

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. 7 weeks
Unit 2	Health & Safety and Getting and Keeping a Job	approx. 9 weeks
Unit 3	Handling Money and Living on your own	approx. 9 weeks
Unit 4	You and Your Community	approx. 10 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.

9.3– 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: Finance

- 9.3.12.FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- 9.3.12.FN.4 Determine effective tools, techniques and systems to communicate and deliver value to finance customers.

Pathway: Banking Services (FN-BNK)

- 9.3.12.FN-BNK.1: Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.

Common Career Technical Core (CCTC)

Business Management & Administration

Career Cluster: 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: Finance

- FN.2 Utilize tools, strategies and systems to plan, monitor, manage and maintain the use of financial resources.
- FN.4 Determine effective tools, techniques and systems to communicate and deliver value to finance customers.

Pathway: Banking Services (FN-BNK)

- FN-BNK.1: Describe and follow laws and regulations to manage business operations and transactions in the banking services industry.

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: III</p> <p>Grade Level: 9-12</p>	<p>Unit Overview: In this unit students will examine living on their own and the finances and career necessary to support independent living. Students will also explore managing money by creating budgets, cashing paychecks, understanding credit, and planning for the future.</p>
<p>New Jersey Student Learning Standards (NJSLS): 9.1.12.A.3; 9.3.12.FN-BNK; 9.3.12.FN.2; 9.3.12.FN.4</p>	
<p>Common Career Technical Core (CCTC): FN-BNK; FN.2; FN.4</p>	
<p>Common Core State Standards (CCSS): W.11-12.1; W.11-12.7</p>	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify and examine banking practices.</p> <p>NJSLS: 9.3.12.FN-BNK CCTC: FN-BNK CCSS: W.11-12.1; W.11-12.7</p>	<p>What kinds of bank services do you think you will need?</p> <p>Why is it important to open a checking and savings account?</p> <p>Why would money kept at home earn no interest?</p>	<ul style="list-style-type: none"> Understand how checking accounts work Understand how to open a checking account Identify how to keep track of your money Choose a bank 	<p><u>Balancing your finances:</u> Have students create a spreadsheet that will track their deposits and withdrawals and provide them with an account balance. Allow them to ignore service fees which are often based on the number of transactions a customer makes per</p>	<p>Hands on Banking: http://www.handsonbanking.org/nav_element/teachers_guide_PDF/Teen_T_Guide.pdf</p> <p>Money Management Instructional Materials https://www.moneyinstructor.com/checks.asp</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			<p>month or the balance in a savings account.</p> <p>Journal: Why does money have value?</p>	
<p>Ensure sufficient funds are available to meet current payment and spending requirements.</p> <p>NJSLS: 9.1.12.A.3; 9.3.12.FN.2 CCTC: FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>How can a budget impact financial health?</p> <p>What is the best way to manage money?</p> <p>Why is it important to have photo id?</p> <p>Why is money management an important aspect of living independently?</p>	<ul style="list-style-type: none"> • Understand your paycheck • Cash a paycheck • Create a budget • Create a financial plan 	<p>Quick Write: What kind of information is on a paycheck?</p> <p>Budget: In pairs of two work on a budget. Make sure you take into account salary, housing, transportation and food.</p>	<p>Financial Literacy: http://www.pbs.org/you-r-life-your-money/more/what_is_financial_literacy.php</p> <p>Foundations in Personal Finance https://www.daveramsey.com/school/foundations/</p>
<p>Evaluate how to become a wise consumer.</p> <p>NJSLS: 9.1.12.A.3; 9.3.12.FN.4 CCTC: FN.4</p>	<p>How can a sale help you to choose what to buy?</p> <p>What should you buy first a want or a need?</p>	<ul style="list-style-type: none"> • Identify needs and wants • Examine ads • Identify the characteristics of a smart shopper • Read warranties 	<p>Journal: Could a want ever become a need? Could a need ever become a want?</p> <p>Poster: Create a poster outlining smart shopping practices</p>	<p>Help Your Teen Become a Wise Consumer http://www.familyeducation.com/life/teens-money/help-your-teen-become-wise-consumer</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>CCSS: W.11-12.1; W.11-12.7</p>		<p>and service contracts</p>	<p>for teens and young adults.</p>	<p>Become a Wise Consumer https://www.youtube.com/watch?v=k5C6xiphHqk</p>
<p>Discuss using and managing credit.</p> <p>NJSLS: 9.3.12.FN.2 CCTC: FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What is credit?</p> <p>What are the advantages and disadvantages of credit?</p> <p>When should credit be used?</p> <p>How much does credit cost?</p>	<ul style="list-style-type: none"> • Identify the importance of paying bills on time • Describe how credit works • The pros and cons of credit • Explain a credit report • Understand the impact of bad credit on potential employment. • Understand what minimum payment and interest mean in relation to credit cards. 	<p>Quick Write or Quick Draw: “In your opinion, is using credit a positive or a negative thing? Why do you feel this way?”</p> <p>Venn Diagram: Compare and contrast the pros and cons of credit</p> <p>Essay: Suppose you buy something and decide later that you do not like it. What are some things you can do about it? Write a short one-page essay to explain your answer.</p>	<p>Credit: https://www.consumer.gov/articles/1010-using-credit</p> <p>Using Credit Wisely https://usaaef.org/tools-media/publications/managing-credit-and-debt/using-credit-wisely</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
<p>Identify how to obtain housing.</p> <p>NJSLS: 9.3.12.FN.2 CCTC: FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What do people look for in a place to live?</p> <p>Whys is the location of a place to live significant?</p>	<ul style="list-style-type: none"> • Select a place to live • Examine a rental agreement • Find an apartment using the internet • Identify how to furnish and furnish your home 	<p>Triple Venn Diagram: Compare and contrast living in a private home, apartment, and an efficiency apartment.</p> <p>Essay: Suppose you read a classified ad about an apartment that sounded great. Write a list of steps you would take next to decide if this place was right for you.</p>	<p>Looking for Housing http://nlihc.org/involve/ment/housing</p> <p>Disabled and looking for Housing http://www.nj.com/politics/index.ssf/2016/04/disabled_and_looking_for_affordable_housing_heres.html</p> <p>Find Housing: https://www.usa.gov/finding-home</p>
<p>Compare and contrast the use of public and private transportation.</p> <p>NJSLS: 9.3.12.FN.2 CCTC: FN.2 CCSS: W.11-12.1; W.11-12.7</p>	<p>What types of transportation are available in your community?</p> <p>How can transportation impact employment?</p>	<ul style="list-style-type: none"> • Understand public transportation • Examine a bus schedule • Identify how to obtain a car or public transportation • Identify ways to get to work • Understand how 	<p>Writing Activity: Why do teenagers want their own cars? Is having their own car good for teenagers?</p>	<p>Difference Between Public and Private Transportation http://www.wisegeek.com/what-is-the-difference-between-private-and-public-transportation.htm</p> <p>NJ Transit http://www.njtransit.com/hp/hp_servlet.srv?hd</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		to get a loan.		nPageAction=HomePageTo

