



## **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 Arts, Audio/Video Technology and Communications

AR 1 Analyze the interdependence of the technical and artistic elements of various careers within the Arts, A/V Technology & Communications Career Cluster.

AR 3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

AR 5 Describe the career opportunities and means to achieve those opportunities in each of the Arts, A/V Technology & Communications Career Pathways.

### Career Cluster Education and Training

ED 02 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

ED 03 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

ED 05 Demonstrate group collaboration skills to enhance professional education and training practice.

ED 06 Analyze ethical and legal policies of professional education and training practice.

ED 07 Explain legal rights that apply to individuals and practitioners within education and training settings.

ED 09 Describe state-specific professional development requirements to maintain employment and to advance in an education and training career.

## **Career Cluster Government and Public Administration**

GV 1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.

GV 2 Analyze the systemic relationships of government and public administration agencies.

GV 3 Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.

GV 4 Describe the implementation of plans and policies to respond to public health, safety and environmental needs in government and public administration agencies.

GV 5 Describe career opportunities and the means to achieve those opportunities in each of the Government & Public Administration Career Pathways.

GV 6 Explain the administration of human, financial, material and information resources in government and public administration agencies.

## **Career Cluster Hospitality and Tourism**

HT 1 Describe the key components of marketing and promoting hospitality and tourism products and services.

HT 2 Evaluate the nature and scope of the Hospitality & Tourism Career Cluster and the role of hospitality and tourism in society and the economy.

HT 3 Demonstrate hospitality and tourism customer service skills that meet customers' needs.

HT 4 Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace.

HT 5 Identify potential, real and perceived hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace.

HT 6 Describe career opportunities and means to attain those opportunities in each of the Hospitality & Tourism Career Pathways.

## **Career Cluster Humans Services**

HU 1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services.

HU 2 Evaluate the role of the family, community and human services in society and the economy.

HU 3 Use effective communication with human services clients and their families.

HU 4 Demonstrate ethical and legal conduct in human services settings.

HU 5 Evaluate career opportunities in each of the Human Services Career Pathways.

HU 6 Explain how human development principles enhance the well-being of individuals and families.

## **Career Cluster Law and Public Safety**

LW 1 Formulate ideas, proposals and solutions to ensure effective and efficient delivery of law, public safety, corrections and/or security services.

LW 2 Assess and implement measures to maintain safe and healthy working conditions in a law, public safety, corrections and/or security environment.

LW 3 Conduct law, public safety, corrections and security work tasks in accordance with employee and employer rights, obligations and responsibilities, including occupational safety and health requirements.

LW 4 Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

LW 5 Describe various career opportunities and means to those opportunities in each of the Law, Public Safety, Corrections & Security Career Pathways.

LW 6 Analyze the nature and scope of the Law, Public Safety, Corrections & Security Career Cluster and the role law, public safety, corrections and security play in society and the economy.

