

**ACHIEVE: LIFE SKILLS**

# **LIFE SKILLS CURRICULUM**

**SAMPLES**



**education: associates**  
**Job Ready. Life Ready.®**

## **EXCERPTS PROVIDED:**

### **Instructor Notes with Scope and Sequence**

#### **3rd - 4th GRADE READING LEVEL MATERIALS**

- 1. Student Competencies**
- 2. First Look at Interviewing Pre-Post Test**
- 3. First Look at Interviewing Instructional Powerpoint**
- 4. Academic Worksheet: Math**

#### **6th - 8th GRADE READING LEVEL MATERIALS**

- 1. Student Competencies**
- 2. Interviewing for a Job Pre-Post Test**
- 3. Interviewing for a Job Instructional Powerpoint**
- 4. Interview Preparation Worksheet**
- 5. Assessment Checklist**

# **"INTERVIEWING FOR A JOB"**

## **INSTRUCTOR'S NOTES**

### **Overview:**

The "Interviewing for a Job" package is one in a series of packages designed to instruct students in learning key job search/employability skills, job survival and life skills needed to successfully secure and obtain employment and support independent living in the community. Each package is a stand-alone instructional unit on that topic area that can be used as a resource in a teacher-led or self-paced program setting.

This instructional package accommodates different learning styles and retention strategies with PowerPoints with audio and worksheets.

### **Implementation:**

The package provides over 10 hours of instruction on this content area in each of two levels. The package is competency-based—the knowledge, skills and behaviors that must be demonstrated for successful completion are provided. Please see the Scope and Sequence Chart for the process of using the different materials, along with the lessons and time frames.

The package may be used in a variety of instructional areas including career/technical education, special education, school-to-work transition, life skills, family and consumer science, employability/job readiness skills, work maturity, business education, and dropout prevention. Additional settings include Welfare to Work, juvenile justice correctional centers, adult basic education, family literacy, alternative education, out-of-school youth, and youth service centers.

Each package reinforces basic English, writing and math skills. Students are required to express themselves in complete sentences, to use correct grammar and punctuation, to spell correctly and to organize thoughts in an acceptable manner.

### **Differentiated Instruction:**

The instructional materials are provided at different reading levels and support differentiated instruction for a class of varying levels of learners:

1. 3rd-4<sup>th</sup> grade reading level materials for students with special needs or students at-risk (found in Section 2), and
2. 6<sup>th</sup>-8<sup>th</sup> grade reading level materials for students with special needs, students at-risk and the general population (found in Section 3).

## **Scope and Sequence Chart**

The Scope and Sequence Chart below provides the process of activities for the lessons/materials in this package. Students with special needs will benefit from repetition and extra time to process new concepts. They also learn best when information is presented in a range of modalities. The following recommendation is made with an eye to pacing for an inclusive class.

- **First Column - Lesson Plan.** This column represents the plan of instruction using the materials in this package.
- **Second Column - Time Frames.** This column shows the time frame based on approximately 50 minutes per day.
- **Third Column - 3<sup>rd</sup>-4<sup>th</sup> Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 3<sup>rd</sup>-4<sup>th</sup> grade reading level.
- **Fourth Column - 6<sup>th</sup>-8<sup>th</sup> Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 6<sup>th</sup>-8<sup>th</sup> grade reading level.

### **SCOPE AND SEQUENCE CHART**

<b>LESSON PLAN</b>	<b>TIME FRAMES</b>	<b>3<sup>RD</sup>-4<sup>TH</sup> GRADE READING LEVEL ACTIVITIES</b>	<b>6<sup>TH</sup>-8<sup>TH</sup> GRADE READING LEVEL ACTIVITIES</b>
<b>Introduction &amp; Pre-Test Assessment</b>	Day 1	<ul style="list-style-type: none"><li>• Distribute the <b>Student Competency Requirements</b> (Section 2)</li><li>• Use the PowerPoint to administer the <b>Interactive “First Look at Interviewing” Pre-Post Test</b> (on thumb drive)</li><li>• Score the Pre-Test (answers on Score Report Form in Section 2)</li></ul>	<ul style="list-style-type: none"><li>• Distribute the <b>Student Competency Requirements</b> (Section 3)</li><li>• Administer the <b>“Interviewing for a Job” Pre-Post Test</b> (Section 3)</li><li>• Score the Pre-Test using the Answer Key (Section 3)</li></ul>
<b>Instruction</b>	Days 2-4	<ul style="list-style-type: none"><li>• Use the <b>PowerPoint “First Look at Interviewing”</b> (on thumb drive)</li></ul>	<ul style="list-style-type: none"><li>• Use the <b>“Interviewing for a Job” PowerPoints</b> (on thumb drive)</li></ul>

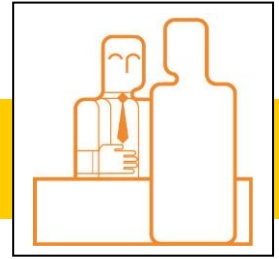
**ACHIEVE: LIFE SKILLS**

**LIFE SKILLS  
CURRICULUM**

**SAMPLES**

**3RD-4TH GRADE READING  
LEVEL MATERIALS**

# *Interviewing For a Job*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **STUDENT COMPETENCY REQUIREMENTS** ***3<sup>rd</sup>-4<sup>th</sup> Grade Reading Level***

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1. Discuss the purpose of a job interview.
2. Discuss ways to prepare for a job interview.
3. Discuss proper behaviors during a job interview.
4. Discuss the proper way to end a job interview.
5. Describe how to write a follow-up letter after a job interview.

