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| **Project Overview**  |
| **Name of Project: Employability Skills: Show Off**  | **Duration (days): 5-6**  | **Written For:**[x] Period Schedule[ ] Block Schedule | [ ] Trimester[ ] Semester |
|  **Subject/Course: JAG** |  **Teacher(s): R. Leinaar** | **State: IA** | **Grade Level(s):**[ ] 7/8[ ] 9/10 | [x] 11/12[ ] Alternative Ed.[ ] Out of school  | [ ] Any |
| **Other Subject Areas to Be Included:** Click here to enter text. |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | Students will create a portfolio that can allow them to show off all of their skills and accomplishments that make them employable. They will compile a binder with all of their documents to present when they are going through an interview process. Students will also have an opportunity to participate in a mock interview. They will then be able to get in groups and create a multimedia presentation of a top 10 list of do’s and don’ts of resume writing, cover letters, filling out an application, professional dress attire, etc.  |
| **Driving Question**What problems/questions will students be learning about? |  What things can I do, say, and display to an employer that will get me hired? |
| **Entry Event**How will you introduce the topic in an engaging way? | Guest speaker from an employment agency or hiring professional to cover what employers are looking for |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** | Top 10 do’s and don’ts – resume, cover letter, attire, interviewing, application….. | How will students demonstrate competency attainment as a team? | **Presentation Audience** |
| [x] Class  |
| [x] School  |
| [x] Community  |
|  **Individual:** | Student portfolio – resume, cover letter, letters of reference, awards, certificates (include NCRC)• Mock interviews – Who will get the job? | How will students demonstrate competency attainment individually? | [x] Experts |
| [x] Web |
| [ ] Other:Click here to enter text. |

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| **Project Overview** |
| **Competency Attainment**What competencies should students understand, know and be able to do as a result of the PBL? | What competencies will you introduce? **(Level 1):**C.17, E.30, E27, E.28, F.33, F.34, F.36, G.41What competencies will be in progress during this project? **(Level 2):**C.16, C.18, C.19, D.21, D.22 D.23,Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**A.2, A.3, B.7, B.8, B.9, B.10, B.11, B.12, B.13, C.14, C.15, D24 |
| **Formative Assessments**(Check all that apply)How will you assess student learning throughout the PBL? | [x] Checklists | [ ] Notes | [ ] Preliminary  Plans/Outlines/Prototypes |
| [ ] Concept Maps | [ ] Online Tests/Exams | [ ] Quizzes/Tests |
| [x] Journal/Learning Log | [x] Practice Presentation | [x] Rough Drafts |
| [ ] Other (see PBL Library for ideas): Agreement- Who’s doing what? |
| **Summative Assessments**(Check all that apply)How will you assess student learning at the completion of the project? | [ ] Essay | [ ] Peer Evaluation |  |
| [ ] Multiple Choice/Short Answer  Test | [ ] Self-Evaluation |  |
| [ ] Oral Presentation, with rubric | [ ] Written Final, with rubric  |  |
| [x] Other (see PBL Library for ideas): Video of top 10 list-rubric  |
| **Reflection Methods**How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | **(Individual, Group, and/or Whole Class)** | [ ] Journal/Learning Log | [ ] Focus Group – Success Counsel |
| [ ] Whole-Class Discussion | [ ] Fishbowl Discussion |
| [ ] Survey | [ ] Other (see PBL Library for ideas): Click here to enter text. |
| **Project Overview** |
| **Career Association:**How will you build student leadership into the PBL? | **Which CA Goal(s) will be covered in this PBL?** [ ] Leadership[ ] Community Service[x] Career Prep[ ] Civic Awareness[ ] Social Awareness[ ] Fundraising | **What roles will your officers lead in planning?**Leadership: Click here to enter text. Community Service: Click here to enter text.Career Prep: Click here to enter text.Civic Awareness: Click here to enter text.Social Awareness: Click here to enter text.Fundraising: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Leadership: Click here to enter text. Community Service: Click here to enter text.Career Prep: Click here to enter text.Civic Awareness: Click here to enter text.Social Awareness: Click here to enter text.Fundraising: Click here to enter text. |
| **Which Career Pathways will be incorporated into this PBL?**[ ] Arts & Communication[ ] Business, Management, Marketing & Technology[ ] Engineering/Manufacturing & Industrial Technology[ ] Health Sciences[ ] Human Services [ ] Natural Resources & AgroSciences | **Which employers/businesses will you work with throughout this project?**Click here to enter text. |
| **Employer Engagement Strategy:** How will you utilize employer connections to increase relevance? | **Circle One:**[x] Meet and Greet[ ] Classroom Presentation[ ] Project Observation[ ] Skype/Webinar[ ] Mock Interview[ ] Other: Click here to enter text. | **Circle Two:**[ ] Service Learning[ ] Company Tour[ ] Mentoring[ ] Co-Develop PBL/Scaffolding[ ] Critique of Public Product [ ] Other: | **Circle 3:**[ ] Job Shadow[ ] Limited Time Work Experience[ ] Pre-Apprenticeship[ ] Internship/Apprenticeship[ ] Summer Job[ ] Other: Click here to enter text. |
|  **Project Overview**  |
| **Scaffolding**What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**(What do you need to do to prepare for the project to begin?)* Complete career exploration for each student.
* Build relationships with business partners to assist with reviewing documents and mock interviews.
* Secure necessary materials and resources, especially technology.
* Design lessons with relevant materials for job searches, applications, references, cover letters, resumes, and interviewing.
* Create/modify assessments and reflections.
* Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