## 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> 3 – Career Clusters 3, 5, 7, 9, 10 &amp; 12</p> <p><b>Grade Level:</b> 9-12</p>	<p><b>Unit Overview:</b></p> <p>During Unit 3 students will examine clusters that involve communication; including education, arts and entertainment, government jobs, the service industry and law. 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> AR 01, AR 03, AR 05, ED 02, ED 03, ED 05, ED 06, ED 07, ED 09, GV 01, GV 02, GV 03, GV 04, GV 05, GV 06, HT 01, HT 02, HT 03, HT 04, HT 05, HT 06, HU 01, HU 02, HU 03, HU 04, HU 05, HU 06, LW 01, LW 02, LW 03, LW 04, LW 05, LW 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>Arts, Audio/Video Technology and Communications (3)</p> <p>Explore the many pathways to a career within the Arts, A/V Technology &amp; Communications Career Cluster, including career opportunities, lifestyle implications and trends in the industry.</p>	<p>What is a work-life balance? How willing are you to work unusual hours or in unusual conditions?</p> <p>Examine the transferable skills needed to pursue a career in the Arts, A/V Technology &amp; Communications.</p>	<ul style="list-style-type: none"> <li>▪ Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.</li> <li>▪ Identify work activities associated with a variety of the cluster pathways required for a theater production,</li> </ul>	<p><b>Class TV News Show:</b></p> <p>Create a Class TV News Show. The students perform many jobs, such as anchor (artistic), director (technical), camera operator (technical), and creating add posters (visual arts), etc.</p>	<p><b><u>Backstage.com - main information source for performers</u></b></p> <p><a href="http://www.backstage.com/actor101/">http://www.backstage.com/actor101/</a></p> <p><b><u>The Art Career Project</u></b></p> <p><a href="http://www.theartcareerproject.com/art-as-a-career/">http://www.theartcareerproject.com/art-as-a-career/</a></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> AR 01, AR 03, AR 05</p> <p><b>CCSS:</b> RI.9-10.5, RI.9-10.8, W.9-10.2, SL.9-10.4</p>	<p>How do the artistic and technical career pathways compliment each other to create a finished product. How are they different?</p>	<p>film, television broadcast, or arts event.</p> <ul style="list-style-type: none"> <li>▪ Compare &amp; Contrast the similarities and differences of the various roles in AR.</li> <li>▪ Interpret the impact of choices regarding nutrition, stress, exercise and alternative decisions on an individual's ability to sustain a career in performance.</li> <li>▪ Compare the advantages and disadvantages of working independently and of working for others.</li> <li>▪ Match interests and abilities to career preferences.</li> <li>▪ Identify the technological changes in the past five years that have affected the skill requirements for workers in this</li> </ul>	<p><b>T-Chart:</b></p> <p>Create a T-Chart with a column for technical jobs and a second column for artistic jobs. Watch the credits to a favorite movie or TV show. List as many jobs, in the correct column, as possible.</p> <p><b>Video:</b></p> <p>Create a class/student video informing the public on the many pathways to a career in the Arts A/V Technology and Communications Career Cluster.</p>	<p><b><u>Rutgers University on Careers in Communications</u></b></p> <p><a href="http://njca.rutgers.edu/resources/communication-careers.html">http://njca.rutgers.edu/resources/communication-careers.html</a></p> <p><b><u>NJ.Gov AR Website:</u></b></p> <p><a href="http://www.nj.gov/education/cte/career/Arts/index.html">http://www.nj.gov/education/cte/career/Arts/index.html</a></p>
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<p>Education and Training (5)</p> <p>Explore and analyze various aspects of careers in Education and Training; including job requirements, transferable skills, 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> ED 02, ED 03, ED 05, ED 06, ED 07, ED 09</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.4, W.11-12.1, W.11-12.4, SL.9-10.4</p>	<p>How does effective communication between teachers, students and parents create a positive educational environment in school and at home?</p> <p>Analyze and evaluate the benefits of government oversight in public schools.</p> <p>Explore and analyze the impact of various trends in education, including charter and private schools.</p> <p>Does competition between schools benefit or hinder student education?</p>	<ul style="list-style-type: none"> <li>▪ Explain the significance of the tone of the correspondence and the need for sensitivity to culture and gender.</li> <li>▪ Recognize data.</li> <li>▪ Predict the impact of policies and procedures on educational facilities, instructional strategies and goals.</li> <li>▪ Explain major laws affecting a variety of issues in learning settings.</li> <li>▪ Explain rationale for policies and procedures.</li> <li>▪ Identify appropriate sources of professional development.</li> <li>▪ Use mentoring skills.</li> </ul>	<p><b><u>Mock Teacher Experience</u></b></p> <p>Each student teaches the class a skill. The student creates a lesson plan, outlines what materials would be needed, etc.</p> <p><b><u>Teacher Evaluation</u></b></p> <p>Each student will choose an effective educator from their past experience. Analyze what made that educator so successful and incorporate that analysis in future educational opportunities.</p> <p><b><u>Pro-Con List</u></b></p> <p>Create a pro-con list to evaluate the trend of charter schools.</p>	<p><b><u>Education World</u></b></p> <p>A website that provides lesson plans, listservs, weblinks, links to standards, and other teacher resources.</p> <p><a href="http://www.educationworld.com">www.educationworld.com</a></p> <p><b><u>National Education Association</u></b></p> <p>America’s oldest and largest organization committed to advancing the cause of public education.</p> <p><a href="http://www.nea.org">www.nea.org</a></p> <p><b><u>Department of Education</u></b></p> <p>An executive department dedicated to ensuring equal access to education and promoting educational excellence</p>

