

Career Explorations

Course Description

The Goal of the Career Explorations course is to inform students of different career choices and to prepare them to pursue those careers. The course is broken up into four units. The first three units are based on the 16 career clusters. Unit 1 focuses on careers that are related to science and mathematics. During Unit 2, the class will learn about careers in business, sales and manufacturing. Public careers such as careers in education, politics, law and entertainment will be covered in Unit 3. The course will finish with Unit 4, a unit that will prepare students for their job search. During Unit 4, students will create resumes, prepare for interviews and learn other necessary job search skills.

Career Explorations

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Careers in Science and Math - Agriculture and Natural Resources (Career Cluster 1), Architecture and Construction (2), Health Science (8), Information Technology (11), Scientific Research and Engineering (15)	Approx. 5 weeks
Unit 2	Careers in Business - Business and Administration (4), Finance (6), Manufacturing (13), Retail/Wholesale Sales and Service (14), Transportation, Distribution and Logistics (16)	Approx. 4 weeks
Unit 3	Careers in Communication - Arts, Audio/Video Technology and Communications (3), Education and Training (5), Government and Public Administration (7), Hospitality and Tourism (9), Humans Services (10), Law and Public safety (12)	Approx. 5 weeks
Unit 4	Career Preparedness – Resumes, Interviews, etc.	Approx. 4 weeks

Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

➤ **Technology Operations and Concepts**

- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

➤ **Creativity and Innovation**

- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

➤ **Communication and Collaboration**

- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

➤ **Digital Citizenship**

- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

➤ **Research and Information Literacy**

- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

➤ **Critical Thinking, Problem Solving, Decision Making**

- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Differentiated Instruction

Strategies to Accommodate Students Based on Individual Needs

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

Interdisciplinary Connections

English Language Arts

- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

Social Studies

- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

World Language

- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

Math

- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

Fine & Performing Arts

- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

Science

- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

[New Jersey Student Learning Standards](#)

9.2 – Career Awareness, Exploration and Preparation

Strand C: Career Preparation

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2: Modify Personalized Student learning Plans to support declared career goals.
- 9.2.12.C.3: Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 9.2.12.C.6: Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8: Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Common Career Technical Core (CCTC)

Career Cluster Agriculture, Food & Natural Resources

AG 1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

AG 2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role agriculture, food and natural resources (AFNR) play in society and the economy.

AG 5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

Career Cluster Architecture and Construction

AC 4 Understand the nature and scope of the Architecture & Construction Career Cluster and the role architecture and construction play in society and the economy.

AC 5 Understand the roles and responsibilities among trades and professions, including labor/management relationships.

AC 7 Evaluate a wide range of career pathway opportunities for success in architecture and construction careers.

Career Cluster Health Science

HL 1 Determine academic subject matter, in addition to high school graduation requirements, necessary for pursuing a health science career.

HL 2 Explain the healthcare worker's role within their department, their organization and the overall healthcare system.

HL 3 Identify existing and potential hazards to clients, co-workers, visitors and self in the healthcare workplace.

HL 4 Evaluate the roles and responsibilities of individual members as part of the healthcare team and explain their role in promoting the delivery of quality health care.

HL 5 Analyze the legal and ethical responsibilities, limitations and implications of actions within the healthcare workplace.

HL 6 Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

Career Cluster Information Technology

IT 01 Demonstrate effective professional communication skills and practices that enable positive customer relationships.

IT 02 Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.

IT 03 Demonstrate the use of cross-functional teams in achieving IT project goals.

IT 04 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

IT 05 Explain the implications of IT on business development.

IT 06 Describe trends in emerging and evolving computer technologies and their influence on IT practices.

IT 07 Perform standard computer backup and restore procedures to protect IT information.

IT 08 Recognize and analyze potential IT security threats to develop and maintain security requirements.

IT 09 Describe quality assurance practices and methods employed in producing and providing quality IT products and services.

IT 10 Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

IT 11 Demonstrate knowledge of the hardware components associated with information systems.

IT 12 Compare key functions and applications of software and determine maintenance strategies for computer systems.

Career Cluster Scientific Research and Engineering

ST 1 Apply engineering skills in a project that requires project management, process control and quality assurance.

ST 2 Use technology to acquire, manipulate, analyze and report data.

ST 3 Describe and follow safety, health and environmental standards related to science, technology, engineering and mathematics (STEM) workplaces.

ST 4 Understand the nature and scope of the Science, Technology, Engineering & Mathematics Career Cluster and the role of STEM in society and the economy.

ST 5 Demonstrate an understanding of the breadth of career opportunities and means to those opportunities in each of the Science, Technology, Engineering & Mathematics Career Pathways.

