

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 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.

Course: Career Explorations Unit: 4 – Job Search Grade Level: 9-12	Unit Overview: During Unit 4 students will prepare for their job search. The students will pick career clusters through self-analysis of their interests, skills and values. They will also prepare for their job search by studying resume writing and interview skills.
New Jersey Student Learning Standards (NJSLS): 99.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.6, 9.2.12.C.7, 9.2.12.C.8, 9.2.12.C.9	
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	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Evaluate your interests, skills and values. Using this information, choose career clusters that you are well suited for.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.6, 9.2.12.C.9</p> <p>CCSS: RI.9-10.1, RI.9-</p>	<p>What are your interests, skills and values?</p> <p>What skills are transferable to a career?</p> <p>What type of lifestyle would you like?</p> <p>What is a work-life balance?</p>	<ul style="list-style-type: none"> ▪ Identify your interests, skills and values. ▪ Identify transferable skills. ▪ Identify what lifestyle you desire. ▪ Identify careers that match your interests, skills, lifestyle and values. ▪ Intrapersonal Skills. 	<p><u>Survey</u> Take a Career Cluster survey to determine what Career Clusters may be the best choices to pursue.</p> <p><u>Pro/Con List</u> Given a list of three best Career Cluster choices, create Pro/Con to determine the benefits and detriments of each choice.</p>	<p><u>Career Cluster Survey</u> A survey to help the students explore their skills and interest and match which Career Clusters is well matched to the results.</p> <p>https://careertech.org/site/default/files/StudentInterestSurvey-English.pdf</p> <p><u>Web Article</u> This web article provides questions that will help students decide what</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
10.4, RI.9-10.8, W.11-12.1			<p><u>Timeline</u></p> <p>Create a realistic timeline of how you would like to spend your day as an adult. How much time do you want to spend working? Will you work from home? What are the hours?</p>	<p>type of career is best for them.</p> <p>http://money.usnews.com/money/blogs/outside-voices-careers/2010/12/08/how-to-decide-which-career-is-right-for-you</p> <p><u>The Official Website for Employment in the State of NJ</u></p> <p>New Jersey's website on employment.</p> <p>http://www.state.nj.us/nj/employ/</p>
<p>Explore proper techniques for writing resumes and letters of introduction and obtaining letters of recommendation.</p> <p>NJSLS:</p>	<p>What information should be included in a letter of introduction to catch the reader's attention (and not lose it)?</p> <p>What information should you include in your</p>	<ul style="list-style-type: none"> ▪ Identify transferable skills to include in a resume. ▪ Create an effective resume. ▪ Request and obtain three letters of recommendation ▪ Interpersonal Skills 	<p><u>Newspaper Search</u></p> <p>Search want ads to see which qualifications keep appearing. What are they and how can you highlight them in your resume?</p> <p><u>Examples/Proofread</u></p>	<p><u>Monster.com</u></p> <p>This website has tips for writing a proper resume.</p> <p>http://www.monster.com/career-advice/article/how-to-write-a-resume</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.6 9.2.12.C.9</p> <p>CCSS: RI.9-10.8, W.11-12.1, W.11-12.4, W.11-12.5, W.9-10.9, W.11-12.7</p>	<p>resume?</p> <p>Why do employers want letters of recommendation?</p>	<ul style="list-style-type: none"> ▪ Intrapersonal Skills ▪ Persuasive Writing 	<p>Research examples of teen resumes, analyze the strong points of each resume. (Alternate: research and proofread imperfect resumes as a class.)</p> <p><u>Create a Resume</u></p> <p>Create a grammatically and structurally correct resume that reflects any part-time job or volunteer experience.</p>	<p><u>Best Resume Examples for your Job Search</u></p> <p>https://www.livecareer.com/resume-examples</p> <p><u>Jobsearch.About.com</u></p> <p>Information about letters of introduction and other job search information can be found on this website.</p> <p>http://jobsearch.about.com/od/networking/a/introletter.htm</p>
