

Diversified Occupations

Course Description

Diversified Occupations is a career and technical education course available to high school students. The academic and career objectives of each student are used to guide the process of career planning and acquisition. Classroom theory is applied to employment experiences throughout the school year to enable students to develop and refine the skills necessary to maintain employment. Diversified. This career education class helps young people bridge the gap between high school and their long-term career goals by providing them a better understanding of today's work-based learning concepts and strategies in order to advance in today's competitive job market.

Diversified Occupations

Pacing Guide		
Unit	Topic	Suggested Timing
Unit 1	Focus on you and others	approx. 6 weeks
Unit 2	Health & Safety and Getting and Keeping a Job	approx. 10 weeks
Unit 3	Handling Money and Living on your own	approx. 10 weeks
Unit 4	You and Your Community	approx. 9 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 \(NJSLS\)](#)

Comprehensive Health and Physical Education

2.1 Wellness

- 2.1.12.A.1: Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.2 Integrated Skills

- 2.2.12.A.3: Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

9.1 Personal Financial Literacy

- 9.1.12.A.3: Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4: Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.1.12.B.4: Analyze how income and spending plans are affected by age, needs, and resources.
- 9.1.12.B.5 :Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
- 9.1.12.C.7: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.

9.3– Career and Technical Education

Business Management & Administration

Career Cluster: Human Resources Management (BM-HR)

- 9.3.12.BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Career Cluster: Human Services

- 9.3.HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services
- 9.3.HU.3: Use effective communication with human services clients and their families.

Career Cluster: Finance

- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.

Common Career Technical Core (CCTC)

Career Cluster Business Management & Administration

Pathway: Human Resources Management (BM-HR)

- BM-HR.6: Plan, monitor and manage day-to-day business activities to foster a healthy and safe work environment.

Career Cluster: Human Services

- HU.1 Evaluate principles of planning, development, implementation and evaluation to accomplish long-range goals in the human services
- HU.3 :Use effective communication with human services clients and their families.

Common Core State Standards (CCSS)

CCSS - English-Language Arts

Integration of Knowledge and Ideas:

- 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.

Research to Build and Present Knowledge:

- 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.