# Pre-Post Test

3<sup>rd</sup> – 4<sup>th</sup> Grade Reading Level

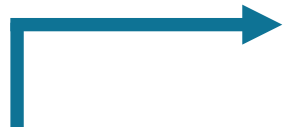


PRE-POST TEST



## First Look at Interviewing for a Job

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### QUESTION 8

You are interviewing online. You should...



have someone  
join you



look directly at  
the computer  
camera



Terrific!

NEXT ➤

### QUESTION 8 WAS...

You are interviewing online. You should..."

### THE CORRECT ANSWER IS...

look directly at  
the computer  
camera

NEXT ➤

# Instructional PowerPoint

3<sup>rd</sup> – 4<sup>th</sup> Grade Reading Level



GOLD

FIRST LOOK



## Interviewing for a Job

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### Get ready for your online interview:

- Make sure you are in a room with no distractions.
- Do not sit in front of a window. Make sure you have good lighting above and in front of you.



### During the interview:

#### Be prepared!

The interviewer may ask you questions, like:

- *"Tell me about yourself."*
- *"Why do you want to work for us?"*
- *"What skills do you have?"*



# Interviewing For a Job



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## MATH THINK IT OVER

Directions: Complete the math problems below. Show your work.

PROBLEM	SHOW YOUR WORK
<p><b>1</b> Gary went on his first job interview on October 4<sup>th</sup>. The boss called him on October 27<sup>th</sup>.</p> <p>How many days did he wait on the boss to call?</p>	
<p><b>2</b> Sally had three job interviews. She drove 7 miles to the first job interview. The second job interview was 11 miles from her house. The last job interview was 9 miles away.</p> <p>How many miles did she drive to job interviews?</p>	
<p><b>3</b> Marguerita was offered two jobs. JOB #1, she would work 35 hours per week and make \$9.00 per hour.</p> <p>JOB #2, she would work 40 hours per week and make \$8.00 per hour.</p> <p>Which job would she make the most money?</p>	



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**6TH-8TH GRADE READING  
LEVEL MATERIALS**

# ***Interviewing For a Job***

## ***6th-8<sup>th</sup> Grade Reading Level***



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **STUDENT COMPETENCY REQUIREMENTS**

### ***6th-8<sup>th</sup> Grade Reading Level***

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Upon completion of this package, you should be able to:

1. Discuss the purposes of a job interview.
2. Discuss five ways to be prepared for an interview.
3. List eight ways to make a good impression with your appearance.
4. Explain the importance of appearance to success during the job interview.
5. Discuss why being punctual is crucial to a job interview.
6. List three ways to make a good impression upon arrival at the job interview.
7. List seven examples of proper behavior during the job interview.
8. List five acceptable answers to standard interview questions.
9. List three questions to ask during the interview.
10. List two ways to follow-up a job interview.

# Pre-Post Test

6<sup>th</sup> – 8<sup>th</sup> Grade Reading Level



## Interviewing for a Job – PRE/POST TEST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Pre-Post Test

**Directions: Read each item and circle the letter beside the correct answer.**

- You have an interview at 10:00 am. It takes 15 minutes to get there. What time should you leave?
  - 9:00 am
  - 9:15 am
  - 9:30 am
  - 9:45 am
- Your car won't start and you find a friend who can take you to the interview. You will now be about 15 minutes late. What should you do?
  - Go ahead and pretend you were given the wrong time
  - Explain in person why you are late
  - Call and say you're sick and reschedule
  - Call the interviewer and explain
- How should you dress for a job interview?
  - In your "Sunday" best
  - In your grubbier clothes
  - In clean, business clothes
  - In the latest fashion
- What should you do as you first enter the interviewer's office?
  - Offer to shake hands
  - Remain standing and say nothing until the interviewer does
  - Introduce yourself and offer to shake hands
  - Sit down quietly
- The interviewer will make his or her first impression of you based on:
  - How you look
  - How you act
  - How you talk
  - How you dress
- John wants to show that he's really interested in the job for which he's interviewing. He should:
  - Act nervous
  - Act "cool"
  - Use good posture and sit up in his chair
  - Interrupt the interviewer to ask questions
- Jason is interviewing with a car insurance company. The interviewer asks Jason why he wants to work for her company. What should Jason say?
  - "I'd like to make more money"
  - "It's close to my home"
  - "I like the fringe benefits"
  - "This company has an excellent reputation"
- Sarah's supervisor is always picking on her and criticizing her work. She thinks she is a better employee than most and has started to look for another job. During an interview she is asked why she wants to leave her job. What should Sarah say?
  - "I'm having difficulty with my supervisor"
  - "I want opportunities for advancement"
  - "I don't feel I am being treated fairly"
  - "I deserve better pay"

