



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

## 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.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.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.

## **Common Career Technical Core (CCTC)**

### **Career Cluster Business and Administration**

BM 3 Explore, develop and apply strategies for ensuring a successful business career.

BM 5 Implement systems, strategies and techniques used to manage information in a business.

### **Career Cluster Finance**

FN 02 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

FN 05 Create and maintain positive, ongoing relationships with finance customers.

FN 06 Plan, monitor and manage day-to-day activities to ensure effective and efficient finance operations.

FN 08 Describe and follow laws, regulations and ethical standards that affect finance operations and transactions.

### **Career Cluster Manufacturing**

MN 1 Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.

MN 2 Analyze and summarize how manufacturing businesses improve performance.

MN 3 Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.

MN 4 Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.

MN 5 Describe government policies and industry standards that apply to manufacturing.

## **Career Cluster Retail/Wholesale Sales and Services**

MK 01 Describe the impact of economics, economics systems and entrepreneurship on marketing.

MK 03 Plan, monitor, manage and maintain the use of financial resources for marketing activities.

MK 04 Plan, monitor and manage the day-to-day activities required for continued marketing business operations.

MK 05 Describe career opportunities and the means to achieve those opportunities in each of the Marketing Career Pathways.

MK 07 Determine and adjust prices to maximize return while maintaining customer perception of value.

MK 10 Use marketing strategies and processes to determine and meet client needs and wants.

## **Career Cluster Transportation, Distribution and Logistics**

TD 1 Describe the nature and scope of the Transportation, Distribution & Logistics Career Cluster and the role of transportation, distribution and logistics in society and the economy.

TD 2 Describe the application and use of new and emerging advanced techniques to provide solutions for transportation, distribution and logistics problems.

TD 3 Describe the key operational activities required of successful transportation, distribution and logistics facilities.

TD 4 Identify governmental policies and procedures for transportation, distribution and logistics facilities.

TD 5 Describe transportation, distribution and logistics employee rights and responsibilities and employers' obligations concerning occupational safety and health.

TD 6 Describe career opportunities and means to achieve those opportunities in each of the Transportation, Distribution & Logistics Career Pathways.

## 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><b>Course:</b> Career Explorations</p> <p><b>Unit:</b> 2 – Career Clusters 4, 6, 13, 14 &amp; 16</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b></p> <p>During Unit 2 students will examine clusters that involve business and finances. 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><b>New Jersey Student Learning Standards (NJSLS):</b> 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><b>Common Career Technical Core (CCTC):</b> BM 03, BM 05, FN 02, FN 05, FN 06, FN 08, MN 01, MN 02, MN 03, MN 04, MN 05, MK 01, MK 03, MK 04, MK 05, MK 07, MK 10, TD 01, TD 02, TD 03, TD 04, TD 05, TD 06</p>	
<p><b>Common Core State Standards (CCSS):</b> 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>Business and Administration (4)</p> <p>Explore strategies and requirements for pursuing and preserving a successful career in Business and Administration.</p> <p><b>NJSLS:</b> 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>Identify transferable skills that will help an applicant pursue a career in Business and Administration.</p> <p>Explain the nature and scope of knowledge management practices within a business.</p> <p>What strategies and</p>	<ul style="list-style-type: none"> <li>▪ Identify desirable personality traits important to business.</li> <li>▪ Identify and explain the four components of quality management (planning, control, assurance and improvement).</li> <li>▪ Identify and incorporate</li> </ul>	<p><b>Mock Business</b></p> <p>Create a business plan for a mock business. Include what product or service you offer, who will your customers be, where will your business be located and how much start up money you will need.</p> <p><b>Chart</b></p>	<p><b>Career Overview and List of Business Schools</b></p> <p><a href="http://www.allbusinessschools.com/business-careers/business-administration/job-description/">http://www.allbusinessschools.com/business-careers/business-administration/job-description/</a></p> <p><b>LinkedIn Business and Administration Jobs</b></p> <p><a href="https://www.linkedin.com/">https://www.linkedin.com/</a></p>