**Launching the Project:**(How will you SPARK their attention?)* Share the Driving Question.
* Discussion on student voice and choice.

**Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)Click here to enter text. |
| **Accommodations**What modifications will you need to make to fit the needs of all students in your classroom?  |  Adjustments may be made based on 504 or IEP accommodations  | **Revision & Critique:**How will you provide opportunities for students to review their work and provide feedback for improvement?  | Some students may need extra time according to any 504 or IEP accommodations.  |
| **Resources**How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project?  | **WHO** will you be incorporating?  | **HOW** will you be incorporating? (please describe) |
| [ ] School Staff | Click here to enter text. |
| [ ] Business Professionals/Employers | Click here to enter text. |
| [x] Community Leaders/Organizations | Employment agency, College, Iowa Workforce Development |
| [x] Technology  | Computer, projector, video equipment or phone |
| [x] Materials  | Binders, page protectors |
| **student Learning Guide** |
| **Project: Student Show-Off** |
| **Driving Question: What things can I do, say, and display to an employer that will get me hired?** |
|  |
| **Description of Activity/Product**What will students, specialists, guests, etc. be doing during this portion? |  **Learning Outcomes/Targets**What knowledge, understanding & success skills will students need to successfully complete this portion? |
| [x] Formative[x] Final Product | Teacher- assist in turning strengths into statementsExperts- what employers are looking for in an employee | I can identify my strengths and turn them into statements I can use for my resume |
| [x] Team[x] Individual |
| [x] Formative[x] Final Product | Teacher will provide a lesson reviewing all the components of a resume | I can ensure my resume has all of the required components |
| [x] Team[x] Individual |
| [x] Formative[x] Final Product | Teacher will provide a lesson on what and what not to put in a cover letter | I can write a professional cover letter  |
| [x] Team[x] Individual |
| [x] Formative[x] Final Product | Teacher will provide a lesson on script expectations | I can practice my presentation before producing it |
| [x] Team[x] Individual |
| [x] Formative[x] Final Product | Teacher will explain expectations of their do’s and don’ts videos.  | I can produce a video that has recommendations of do’s and don’ts to get the job |
| [x] Team[x] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |
| [ ] Formative[ ] Final Product | Click here to enter text. | Click here to enter text. |
| [ ] Team[ ] Individual |
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| [ ] Team[ ] Individual |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** |
|  Students will take the NCRC  |  Students will take the NCRC  |  Students will take the NCRC  |  Guest speaker from employment agencyWhat are employers looking for in an employee? |  Journal- skills they are good at  |
| **PROJECT WEEK TWO** |
|  Students will compile all components of the show off binder: * Resume
* Cover Letter
* Letters of reference of email confirmation
* Awards they have received throughout high school
* Certificates- include NCRC
 |  Discussion of Interview scene from movie clips- Mrs. Doubtfire – <https://www.youtube.com/watch?v=6wC2DqFJ7UE>Step Brothers – <https://www.youtube.com/watch?v=iXn6sM4uX7c>Hugh Jackman – <https://www.youtube.com/watch?v=fipSEmdj3i0>The Internship – <https://www.youtube.com/watch?v=XYG6tAMWFIo> The Pursuit of Happiness – <https://www.youtube.com/watch?v=ep-ieEG06qg> |  Student will partner up and Practice Interview Questions |  Guest Speaker will conduct mock interviews | David Letterman top 10 list Pharrell top 10 list video clip Students will get into groups and select a topic of do’s and don’ts to get the job. ( interview, resume writing, attire, filling out application)Student agreements- Who is doing what? |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** |
|  Students will research the topic and compile a list of do’s and don’tsStudents will create a top 10 video of Do’s and Don’ts for their particular area.  |  Research for videoWork time for video script  |  Research for video Work time for video script.  |  Practice presentation  |  Practice presentation  |
| **PROJECT WEEK FOUR** |
|  Video recording time  |  Video recording time  |  Presentation of video |  Presentation of video |  Presentation of video Student reflection on padlet.com  |

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| **PROJECT CALENDAR** |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** |
| Click here to enter text. | Click here to enter text. |  Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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|  **ADDITIONAL INFORMATION** |
| Click here to enter text. |