



EMPLOYABILITY CURRICULUM™ SCOPE & SEQUENCE

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EMPLOYABILITY CURRICULUM™

E4 Youth's *Employability Curriculum™* lessons are short, highly interactive supplemental activities designed to boost social emotional learning (SEL) skills in teenage youth. They can be incorporated into most core classes and afterschool enrichment programs. These lessons are particularly effective for classes related to career and technology education. Each activity takes 20 to 40 minutes to complete and is followed by opportunities to reflect through writing and/or discussion.

TEAM BUILDING UNIT

Unit Overview

Working in teams is perhaps the most important skill needed to thrive in today's workplace. E4 Youth's Team Building Unit provides the foundation of our approach to developing employability. The lessons in this unit leverage the themes of decision-making, empathy, leadership and communication in order to provide students with insights into what motivates them and those around them.

Lessons

- Lesson 1:** Non-Verbal Communication (*Birthday Line*)
- Lesson 2:** Verbal Communication (*Concentric Circles*)
- Lesson 3:** Decision-Making (*Agree/Disagree*)
- Lesson 4:** Empathy (*In/Out*)

Social Emotional Learning (SEL) Competencies

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

2016 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 2c, 2d, 2e, 2g, 3, 6, 7, 9b, 10, 11e, 11f, 11g

2017 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 1b, 2a, 2c, 2d, 2e, 3a, 3b, 3c, 3d,, 3e, 3g, 4a, 4b, 15a, 15b, 19a 20d, 21a

CRITICAL THINKING UNIT

Unit Overview

Our Critical Thinking Unit prepares students to solve problems in a 21st century work environment. This unit leverages themes explored in Team Building to help students ask the right kinds of questions when thinking creatively. Questions include:

- “What are we trying to accomplish and why?”
- “What are the appropriate steps to achieve identified goals?”
- “Who do we need to work with to achieve them?”
- “What constitutes quality work?”
- “How do our own thoughts and actions impact others?”

Lessons

Lesson 1: Decision-Making (*The Game*)

Lessons 2 & 3: Non-Verbal Communication (*Bomb and Shield; Blind Handshake*)

Lesson 4: Empathy (*Affirmations*)

Lesson 5: Leadership (*Zig Zag Zog*)

Lessons 6: Non-Verbal Communication (*The Mirror*)

Lesson 7: Verbal Communication (*No, Yes, No, No*)

2016 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 1c, 1e, 2b, 2c, 2d, 2e, 2g, 3, 6, 7, 9b, 11e, 11f, 11g

2017 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 1a, 1b, 1c, 2a, 2c, 2d, 2e, 3a, 3b, 3c, 3e, 3g, 3h, 4a, 4b, 14a, 14b, 15a, 15b, 19a

Social Emotional Learning (SEL) Competencies

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible-decision making

MEDIA LITERACY UNIT

Unit Overview

The Media Literacy Unit helps students decode media messages about themselves while empowering them to establish their own creative and unique voices. It builds on previous themes of empathy and introduces the new theme of branding. This unit’s goal is to transform students from mere media consumers to dynamic media producers. Students answer important questions like:

- “Who made this message and why?”
- “How are they attempting to influence my behavior?”
- “What messages do I want to share and why?”

Lessons

Lesson 1: Empathy (*Who Are You?*)

Lessons 2-6: Branding (*The Flag; The Big Brands; Name Brands; Identity/Labels, The Towel*)

Social Emotional Learning (SEL) Competencies

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision-making

2016 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 1c, 1e, 2b, 2c, 2d, 2e, 2g, 3, 7, 9b, 10, 11e, 11f, 11g

2017 Texas Essential Knowledge and Skills (TEKS)

§130.82. Principles of Arts, Audio/Video Technology, and Communications 1a, 1b, 1c, 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 4a, 4b, 5a, 5b, 14a, 14b, 15a, 15b, 19a, 19b, 20d, 20e, 20f, 21a, 21b

RUBRIC

Rooted in Bloom's taxonomy of hierarchical thinking, E4 Youth's rubric is used to assess student assignments and award credits toward rewards from our partners. The rubric helps students understand what it takes to consistently demonstrate higher-level thinking skills through their work.

Design The product shows very strong evidence that the producer used excellent logic, communication, collaboration and problem-solving skills throughout the production process to effectively create an engaging and compelling product.	3 Good	2 Satisfactory	1 Needs Improvement
Content The design stirs a rich emotional response that enhances the storytelling and adds excellent value and atmosphere to the product.	3 Good	2 Satisfactory	1 Needs Improvement
Production The product shows strong evidence that the content was well-researched and thought out. There is strong evidence of critical thinking.	3 Good	2 Satisfactory	1 Needs Improvement
MAXIMUM TOTAL POINTS: 9			