

**CTE Standards Unpacking
Employability**

Course: Employability

Course Description: Employability skills are fundamental to creating an employable individual. Students must have skills and knowledge necessary to understand the factors that contribute to life-long work success. These standards are designed to provide students with foundational knowledge to promote successful transition from school to career.

Career Cluster: All

Prerequisites: None

Program of Study Application: Employability is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

INDICATOR #E 1: Evaluate positive work behaviors and personal qualities.		
SUB-INDICATOR 1.1 (Webb Level: 1 Recall): Identify personal qualities and aptitudes		
SUB-INDICATOR 1.2 (Webb Level: 2 Skill/Concept): Generalize positive work qualities		
SUB-INDICATOR 1.3 (Webb Level: 3 Strategic Thinking): Analyze appropriate self-management skills as related to specific work environment		
<p>Knowledge (Factual): Knowledge of appropriate vs. inappropriate work behaviors and attire (example: piercings, tattoos, foul language, cell phone use, hand washing)</p> <p>Knowledge of relevant vocabulary: digital footprint, initiative, time-management, integrity, problem-solving, critical thinking</p>	<p>Understand (Conceptual): Understand personal strengths and weaknesses and how it relates to work behaviors</p> <p>Understand how personal biases affect work performance</p>	<p>Skills (Application): Identify personal qualities, aptitudes, and biases through self-assessments</p> <p>Demonstrate ethical decision-making and social responsibility (example: case studies, scenarios, role play)</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Reflect on positive work behaviors and personal qualities as related to a specific work environment 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Write a reflection outlining personal qualities and how they relate to the work environment</p> <p>Create a document detailing appropriate work behavior and attire (example: mini employee handbook, poster, brochure)</p>

INDICATOR #E 2: Demonstrate skills to seeking and successfully securing employment		
SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Investigate sources to identify employment opportunities		
SUB-INDICATOR 2.2 (Webb Level: 3 Strategic Thinking): Analyze and create relevant employment documents		
SUB-INDICATOR 2.3 (Webb Level: 4 Extended Thinking): Demonstrate effective interview skills for employment		
SUB-INDICATOR 2.4 (Webb Level: 1 Recall): Identify the role of networking in preparing for employment		
<p>Knowledge (Factual): Vocabulary: applications, cover letter, resumes, references, follow-up letters, job search, interview, networking</p>	<p>Understand (Conceptual): Understand appropriate interview behavior</p> <p>Understand the importance of error-free employment documents</p>	<p>Skills (Application): Investigate how to conduct a job search</p> <p>Create relevant employment documents (see vocab words)</p> <p>Demonstrate appropriate interview skills and attire</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create appropriate employment documents • Demonstrate appropriate interview skills. 		

Academic Connections	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>W.5 Students will develop and strengthen writing through planning, revising, editing, and rewriting.</p> <p>SL.4: Students will present information, findings, and supporting evidence conveying a clear perspective appropriate to task, purpose, and audience.</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Create resume, cover letter, and follow-up letter.</p> <p>Mock interviews</p> <p>Role play appropriate interview skills and business attire</p>

INDICATOR #E 3: Demonstrate effective workplace communication.		
SUB-INDICATOR 3.1 (Webb Level: 1 Recall): Recognize different means of communication in the workplace		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Demonstrate effective communication in the workplace using appropriate methods		
<p>Knowledge (Factual): Knowledge of appropriate workplace communication Vocabulary Words: Memo, etiquette, formal language, informal language, verbal communication,</p>	<p>Understand (Conceptual): Understand the importance of using appropriate communication in the workplace. Understand the importance of non-verbal communication differences</p>	<p>Skills (Application): Practice writing appropriate memos, emails, and letters; practice appropriate phone etiquette Research non-verbal communication habits in</p>

nonverbal communication, interpersonal	regionally, culturally, and interpersonally (example: eye contact, clothing, gestures, facial expressions, body language, tone/volume of voice)	the workplace. Research cultural communication differences Role play appropriate verbal and nonverbal workplace skills.
<p>Benchmarks</p> <p><i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Create appropriate workplace documents • Discuss appropriate workplace communication skills 		
<p><i>Academic Connections</i></p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>W.5 Students will develop and strengthen writing through planning, revising, editing, and rewriting.</p> <p>SL.4: Students will present information, findings, and supporting evidence conveying a clear perspective appropriate to task, purpose, and audience.</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Create appropriate memos, emails, and letters</p> <p>Class discussion</p> <p>Role Play appropriate phone etiquette</p> <p>Research cultural differences and/or workplace communication and create a poster, power point, brochure, or similar product</p>	