ST 6 Demonstrate technical skills needed in a chosen STEM field.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Key Ideas and Details:

- CCSS.ELA-LITERACY.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure:

- CCSS.ELA-LITERACY.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-LITERACY.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas:

- CCSS.ELA-LITERACY.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- CCSS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Production and Distribution of Writing:

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Research to Build and Present Knowledge:

- CCSS.ELA-LITERACY.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- CCSS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing:

- CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Text Types and Purposes:

- CCSS.ELA-LITERACY.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Presentation of Knowledge and Ideas:

- CCSS.ELA-LITERACY.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

<p>Course: Career Explorations</p> <p>Unit: 1 – Career Clusters 1, 2, 8, 11 & 15</p> <p>Grade Level: 9-12</p>	<p>Unit Overview:</p> <p>During Unit 1 students will examine clusters that involve science, mathematics and engineering. Students will analyze the requirements, expectations and educational requirements of each career. The class will also identify transferable skills for these careers and analyze their interest.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.6, 9.2.12.C.7</p>	
<p>Common Career Technical Core (CCTC): AG 01, AG 02, AG 05, AC 04, AC 05, AC 07, HL 01, HL 02, HL 03, HL 04, HL 05, HL 06, IT 1, IT 2, IT 3, IT 4, IT 5, IT 6, IT 7, IT 8, IT 9, IT 10, IT 11, IT 12, ST 01, ST 02, ST 03, ST 04, ST 05, ST 06</p>	
<p>Common Core State Standards (CCSS): RI.9-10.1, RI.9-10.4, RI.9-10.5, RI.9-10.8, W.11-12.1, W.11-12.4, W.11-12.5, W.9-10.9, W.11-12.7, W.11-12.10, W.9-10.1, W.9-10.2, SL.9-10.4</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Agriculture, Food and Natural Resources (1),</p> <p>Identify job requirements, expectations, various career opportunities, and trends in the industries of Agriculture, Food and Natural Resources.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4,</p>	<p>What interests and skills are transferable to a career in Agriculture, Food and Natural Resources?</p> <p>What are the positive environmental impacts of a career in Agriculture, Food and Natural Resources?</p>	<ul style="list-style-type: none"> ▪ Compare personal interests and aptitudes with job requirements and characteristics of a career in AFNR. ▪ Evaluate the impact of AFNR activities in your local community. ▪ Provide examples of AFNR organizations in each of the AFNR pathways. 	<p>Chart:</p> <p>Create a chart outlining various career pathways within the AFNR cluster; include job descriptions and educational requirements.</p> <p>Poster Project:</p> <p>Create a poster for the AFNR informing the public about its</p>	<p>NJ.Gov AFNR Website:</p> <p>http://www.nj.gov/education/cte/career/Agriculture/index.html</p> <p>Curriculum and Instructional Materials Center – AFNR Lesson Plans</p> <p>https://www.okcareertech.org/educators/cimc/free-samples/science-</p>

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<p>9.2.12.C.6, 9.2.12.C.7</p> <p>CCTC: AG 01, AG 02, AG 05</p> <p>CCSS: RI.9-10.1, RI.9-10.8, W.11-12.1, W.11-12.4, W.11-12.10</p>	<p>Identify various careers in each of the AFNR pathways.</p>	<ul style="list-style-type: none"> ▪ Explain the relationship between agriculture, food and natural resources. ▪ Describe the role of government, multinational companies, regional companies, small businesses, entrepreneurs and consumers in AFNR activities. ▪ Identify ways in which the average person interacts with AFNR on a daily basis. ▪ Find examples of tradition, custom, or policy that result from practices in AFNR. ▪ Communicate the importance of AFNR to general public. 	<p>importance and contribution to our society.</p> <p>AFNR affect on Business Project</p> <p>Imagine that you own an agricultural business; think of several ways that technology could improve the efficiency of that business.</p>	<p>technology-engineering-and-mathematics-cluster/pdf-files/agtla.pdf</p> <p>Interactive Website on the Treatment of Care of Food</p> <p>http://www.fooddetectives.com/trailer.html</p>
<p>Architecture and Construction (2)</p> <p>Explore the impact of</p>	<p>Identify various pathways for students that are pursuing a career in</p>	<ul style="list-style-type: none"> ▪ Identify personal interests and aptitudes that are 	<p>Beginning Architecture Project:</p> <p>Design the first floor of</p>	<p>NJ.Gov AB Website:</p> <p>http://www.nj.gov/education/cte/career/Architecture</p>