				<p>for all Americans.  <a href="http://www.ed.gov">www.ed.gov</a></p> <p><b><u>National Teacher Recruitment Clearinghouse</u></b></p> <p>A resource for prospective teachers seeking jobs and for school districts and states seeking teachers.  <a href="http://www.recruitingteachers.org">www.recruitingteachers.org</a></p>
<p>Government and Public Administration (7)</p> <p>Explore the impact, job responsibilities, and prospects of a career in Government and Public 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>How does a strong government help maintain a safe and strong society?</p> <p>Where is the line between government protection vs. infringing on citizen rights and freedoms?</p> <p>How/why is taxation necessary for a stable</p>	<ul style="list-style-type: none"> <li>▪ Contrast how various societies have governed them.</li> <li>▪ Explain the various forms of state and local governments, agencies and commissions.</li> <li>▪ Identify educational and credentialing requirements for careers in Government and Public Administration.</li> <li>▪ Prepare, justify and administer budgets.</li> </ul>	<p><b><u>Chart</u></b></p> <p>Create a chart to demonstrate the hierarchy of local, state and federal legislators.</p> <p><b><u>Mock Constitution</u></b></p> <p>Imagine you are creating a new country, what would you government look like? Give details.</p>	<p><b><u>StudentJobs.gov</u></b></p> <p>The student’s pathway to employment opportunities with the federal government.  <a href="http://www.studentjobs.gov">www.studentjobs.gov</a></p> <p><b><u>Students.gov</u></b></p> <p>A website created to give high school and college students access to government information and services.</p>

<p><b>CCTC:</b> GV 01, GV 02, GV 03, GV 04, GV 05, GV 06</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.5, RI.9-10.8, W.11-12.7, W.11-12.10, SL.9-10.4</p>	<p>government?</p>	<ul style="list-style-type: none"> <li>▪ Evaluate the roles of organizations that impact the well being of the public and the environment.</li> <li>▪ Form partnerships that ensure the best utilization of resources.</li> <li>▪ Implement programs to protect the public and the environment.</li> </ul>	<p><b>Campaign Poster</b></p> <p>Pick a current or past political candidate and create a campaign poster for them including campaign promises. (Modification: Students make campaign posters for themselves.)</p>	<p><a href="http://www.students.gov">www.students.gov</a></p> <p><b>Public Citizen</b></p> <p>A national, nonprofit consumer advocacy organization that represents consumer interests in Congress, the executive branch, and the courts.</p> <p><a href="http://www.citizen.org">www.citizen.org</a></p>
<p>Hospitality and Tourism (9)</p> <p>Explore the many pathways to a career in Hospitality and Tourism, including career opportunities, lifestyle implications and trends in the industry.</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> HT 01, HT 02, HT 03, HT 04, HT 05, HT 06</p>	<p>What is the role of career in Hospitality and Tourism in our society and economy?</p> <p>Identify transferable skills for a career in Hospitality and Tourism.</p> <p>Identify service skills of Hospitality and Tourism and explain analyze how they meet customer needs.</p>	<ul style="list-style-type: none"> <li>▪ Identify the elements of marketing.</li> <li>▪ Discuss the importance of the hospitality and tourism industry to the U.S. economy.</li> <li>▪ Discuss the current trends in society and how they affect hospitality and tourism.</li> <li>▪ Assess the importance of customer satisfaction.</li> <li>▪ Explain the role of government agencies in providing a safe</li> </ul>	<p><b>Role-Play</b></p> <p>Role-play dissatisfied customer scenarios. Take turns with the students acting the parts of customers and employees.</p> <p><b>Mock Business</b></p> <p>Imagine that you run a tour group. Plan a vacation for the tour group; include destination, group size, where you'll stay and method of travel.</p>	<p><b>Association of Professional Hospitality Managers</b></p> <p>An association representing current and prospective managers in the hospitality industry.</p> <p><a href="http://www.aphm.org">www.aphm.org</a></p> <p><b>Hospitality and Tourism Futures</b></p> <p>An NSSB-organized industry partnership charged with establishing skills standards for the hospitality and tourism</p>

