

### **Education for Employment Pacing Guide – August 2015**

<b>1<sup>st</sup> Nine Weeks</b>	<b>2<sup>nd</sup> Nine Weeks</b>	<b>3<sup>rd</sup> Nine Weeks</b>	<b>4<sup>th</sup> Nine Weeks</b>
<b>Compare Various Occupational Clusters</b>  <b>Select Occupational Areas for Further Investigation</b>	<b>Practice Job Application Skills</b>  <b>Set Goals for Course of Study</b>	<b>Demonstrate Work Traits and Attitudes</b>  <b>Identify Essential Independent Living Skills</b>	<b>Specify Applicable Community Resources</b>  <b>Name Responsibilities of Citizenship</b>

**GRADE LEVEL: 9,10.11.12**  
**Strand: Investing Occupational Fields**

**Subject: Education for Employment I**  
**SOL No:**

**GOAL STATEMENT: Compare Various Occupational Clusters**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. Identify 10 Occupations and clusters b. Compare Salaries and Qualifications	<ul style="list-style-type: none"><li>• Textbooks</li><li>• Library</li><li>• Job Box</li><li>• Internet</li><li>• Handouts</li></ul>	Students will be placed in small groups so they may identify and compare Students will gather as much info as they can on various occupational clusters through the resources listed	Knowledge Analysis

**GRADE LEVEL: 9,10.11.12**  
**Strand: Adapting Individual Assets to Occupations**

**Subject: Education for Employment I**  
**SOL No:**

**GOAL STATEMENT: Select Occupational Areas for Further Investigation**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. The student will select 5 Occupational areas for further investigation	<ul style="list-style-type: none"><li>• Occupational Outlook Handbook</li><li>• Internet</li><li>• Job Box</li><li>• Tech Ed counseling office</li></ul>	Each student will work independently to research his or her own occupational interest. Write a 3 page report on top 3 choices of occupations with 3 sources one of those being The Occupational Handbook, demonstrating they understand how to use this resource.	Knowledge Comprehension

**GRADE LEVEL: 9,10.11.12**  
**Strand:Adapting Individual Assets to Occupations**

**Subject: Education for Employment I**  
**SOL No:**

**GOAL STATEMENT: Practice Job Application Skills**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. obtain an application from a place of business b. practice filling out the application c. properly fill out job application for job interview	<ul style="list-style-type: none"><li>• textbook</li><li>• job box</li><li>• internet</li><li>• Virginia Employment Commission</li><li>• Practice applications</li></ul>	Practice on applications weekly, change job description that they will be applying for. Prepare for mock interviews.	Knowledge Comprehension Application

**GRADE LEVEL: 9,10.11.12**  
**Strand: Adapting Individual Assets to Occupations**

**Subject: Education for Employment I**  
**SOL No:**

**GOAL STATEMENT: Set Goals for Course of Study**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
<p>a. The student along with the instructor will determine a Course of study while in the Education for Employment program</p> <p>b. Determine possible job interests for the future</p> <p>c. Research a job</p>	<ul style="list-style-type: none"><li>• Occupational outlook handbook</li><li>• Library</li><li>• Aptitude test</li><li>• Guidance Office</li></ul>	<p>Use aptitude test</p> <p>Assign reports on favorite jobs from the past</p> <p>Go over evaluations (weekly) with student.</p> <p>Write report on favorite jobs</p>	<p>Evaluation</p> <p>Knowledge</p> <p>Comprehension</p> <p>Analysis</p>

**GRADE LEVEL: 9,10.11.12**

**Strand: Identifying Employment Issues in The Workplace**

**Subject: Education for Employment I**

**SOL No:**

**GOAL STATEMENT: Demonstrate Work Traits and Attitudes**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. Be on time b. Don't be absent c. Proper attire d. Following directions e. Staying on task	<ul style="list-style-type: none"><li>• Textbooks</li><li>• Virginia Employment Commission</li><li>• Internet</li><li>• Filmstrips</li><li>• Daily evaluations</li></ul>	Model the work environment to evaluate all of the objectives on a daily basis. Discuss the evaluations daily with the students	Application Comprehension Knowledge

**GRADE LEVEL: 9,10.11.12**

**Strand: Identifying Exploring Independent Living Skills**

**Subject: Education for Employment I**

**SOL No:**

**GOAL STATEMENT: Identify Essential Independent Living Skills**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
<b>a. Identify essential independent living skills.</b>	<ul style="list-style-type: none"><li>• <b>Textbook</b></li><li>• <b>Internet</b></li><li>• <b>JobCoach</b></li><li>• <b>Guest speaker</b></li></ul>	Use a series of filmstrips and use role playing to discuss the essential skills that will be needed for success in the Independent living world.	Knowledge

**GRADE LEVEL: 9,10.11.12**  
**Strand: Identifying Exploring Independent Living Skills**

**Subject: Education for Employment I**  
**SOL No:**

**GOAL STATEMENT: Specify Applicable Community Resources**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
<b>a.Specify applicable community resources</b> <b>b.Identify 5 community resources</b>	<ul style="list-style-type: none"><li>• <b>Textbook</b></li><li>• <b>Newspaper</b></li><li>• <b>Occupational outlook handbook</b></li><li>• <b>Employment commission</b></li><li>• <b>Job coach</b></li></ul>	Students will be made aware of community resources through group and individual assignments. That are geared for each individuals aptitude.	Knowledge



**GRADE LEVEL: 9,10,11,12**  
**Strand: Gaining Technical Skills**

**Subject: Education for Employment II**  
**SOL No:**

**GOAL STATEMENT: Examine Tasks Performed by Workers in Selected Jobs**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. Examine tasks performed by workers in selected jobs b. Select three tasks to research c. Explain safety methods used on these jobs	<ul style="list-style-type: none"><li>• Field Trips</li><li>• Textbook</li><li>• Job Box</li></ul>	Using on the job training students will experience tasks that are performed by different workers, while being paid a stipend.	Knowledge Comprehension

**GRADE LEVEL: 9,10,11,12**  
**Strand: Gaining Technical Skills**

**Subject: Education for Employment II**  
**SOL No:**

**GOAL STATEMENT: Develop Goals for Employment**

<b>Objectives</b>	<b>Resources</b>	<b>Instructional Strategies</b>	<b>Taxonomy Category</b>
a. The student will develop goals for employment b. Identify the goals for employment	<ul style="list-style-type: none"><li>• Teacher</li><li>• Job coach</li><li>• textbook</li></ul>	Using mock interview and job applications students will explore goals for employment	Knowledge Application