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<p>careers in Architecture and Construction on our society and opportunities for success in Architecture and Construction careers.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.6, 9.2.12.C.7</p> <p>CCTC: AC 04, AC 05, AC 07</p> <p>CCSS: RI.9-10.5, RI.9-10.8, W.11-12.5, W.9-10.9, SL.9-10.4</p>	<p>Architecture or Construction.</p> <p>How do relationships between trades/professions facilitate smooth workflow and outcome to meet project goals?</p> <p>How does a clear understanding of roles, responsibilities, expectations and hierarchy in a job assist efficiency?</p>	<p>transferable to a career in AF.</p> <ul style="list-style-type: none"> ▪ Identify job requirements and characteristics for a career in AF. ▪ Explain the importance of hierarchy on a worksite. ▪ Ask questions concerning details of instruction. ▪ Identify the impact of Architecture in Paterson. ▪ Teamwork ▪ Following directions 	<p>your ideal house. Include furniture and conveniences.</p> <p>Cooperation in Architecture and Construction:</p> <p>Choose a building in your neighborhood. Identify all of the different types of workers that cooperated to create that building.</p> <p>Venn-diagram</p> <p>Using a Venn diagram compare and contrast the careers of Architects, Engineers and Drafters to those careers that physically build structures.</p>	<p>e/index.html</p> <p>List of STEM Architecture Activities.</p> <p>http://iexplorestem.org/architecture-activities</p> <p>Video Introduction to Architecture and Construction Careers</p> <p>https://www.youtube.com/watch?v=VAwmSvH8ZO</p>
<p>Health Science (8)</p>	<p>What are the educational pathways/requirements to a career in Health</p>	<ul style="list-style-type: none"> ▪ Differentiate between ethical and legal issues impacting 	<p>Timeline</p> <p>Create a timeline of</p>	<p>National Consortium on Health Science and</p>

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<p>Analyze various aspects of careers in the field of Health Science, including responsibilities, education transferable skills and job prospects.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.6, 9.2.12.C.7</p> <p>CCTC: HL 01, HL 02, HL 03, HL 04, HL 05, HL 06</p> <p>CCSS: RI.9-10.1, RI.9-10.4, RI.9-10.5, W.11-12.1, W.11-12.4</p>	<p>Science?</p> <p>What role does proper communication skills play in an effective health care system?</p> <p>How do variations in culture impact medical treatments and procedures?</p> <p>Should cultural requirements supersede medical treatment?</p>	<p>health care.</p> <ul style="list-style-type: none"> ▪ Demonstrate professionalism when interacting with fellow students, patients/clients, co-workers and the organization. ▪ Recognize and respect interdisciplinary roles of team members. ▪ Diagram the interdependence of health care professions within a given health care delivery system. ▪ Analyze roles of various team participants. ▪ Analyze legal responsibilities, limitations and implications of actions. ▪ Demonstrate professionalism when 	<p>important medical advancements in history and development in careers in medicine.</p> <p><u>Prezi Presentation</u></p> <p>Create a Prezi Presentation outlining and comparing various pathways within careers in Health Science.</p> <p><u>Health Care Delivery System Model</u></p> <p>Research and report back on a Health Care Delivery System model.</p>	<p><u>Technology Education</u></p> <p>Information about the health science career clusters and skill standards.</p> <p>www.nchste.org</p> <p><u>Occupation Profiles</u></p> <p>A site with descriptions of 17 health occupations, compiled with the commission on Accreditation of Allied Health Education Programs.</p> <p>www.caahep.org/programs/profiles.htm</p> <p><u>Office of the Surgeon General</u></p> <p>The website of the U.S. surgeon general.</p> <p>www.surgeongeneral.gov</p>