<p><b>CCSS:</b> RI.9-10.4, RI.9-10.5, W.9-10.9, W.11-12.7</p>		<p>workplace.</p> <ul style="list-style-type: none"> <li>▪ Describe how customer service affects a company's bottom.</li> <li>▪ Explain the effects that supply and demand has on the hospitality and tourism industry.</li> </ul>	<p><b><u>Future Timeline</u></b></p> <p>Create a timeline of your <u>future</u> including and focusing on what you plan to do to obtain a position in a career in Hospitality and Tourism.</p>	<p>industry.</p> <p><a href="http://www.htfutures.org">www.htfutures.org</a></p> <p><b><u>Service Employees International Union</u></b></p> <p>A union representing workers in a variety of sectors, including the hospitality and tourism industries.</p> <p><a href="http://www.seiu.org">www.seiu.org</a></p> <p><b><u>National Geographic Traveler</u></b></p> <p>The travel magazine of the national Geographic Society, geared toward culturally aware travelers.</p> <p>711 Fifth Ave, 17<sup>th</sup> floor          New York, NY 10022          (800) 647-5463</p> <p><a href="http://www.nationalgeographic.com/traveler">www.nationalgeographic.com/traveler</a></p>
<p>Humans Services (10)</p>	<p>How can data and information be used to</p>	<ul style="list-style-type: none"> <li>▪ Give examples of each type of service</li> </ul>	<p><b><u>Chart</u></b></p> <p>Create a chart of various</p>	<p><b><u>American Public Human Services</u></b></p>