<p>INDICATOR #E 4: Generalize employer and employee responsibilities toward each other</p>		
<p>SUB-INDICATOR 4.1 (Webb Level: 2 Skill/Concept): Research employers' responsibilities</p>		
<p>SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Demonstrate understanding of employability skills needed to maintain employment</p>		
<p>Knowledge (Factual): Vocabulary Words: Accountability, Initiative, Responsibility, Time Management, Work Ethic, Punctuality, Harassment, Communication, Grievance Policy, Workplace appearance, Absenteeism, Confidentiality, Customer Service</p> <p>Knowledge of general employer expectations and responsibilities</p> <p>Knowledge of general employee expectations and responsibilities</p>	<p>Understand (Conceptual): Understand the importance of personal work ethic and how it affects coworkers</p> <p>Gain an understanding of the responsibilities and expectations of employers</p> <p>Gain an understanding of the responsibilities and expectations of employees</p> <p>Gain an understanding of how employee work performance affects the business.</p>	<p>Skills (Application): Discuss absenteeism and how it affects the workplace</p> <p>Research employer responsibilities in the workplace (example: safety, scheduling, chain of command, grievance policy, labor laws, harassment policy, work hours, break schedules, working conditions)</p> <p>Brainstorm employee responsibilities in the workplace (example: harassment policy, acceptable vs. unacceptable absences, punctuality and time management, confidentiality, customer service)</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Compare and contrast employer vs. employee responsibilities • List common employer expectations • List employability skills needed to maintain employment 		
<p>Academic Connections</p>		
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p>	<p>Sample Performance Task Aligned to the Academic Standard(s): Invite guest speakers from business and industry to share their workplace</p>	

<p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p> <p>SL.1: Students will initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas, and expressing their own clearly and persuasively.</p>	<p>expectations.</p> <p>Role play a customer service situation</p> <p>Summarize an appropriate response to a workplace complaint (example: poor customer service, co-worker harassment, appearance, cellphone use)</p>
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<p>INDICATOR #E 5: Make connections between educational choices and employment options.</p>		
<p>SUB-INDICATOR 5.1 (Webb Level: 2 Skill/Concept): Develop post-secondary plans related to individual goals</p>		
<p>SUB-INDICATOR 5.2 (Webb Level: 4 Extended Thinking): Apply employability concepts through experiential learning</p>		
<p>SUB-INDICATOR 5.3 (Webb Level: 3 Strategic Thinking): Compare postsecondary options to determine alignment with abilities, lifestyle and goals</p>		
<p>Knowledge (Factual): Vocabulary Words: Free Application for Federal Student Aid (FAFSA), grants, loans, scholarships, secured loan, unsecured loan, Internship, Job Shadows, Apprenticeship, Service Learning</p> <p>Knowledge of educational options and requirements for employment goals</p>	<p>Understand (Conceptual): Understand the connection between responsibilities and expectations at both school and work</p> <p>Gain an understanding of the post-secondary process (example: FAFSA, financial aid, applications, scholarship information, transcripts, academic testing such as ACT/SAT or Accuplacer)</p>	<p>Skills (Application): Create an academic plan based on career of interest, outlining a transition towards the career</p> <p>Research post-secondary opportunities through career exploration programs such as SDMyLife.</p> <p>Practice completing sample post-secondary and scholarship applications</p>
<p>Benchmarks <i>Students will be assessed on their ability to:</i></p> <ul style="list-style-type: none"> • Begin or continue a Personal Learning Plan (PLP) • Develop a post-secondary plan 		

<i>Academic Connections</i>	
<p>ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):</p> <p>W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience</p>	<p>Sample Performance Task Aligned to the Academic Standard(s):</p> <p>Practice completing sample post-secondary and scholarship applications</p> <p>Practice writing scholarship essays.</p> <p>Write a reflection about your Career Exploration results.</p> <p>Include results from Career Exploration programs (SdMyLife) in your PLP</p> <p>Include academic plan in your PLP</p>

Additional Resources

Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.

Federal Financial Aid Information (www.fafsa.gov)

Meyers Briggs resources <http://typelogic.com/entp.html> and
<http://www.personalitypage.com/>
 United States Dept of Labor www.bls.gov
www.strengthsquest.com
www.sdmylife.com