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		interacting with fellow students, patients/clients, co-workers and the organization.		
<p>Information Technology (11)</p> <p>Analyze the various aspects of a career in Information Technology, including roles and responsibilities, technological trends, job prospects.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.6, 9.2.12.C.7</p> <p>CCTC: IT 1, IT 2, IT 3, IT 4, IT 5, IT 6, IT 7, IT 8, IT 9, IT 10, IT 11, IT 12</p> <p>CCSS: RI.9-10.1, RI.9-</p>	<p>Summarize the importance of cross-functional teams in achieving IT project goals.</p> <p>Summarize trends of careers in Information Technology and explain the importance of keeping up-to-date with technological advancements.</p> <p>Identify security threats that apply to careers in Information Technology pathways.</p>	<ul style="list-style-type: none"> ▪ Identify desired group and team behavior in an IT context. ▪ Describe strategies for maximizing productivity in a high tech environment. ▪ Demonstrate knowledge of the legal issues that face IT professionals. ▪ Identify issues and trends affecting computers and information privacy. ▪ Identify new technologies relevant to information technology. ▪ Describe potential security threats to information systems. 	<p><u>Prezi Project</u> Create and present a Prezi project that outlines technological advancements in an IT pathway of your choosing.</p> <p><u>Interview</u> Allow the students to interview the school technology teacher. Ask specific questions about the technology that is used in your school.</p> <p><u>Computer Network</u> Design a computer network for one of the following; a school, home, library, etc. Include what type of</p>	<p><u>IT Career Cluster Initiative</u> Information about the information technology career cluster, including a cluster model, instructional resources, and suggested reading. www.edc.org/EWIT/bltext.htm</p> <p><u>TechWeb</u> A guide to news, information, and events related to technology companies. www.techweb.com</p> <p><u>National Workforce</u></p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>10.8, W.9-10.9, W.11-12.7, W.9-10.1</p>		<ul style="list-style-type: none"> ▪ Define computer forensics. 	<p>computers you'll use, will internet be offered, possible costs and what type of protection you'll provide for your network.</p>	<p><u>Center for Emerging Technologies</u> An organization created to lead education, business, and government in developing a skilled informative technology workforce. www.nwcet.org</p>
<p>Scientific Research and Engineering (15)</p> <p>Evaluate the importance of Science, Technology, and Engineering & Mathematics in our community and transferable skills that will help in job attainment.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.3, 9.2.12.C.4,</p>	<p>What is the role of STEM in our society and economy?</p> <p>What special skills and education are required to pursue a career in STEM?</p> <p>How do technological advancements affect and change career pathways in STEM?</p>	<ul style="list-style-type: none"> ▪ Identify recent technological advancements related to STEM. ▪ Using a selected statistical tool, compute data reliability. ▪ Select and use the tools to analyze and synthesize data. ▪ Describe the meaning of probability and how it applies to a set of data. ▪ Identify regulatory codes, such as EPA, 	<p><u>Mock Exploration</u></p> <p>Imagine that you are chosen to perform scientific research. What questions will you be trying to answer? How will you get your data and interpret your data?</p> <p><u>Chart</u></p> <p>Create a chart with various pathways in STEM careers. For each pathway research and write the job requirements and</p>	<p><u>Science</u></p> <p>A peer-reviewed scientific journal published by the American Association for the Advancement of Science.</p> <p>1200 New York Ave. NW Washington D.C. 20005 (202) 326-6417</p> <p>www.sciencemag.org</p> <p><u>Discovering Engineering</u></p>

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<p>9.2.12.C.6, 9.2.12.C.7</p> <p>CCTC: ST 01, ST 02, ST 03, ST 04, ST 05, ST 06</p> <p>CCSS: RI.9-10.1, RI.9-10.8, W.11-12.1, W.9-10.2, SL.9-10.4</p>		<p>FEMA, UL, OSHA, CSA.</p> <ul style="list-style-type: none"> ▪ Use simulation, modeling and prototype techniques to solve problems. ▪ Communicate data visually. 	<p>education requirements.</p> <p><u>Presentation</u></p> <p>Create a presentation for fellow students about the effects of STEM careers in our modern world.</p>	<p>A fun site providing information about what engineering is, as well as activities to try at home. www.discoveringengineering.org</p> <p><u>Environmental Protection Agency</u></p> <p>A government agency created to protect human health and safeguard the environment. www.epa.gov</p> <p><u>NatureJobs</u></p> <p>A career website sponsored by the journal Nature providing job listings and resources for science professionals. www.nature.com/naturejobs</p>

Unit 1 Vocabulary

agriculture
anthropologist
aquaculturalist
architect
dental hygienist
ecologist
engineer
engineering
entomologist
geologist
health science

help desk technician
mason
network administrator
oceanographer
optometrist
organism
pharmacist
physical therapist
physician
physician assistant
radiologic technologist
scientific research

Suggested Unit Projects

Choose At Least One

<p>Give each student a different career cluster to research. They can compile their research on posters or use visual presentation software to create slide shows.</p>	<p>Search professional associations for further information on a career of your choice that we studied during this unit.</p>
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Suggested Structured Learning Experiences

<p>Abma's Farm 700 Lawlins Rd. Wyckoff, NJ 07481 Phone: (201) 891-0278 Website: http://www.abmasfarm.com/</p>	<p>New Jersey State Building & Construction Trades Council Contact to inquire about apprentice ships in the fields of construction.</p> <p>William T. Mullen, President 77 Brant Avenue, Suite 102 Clark, NJ 07066 Phone: (732) 499-0100 Fax: (732) 499-0150 njbctc@njbctc.org</p> <p>Website: http://www.njbctc.org/yttw/appcontact.html</p>
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