<p><b>CCTC:</b> BM 03, BM 05</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.4, RI.9-10.8, W.11-12.1, W.11-12.4</p>	<p>techniques are used to manage information?</p> <p>Why are rules, regulations and oversight important in a growing pathway in the Business and Administration Career Cluster?</p>	<p>knowledge-management strategies.</p> <ul style="list-style-type: none"> <li>▪ Explain the nature of knowledge management.</li> <li>▪ Discuss the role of ethics in knowledge management.</li> <li>▪ Organization</li> <li>▪ Teamwork</li> </ul>	<p>Create a chart listing the various pathways in a career in Business or Administration; include their responsibilities and required skills.</p> <p><b>Job Search</b></p> <p>Use a job search website such as LinkedIn or indeed.com to find Business and Administration jobs in the area.</p>	<p><a href="http://jobs/business-administration-jobs">jobs/business-administration-jobs</a></p> <p><b>Indeed.com – Entry Level Business and Administration Jobs</b></p> <p><a href="http://www.indeed.com/q-Entry-Level-Business-Administration-jobs.html">http://www.indeed.com/q-Entry-Level-Business-Administration-jobs.html</a></p> <p><b>Starting a Business in New Jersey – nj.gov</b></p> <p><a href="http://www.nj.gov/njbusiness/starting/">http://www.nj.gov/njbusiness/starting/</a></p>
<p>Finance (6)</p> <p>Analyze the impact of careers in finance in both the domestic and global market and analyze job prospects, responsibilities and trends.</p> <p><b>NJSLS :</b> 9.2.12.C.1,</p>	<p>How do careers in finance affect our everyday lives?</p> <p>What types of skills are transferable to the career of finance?</p> <p>What type of person would enjoy/thrive in the</p>	<ul style="list-style-type: none"> <li>▪ Explain the role of finance in business.</li> <li>▪ Discuss the role of ethics in finance.</li> <li>▪ Explain legal considerations for finance.</li> <li>▪ Discuss trends in the current financial environment.</li> <li>▪ Explain the nature of positive customer relations.</li> </ul>	<p><b>Mock Investing</b></p> <p>Investigate various opportunities for investment. Each student can mock invest and keep track of their investments.</p> <p><b>Regulations Debate</b></p> <p>Lead a class debate the appropriate amount of</p>	<p><b>New York Stock Exchange</b></p> <p>The first national securities exchange established in the United States.</p> <p><a href="http://www.nyse.com">www.nyse.com</a></p> <p><b>Financial Planning Association</b></p>

<p>9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.6, 9.2.12.C.7</p> <p><b>CCTC:</b> FN 02, FN 05, FN 06, FN 08</p> <p><b>CCSS:</b> RI.9-10.8, W.11-12.1, W.11-12.4, W.11-12.7</p>	<p>world of finance?</p> <p>Is more or less government oversight necessary in the world of finance?</p>	<ul style="list-style-type: none"> <li>▪ Describe legal issues affecting businesses.</li> <li>▪ Explain types of business ownership.</li> </ul>	<p>government regulations on careers in finance.</p> <p><b><u>Newspaper Article Analysis</u></b></p> <p>Find a newspaper article about finance. Present it to the class.</p>	<p>An organization for the financial planning community dedicated to supporting the financial planning process.</p> <p><a href="http://www.fpanet.org">www.fpanet.org</a></p> <p><b><u>Federal Reserve System, Board of Governors</u></b></p> <p>A federal bank system that supervises and regulates banks; conducts W.S. monetary policy; maintains the stability of the financial system by controlling money and credit conditions; and provides financial services.</p> <p><a href="http://www.federalreserve.gov">www.federalreserve.gov</a></p>
<p>Manufacturing (13)</p> <p>Analyze multiple aspects of a career in manufacturing including; its impact on society, government regulations,</p>	<p>What roles and functions of government in regulating and supporting manufacturing businesses?</p>	<ul style="list-style-type: none"> <li>▪ Explain the importance of manufacturing to society.</li> <li>▪ Identify and describe types of manufacturing systems.</li> </ul>	<p><b><u>Graphic Organizer – Film</u></b></p> <p>View a documentary on the business of Henry Ford. Document learned information on graphic organizer.</p>	<p><b><u>Building Linkages Among Academic and Skill Standards for Manufacturing Occupants</u></b></p> <p>Information about the manufacturing career</p>