<p>Analyze and implement proper networking and interviewing skills.</p> <p>NJSLS: 9.2.12.C.1, 9.2.12.C.2, 9.2.12.C.3, 9.2.12.C.4, 9.2.12.C.5, 9.2.12.C.9</p> <p>CCSS: RI.9-10.1, W.11-</p>	<p>What is networking and how can you develop a strong network?</p> <p>What can you do to prepare for an interview?</p> <p>What impression do you want to give someone</p>	<ul style="list-style-type: none"> ▪ Identify Key Points to share with Interviewers ▪ Create Pre-Interview Notes ▪ Persuasive Speaking ▪ Intrapersonal Skills ▪ Interpersonal Skills 	<p><u>Mock-Interview</u></p> <p>Pair off the students and have them conduct mock interviews. Have the students take turns being the interviewer/applicant. (Optional: Hold interviews in front of the class and have the class offer suggestions)</p>	<p><u>Tools for Networking on the Internet</u></p> <p>https://www.livecareer.com/quintessential/internet-networking-sources</p> <p><u>8 Job Search Myths</u></p> <p><a 113="" 41="" 895="" 917"="" data-label="Page-Footer" href="http://money.usnews.com/money/blogs/outside-</p> </td> </tr> </tbody> </table> </div> <div data-bbox="> <p>17 Page</p> </p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
12.4, W.11-12.5, W.9-10.9, W.11-12.7, SL.9-10.4	when you are being interviewed?		<p>Online Research</p> <p>Conduct Online Research to find typical interview questions.</p> <p>Website Research</p> <p>Research job search websites; including, linked in, etc.</p>	<p>voices-careers/2014/09/17/dont-believe-these-8-job-search-myths</p> <p>WSJ – How to Prepare for a Job Interview</p> <p>http://guides.wsj.com/careers/how-to-succeed-in-a-job-interview/how-to-prepare-for-a-job-interview/</p> <p>Interview DOs and DON'Ts</p> <p>http://www.career.vt.edu/interviewing/DosDonts.html</p>
Analyze social and professional behaviors that help promote a happy, safe and healthy work environment.	What interpersonal skills are important towards creating a happy and healthy work environment?	<ul style="list-style-type: none"> ▪ Identify job requirements for your chosen Career Cluster ▪ Teamwork ▪ Intrapersonal Skills 	<p>Chart</p> <p>Create a chart of responsibilities of employees and employer expectations.</p>	<p>Forbes – How to Behave at your First Job</p> <p>http://www.forbes.com/2009/06/17/first-job-advice-leadership-careers-</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>NJSLS: 9.2.12.C.7, 9.2.12.C.8, 9.2.12.C.9</p> <p>CCSS: RI.9-10.8, W.11-12.1, W.9-10.2, SL.9-10.4</p>	<p>How can getting along with co-workers affect your job success?</p> <p>What is the proper procedure for leaving a job and why is it important to follow these proper steps?</p>	<ul style="list-style-type: none"> ▪ Interpersonal Skills 	<p><u>Role-play</u></p> <p>Role-play conflict resolution scenarios between co-workers or a worker and employer.</p> <p><u>Letter Writing</u></p> <p>Write a grammatically and stylistically proper letter of resignation.</p>	<p>employment.html</p> <p><u>13 Tools for Resolving Conflicts in the Workplace</u></p> <p>http://www.mediate.com/articles/bermanlj3.cfm</p> <p><u>Conflict Resolution</u></p> <p>A video that gives a simple definition of conflict, how people avoid it and how to resolve it.</p> <p>https://www.youtube.com/watch?v=KY5TWWz5ZDU</p>

Unit 1 Vocabulary

<p>career fringe benefits interests job job market job outlook letter of application letter of introduction</p>	<p>lifestyle networking occupation reference resume transferable skills work work-life balance</p>
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Suggested Unit Projects

Choose At Least One

<p>Contact a local company that is involved in a Career of your choice. Prepare a cover letter, resume and letter of recommendation and ask a person in that company to review them for you.</p>	<p>Create a presentation about workplace behavior and conflict resolution. Present the presentation to the class, including role-playing examples of conflict resolution.</p>
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Suggested Structured Learning Experiences

<p>Creative Circle (Employment Agency) 300 Frank W Burr Blvd. Fifth Floor, Suite 9 Teaneck, NJ 07666 Phone number (201) 444-6633 https://www.creativecircle.com/</p>	<p>Director of Human Resources/Personnel Department 90 Delaware Ave., Paterson, NJ 07503 Human Resources Main Office: (973) 321-0744 http://www.paterson.k12.nj.us/11_departments/hr.php</p>
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