

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. 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)

9.3– Career and Technical Education

Career Cluster: Government & Public Administration (GV)

- 9.3.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.

Career Cluster: Law, Public Safety, and Corrections & Security

- 9.3.LW.5 analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security.

Pathway: Family & Community Services (HU-FAM)

- 9.3.HU-FAM.2: Identify community resources to provide family and community services.

Career Cluster: Hospitality & Tourism

Pathway: Recreation, Amusement's, & Attractions (HT-REC)

9.3.HT-REC.1 Describe career opportunities in the Recreation, Amusements & Attractions Career Pathway.

Common Career Technical Core (CCTC)

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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.

Course: Diversified Occupations Unit: IV Grade Level: 9-12	Unit Overview: In this unit students will explore the meaning of good citizenship and interaction with community members. In addition, students will explore the career benefits of networking.
New Jersey Student Learning Standards (NJSLS): 9.3.GV.1; 9.3.LW.5; 9.3.HU-FAM.2; 9.3.HT-REC.1	
Common Career Technical Core (CCTC): GV.1; LW.5; HU-FAM.2; HT-REC.1	
Common Core State Standards (CCSS): W.11-12.1; W.11-12.7	

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
Explore the characteristics of good citizenship. NJSLS: 9.3.GV.1 CCTC: GV.1 CCSS: W.11-12.1; W.11-12.7	What are the obligations of good citizenship? Why are taxes an obligation? How does good citizenship impact a community?	<ul style="list-style-type: none"> Identify the purpose of the social security card Register to vote Describe how to learn more about political candidates Discuss taxes Explain a jury summons Describe volunteer 	Journal: What are four things that a good citizen does? Question to Ponder: Suppose a school bus stops in front of your car. Write a short paragraph listing what you should do?	Five Themes of Good Citizenship http://www.educationworld.com/a_curr/curr008.shtml What is a Good Citizen http://www.civicsandcitizenship.edu.au/cce/what_makes_a_good_citizen_activity_two,35095.html

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
		opportunities in the community		
<p>Identify how to obey local, state, and federal laws.</p> <p>NJSLS: 9.3.LW.5 CCTC: LW.5 CCSS: W.11-12.1</p>	<p>What can you do to benefit the community?</p> <p>Why are laws important?</p>	<ul style="list-style-type: none"> Identify traffic laws Describe the steps to take if you are in a car accident Explain safety rules for riding a bicycle Explain laws and curfews, littering, and calling a false alarm 	<p>Quick Write: Why might a curfew law be a bad idea?</p> <p>Accident Plan: On a separate piece of paper, list at least five things you should do if you have an accident.</p>	<p>Legal Life skills http://www.streetlaw.org/en/programs/legal_life_skills_programs</p> <p>Teaching law as a life skill – Street Law Maryland http://www.lawforlife.org.uk/research-and-theory/teaching-law-as-a-life-skill-street-law-maryland/</p>
<p>Examine connections with professionals and community members for learning and career opportunities.</p> <p>NJSLS: 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.1</p>	<p>How can community connections impact employment?</p> <p>How can community engagement foster networking?</p> <p>What is networking?</p>	<ul style="list-style-type: none"> Locate sources of help on the internet and on community pages Identify government agencies Describe a TTY Explain bus services 	<p>Quick Write: How can networking in your community increase your chances of getting a job?</p> <p>Writing Activity: Does your community offer enough activities for young people? If yes, list them all. If not, why not? Think of ways you could convince the school</p>	<p>Learn to Love Networking https://hbr.org/2016/05/learn-to-love-networking</p> <p>Networking News https://www.entrepreneur.com/topic/networking</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
			board, city council, to support activities for young people.	
<p>Enhance community-relations through service.</p> <p>NJSLS: 9.3.HU-FAM.2 CCTC: HU-FAM.2 CCSS: W.11-12.7</p>	<p>Why is community service an important aspect of life?</p> <p>What is service?</p>	<ul style="list-style-type: none"> Identify volunteer or service opportunities Identify community services Understand community relations. 	<p>Community Service Plan: Plan a 5K or other event to benefit your community.</p> <p>Entrepreneurship: Create a nonprofit charity or service to benefit your community. (i.e. a free tutoring service, or sell socks and donate the money to adopt a minefield.)</p>	<p>10 Reasons to Volunteer https://students.ucsd.edu/student-life/involvement/community/reasons.html</p> <p>Serve Your Community https://students.ucsd.edu/student-life/involvement/community/reasons.html</p>
<p>Explain how to find which government agency deals with a specific problem.</p> <p>NJSLS: 9.3.GV.1 CCTC: GV.1 CCSS: W.11-12.1; W.11-12.7</p>	<p>How can government agencies impact quality of life?</p> <p>Why do you think communities offer services for people with special needs?</p>	<ul style="list-style-type: none"> Identify government agencies Identify issues addressed by government agencies 	<p>Journal: How would you access government resources in your community?</p> <p>PSA: Make a YouTube video describing how to solve specific problems in your community with the help of government agencies.</p>	<p>County Welfare Agencies (Boards of Social Services) http://www.nj.gov/humanservices/dfd/program/s/njsnap/cwa/</p> <p>Passaic County Human Services http://www.passaiccountynj.org/index.aspx?N</p>

Student Learning Objectives (SLOs)	Essential Questions	Skills & Indicators	Sample Activities	Resources
				ID=139
Identify the recreation activities offered by your community. NJSLS: 9.3.HT-REC.1 CCTC: HT-REC.1 CCSS: W.11-12.1; W.11-12.7	How does recreation impact quality of life? To what extent does community recreation allow for career opportunities?	<ul style="list-style-type: none"> Identify community recreation Identify recreation activities 	Journal: What do you like to do for fun? Hiking Club: Create hiking club to explore Garrett Mountain and Great Falls National Park and reflect on your experiences.	YMCA of Paterson NJ http://www.ymcaofpaterson.org/ Boys and Girls Club http://www.bgcppnj.org/

Unit 4 Vocabulary	
Citizen Maiden name Issue Candidate Income tax Federal Tax deduction Standard deduction Exemption Withheld Jury Summons	Traffic Fine Defensive driving Pedestrian Curfew Public property Littering False alarm Agency Food stamps Recreation TTY

Suggested Unit Projects

Choose At Least One

Write a letter to the editor on the importance of community service for all high school students.

In a group create an action plan for your school that will better enable your school to provide after school recreation for students.

Suggested Structured Learning Experiences

Trapeze School
 Address: 353 West St, New York, NY 10014
 Phone: [\(917\) 797-1872](tel:9177971872)

Part of the Solution
 Association or Organization · Fordham Manor
 2759 Webster Ave, Bronx, NY 10458
[Phone: \(718\) 220-4892](tel:7182204892)