

Middle-level CTE Learning Experience Title: The Job Interview Project Educator: Mark Kall, Poland CSD Length of Lesson: 18 days (40 minute periods) Grade Level: 7/8	CTE Area: Business and Marketing Education CTE Theme: Problem Solving and Innovation CTE Content: Career Portfolio Date Created: April 15, 2019
---	--

PLANNING	
Curriculum Goal	Students brainstorm lists of interview questions for employers and for applicants. In groups of three, role-play interviews as employer and applicant using questions developed in the brainstorm. The third student serves as the observer to rate the interview using a feedback rubric. Students exchange roles so that all students experience each of the three roles.
Essential Question(s)	What knowledge and skills are necessary to demonstrate introductory understanding of the application of problem-solving processes and the acquisition, evaluation, and application of the products of research for informed decision making? What knowledge and skills are necessary for individuals to create the elements and behaviors needed for success in the job seeking process?
National Standards	Common Career Technical Core Standards https://www.careertech.org/career-ready-practices Career Ready Practices <ol style="list-style-type: none"> 1. Act as a responsible and contributing citizen and employee 2. Apply appropriate and academic and technical skills 4. Communicate clearly and effectively and with reason 5. Consider environmental, social, and economic impacts of decisions 6. Demonstrate creativity and innovation 7. Employ valid and reliable research strategies 8. Utilize critical thinking to make sense of problems and persevere in solving them 11. Use technology to enhance productivity 12. Work productively in teams while using cultural global competence National Business Education Standards http://www.nbea.org/newsite/curriculum/standards/index.html Career Development <ol style="list-style-type: none"> I. Self-Awareness Achievement Standard <ul style="list-style-type: none"> Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development II. Career Research Achievement Standard <ul style="list-style-type: none"> Utilize career resources to develop a career information database that includes international career opportunities III. Workplace Expectations Achievement Standard

	<p>Relate the importance of workplace expectations to career development</p> <p>IV. Career Strategy Achievement Standard Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan</p> <p>V. School-to-Career Transition Achievement Standard Develop strategies to make an effective transition from school to career</p> <p>VI. Lifelong Learning Achievement Standard Relate the importance of lifelong learning to career success</p>
<p>NYS Standards</p>	<p>New York State Career Development and Occupational Studies (CDOS) Standards Intermediate Level http://www.p12.nysed.gov/cte/</p> <p>Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.</p> <p>Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.</p> <p>Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>
<p>Learning Objectives</p>	<p>Problem Solving and Innovation</p> <p>1. Problem Solving Students will</p> <ul style="list-style-type: none"> e. demonstrate personal development of problem-solving skills through practice of these skills in a variety of classroom applications <p>5. Careers in Problem Solving, Invention, and Innovation Students will</p> <ul style="list-style-type: none"> a. Investigate knowledge, skills, and practices needed for a career utilizing problem solving, invention, and innovation skills b. Analyze career paths requiring skills for problem solving, invention, and innovation c. Evaluate personal skills, abilities, and interests for employment opportunities utilizing skills for problem solving, invention, and innovation <p>Career Portfolio</p> <p>3. Interviewing Students will</p> <ul style="list-style-type: none"> a. Know the process of application, interview, and follow-up

	<p>b. Describe the criteria for making a good first impression and how to "dress for success" c. Prepare questions to ask of an interviewer</p>	
Vocabulary	Academic career cluster, interests, work habits, career interest inventory	Content resume, position sought, abilities, talents, achievements, awards, work experience, references
Materials and Resources	<p>Career Exploration: A Job Interview Project (Day 1-18) https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746 In the News (Day 2) Poland 7th-graders explore career options, practice interviewing for jobs https://www.polandcs.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=16&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=4565&PageID=1 Career Interest Inventory O*NET Resource Center (Day 2) www.onetcenter.org/IP.html AdvanceCTE (Day 2) Middle Level Career Interest Inventory https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf New York State Department of Labor (Day2, 3-6) New York State Career Zone https://www.careerzone.ny.gov Occupational Outlook Handbook (Day 3-6) www.bls.gov/oco/ Exploring Career Information, Bureau of Labor Statistics (Day 3-6) www.bls.gov/k12/ American Job Center Network (Day 3-6) http://jobcenter.usa.gov United States Department of Labor CareerOneStop (Day 3-6) https://www.careeronestop.org Association of Career and Technical Education(Day 3-6) Career Planning Guide https://www.acteonline.org/wp-content/uploads/2018/02/ACTE_CC_Paper_FINAL.pdf Business Cards (Day 9-10) https://www.vistaprint.com/business-cards?xnid=TopNav_Business+Cards&xnav=TopNav The Job Interview – CNBC (Day 11) https://www.youtube.com/watch?v=hfjevz6u9IM</p>	

