

I'M A TEACHER AMBASSADOR



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| Title: Apprenticeships: Tools for Success | | | | | | | | | | | | | |
| Teacher Name: Veronica Sherburne | Duration (in minutes): 2 90 minute classes (?) | | | | | | | | | | | | |
| Grade Level(s): 12 | Subject/Course: Integrated ELA- Electrical CTE Program | | | | | | | | | | | | |
| Resources needed: On-site people, facilities, tools, technology, materials, community connections | Apprenticeship: Tools for Success Chromebooks | | | | | | | | | | | | |
| Learning Standards: | <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><u>CDOS</u></td> <td style="text-align: center;"><u>ELA</u></td> </tr> <tr> <td>Standard 1: Career Development</td> <td>RI 11-12.1</td> </tr> <tr> <td>Standard 2: Integrated Learning</td> <td>W 11-12.4</td> </tr> <tr> <td>Standard 3a: Universal Foundation Skills</td> <td>W 11-12.7</td> </tr> <tr> <td></td> <td>SL 11-12.4</td> </tr> <tr> <td></td> <td>L 11-12.6</td> </tr> </table> | <u>CDOS</u> | <u>ELA</u> | Standard 1: Career Development | RI 11-12.1 | Standard 2: Integrated Learning | W 11-12.4 | Standard 3a: Universal Foundation Skills | W 11-12.7 | | SL 11-12.4 | | L 11-12.6 |
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| Big Idea & Authentic Purpose: Why does this matter to your students? How will this be helpful to your students? | <p>Apprenticeships can provide meaningful pathways into a skilled trade. Exploring them will allow students to consider and outline the steps they can take now to prepare.</p> <p>This lesson is designed to help students in technical education programs, such as Electrical, understand the value of apprenticeships and prepare for real-world application processes. Through interactive tasks, students will explore what apprenticeships entail, compare programs, evaluate sample resumes, practice professional communication through an elevator pitch, and reflect on their personal strengths and goals.</p> <p>The lesson integrates both career readiness skills and academic ELA standards by emphasizing reading, research, technical writing, speaking, and reflective thinking. Students will leave the unit with a clearer understanding of apprenticeship pathways, practical job skills, and confidence in presenting themselves as candidates.</p> | | | | | | | | | | | | |
| Type of Career Content Career Development/Awareness Integrated Learning Universal Foundational Skills Career Specific | Career Development/Awareness Integrated Learning | | | | | | | | | | | | |
| Relevancy: How does it connect to students' lives? | This lesson bridges the gap between classroom learning and real-world career preparation. Apprenticeships are a primary entry point into many | | | | | | | | | | | | |

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| | <p>skilled trades, and students must understand how to navigate these opportunities effectively. By engaging with authentic resources, analyzing actual apprenticeship postings, and practicing employability skills, students see direct connections between their current education and their future goals. Additionally, the lesson builds essential professional competencies such as resume writing, interview preparation, and networking; all transferable across careers. By focusing on local and regional programs, students also gain awareness of tangible opportunities in their community, making their learning immediately applicable and motivating.</p> |
| <p>Objective(s): Explain the structure, benefits, and requirements of apprenticeship programs in their chosen trade. Compare and contrast apprenticeship programs and on-the-job training using credible sources. Evaluate sample resumes and articulate qualities apprenticeship programs value in candidates. Demonstrate career readiness by crafting an elevator pitch and identifying personal technical and soft skills. Reflect on interests, skills, and goals to outline next steps on their career path.</p> | <p>Assessment(s): Recommendation Paragraph Apprenticeship Comparison Checklist Hiring Committee Resume Analysis Rubric Elevator Pitch Rubric Final Reflection</p> |
| <p>Opening: This commercial aired during the 2025 Super Bowl, and it highlights the benefits of a union. Watch closely and jot down your reactions. What stands out to you?</p> <p>Super Bowl Commercial</p> <p>Facilitate discussion after watching: What message are they trying to send about union work? What are the benefits?</p> <p>Guided exploration: <u>Task 1: (Video Overview)</u> Let's define what we mean when we talk about apprenticeships. You may have heard the term before, but today we'll break it down.</p> <p>Apprenticeship Overview</p> <p><u>Task 2:</u> Direct students to the short reading on apprenticeships vs. OJT. Apprenticeship v On-the-job-training article</p> <p>Encourage students to think about structure, pay, certification, and mentorship. (OJT often lacks formal structure; apprenticeships include classroom learning and certification) Provide support and encourage discussion of the differences.</p> <p><u>Task 3</u> This is your chance to apply what you know. Convince your friend. Which pathway gives them the most support, training, or long-term growth?</p> <p>Encourage the use of specific terms (apprenticeship, journeyman, hands-on learning, etc), confident tone, examples from earlier in the lesson.</p> | |

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Ask for volunteers to share their writing.

Task 4: Let's go deeper. You are going to explore real-world apprenticeship programs related to your field and fill in the chart on your Hyper Doc. Put students into groups of three. Assign each student 1 program or allow choice. Encourage focus on entry requirements and required skills.

Discuss in groups. Share information and consider: What surprised you about the application process? Which program looks most exciting or challenging to you? What technical and soft skills do you currently possess that make you qualified for an apprenticeship?

* Discuss the various unions and hierarchy.

Task 4a: Now, let's explore live listings using the DOL's Job Finder. Be sure to click 'Region 1' to see opportunities in your area.

[Apprenticeship Job Finder](#)

Encourage discussion of: What technical skills do you see often? What soft skills are valued (teamwork, communication, punctuality)? What skills do *you* already have that match these needs? What skills do you need to continue to develop? How can you develop these?

Post self-assessment on [Padlet](#)

Day 2

Task 5: (Resume Analysis): Yesterday we spent time defining apprenticeships, learning about their benefits and exploring different ones. We also looked closely at the requirements of apprenticeships. (Review). Today, we are going to discuss how you can develop tools to communicate and develop your skills so you can successfully prepare for an apprenticeship.

The first activity is a resume analysis, and we will approach it from a different perspective. You're now on a hiring committee for Northern Sun Electrical. Your task is to choose the best candidate for an apprenticeship and be ready to explain your reasoning. Let's look at the You Decide! Who Gets the Apprentice? (review the assignment)

[You Decide! Who Gets the Apprenticeship?](#)

Share selection and discuss choices. What stood out in the resumes? How can you apply what you learned in your resumes to make them stand out?

Task 6: Many apprenticeships involve interviews, and one of the most common questions you'll hear is: *'Tell me about yourself.'* Today, you'll build your elevator pitch: a short, confident way to introduce yourself.

[Elevator Pitch Slideshow](#)

[Elevator Pitch Guide](#)

Circulate and provide support and feedback. Encourage volunteers to share aloud.

Reflection: Before we wrap up let's take time to reflect on everything you have learned about this exploration unit. You have explored what apprenticeships are, compared real programs within your trade, built job skills like resume writing and pitching yourself, and worked with a team to evaluate real candidates. Now, it's your turn to take a step back and think about what you have taken away from this experience. Not just the facts, but the skills, the confidence, and the next steps you are walking away with. Just like apprentices use physical tools on the job, you have gathered career tools during this unit- a possible career path, communication tools, etc.

Your final task is to reflect briefly on what you have gained. This will help you internalize what you have learned and connect to your own goals.

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