

Merced County ROP: Standards-Based Lesson Plan

LESSON PLAN MISCELLANEOUS INFORMATION:

Course Name	Teacher Designer	Time Allocation
Marketing Occupations	Laura Fong	2 Periods

Lesson Title	Unit Title and Number
Portfolio Presentation/Interviewing Skills	III. Employability: B.1 Portfolio Presentation/Interviewing Skills

CONTENT AND ACADEMIC STANDARDS

Content Standard(s) from Business Education Frameworks	BC: – Diversity 1.1.1, Effectiveness 1.1.2, Ethics 1.1.3, Oral Communication 1.1.6. BC: - Career Preparation – Job Acquisition 1.3.5 BC: - Employability – Positive Attitude 1.5.5, Teamwork 1.5.6 BC: - Leadership Development – Communication 1.7.1, Motivation 1.7.4, Personal qualities 1.7.5, Planning 1.7.6
English Academic Standard(s)	Grades 9-10 Written & Oral English Language Conventions: 1.3, 1.4 Grades 9-10 Speaking Applications: 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g
Math Academic Standard(s)	

LESSON PLAN COMPETENCIES (FROM COURSE OUTLINE)

1. Participate in an interview situation that includes the presentation of the Employability Portfolio.

LESSON PLAN OBJECTIVES (SUB LEARNING GOALS)

1. Students will prepare themselves for ROP Portfolio Day and for the workforce by practicing a one-on-one interview and presentation of their personal portfolio with a classmate.

INSTRUCTIONAL MATERIALS REQUIREMENTS

Teacher Needs	<ol style="list-style-type: none"> 1. Students completed Employability Portfolio 2. Interview Questions 3. Portfolio Day Rubric 4. Another person to complete the mock interview with the teacher (can be a student if needed).
Student Needs:	<ol style="list-style-type: none"> 1. Completed Employability Portfolio 2. Interview Questions 3. Portfolio Day Rubric

ESSENTIAL QUESTIONS FOR THE LESSON: Resource Available

<ol style="list-style-type: none"> 1. How do you know if you have completed an effective interview? 2. How do you prepare yourself to answer really difficult interview questions? 3. How can you learn to reflect on a completed interview and determine if you were successful?

FOUR-STEP LESSON PLAN: Describe the lesson in detail: Resource Available

Introduction	<ol style="list-style-type: none"> I. This lesson should be done after the students have a completed ROP Employability Portfolio. <ol style="list-style-type: none"> A. Bring in a guest speaker the week before this lesson if possible to discuss appropriate dress for an interview. B. This lesson is designed to be delivered the last class session before "Portfolio Day". II. Begin by discussing the various elements of the portfolio that the students have been working on for some time. <ol style="list-style-type: none"> A. Remind them that they will be expected to present this to a judge on "Portfolio Day" next week and will have to answer interview questions at that time as well. B. Today's practice is designed to prepare them for the "real thing".
Presentation	<ol style="list-style-type: none"> I. Hand out the interview questions to the class. <ol style="list-style-type: none"> A. Go over possible appropriate answers to each of these questions in depth with the students. II. Next, you will do a mock interview for the class. <ol style="list-style-type: none"> A. Pass out a "Portfolio Day Rubric" to each student. B. Have someone interview you (they are the judge), as you answer the questions as if you were a high school student at "Portfolio Day". This will make it more realistic to the students to see how an actual student interview should look. C. I like to use one of my students portfolios and I pretend that I am that student. This helps them to see what skills and positive attributes/qualities that they possess. III. Have the students assess you using the portfolio day rubric and have some discussions (as a class) regarding your interview performance. I don't have them fill in the rubric for my interview but instead I just use it as a template for discussion.

FOUR-STEP LESSON PLAN – CONTINUED: APPLICATION	
Application	<ol style="list-style-type: none"> I. Next, have the students get in groups of 2 or 3 and interview each other using their portfolios and the rubric provided. Give them a time limit of 10 minutes in order to simulate “Portfolio Day”. II. After all students are done go around the room to each student and have them say 1 positive thing that they liked about the person they interviewed to the entire class. You are looking for comments about things like: good answers to questions, eye contact, preparedness, a particular portfolio piece that they were impressed by, appearance, etc. <ol style="list-style-type: none"> A. You will really need to guide this discussion to keep it on track and to make sure every student hears a positive about themselves. III. When completed with the group sharing, have students share their completed rubrics with one another and then collect them all for your review.
Testing and Assessment	Students will be evaluated using the “Portfolio Day Rubric” during this practice interview as well as the actual Portfolio Day Judges Rubric to assess mastery.

INSTRUCTIONAL STRATEGIES: Resource Available

Learning Modalities	Auditory, Visual, Kinesthetic
Bloom’s Taxonomy	Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
Six A’s	Authenticity, Applied Learning, Academic Rigor, Assessment Practices, Active Exploration, Adult Connections

HOMEWORK ASSIGNMENTS OR EXTRA CREDIT

<ol style="list-style-type: none"> 1. Time Card “ ____ due. 2. Practice Interviewing at home with a parent or friend using the rubric and interview questions for Portfolio Day next Week!