<p>improving business performance, and transferable skills.</p> <p><b>NJSLS :</b> 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><b>CCTC:</b> MN 01, MN 02, MN 03, MN 04, MN 05</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.8, W.11-12.1, W.11-12.4, W.11-12.5</p>	<p>How can planning be used to improve overall business performance?</p> <p>How would our society be different if not for the advantages and benefits of the Manufacturing Career Cluster?</p>	<ul style="list-style-type: none"> <li>▪ Analyze current trends in manufacturing systems.</li> <li>▪ Explain how work plans and budgets are used to allocate people and resources.</li> <li>▪ Provide examples of the major regulations and types of data used by government to measure and monitor performance.</li> <li>▪ Identify training requirements needed for certifications.</li> <li>▪ Explain the objectives of risk-management programs.</li> </ul>	<p><b><u>Newspaper Report</u></b></p> <p>Find a newspaper article or web article about new trends and technologies used in the careers of manufacturing. Present the report to the class.</p> <p><b><u>Factory Design</u></b></p> <p>Create a factory to manufacture a product. Create a blue print of the assembly lines in your factory and decide other details, such as number of employees, numbers of shifts, etc.</p>	<p>cluster, with a history of how the cluster was developed.</p> <p><a href="http://www.mfglinks.org">www.mfglinks.org</a></p> <p><b><u>Manufacturing is Cool</u></b></p> <p>A site created by the Society of manufacturing Engineers designed to promote engineering and manufacturing and provide information on the on the interesting and challenging careers in these fields.</p> <p><a href="http://www.manufacturingiscool.com">www.manufacturingiscool.com</a></p> <p><b><u>Manufacturing Engineering Laboratory</u></b></p> <p>A division of the department of Commerce that conducts research on advanced manufacturing technology.</p> <p><a href="http://www.mel.nist.gov">www.mel.nist.gov</a></p>
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<p>Retail/Wholesale Sales and Service (14)</p> <p>Explore career pathways in Retail/Wholesale Sales and Services, including: trends and required skills.</p> <p><b>NJSLS :</b> 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><b>CCTC:</b> MK 01, MK 03, MK 04, MK 05, MK 07, MK 10</p> <p><b>CCSS:</b> RI.9-10.4, RI.9-10.8, W.11-12.4, W.11-12.5, W.9-10.9, W.11-12.7, SL.9-10.4</p>	<p>What is a marketing plan?</p> <p>What is the relationship between government and business?</p> <p>How can the economy and economic factors impact careers in Retail/Wholesale Sales and Services?</p> <p>What is a business image? How can social media and products, marketing and customer service form a business image?</p>	<ul style="list-style-type: none"> <li>▪ Distinguish between economic goods and services.</li> <li>▪ Explain the principles of supply and demand.</li> <li>▪ Explain marketing and its importance in a global economy.</li> <li>▪ Explain types of business ownership.</li> <li>▪ Explain the nature of trade regulations.</li> <li>▪ Explain data-collection methods.</li> <li>▪ Identify product opportunities.</li> </ul>	<p><b><u>Venn-diagram</u></b></p> <p>Create a Venn diagram that compares and contrasts economic goods and services.</p> <p><b><u>Mock Retail Store</u></b></p> <p>Imagine that you are opening a store. What would you sell? Who are your target customers.</p> <p><b><u>Advertizing Project</u></b></p> <p>Create a poster, magazine add or YouTube commercial to advertize a product of your choosing.</p>	<p><b><u>Bureau of Economic Analysis</u></b></p> <p>The branch of the Department of Commerce charged with providing accurate and relevant economic data.</p> <p><a href="http://www.bea.doc.gov">www.bea.doc.gov</a></p> <p><b><u>About.com Retail Industry</u></b></p> <p>A good research starting point, with links, articles, an industry profile, a glossary, and more.</p> <p><a href="http://retailindustry.about.com">http://retailindustry.about.com</a></p> <p><b><u>Census Bureau Retail and Wholesale Trade</u></b></p> <p>Annual and monthly statistics on the retail and wholesale industries.</p> <p><a href="http://www.census.gov/econ/www/retmenu.html">www.census.gov/econ/www/retmenu.html</a></p>
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				<p><b><u>MarketingJobs.com</u></b>  A career Website for job seekers in sales, marketing, and advertising.  <a href="http://www.marketingjobs.com">www.marketingjobs.com</a></p>
<p>Transportation, Distribution and Logistics (16)</p> <p>Explore the impact of careers in Transpiration, Distribution and Logistics on our society, including responsibilities and job prospects.</p> <p><b>NJSLS :</b> 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><b>CCTC:</b> TD 01, TD 02, TD 03, TD 04, TD 05, TD 06</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.4, W.11-12.5, W.9-10.9, W.11-12.7</p>	<p>How have careers in Transportation, Distribution and Logistics affected our society?</p> <p>How are lifestyle choices important when choosing a career in Transportation, Distribution or Logistics?</p> <p>Compare personal interests and aptitudes with job requirements and characteristics of career selected.</p>	<ul style="list-style-type: none"> <li>▪ Give an example of each mode of transportation.</li> <li>▪ Apply the best option of distribution networks to a given situation.</li> <li>▪ Generate a list of potential customer needs and requirements.</li> <li>▪ Locate appropriate information on organizational policies in handbooks and manuals.</li> <li>▪ Give an example of how a government policy affects public transportation infrastructure management.</li> <li>▪ Describe one government policy</li> </ul>	<p><b><u>Map Making</u></b>  Order a product to be shipped with a tracking number. Using a map, keep track and notate the progress of your package.</p> <p><b><u>Chart</u></b>  Create a chart with a number of easily found items in the classroom or at home. Notate the item, brand name and where it is made. How many are foreign vs. domestic?</p> <p><b><u>Diagram</u></b>  Draw a diagram to illustrate the logistical plan to distribute a product of your choosing.</p>	<p><b><u>Department of Transpiration</u></b>  The executive department responsible for roads railways, and other elements of the transpiration infrastructure.  <a href="http://www.dot.gov">www.dot.gov</a></p> <p><b><u>Transportation, Distribution, and Logistics Career Cluster Initiative</u></b>  Information about this career clusters, including a detailed career cluster framework.  <a href="http://education.dot.gov/translinkage">http://education.dot.gov/translinkage</a></p>