INSTRUCTION	What will the teacher do?	What will the students do?	How much time for each activity?
Pre-assessment	<p>Day 1 Teacher posts the following question: “How many of you would be willing to join me this weekend and go skydiving by jumping out of a plane?” Please explain why you WOULD or WOULD NOT jump?</p> <p>Teacher leads a class discussion, including follow-up question: “How many of you are on the fence and might go up in the plane, but might NOT jump?”</p>	<p>Day 1</p> <p>Students respond to the opening question about skydiving and overcoming their fears and taking risks. Student volunteers share their fears and apprehensions with the class.</p>	<p>40min 10min</p>
Do-now/Hook	<p>Day 1 cont. Teacher set: “You have just landed an interview for your dream job! This could finally be the opportunity you have been waiting for, but you are very nervous and unsure of yourself.”</p> <p>How will you prepare for your job interview and overcome your fear of speaking in front of people?</p> <p>Teacher will introduce the unit of study by sharing any life experience where they might have been asked to speak in front of an audience, been faced with a job interview situation, or recall their first day teaching students.</p>	<p>Student volunteers share experiences where they felt fear or apprehension about public speaking.</p>	<p>10min</p>

<p>Procedure for Instruction/ Learning Activities</p>	<p>Day 1 cont. Teacher distributes the graphic organizers “My Interests” and “My Work Habits” for students to complete. Graphic Organizers available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746</p> <p>Teacher prompts: “What makes you happy? What are you good at?” Some students may need further encouragement, or need to think about it.</p> <p>Day 2 Teacher introduces an overview of the activities associated with completing the Job Interview Project.</p> <p>Teacher shares an article about a class of middle level students who completed this Project: https://www.polandcs.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=16&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=4565&PageID=1</p> <p>Teacher leads a brief discussion of main ideas from the article and how they relate to the project expectations.</p> <p>Teacher introduces the concept of career clusters. If possible, invite a</p>	<p>Day 1 cont. My Interests: Students complete as they think about activities they enjoy doing, both in and out of school.</p> <p>My Work Habits: Students complete to assess areas that they are good at and areas where they can improve. Both are vital to finding a job.</p> <p>Day 2</p> <p>Students will review the web article: Poland 7th-graders explore career options, practice interviewing for jobs. Students pair-share the main ideas and impressions of the project as derived from the article.</p> <p>Student pairs share ideas on main points and impressions from the article.</p> <p>Students engage in the teacher presentation of the career cluster concept. Student pairs show</p>	<p>20min</p> <p>40min 20min</p> <p>20min</p>
---	--	---	--

	<p>school counselor to class to co-teach this concept. Teacher provides each pair of students with one of the Career Cluster color posters, which students will post around the classroom. Posters available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746</p> <p>Teacher introduces the Career Interest Survey and encourages students to complete it honestly and not to rush to completion. Options for Career Interest Surveys are: Career Interest Inventory O*NET Resource Center (Day 2) www.onetcenter.org/IP.html AdvanceCTE (Day 2) Middle Level Career Interest Inventory https://cte.careertech.org/sites/default/files/StudentInterestSurvey-English.pdf New York State Career Zone https://www.careerzone.ny.gov</p> <p>Encourage students to make a choice if there is a tie between two or more clusters. Teacher may find that by the next class, some students may wish to re-take the survey and/or change their career choice/cluster.</p>	<p>the class the career cluster poster they have been given. Students hang their posters around the room.</p> <p>Students complete a Career Interest Survey to discover which cluster(s) might be right for them.</p>	<p>20min</p>
--	--	---	--------------

	<p>Day 3-6 Teacher introduces the Career research process: "Use the results of your Career Interest Survey and think about a career that you are interested in. You will research this career and then be interviewed by your classmates to see if you are fit for this job."</p> <p>Teacher provides a KWL Chart to help students plan their research.</p> <p>Students will use the graphic organizer to research information on the career they chose. Chart and graphic organizer available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746</p> <p>Teacher points students to resources for their career exploration and research: Occupational Outlook Handbook, www.bls.gov/oco/ Exploring Career Information, Bureau of Labor Statistics, www.bls.gov/k12/ American Job Center Network, http://jobcenter.usa.gov New York State Career Zone https://www.careerzone.ny.gov United States Department of Labor CareerOneStop https://www.careeronestop.org</p>	<p>Day 3-6</p> <p>Students fill out this chart once they have chosen a career to research.</p> <p>Students use KWL Chart and graphic organizer to guide their career research.</p> <p>Students use online resources to complete their career research.</p>	<p>40minx 4 days 20min</p>
--	---	--	--------------------------------