<p>Analyze the personal and community impact of careers in Human Services and job prospects and responsibilities.</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> HU 01, HU 02, HU 03, HU 04, HU 05, HU 06</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.4, RI.9-10.5, W.9-10.2</p>	<p>meet the needs of individuals and families?</p> <p>How can services be modified to be sensitive to cultural, religious, disability and gender issues?</p> <p>How do providers of Human Services impact their community?</p> <p>Explain how our community would be affected if human service providers were not available.</p>	<p>and its major functions.</p> <ul style="list-style-type: none"> <li>▪ Determine the role of prevention education in addressing issues of society.</li> <li>▪ Identify basic needs of children, individuals and families.</li> <li>▪ Document information regarding questionable health or safety issues.</li> <li>▪ Identify agencies that monitor human services facilities and operations.</li> <li>▪ Provide examples of government intervention/actions in a human services operation.</li> <li>▪ Locate and identify specific organizational policy, rule, or procedure to assist with a given situation.</li> </ul>	<p>pathways within the Human Services Career Clusters and identify what each pathway brings to a community.</p> <p><b><u>Mock Business</u></b></p> <p>Create a business in the Human Services industry. Identify the services you will offer, intended clientele, and how you will market your business.</p> <p><b><u>Advertisement</u></b></p> <p>Create a poster or TV commercial persuading the public to make use of your services in your chosen pathway.</p>	<p><b><u>Association</u></b></p> <p>A nonprofit, bipartisan organization of individuals and agencies concerned with human services.</p> <p><a href="http://www.aphsa.org">www.aphsa.org</a></p> <p><b><u>Department of Health and Human Services</u></b></p> <p>The executive department that administers federal social welfare programs, including Head Start, TANF, and child support enforcement.</p> <p><a href="http://www.hhs.gov">www.hhs.gov</a></p> <p><b><u>Consumer Reports</u></b></p> <p>A magazine published by Consumers Union, a nonprofit organization that tests and rates products and services and informs and protects customers.</p>
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<p>Law and Public Safety (12)</p> <p>Explore the role of Law and Public Safety in our society and pathways to pursue a career in Law and Public Safety.</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> LW 01, LW 02, LW 03, LW 04, LW 05, LW 06</p> <p><b>CCSS:</b> RI.9-10.1, RI.9-10.4, W.11-12.1, W.11-12.4, SL.9-10.4</p>	<p>What would our society be like without careers in Law and Public Safety?</p> <p>What behaviors that model the establishment and maintenance of obedience to the law and ethical standards?</p> <p>Identify both the advantages and disadvantages associated with common law, public safety, security and corrections careers.</p>	<ul style="list-style-type: none"> <li>▪ Distinguish between inductive and deductive reasoning.</li> <li>▪ Create arguments based on facts, laws, or regulations.</li> <li>▪ Use parallel arguments to advocate two opposing solutions.</li> <li>▪ Identify the types of risk of injury/illness at work.</li> <li>▪ Compare selected careers in the law, public safety and security cluster with other career cluster options.</li> <li>▪ Assess one's own abilities to enter a law, public safety and security career.</li> <li>▪ Discuss career requirements of the selected careers in</li> </ul>	<p><b><u>Career Development</u></b></p> <p>Create a realistic plan to pursue a career in Law and Public Safety.</p> <p><b><u>Role-play</u></b></p> <p>Each student acts as a legislator. They write a law or series of laws, then they lobby their classmates to vote to approve their law.</p> <p><b><u>Letter Writing</u></b></p> <p>Write a letter to an employee in the Law and Public Safety industry. In the letter thank them for their service and explain how they help your community out. (e.g. write to a firefighter, police officer, etc.)</p>	<p><b><u>Department of Justice</u></b></p> <p>The executive department enforcing the law in the public interest.</p> <p><a href="http://www.usdoj.gov">www.usdoj.gov</a></p> <p><b><u>Law.com</u></b></p> <p>A website providing news and information regarding all aspects of the legal profession.</p> <p><a href="http://www.law.com">www.law.com</a></p> <p><b><u>USAJobs</u></b></p> <p>The federal government's employment information website.</p> <p><a href="http://www.usajobs.opm.gov">www.usajobs.opm.gov</a></p>

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Unit 3 Vocabulary	
bailiff choreographer city manager communications consumer advocate cosmetologist counselor curator customs inspector education foreign service officer hospitality human services journalist	law legislator OSHA inspector paralegal psychologist public administration public safety reading specialist school administrator school counselor tax examiner tourism training urban planner

## Suggested Unit Projects

*Choose At Least One*

<p>Much of what we think we learn, we learn from the movies. Watch a movie or TV show that is based on a Career Cluster of your choice. Identify accuracies and inaccuracies that the movie portrays about your chosen career.</p>	<p>Spend a day shadowing a person in a chosen Career Cluster from this unit. Shadowing a person who works in the school may be the easiest. Have the students report back on their experience.</p>
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## Suggested Structured Learning Experiences

<p>Visit a TV Station – New Jersey Pubic Television          Tour the set and observe artistic and technical careers in collaboration.</p> <p>NJTV          Attn: Viewer Services          PO Box 5776 Englewood, NJ 07631          Phone: 609-777-0031          Toll-free: 1-800-882-6622</p> <p>Filming Locations at: Montclair, Trenton and New Brunswick  <a href="http://www.njtvonline.org/about/contact/">http://www.njtvonline.org/about/contact/</a></p>	<p>Battleship New Jersey</p> <p>62 Battleship Place, Camden NJ, 08103          866-877-6262 ext. 144 for groups</p> <p>Experience a walk-up or group tour of our nation’s most decorated and largest battleship, the Battleship New Jersey.</p> <p><a href="http://www.battleshipnewjersey.org/">http://www.battleshipnewjersey.org/</a></p>
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