		<p>regarding the regulation of international transportation operations.</p> <ul style="list-style-type: none"> <li>Describe past and present trends related to the mission of TDL organizations.</li> </ul>	<p><b><u>Council of Logistics Management</u></b>                  A nonprofit professional association for people interested in logistics management.  <a href="http://www.clm1.org">www.clm1.org</a></p> <p><b><u>TravelJobs.com</u></b>                  Recruiting for the travel industry.  <a href="http://www.traveljobs.com">www.traveljobs.com</a></p>
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Unit 2 Vocabulary	
budget analyst copywriter economist finance financial planner insurance agent loan officer	machinist manufacturing retail stockbroker telemarketer wholesale

## Suggested Unit Projects

*Choose At Least One*

<p>Have each student interview a member of the Career Cluster of their choosing. Create a presentation on that interview for the class.</p>	<p>Create a PowerPoint presentation of one Career Cluster covered in this unit. Be sure to include no less than 5 slides including information about how to get a job, the requirements and educational requirements.</p>
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## Suggested Structured Learning Experiences

<p>Passaic Community College - Business, Administration and Accounting Department</p> <p>Chairperson:          Dr. Thomas Cox          Office: Hamilton Building, H211          E-mail: <a href="mailto:tcox@pccc.edu">tcox@pccc.edu</a></p> <p>Secretary:          Jacqueline David          Phone: 973-684-5535          Fax: 973-684-6627  <a href="http://www.pccc.edu/prospective/academics/academic-departments/business-administration-department">http://www.pccc.edu/prospective/academics/academic-departments/business-administration-department</a></p>	<p>Museum of American Finance          48 Wall Street          New York, NY 10005          Tel: 212.908.4110   Fax: 212.908.4601</p> <p><a href="http://www.moaf.org/index">http://www.moaf.org/index</a></p>
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