	<p>Teacher monitors student progress and assists as needed.</p> <p>Day 7- 8 Teacher announces that the next step is to fill out a resume and a job application for the career they have been researching. Teacher provides resume and application templates.</p> <p>Teacher provides examples of completed resumes and a job applications as models for students to reference as they complete their own. For these documents, students should assume that they have completed the education and training required for the position, as determined by their career research. Samples and templates available at available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746</p> <p>Encourage them to first prepare a draft copy of each document and then edit and finalize as a printed document.</p> <p>Day 9-10 Teacher shows students sample business cards and provides a brief direct instruction lesson on the purpose of cards, successful designs, print communication strategies.</p>	<p>Day 7-8 Students prepare resumes and job applications, using templates and following samples provided.</p> <p>Students share drafts with a partner and revise based on partner feedback. Students print their final resumes and job applications.</p> <p>Day 9-10 Students engage in teacher lesson.</p>	<p>40min x 2 days</p> <p>40min x 2 days 20min</p>
--	--	--	--

	<p>Teacher announces that students will create business cards appropriate for the job they have researched. Teacher shares resource and demonstrates its use. A possible resource for creation of the card is. https://www.vistaprint.com/business-cards?xnid=TopNav_Business+Cards&xnav=TopNav</p> <p>Day 11 Teacher show students an episode of The Job Interview (CNBC) available at https://www.youtube.com/watch?v=hfjevz6u9IM</p> <p>Teacher leads a class discussion focusing on the appropriateness of questions asked, successful candidate responses, and "mistake" answers by candidates.</p> <p>Day 12 Teacher describes the job interview: -Students will be presenting in front of the class. -Classmates will be asking interview questions -Students will do their best to answer those questions based on the research they have completed.</p>	<p>Students design a business card to fit the job they have researched and for which they have prepared the resume and application. Students share business card drafts with a partner and revise based on feedback. Students print one page of business cards.</p> <p>Day 11 Student view The Job Interview – CNBC. Students note examples of trick questions, the triumphs, the blunders, and the breakthroughs as job candidates come face to face with actual employers.</p> <p>Students participate in class discussion.</p> <p>Day 12</p>	<p>40min 25min</p> <p>15min</p> <p>40min 25min</p>
--	--	---	--

	<p>Teacher models a job interview. Teacher comes prepared to be interviewed for a teaching position at your school. Teacher distributes a resume and job application to the class. Teacher selects a student to be the interviewer. The other class members serve as observers and note the successes and mistakes in the teacher's responses.</p> <p>Teacher leads a summary class discussion pointing to successes and mistakes in the model interview.</p> <p>Teacher announces that the next two class periods will be practice runs of the student interviews.</p> <p>Day 13-14 Teacher arranges students into groups of three to practice interviews as employer and applicant using questions provided. The third student serves as the observer to rate the interview using a feedback rubric. Students exchange roles so that all students practice each of the three roles.</p> <p>Teacher provides students with "Tips" for interviews :</p> <ol style="list-style-type: none"> 1. It is important that you act 	<p>Students participate in the model interview with the teacher. The interviewer is given the interview questions to ask:</p> <ol style="list-style-type: none"> 1. Why do you want this position? 2. What education do you have? 3. What skills do you possess that are important for this career? 4. What duties and responsibilities come with this position? 5. What are some of your strengths and weaknesses? 6. Why are you the best person for this job? <p>Student observers take notes on the successes and mistakes in the teacher's responses.</p> <p>Students share notes in a summary class discussion. Students prepare notes for their interview answers, using their career research.</p> <p>Day 13-14 Students practice their interviews. Note: Students may use note cards when they present, but it's important to practice with friends and family members ahead of time.</p>	<p>15min</p> <p>40min x 2 days</p>
--	--	---	------------------------------------

	<p>professionally in order to convince the interviewers that you would make a good candidate for this position.</p> <ol style="list-style-type: none">2. To enhance your presentation, you might consider bringing visuals, props and even dress as your future career.3. Since this is your first job interview, you are encouraged to refer to any notes you have from your practice sessions. <p>Day 16-17 Teacher reminds students: - Interviews will be held over two days. -Begin your presentation by introducing yourself (full name) and stating the position that you are interviewing for. -You will then be asked the six (6) questions by the interview committee. -You may use and refer to your notes during the interview</p> <p>Teacher may invite school leaders and community business representatives to participate as an authentic audience to ask the interview questions and to rate the interviews.</p>	<p>Day 16-17 Students participate in their job interviews.</p> <p>Students who are observing the interviews will write a review including one thing that the interviewee did well and one area in which they could improve. Students may use Peer Review Cards available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746 Interviewees will receive these reviews as feedback.</p>	<p>40min x 2 days</p>
--	---	--	-----------------------