<p>Course: Diversified Occupations</p> <p>Unit: I</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In this unit students will examine who they are as a person and their interactions with others. Effective communication is a skill that is developed through listening and learning to engage in positive communications with peers and co-workers.</p>
<p>New Jersey Student Learning Standards (NJSLS): 2.1.12.A.1; 2.2.12.A.3; 9.3.12.BM-HR.6; 9.3.HU.1; 9.3.HU.3</p>	
<p>Common Career Technical Core (CCTC):.BM-HR.6; HU.1; 9.3.HU.3</p>	
<p>Common Core State Standards (CCSS): W.11-12.1</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Examine who you are as a person.</p> <p>NJSLS: 2.1.12.A.1; 9.3.HU.1 CCTC:HU.1 CCSS: W.11-12.1</p>	<p>What are the qualities and beliefs that make you who you are?</p> <p>To what extent does the way you look impact who you are?</p> <p>What are the seven qualities that are important to life?</p>	<ul style="list-style-type: none"> • Identifying who you really are • Understanding important qualities • Decide what is important to you • Take steps to making wise decisions • Preparing for responsibility 	<p>Quick Write: What qualities make you who you are ?</p> <p>PowerPoint: Create a PowerPoint geared towards teens to preparing for responsibilities.</p>	<p>How Teens Become Responsible Adults http://www.huffingtonpost.com/todd-kestin/how-teens-become-responsible-adults_b_5811766.html</p> <p>Preparing for Adulthood http://www.aboutkidshealth.ca/En/ResourceCentres/PrematureBabies/LookingAhead/Preparin</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				gforAdulthood/Pages/default.aspx
<p>Identify how to set goals.</p> <p>NJSLS: 2.1.12.A.1; 9.3.HU.1 CCTC: HU.1 CCSS: W.11-12.1</p>	<p>What is one goal that you can achieve with the help of someone else?</p> <p>What are some of your goals? Why are they important?</p> <p>What can happen if you set a goal and it is not realistic?</p>	<ul style="list-style-type: none"> • Understand goals and priorities • Form realistic goals • Make an action plan • Managing your time • Choose a career path 	<p>Essay: Where do you see yourself in 10 years academically and in the workforce?</p> <p>Quick Write: Why Set Goals?</p>	<p>Personal Goal Setting https://www.mindtools.com/page6.html</p> <p>Golden Rules of Goal Setting Five Rules to Set Yourself Up for Success https://www.mindtools.com/pages/article/newHTE_90.htm</p>
<p>Identify and discuss how to deal with peer pressure.</p> <p>NJSLS: 2.1.12.A.1; 9.3.HU.1 CCTC: HU.1 CCSS: W.11-12.1</p>	<p>How do true friends help each other during difficult times?</p> <p>What is the best way to respond to peer pressure?</p>	<ul style="list-style-type: none"> • Learn how to handle friendships • Identify peer pressure • Compare and contrast negative and positive peer pressure • Provide positive pressure 	<p>Venn Diagram: Compare and contrast positive and negative peer pressure.</p> <p>Journal: What are the characteristics of a health friendships</p>	<p>Peer Pressure: Its Influence on Teens and Decision Making http://headsup.scholastic.com/students/peer-pressure-its-influence-on-teens-and-decision-making</p> <p>Peer Pressure Has a Positive Side https://www.scientifica</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				merican.com/article/peer-pressure-has-a-positive-side/
<p>Evaluate how to get along with others.</p> <p>NJSLS: 2.1.12.A.1; 9.3.HU.3 CCTC: HU.3 CCSS: W.11-12.1</p>	<p>What are some of the things you can accomplish that would be hard to do working alone?</p> <p>How can anger impact getting along with others?</p>	<ul style="list-style-type: none"> • Understand and identify the causes of conflicts • Communicate with confidence • Communicate with respect • Identify methods of settling conflict 	<p>Journal: Identify the best conflict intervention techniques.</p> <p>Telephone Game: Begin by playing the game “Telephone.” Have participants sit in a circle. Ask one participant to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. Each participant whispers what they think they heard to the next participant next to them. The last participant says the phrase or sentence out loud. Ask the first participant if that was their phrase. Did anything change? Did</p>	<p>Communication Skills http://www.skillsyouneed.com/general/communication-skills.html</p> <p>Conflict Intervention http://www.conflicttransformation.org/what-we-do/services/intervention/</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			the message get lost or changed in translation? This is an example of verbal communication.	
<p>Appraise the importance of communication with others.</p> <p>NJSLS: 2.2.12.A.3; 9.3.HU.3 CCTC: HU.3 CCSS: W.11-12.1</p>	<p>How do good listeners demonstrate they understand?</p> <p>How can different ways of communicating lead to misunderstandings?</p>	<ul style="list-style-type: none"> • Talking and listening • Develop good listening skills • Communicating without words • Avoiding confusing messages • Communication in different cultures. 	<p>Quick Write: What is the most effective form of communication?</p> <p>Poster/Art: Create an original work of art that displays the qualities of a good listener.</p>	<p>Improving Communication - Developing Effective Communication Skills http://www.skillsyouneed.com/ips/improving-communication.html</p> <p>Why Communication Is Today's Most Important Skill http://www.forbes.com/sites/gregsatell/2015/02/06/why-communication-is-todays-most-important-skill/#427a0b3a3638</p>
<p>Demonstrate how to handle stress (i.e. in the workplace and at school)</p> <p>NJSLS: 2.1.12.A.1;</p>	<p>How can working together make the stress of change easier?</p> <p>How can your career</p>	<ul style="list-style-type: none"> • Understand change and stress • Identify changes within yourself • Identify and understand 	<p>Journal: In your opinion what are the most stressful career fields?</p> <p>Gallery Walk</p>	<p>High School Stress http://kidshealth.org/classroom/9to12/problems/emotions/stress.pdf</p> <p>Identify Strategies to</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>2.2.12.A.3; 9.3.12.BM-HR.6 CCTC: BM-HR.6 CCSS: W.11-12.1</p>	<p>impact stress?</p>	<p>changes within a family</p> <ul style="list-style-type: none"> • Understand family and community changes • Identify and understand workplace stress • Handle stress in a positive and productive manner. 	<p>Process/Skill Questions Thinking What are some possible stressors?</p> <ul style="list-style-type: none"> • How can positive stress affect health? How can negative stress affect health? • Which stress-management techniques are most effective for you? <p>Communication</p> <ul style="list-style-type: none"> • How can good communication alleviate stress? • Why is it important to have refusal skills? • How is stress reflected in nonverbal cues? <p>Leadership</p>	<p>Manage Stress http://www.cteresource.org/verso/courses/8226/life-planning-tasklist/1011049579</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<ul style="list-style-type: none"> • How can delegation skills ease stress? • How can stress cause conflict? <p>Management</p> <ul style="list-style-type: none"> • How can effective stress management enable you to accomplish simple and complex goals? • How can the use of the planning process help to manage stress? 	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources

Unit 1 Vocabulary

Stress
Honesty
Responsibility
Courage
Concern
Respect
Health
Citizenship
Independent

Goal
Priority
Obstacle
Specific
Realistic
Long term goal
Short term goal
Action plan

Suggested Unit Projects

Choose At Least One

Stressed Out Even More!

The purpose of this activity is for students to research, examine, and discuss acceptable ways of dealing with stress.
Material/Supplies “Relaxation Techniques” handout, pen/pencil, paper, library
Activity · Students will demonstrate relaxation techniques for relieving stress and identify some appropriate times for their use. · Define stress and anxiety. · Ask students to identify some situations in which they have felt very tense. (Example: Just before a big test, giving a speech, singing or playing a solo, asking for a date, etc.) · Have students explain what they did to try to relieve the stress and how well it worked for them. · Have students go to the library and research stress-related disorders and illnesses. Students are to write a one-page summary of their findings. Key questions students should answer: o What does too much stress do to the human body? o Do external influences, internal influences, or both cause stress? · Ask for volunteers to discuss results of library research. · Tell students that, “Today we are going to learn some other ways of dealing with stress. Why is this important?” · Lead students through the relaxation activities on the “Relaxation Techniques” handout. · After practicing the relaxation techniques, discuss how, when, and where these may be used, along with those techniques students cited as working well for them. · Discuss with students that some stress and anxiety is natural, desirable and motivates individuals. However, too much is inhibiting and may result in impulsive behavior which, in turn, causes undesirable consequences.

Writing:

On a separate pieces of paper, write a paragraph to describe how you feel when someone isn’t listening to you.

Suggested Structured Learning Experiences

Paterson City Municipal Court
City Courthouse
Paterson, NJ
(973) 321-1515

Paterson Free Public Library
[Address](#): 250 Broadway, Paterson, NJ 07501