Career Readiness Skills Curriculum

Introduction

Career readiness is an essential part of the educational process for students to prepare for college and careers. The Workforce Board Lehigh Valley has created curriculum to assist teachers who are responsible for teaching Career & College Readiness Courses. The curriculum is based on the nine areas of the Employability Skills Framework developed as part of the Support for States Employability Standards in Career and Technical Education (CTE) and Adult Education project, an initiative of the Office of Career, Technical, and Adult Education, U.S. Department of Education. Framework development was guided by CTE, adult education, workforce development and business organizations, and twelve federal agencies. The framework is divided into three groups with nine subgroups. (See Framework) The curriculum addresses each of the three areas and nine subgroups. This particular curriculum uses the framework and has divided the Employability Skill into three broad areas, divided into six units and 21 modules.

The modules contain numerous activities designed to meet the objectives of the framework. Teachers may use the lesson plan format of their school referencing the modules. The six units and 21 modules are numbered — with the unit number, then a period, and then the module number (e.g. 1.1 is Unit 1, Module 1) — to make it easier to follow the framework. They are designed to be followed linearly. Folders with the corresponding number of modules contain the documents needed for each lesson. It is recommended that all of the activities be utilized. However, with schools' various timeframes, modifications may have to be made. There are no times attached to the units to allow more flexibility for the teacher.

The units may cover more than one subgroup and bulleted item under the subgroup. The units are designed for high-school-age students. Many of the activities provided require team collaboration and cooperation. It is assumed that students have a general knowledge of technology use, which is integrated throughout the modules. The students are asked to be reflective and responsive in many of the module activities, so class participation is required.

Since curriculum is a living document, the expectation is that teachers will refine and enhance the activities. The hope is for teachers to find the curriculum easy to teach and beneficial for students.

Thank you,