	<p>Teacher completes a rating rubric for each interview. Rating rubrics are available at https://www.teacherspayteachers.com/Product/Career-Exploration-A-Job-Interview-Project-3152746</p> <p>Day 18 Teacher leads a closure activity: De-brief – Have a class meeting to talk about the interview process and comments they received, what they feel went right, where they might have improved, whether they would feel more comfortable at their next interview, how they might better prepare for their next occasion of public speaking.</p>	<p>Students receive feedback from authentic audience and from the teacher.</p> <p>Day 18 Students review the feedback received on their interview. Students participate in a class meeting to talk about the interview process and comments they received, what they feel went right, where they might have improved, whether they would feel more comfortable at their next interview, how they might better prepare for their next occasion of public speaking.</p>	<p>40min 10min 30min</p>
Differentiation	<p>For students needing a quiet location or other accommodation, interviews may be conducted one-on-one with the teacher as interviewer, or in smaller groups. This may also work well for students who were absent and are making up the interview.</p>		
Closure	<p>De-brief – Have a class meeting to talk about the interview process and comments they received, what they feel went right, where they might have improved, whether they would feel more comfortable at their next interview, how they might better prepare for their next occasion of public speaking..</p>		
ASSESSMENT			
College, Career, and Life Readiness Skills	<p>See below Based on Middle-level Life/Career Rubrics available at https://nyctecenter.org/middle-level-life-career-rubric-database/rubrics</p>		

Performance Measure	Exemplary	Proficient	Developing	Beginning
Analyzes Career Opportunities	Analyzes career opportunities to determine requirements and compare effectively with personal strengths and skills to identify matches and gaps.	Analyzes career opportunities to determine requirement and compare effectively with personal strengths and skills.	Identifies career opportunities to determine requirements.	Unable to identify career opportunities and determine if personally interested.
Seeks information on Career Opportunities	Extensively uses a variety of reliable sources and personal	Uses a variety of reliable sources and personal	Makes limited use of reliable sources and/or	Fails to use reliable sources and personal networks to inquire and

	networks to inquire and locate information on career opportunities.	networks to inquire and locate information on career opportunities.	personal networks to inquire and locate information on career opportunities.	locate information on career opportunities.
Sets and Meets Goals	Sets measurable goals and action steps to accomplish them.	Defines and meets goals using the strategies.	Defines goals and strategies but has not met goals.	Has goals but no strategies to achieve them.
Uses Technology to Locate and Evaluate Information	Effectively and consistently uses multiple technology tools to collect, organize, evaluate, and/or communicate information.	Uses technology effectively as a tool to collect, organize, evaluate, and/or communicate information.	Uses popular technology tools to collect and/or communicate information.	Attempts to use technology to collect and/or communicate information are ineffective.
Writes Clearly	Consistently writes clearly, uses correct grammar, and understands the intended audience of documents that are produced.	Writes clearly, generally using correct grammar, and understands the intended audience of the document produced.	Produces a document that is mostly well written but, sometimes uses incorrect grammar; shows general understanding of the intended audience.	Produces a document that is unclear, uses incorrect grammar, and shows a misunderstanding of the intended audience.
Analyzes Critical Information	Thoroughly evaluates the reliability of the source and the information researched using internal and external validation.	Thoroughly evaluates information researched using internal and external validation.	Evaluates information researched but not thoroughly.	Does not evaluate information.
Demonstrates Originality and Inventiveness	Consistently demonstrates creativity in new situations.	Demonstrates creativity in many new situations.	Demonstrates creativity but does not always understand how to express it.	Does not demonstrate creativity.
Maintains Focus to Completion of the Project	Stays focused consistently, prioritizes tasks, recognizes time constraints of projects, and avoids distractions while meeting deadlines.	Develops a timeline for the work to be completed and stays focused throughout the project.	Is occasionally off task in regards to accomplishing the project, thus only a portion of it is completed.	Is often off task and does not complete the project.
Shows Willingness to Take Risks	Embraces the idea that attempting/experimenting is an important part of success and approaches opportunities with an understanding that failed attempts are likely.	Understands that attempting/experimenting is an important step on the path to success, including failed attempts.	Understands that attempting/experimenting is an important step on the path to success but does not understand that this includes failed attempts as well.	Does not understand how failed attempts are part of the process that leads to success.