

<b>Course:</b>	Employability Skills		
<b>Credits:</b>	0.5		
<b>Prerequisites:</b>	none		
<b>Description:</b>	This class provides an opportunity to develop positive attitudes, knowledge, skills and linkages that will empower the successful transition from high school to postsecondary options. Curriculum study units will include: assessment, transition, Covey's 7 Habits of Highly Effective People, core abilities, job writing, college survival, etc. Students may earn a State Employability Skills certificate through this course.		
<b>Academic Standards:</b>	Wisconsin Standards for Agriculture, Food and Natural Resources		
<b>Units:</b>	<b>Unit Length:</b>	<b>Unit Standards:</b>	<b>Unit Outcomes:</b>
<b>Career Readiness Checklist</b>	10 Days	CD1 CD2 CD3	Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.
<b>7 Habits of Highly Effective Students</b>	15 days	CD1 CD4 IMT1 LE1	Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
<b>Personal Career Prep</b>	20 days	CD4.b	Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
<b>Communication Skills</b>	8 days	4C3 CD4	Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
<b>Interview Skills</b>	15 days	CD2 CD4 LE1	Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
<b>Workplace Ethics &amp; Security</b>	4 days	4C2 4C3 IMT1	Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.

<b>Goal Setting &amp; Goal Burning</b>	10 days	CD1 CD3	Identify person strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.
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<p>Unit Name: <b>Career Readiness</b></p>	<p><b>Length:</b> 10 days</p>
<p><b>Standards:</b>                  CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.                  CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.                  CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	<p><b>Outcomes:</b>                  Students will review the top 20 career readiness skills and establish a plan to incorporate these lessons in their school and work plans.</p>
<p><b>Essential Questions:</b>                  What are essential 21st century (and beyond!) skills?                  How can we prepare you, as seniors, for the world of work?                  What are transferable skills for the world of work?</p>	<p><b>Learning Targets:</b>                  Identify individual likes and dislikes related to utilizing skills and abilities.                  Assess personal strengths, aptitudes and passions related to potential future careers.                  Use a decision-making and problem-solving model.                  Apply academic experiences to the world of work, inter-relationships and the community.                  Assess attitudes and skills that contribute to successful learning in school and across the life span.</p>
<p>Topic 1: <b>Career Clusters &amp; Perceptions</b></p>	<p><b>Length:</b> 5 days</p>
<p><b>Standard(s):</b>                  CD1, CD2, CD3</p>	<p><b>Academic Vocabulary:</b>                  skills gap, career clusters, readiness, entrepreneurship, punctuality, ethics, active listening, non verbal communication, analytical skills, quantitative skills</p>
<p>Lesson Frame: Personal Traits Inventory</p>	<p>We will: discuss 21st century skills and identify strengths, passions &amp; aptitude.                  I will: assess current standing in each of the discussed skill areas.</p>
<p>Lesson Frame: Connection of educational achievement and work opportunities.</p>	<p>We will: brainstorm transferable skills from education to work.                  I will: determine individual skills.</p>
<p>Lesson Frame: Attitudes and Perceptions of Career Clusters</p>	<p>We will: review each of the career clusters.                  I will: denote individual pros and cons for each of the cluster areas.</p>
<p><b>Performance Tasks:</b>                  perceptions survey, self-assessment of strengths/aptitudes/passions, career cluster wheel</p>	<p>Notes:</p>
<p>Topic 2: <b>Career Readiness</b></p>	<p><b>Length:</b> 5 days</p>
<p>Lesson Frame: Personal Path/Where am I headed?</p>	<p>We will: explore options for continuing education and the world of work.                  I will: identify educational and work options beyond high school.</p>
<p>Lesson Frame: What is career readiness?</p>	<p>We will: examine the top of career readiness.                  I will: complete exit ticket on 20 top traits.</p>

<b>Performance Tasks:</b> survey on career readiness, video of personal traits, and group work on 21st century skills	Notes:

Unit Name: <b>7 Habits of Highly Effective Students</b>	<b>Length:</b> 15 days
<b>Standards:</b> CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. CD4: Students will identify and apply employability skills. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.	<b>Outcomes:</b> Implement leadership skills to accomplish team goals and objectives. Identify strengths and weaknesses and develop a plan for success. Creation of a personal plan for employability skills.
<b>Essential Questions:</b> How can Steven Covey's 7 principles be incorporated into your life as a student and employee? How does Maslow's hierarchy of needs change at different points in life?	<b>Learning Targets:</b> Identify behaviors that demonstrate self-discipline, self-worth, positive attitude and integrity. Describe positive work-qualities typically desired in each of the career cluster's pathway. Select relevant information necessary for making decisions and solving problems. Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general. Assess personal strengths, aptitudes and passions related to potential future careers.
Topic 1: Seven Habits	<b>Length:</b> 13 Days
<b>Standard(s):</b> CD7, IMT1, LE1	<b>Academic Vocabulary:</b> habit, personal bank account, self-paradigm, principle centered
Lesson Frame: Overview of habits	We will: take notes on each habit. I will: use evidence from the text to determine the important traits of each habit.
Lesson Frame: 7 Habits Self-Awareness	We will: review each of the seven habits. I will: complete a self-awareness survey.
Lesson Frame: Personal Bank Account	We will: learn about Covey's personal bank accounts for employability. I will: log daily deposits and withdrawals during this unit.
<b>Performance Tasks:</b> personal bank account log, multimedia presentation of habits, habits tree, Kohn partner review activity	Notes:
Topic 2: Maslow's Hierarchy of Needs	<b>Length:</b> 2 days
<b>Standards:</b> CD1, LE1	<b>Academic Vocabulary:</b> hierarchy, self-actualization, esteem, physiological needs, safety needs, concrete, abstract
Lesson Frame: Maslow's	We will: learn Maslow's Hierarchy of Needs. I will: sketch the pyramid into notes.
Lesson Frame: Self-Actualization	We will: determine steps necessary to achieve self-actualization. I will: determine self care steps.
<b>Performance Tasks:</b> Maslow pyramid creation, self analysis survey, word wall, jigsaw activity	Notes:



Unit Name: <b>Personal Career Prep</b>	<b>Length:</b> 20 days
<b>Standards:</b> CD4.b: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.	<b>Outcomes:</b> Identify the qualities employers may seek in a candidate. Use technology to assist in career exploration and job-seeking activities. Compare and contrast personal attributes with employment needs and trends. Complete required employment forms and documentation.
<b>Essential Questions:</b> How do you best portray yourself in employment documents (resume, cover letter, job applications, etc)? How has social media and technology changed the world of work?	<b>Learning Targets:</b> Prepare a resume, cover letter, employment application.
Topic 1: <b>Resumes</b>	<b>Length:</b> 6 days
<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> action words, active vs passive voices, infographic, chronological, functional, combination and targeted
Lesson Frame: Types of Resumes	We will: distinguish between all the different types of resumes. I will: compare and contrast the purposes of each type.
Lesson Frame: Action Words	We will: review top 100 action verbs in resumes. I will: highlight 10 that I can quantify examples for.
Lesson Frame: Resume Formats	We will: learn about formats of paper and electronic resumes. I will: select the format that best meets my experience.
<b>Performance Tasks:</b> create a resume, peer evaluation, explore online portals, Career Cruising project	Notes:
Topic 2: <b>Professional Communications</b>	<b>Length:</b> 5 days
<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> resignation, cover letter, inquiries, correspondence, cultural expectations
Lesson Frame: Cover Letter	We will: review components of a professional cover letter. I will: save examples of cover letter formats in portfolio.
Lesson Frame: Professional Communications	We will: learn techniques for communicating with prospective employers. I will: develop skills in completing applications.
<b>Performance Tasks:</b> accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
Topic 3: <b>Business Communications</b>	<b>Length:</b> 5 days

<b>Standard(s):</b> CD4.b	<b>Academic Vocabulary:</b> references, desired wage, social security number, privacy, equal opportunity employer, scholastic, qualifications, termination, disability, course of study
Lesson Frame: Paper Applications	We will: learn the components of a job application I will: obtain information on 5 positive references
Lesson Frame: Online Applications	We will: discuss etiquette and tips of completing an online application I will: develop skills in completing applications
Lesson Frame: Job Postings/Seeking	We will: explore how to find job postings and what descriptions mean I will: understand parts of a job description
<b>Performance Tasks:</b> accurately complete paper and online applications, review online and paper sources of employment, create an information sheet with positive references, compare and contrast job applications	Notes:
<b>Topic 4: Employment Documents</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> CD4.b:	<b>Academic Vocabulary:</b> at-will agreement, benefits enrollment, non compete agreement, withholding
Lesson Frame: Review of essential documents and forms for a newly hired employee	We will: review definitions of essential forms and documents I will: correctly match the definition to term.
Lesson Frame: Withholding information	We will: review tax implications for new hires We will: complete a withholding form
<b>Performance Tasks:</b> comparison of employment agreements, word wall, document completions	Notes:

<b>Unit Name: Communication Skills</b>	<b>Length:</b> 8 days
<b>Standards:</b> 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. CD4: Students will identify and apply employability skills.	<b>Outcomes:</b> Communicate thoughts and feelings with others using verbal and non-verbal language. Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. Identify and exhibit traits for retaining employment.
<b>Essential Questions:</b> What non-verbal and verbal cues happen in the world of work? What messages are you conveying with non-verbal skills? What would your "elevator speech" be?	<b>Learning Targets:</b> Describe various ways people communicate with each other without using words. Demonstrate effective listening skills. Explore non-verbal and non-written means of communication. Recognize the appropriate behavior and communication skills necessary in adult interactions.
<b>Topic 1: Non-verbal and verbal communication</b>	<b>Length:</b> 4 days
<b>Standard(s):</b> 4C3, CD4	<b>Academic Vocabulary:</b> communication, tone, non-verbal, body language, cues
Lesson Frame: Importance of verbal and nonverbal communication	We will: compare and contrast verbal and non-verbal communication. I will: sort positive and negative examples of each.
Lesson Frame: Delivery of Messages	We will: discuss communication delivery methods. I will: select appropriate communication method.
<b>Performance Tasks:</b> listening activity, non-verbal communication tasks, nonverbal vs verbal	Notes:
<b>Topic 2: Elevator Speech</b>	<b>Length:</b> 4 days
Lesson Frame: 30 second "Tell me about yourself" speech	We will: discuss what to include in 30 second elevator speech. I will: craft a 30 second personal speech.
Lesson Frame: Positive Personal Critiques	We will: create a rubric to evaluate 30 second speeches. I will: practice listening skills and positive non-verbal skills.
<b>Performance Tasks:</b> elevator speech partner introductions, Flipgrid video creation, Top 5 About Me	Notes:

Unit Name: <b>Interview Skills</b>	<b>Length:</b> 15 days
<b>Standards:</b> CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals. CD4: Demonstrate skills related to seeking and applying for employment to find and obtain a desired job. LE1: Students will apply leadership skills in real-world, family, community and business and industry applications	<b>Outcomes:</b> Evaluate how performance and connections within the learning community enhance future opportunities. Apply academic information from a variety of sources to enhance career preparedness and lifelong learning. Participate in civic and community leadership and teamwork opportunities to enhance skills to develop leadership potential.
<b>Essential Questions:</b> How do you best prepare for a job interview? What questions should you ask and be ready to be asked in an interview? How can career opportunities match personal skills, interests and aptitudes?	<b>Learning Targets:</b> Give examples of positive personal characteristics (e.g., honesty, dependability, responsibility, integrity and loyalty). Identify career opportunities of interest; match personal interests and aptitudes. Build an ongoing awareness of personal abilities, skills, interests and motivation and determine how these fit with chosen career pathway. Identify the qualities employers may seek in a candidate.
Topic 1: <b>Character Education</b>	<b>Length:</b> 8 days
<b>Standard(s):</b> CD2, CD4	<b>Academic Vocabulary:</b> reputation, integrity, aptitude, values, service learning, intrinsic value, resume enhancement
Lesson Frame: Strengths and Weaknesses for Success	We will: identify individual personal characteristics and methods. I will: create a descriptive self bio of action words.
Lesson Frame: Service Learning Project	We will: discuss the 6 steps of service learning. I will: self-reflect on the 6 steps after completing a project.
Lesson Frame: FFA Motto & Genius Hours	We will: learn the 4 lines of the FFA Motto. I will: complete an exit ticket assessing self on the motto.
<b>Performance Tasks:</b> self biography creation, FFA motto evaluation, 6 steps of service learning reflection, personal surveys of strengths and weaknesses, Genius Hour Lessons	Notes:
Topic 2: <b>Interviewing</b>	<b>Length:</b> 7 days
<b>Standard(s):</b> CD4	<b>Academic Vocabulary:</b> business casual, scheduler, active dialogue, concise, timeline, interpersonal skills, hygiene
Lesson Frame: Pre-Interview	We will: review tips to prepare prior to the interview. I will: be aware of dos/don'ts.
Lesson Frame: Interview	We will: practice successful interviews. I will: participate in a mock interview.

