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| **Project Overview** | | | | | | | | | | |
| **Name of Project: Employability Skills: Show Off** | | | **Duration (days): 5-6** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): R. Leinaar** | **State: IA** | | **Grade Level(s):**  7/8  9/10 | 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** | | |
| Class | | |
| School | | |
| 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? | | | Experts | | |
| 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.41  What 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? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | 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 | | | | |  |
| 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  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:**  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. | | | | | | |
| Community Leaders/Organizations | | | | Employment agency, College, Iowa Workforce Development | | | | | | |
| Technology | | | | Computer, projector, video equipment or phone | | | | | | |
| 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?** | | | | | | | | | | | | |
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| **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? | | | | |
| Formative  Final Product | Teacher- assist in turning strengths into statements  Experts- what employers are looking for in an employee | | | | | | | I can identify my strengths and turn them into statements I can use for my resume | | | | |
| Team  Individual |
| Formative  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 | | | | |
| Team  Individual |
| Formative  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 | | | | |
| Team  Individual |
| Formative  Final Product | Teacher will provide a lesson on script expectations | | | | | | | I can practice my presentation before producing it | | | | |
| Team  Individual |
| Formative  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 | | | | |
| Team  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 |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| 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 agency  What 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’ts  Students will create a top 10 video of Do’s and Don’ts for their particular area. | Research for video  Work 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** |
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