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| **GRADE: 9th** | | |
| **Unit Title:** Workplace Skills: School to Careers  **Lesson Title:** Interviewing and Employability Skills  **Estimated Duration:** 1 week | | **Real-World Purpose:** The purpose is for the students to learn how to effectively interview for a job and to learn how to demonstrate effective employability skills. |
| ***I Can:***  **Standard(s):\_\_\_\_\_\_\_\_STEM .10.02 – Provide essential documents and skills required for entering the workforce**  **Standard(s): \_\_\_\_\_\_\_\_STEM.10.1b – Describe and demonstrate the procedures for a job interview** | | |
| **Performance Objective: (Evidence of Learning)**  **The student will successfully show great interviewing skills and after being hired showing evidence of great employability skills.** | | |
| **Prerequisite Skills:**   * **Great preparation skills (having the ability to do what it takes to be prepared for a job interview)** * **Great people & learning skills (having the ability to work with others and having the ability to perform the job at hand)** | | |
| **Materials/Resources:**   * Black Pen * Job Supplies * Computer * Paper | | **Key Vocabulary:**   * Honor * Humility * Initiative * Integrity * Optimism * Professionalism * Respect * Self-Control * Self-Discipline * Self-Esteem * Sense of humor * Concentration * Consistency * Creativity * Dedication * Dependability * Drive * Duty * Enthusiasm * Fairness * Flexibility * Honesty   I |
| **Elements of Rigor:**   * **Conceptual understanding of key concepts** * **Procedural skill and fluency** * **Rigorous application of mathematics in real-world contexts** | | |
| **Lesson Introduction** | | |
| **How will you introduce the lesson?** I will open the lesson by asking students about working for a living and getting paid  **Student Exploration Activity**  **The students practice on interviewing and grade on the following:**  1. Arrives prior to the interview 2. Displaying confidence with body language 3. Maintaining eye contact 4. Maintaining proper facial expression 5. Providing a self-introduction, 6. Extending hand and shaking hands firmly with the interviewer, 7. Dressing appropriately for the interview 8. Responding in a concise, grammatically correct, and appropriate manner 9. Asking appropriate questions and demonstrating awareness of Background of company and requirements of the job and 10. Cueing on the interviewers closure and responds appropriately  **The grading rubric scale for the above is the following:**  4 – Excellent 3 – Good 2 – Needs Improvement 1 – Unacceptable | | |
| **Lesson Activities** | | |
| 1. Hook: Tell the students congratulations as they walk through the door at the start of class and tell them they got the job. Hand each student an envelope that contains the title of his or her new job in the envelope.   Once class has begun ask the students to share their new job announcements with the class as why they believe they were chosen for the job.  Then start into lecture once the discussion is over.  Lecture: Power Point Presentation  Central Questions:   * What are some reasons people work? * How would you explain the difference between a job and a career? * Name basic skills you may use at work? * What are employability traits? | | |
| **Lesson Closure** | | |
| 1. Demonstrate desirable employability skills.  2. Effectively interview for a job. | | **Essential Questions:**   * What are some reasons people work? * How would you explain the difference between a job and a career? * How are interests and skills different? * What are some basic skills you may use at work? * What are desirable employability traits? |
| **Standards for Mathematical Practice** (select all that apply) | | |
| * Make sense of problems and persevere in solving them. * Construct viable arguments and critique the reasoning of others. * Use appropriate tools strategically. * Attend to precision. * Look for and make use of structure. | | |
| **Supplemental Activities** | | |
| **Intervention**   * Students may work in group on practicing employability skills   and interviewing for a job if needed   * Students may work one on one with a teacher practicing   employability skills and interviewing for a job if needed   * A student may work one on one with another student that has   mastered the employability skills and job interview, if needed | | **Enrichment**   * Students may work in groups to practice real-life activities related to interviewing for a job      * Students may work in groups to practice real-life activities related to employability skills |
| **Performance Based Assessment Task** | | |
| **STEM Task**  *Competency 1: Demonstrate proper workplace skills*  *a. Describe traits of a quality employee including integrity, loyalty, responsibility and so forth.*  *b. Prepare a project management methodology, and use it consistently.*  *Competency 2: Provide essential documents and skills required for entering the workplace*  *a. Prepare a resume containing essential information*  *b. Describe and demonstrate the procedures for a job interview*  *c. Prepare and finalize electronic portfolio to include all relevant material* | **Rubric/ Plausible Student Response(s)**  *a. Group Participation Rubric*  *Journal Rubric*  *b. Project Rubric*  *a. Resume Rubric*  *b. Teacher observation*  *Interview Rubric*  *c. Portfolio Rubric* | |