Lesson Frame: Post-Interview	We will: learn what to do after an interview.
<b>Performance Tasks:</b> mock interviews, interview interactive notebook, dos/don'ts checklists, follow-up thank you notes, feedback activity	Notes:

Unit Name: <b>Workplace Ethics &amp; Security</b>	<b>Length:</b> 4 days
<b>Standards:</b> 4C2: Students will formulate and defend judgments and decisions by employing critical thinking skills. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	<b>Outcomes:</b> Develop effective resolutions for a given problem, decision or opportunity using available information. Predict how an action could result in unintended consequences, both positive and negative. Choose appropriate sources of data and information for a given purpose.
<b>Essential Questions:</b> What are ethics and how does it affect your life? What are workplace violations in ethics and how can you navigate the situation? How do you you utilize information from a variety of sources to make an informed decision?	<b>Learning Targets:</b> Differentiate between problems and symptoms. Analyze the impact of a decision using a systems thinking model. Explain how information can be portrayed differently by groups with varying purposes and perspectives. Show organizational skills necessary to be a successful leader and citizen and practice those skills in real-life situations.
Topic 1: <b>Ethics Violations</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> 4C2, 4C3, IMIT1	<b>Academic Vocabulary:</b> discrimination, conflict of interest, harassment, breach, policy, conduct, code
Lesson Frame: Ethical Scenarios of the World of Work	We will: discuss workplace ethics scenarios. I will: defend my position on scenarios.
Lesson Frame: Illegal Questions/Workplace	We will: learn about illegal interview and hiring questions. I will: formulate a response when asked a question that is not allowed.
<b>Performance Tasks:</b> ethics scenarios, ethics puzzles, teamwork challenge	Notes:
Topic 2: <b>Workplace Cybersecurity</b>	<b>Length:</b> 2 days
<b>Standard(s):</b> 4C3, IMT1	<b>Academic Vocabulary:</b> cyber security, passwords, data, insecure data, malware, PINs
Lesson Frame: Cybersecurity	We will: utilize a systems thinking model to learn about cybersecurity in the workplace. I will: create a systems thinking model.
Lesson Frame: Electronic Expectations	We will: review policies and expectations of electronic usage in the workplace. I will: complete a sorting exit ticket.
<b>Performance Tasks:</b> security rebus puzzle, word wall, categorization	Notes:

<p><b>Unit Name: Goal Setting &amp; Goal Burning</b></p>	<p><b>Length:</b> 10 days</p>
<p><b>Standards:</b>                  CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.                  CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p>	<p><b>Outcomes:</b>                  Identify personal strengths, aptitudes and passions. Demonstrate effective decision-making, problem solving and goal setting. Investigate the world of work in order to gain knowledge of self in order to make informed career decisions. Examine and evaluate opportunities that could enhance life and career plans and articulate plan to guide decisions and actions.</p>
<p><b>Essential Questions:</b>                  What does it mean to burn your goals and trust the process?                  What education and steps are needed to reach personal and career goals?</p>	<p><b>Learning Targets:</b>                  Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.                  Define a goal and describe why it is important to have goals.                  Identify long and short-term goals.                  Locate, evaluate and interpret career information.                  Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.</p>
<p><b>Topic 1: Chop Wood, Carry Water</b></p>	<p><b>Length:</b> 4 days</p>
<p>Standard(s): CD1, CD3</p>	<p><b>Academic Vocabulary:</b>                  adversity, sensei, warrior, goals</p>
<p>Lesson Frame: What does it mean to burn your goals?</p>	<p>We will: discuss the concept of "burn your goals".                  I will: reflect on the process of goals.</p>
<p>Lesson Frame: Persistence and Grit</p>	<p>We will: view TED TALK on grit and perseverance.                  I will: complete a self assessment.</p>
<p><b>Performance Tasks:</b>                  reading from Chop Wood/Carry Water, personal beliefs essay, grit meter</p>	<p>Notes:</p>
<p><b>Topic 2: Goal Setting</b></p>	<p><b>Length:</b> 6 days</p>
<p>Lesson Frame: Goal setting process.</p>	<p>We will: identify components of SMART goals.                  I will: write a goal in SMART format.</p>
<p>Lesson Frame: Understand the difference between a goal and a SMART goal.</p>	<p>We will: evaluate goals to see if they are in SMART format.                  I will: develop a personal SMART goal.</p>
<p>Lesson Frame: Growth Mindset</p>	<p>We will: review the concept of fixed vs. growth mindset.                  I will: reflect on personal goals.</p>
<p><b>Performance Tasks:</b>                  FFA journey SMART goals, Smarties competition, Carol Dweck reading</p>	<p>Notes:</p>