Unit 3 Vocabulary	
Public transportation Car pools Route Temporary learner's permit Mechanic Service Down payment Car insurance Consumer Bill Due date Late fee Credit Loan Interest Credit Interest Credit card Credit bureau Consigner	Service contract Want Unit pricing Exchange Warranty Impulse Need Refund Paycheck Gross pay Deduction Net pay Cash a check Teller Endorse Expenses Budget Retirement Social security

Suggested Unit Projects

Choose At Least One

What is Money

Challenge students to come up with a unique, one-sentence definition for “money.” Pose the following questions to students to direct their thinking: What makes one thing “money” and another thing not? Can individuals in a particular country accept something other than the national currency as “money”? In what circumstances? Will a bank accept anything for deposit other than that which the country defines as “legal tender”? Under what circumstances?

Living On your Own

Independent living can be fun, but also overwhelming if you don't know how to budget your income and expenses. Go over the ways that kids can manage their money as they take a huge step into adulthood with a project-based lesson about renting an apartment.

Suggested Structured Learning Experiences

Home Hunters
 Real Estate Rental Agency
[Address:](#) Fair Lawn, NJ 07410
[Phone:](#) (551) 246-1013

North Jersey Federal Credit Union
 Federal Credit Union
 16 Market Street Paterson, NJ
 (973) 785-9200