

Unit 1-Career Interests & Personality Inventories

Content Area: **Business/Tech.**
Course(s):
Time Period: **September**
Length: **1 week**
Status: **Published**

Unit Overview

Students will begin the course by taking a personality test via 16personalities.com. The information on this website is meant to inspire personal growth and an improved understanding of self and relationships. Once completed, students will begin to research possible career goals via the 16 career clusters. While doing research, students will begin to establish their personalized student training plan with the help of the instructor.

Enduring Understandings

- Many career paths have specific educational requirements
- Personality can determine your career path.

Essential Questions

- How do I know which career path is right for me?
- Why is it important to match my personality to a career field of my interest?

Standards/Indicators/Student Learning Objectives (SLOs)

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Lesson Titles

- Begin Student Learning Plan
- Career Research Discussion
- Career Research Project
- Modify Student Learning Plan
- Personality Inventory

- Personality Inventory Analysis
- Personality Inventory Pair and Share

Career Readiness, Life Literacies, & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Inter-Disciplinary Connection

LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.4	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).
LA.RI.9-10.5	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).
LA.RI.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.RI.9-10.10b	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Equity Considerations

Asian American Pacific Islander

Topic: Equal opportunity employment for AAPI

Materials Used: <https://www.eeoc.gov/wysk/what-you-should-know-about-eeoc-and-asian-american-and-pacific-islander-communities>

Addresses the Following Component of the Mandate:

LGBTQ and Disabilities

Topic: Protection for workers that are LGBT or Disabled

Materials Used: <https://www.eeoc.gov/laws/guidance/protections-against-employment-discrimination-based-sexual-orientation-or-gender> <https://www.eeoc.gov/eeoc-disability-related-resources>

Addresses the Following Component of the Mandate:

Holocaust Mandate

Topic: Laws to protect gender discrimination in workplace

Materials Used: <https://www.equalrights.org/issue/economic-workplace-equality/discrimination-at-work/>

Addresses the Following Component of the Mandate:

Climate Change

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

- Application of Interpersonal Skill and Conceptual Debates
- Application of Research Concepts
- Recall of interest inventories and career cluster correlations
- Strategic Thinking and Planning for Future unknowns

Modifications

ELL Modifications

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

504 and IEP Accommodations and Modifications

- Allow for redos/retakes .
- Assign fewer problems at one time (e.g., assign only odds or evens) .
- Differentiated center-based small group instruction .
- Extra time on assessments .
- Highlight key directions .
- If a manipulative is used during instruction, allow its use on a test .
- Opportunities for cooperative partner work .
- Provide reteach pages if necessary .
- Provide several ways to solve a problem if possible .
- Provide visual aids and anchor charts .
- Test in alternative site .

- Tiered lessons and assignments .
- Use of a graphic organizer .
- Use of concrete materials and objects (manipulatives) .
- Use of word processor .

Gifted and Talented

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks

- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Formative Assessments

- Anticipatory Sets- Verbally Recall Enduring Understandings from the Previous Days Topics/Lesson

- Closure-Exit Ticket on Economic Conditions
- Warm-Ups-Pair and Share with Classmate about an Enduring Understanding from the Previous Days lesson

Summative Assessment

- Student Training Plan

Resources & Materials

- 16personalities.com
- bls.gov Occupational Outlook Handbook

Technology

- Permethean Board
- Synchronyeys Software
- Web Resources

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS1

Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.