

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	Family and Consumer Sciences	Course:	FCS & Health Internship Service Occupations	Unit Title:	Employability	Grade Level(s):	12
Assessed Trimester:	Tri 1	Pacing:	20-25 days	Date Created:	6/22/18	Date Revised:	7/28/2021

Course Understandings

Students will understand that:

- The career readiness skills, leadership, and academic skills students have learned will be put into practice through a work experience program in their career pathway.

DESIRED RESULTS (Stage 1) - WHAT DO WE WANT STUDENTS TO KNOW AND BE ABLE TO DO?

Established Goals

- Minnesota Frameworks: 1.0** Synthesize knowledge, skills, and practices required for careers, leadership, and volunteer opportunities in family and community services.
Standard/Benchmarks:
1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.
- Minnesota Frameworks: 4.0** Integrate professional and ethical standards into human services practice and service learning
Standard/Benchmarks:
4.2 Evaluate professional and ethical collaborative relationships with colleagues, participants and families.

Transfer

Students will be able to independently use their learning to: (product, high order reasoning)

- Understand job seeking skills, safe work practices, and employer roles and responsibilities.

Meaning

Unit Understanding(s):

Students will understand that:

- A performance review is important to job success
- SMART goals are effective for setting goals

Essential Question(s):

Students will keep considering:

- How can I be successful in a job? *Or* How can I succeed in a job?

Acquisition

Knowledge - Students will:

- Understand the performance review that is used
- Analyze individual attitude about accepting performance-based criticism
- Know guidelines when filling out a job application

Reasoning - Students will:

- Develop SMART goals for their job site

Skills - Students will:

- Accurately complete a job application following the guidelines
- Demonstrate behaviors that are essential for a job interview
- Model appropriate employer and employee interactions
- Experience a work environment through part time employment

Common Misunderstandings

- My employer will tell me everything I need to know and do at the job site.
- I am performing my job at a satisfactory level.
- There are not any regulations or requirements for/at my job.
- I do not need to set goals for my job.
- Getting hired for a job is easy.
- All jobs pay the same wage.

Essential New Vocabulary

- Performance Review
- Initiative
- Employability skills
- SMART goal
- Resume

EVIDENCE OF LEARNING (Stage 2) - HOW WILL WE KNOW THEY HAVE LEARNED IT?

Evaluative Criteria	Sample Progress Monitoring
Performance Tasks: • Resume Project • Elevator Pitch (flip grid) • Job Application • Trimester 1 SMART Goal Letter • Sample Copy of Tri 1 Goal Letter • Current Events • Job Site Project (CSA)	Sample Performance Tasks (Transfer and Meaning):
Other Evidence: • LinkedIn Profile Template	Other Sample Evidence (Meaning and Acquisition):

Sample Unit Pre-assessment:	Sample Common Formative Assessment(s) for this unit:	Common Summative Assessment:
		• Job Site Project • Job Site Project Template

INSTRUCTIONAL PLANNING (Stage 3) – WHAT WILL WE DO IF THEY HAVEN'T LEARNED... OR THEY KNOW IT ALREADY?

Priority in Pacing Order	No. Standard/ Benchmark	Sample Student Friendly Standard/Benchmark	Sample Activities/Resources	Sample Modifications/Interventions	Sample Enrichments/Extensions
1.0 Synthesize knowledge, skills, and practices required for careers, leadership, and volunteer opportunities in family and community services.					
HIGH	1.5 Demonstrate job acquisition skills to gain work-based learning opportunities and employment in family and community services careers.	I can understand the performance review that is used			
		I can analyze my individual attitude about accepting performance-based criticism			
		I can develop SMART goals for my job site			
		I can accurately complete a job application following the guidelines			
		I can demonstrate behaviors that are essential for a job interview			
		I can model appropriate employer and employee interactions			
		I can experience a work environment through part time employment			
		4.0 Integrate professional and ethical standards into human services practice and service learning			
LOW	4.2 Evaluate professional and ethical collaborative relationships with colleagues, participants and families.	I can create a plan for a community service project with my team.			

ISTE Standards:

1. Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
3. Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Unit Plan Author: Kelly Johnson (Kelly.Johnson@ahschools.us) & Sadie Oraskovich