / job
- Select proper and improper dress code looks from magazines or clothing catalogues
- Worksheet – Get Ready. Targets organizational skills and identifying necessary actions for good hygiene in order to get ready for school or work on time.

### Assessments

- Cooperative and independent learning experiences
- Classwork & homework
- Teacher Observation
- Rubric Assessment
- Quizzes and Tests

### 21<sup>st</sup> Century Skills

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication		Collaboration
<b>X</b>	Life & Career Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

### Interdisciplinary Connections

- Reading & Language Arts
- Math
- Vocational Assessment
- Business Education
- Instructional Technology

### Technology Integration

- Internet Research
- Interest Survey
- Power Point Presentation
- Smartboard
- Career Cruising