**Instructional Sequencing Rationale**

This employability unit is organized primarily based on the chronological order of steps that an individual must go through as part of the employment process. Although multiple sequencing of units could be applied, the first three subunits should be clumped together somehow since they are all targeted to assist students in going through the hiring process. The final subunit on career research could just as well go at the beginning of the unit or be expanded to be a unit on its own, but seems to fit best as the last subunit of this larger unit.

The first subunit, “Job Search / Finding Leads” seems to be the most logical starting point for students to learn about employability since one has to know where and how to look for a job before they need to be concerned with the subunits that follow. The students will explore the extreme multitude of potential ways that they can find potential job and career opportunities. This will include looking at traditional methods such as hunting “Help Wanted” ads, more effective methods of networking and direct contact as well as other alternative methods. Although students may not need to use all of the methods discussed in this unit, they need to know that there are a vast number of methods that are available to them.

The second subunit, “Pre-Employment Processes” is appropriate because this is a key “screening” process that employers use to determine and narrow down potential employees to be contacted for an interview. In this subunit, students will explore the steps they need to complete to make contact with potential employers and to provide the necessary “paperwork” that employers examine to screen for potential future employees. Students will examine different types of resumes, key sections and the importance of the resumes neatness and appearance. This unit will include many tips and strategies on what to do and not to do on applications, cover letters and resumes to increase the likelihood of reaching the next crucial step in the hiring process, the interview.

In the third subunit, “The Interview Process”, students will explore one of the most crucial parts of the hiring process. In this subunit, the students will examine many questions that are likely to be asked during an interview and analyze what employers are looking for in the answers to these questions. The students will be able to identify proper and improper verbal and non-verbal communication skills and that are important to portray or avoid throughout the interview. Students will evaluate proper dress, appearance and hygiene requirements that need to be considered when going into the interview. Some special attention in this area will be given to how visible tattoos and piercings can affect both short and long-term employment and career options. Students will also examine the importance and formats of follow-up “Thank You” letters.

The forth subunit, “Career Exploration”, is important and appropriate to be included into this unit because students need to informed on the types of careers they may want to go into in the future. This section will allow students to examine lower level jobs, volunteer opportunities and other activities they can start doing in high school that can help them gain experience towards those career paths. Students will examine and evaluate their individual personality traits/types, vocational learning styles and career occupational preferences to determine career fields and specific occupations that best match these personal traits, interests and preferences. Students will research several aspects of their top career choices such as training and education requirements, skills and abilities needed, advancement and earnings potential as well as the long-term outlook for those careers.