## Interviewing for a Job – PRE/POST TEST

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions: Read each item and circle the letter beside the correct answer.**

- You have an interview at 10:00 am. It takes 15 minutes to get there. What time should you leave?
  - 9:00 am
  - 9:15 am
  - 9:30 am
  - 9:45 am
- Your car won't start and you find a friend who can take you to the interview. You will now be about 15 minutes late. What should you do?
  - Go ahead and pretend you were given the wrong time
  - Explain in person why you are late
  - Call and say you're sick and reschedule
  - Call the interviewer and explain
- How should you dress for a job interview?
  - In your "Sunday" best
  - In your grubbier clothes
  - In clean, business clothes
  - In the latest fashion
- What should you do as you first enter the interviewer's office?
  - Offer to shake hands
  - Remain standing and say nothing until the interviewer does
  - Introduce yourself and offer to shake hands
  - Sit down quietly
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  - Interrupt the interviewer to ask questions
- Jason is interviewing with a car insurance company. The interviewer asks Jason why he wants to work for her company. What should Jason say?
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  - "I like the fringe benefits"
  - "This company has an excellent reputation"
- Sarah's supervisor is always picking on her and criticizing her work. She thinks she is a better employee than most and has started to look for another job. During an interview she is asked why she wants to leave her job. What should Sarah say?
  - "I'm having difficulty with my supervisor"
  - "I want opportunities for advancement"
  - "I don't feel I am being treated fairly"
  - "I deserve better pay"
- Virginia's interview has gone smoothly; however, no mention has been made about the salary or work hours. She is asked if she has any questions. What should she say?
  - Nothing
  - "You forgot to tell me what the salary is"
  - "I would like to know what the salary is"
  - "I don't care about the salary"

Answer Key  
Included

# Instructional PowerPoints

6<sup>th</sup> – 8<sup>th</sup> Grade Reading Level



PLATINUM

## Interviewing for a Job



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Outstanding!

NEXT ➤

### QUESTION 17

Virginia's interview went smoothly. However, no mention was made about the salary or work hours. She is asked if she has any questions. What should she say?

- 1 Nothing
- 2 "You forgot to tell me what the salary is."
- 3 "Is there anything more you can tell me?"
- 4 "I would like to know some more details such as the pay and work hours."

### INTERVIEW QUESTIONS

It's fine to ask questions during an interview. You should learn about specific details of the job: the salary, the work hours, the duties, the fringe benefits, and the chances for advancement.

If the interviewer doesn't talk about all these details, you can ask about them before you leave the interview. It is okay for you to ask questions at an interview too!



### QUESTION 17 WAS...

Virginia's interview went smoothly. However, no mention was made about the salary or work hours. She is asked if she has any questions. What should she say?

THE CORRECT ANSWER WAS...

4.

"I would like to know some more details such as the pay and work hours."

NEXT ➤

# *Interviewing For a Job*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **INTERVIEW PREPARATION WORKSHEET**

This checklist will help prepare you to make a good first impression at your job interview.

- ☐ I look rested and alert
- ☐ I bathed
- ☐ I brushed my teeth
- ☐ I have clean nails and hands
- ☐ I have clean, neat hair
- ☐ I am wearing clean clothes that are neat and pressed
- ☐ For men, facial hair is shaved or neatly trimmed
- ☐ For women, perfume or makeup is tastefully applied
- ☐ My accessories are minimal and in good taste
- ☐ I am dressed in clothes appropriate for an interview
- ☐ I have my resume to take with me to the interview
- ☐ I am prepared to get to the interview 10 minutes early
- ☐ I know something about the company and am ready to ask questions
- ☐ I have a pen and pad to take with me to the interview
- ☐ I am ready to talk about myself and make a good first impression.

Practice answering some commonly-asked interview questions.

1. Tell me about your current job responsibilities. \_\_\_\_\_

\_\_\_\_\_

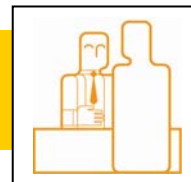
2. Tell me about yourself. \_\_\_\_\_

\_\_\_\_\_

3. What type of job are you looking for? \_\_\_\_\_

\_\_\_\_\_

# *Interviewing For a Job*



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **ASSESSMENT CHECKLIST**

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**1. What are the purposes of a job interview?**

\_\_\_\_\_  
\_\_\_\_\_

**2. List five ways to prepare for an interview:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**3. How can you make a good impression with your appearance during the job interview? List eight ways.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**4. List three ways you can create a good impression when you arrive at the job interview.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_