Unit 1: Career Readiness

Content Area: **CTE**
Course(s):
Time Period: **September**
Length: **1**
Status: **Published**

Essential Questions:

- How have careers evolved regionally, nationally & globally?

- What are your short-term and long-term goals?

- What is a short-term and long-term goal?

- What is personal branding and why is it important?

- What motivates you?

- What steps do you need to take to achieve your goals?

Enduring Understandings:

- career exploration

- identify short and long term goals

- identify the 16 career clusters and research careers within those clusters

- understand the impact of your learning style on the choices you make within school and the real-world

- understand the steps needed to achieve their short and long term goals

- understand what personal branding is and how it can aide in achieving your goals

Standards/Indicators/Student Learning Objectives (SLOs):

WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.

Lesson Titles:

- Career Cluster Research Project
- Digital Vision Board
- My Google Site
- My learning Style
- My Personal Logo

Career Readiness, Life Literacies, and Key Skills:

	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
PFL.9.1.8.CR.3	Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
PFL.9.1.8.CR.4	Examine the implications of legal and ethical behaviors when making financial decisions.
	There are government agencies and policies that affect the financial industry and the broader economy.
PFL.9.1.8.EG.3	Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
PFL.9.1.8.EG.5	Interpret how changing economic and societal needs influence employment trends and future education.
PFL.9.1.8.EG.6	Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
PFL.9.1.8.EG.7	Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
CRP.K-12.CRP4.1	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.
CRP.K-12.CRP10.1	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.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
WRK.9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
WRK.9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
WRK.9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
WRK.9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
TECH.9.4.8.DC.3	Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
	Early planning can provide more options to pay for post-secondary training and employment.
	There are variety of resources available to help navigate the career planning process.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
	Employee benefits can influence your employment choices.

Inter-Disciplinary Connections:

Language Arts

Math

LA.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
MA.6-8.1.2.8.Cr2a	Organize and design artistic ideas for media arts productions.
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
MA.7.EE.B	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
LA.WHST.6-8.2.A	Introduce a topic and organize ideas, concepts, and information using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.
LA.WHST.6-8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.WHST.6-8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Equity Considerations

Amistad Mandate

Holocaust Mandate

LGBTQ and Disabilities Mandate

Topic: What are some examples of inclusive practices that employers should implement? What should prospective employees evaluate to find a more inclusive and equitable workplace?

Share personal stories from LGBTQ+ or disabled individuals about their experiences with discrimination and inclusion.

Invite guest speakers to talk to students about their experiences.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people , as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

DoSomething.org

National Human Resources Association (NHRA) - Diversity & Inclusion Toolkit

Climate Change

Asian American Pacific Islander Mandate

What are some of the educational resources for Asian American Pacific Islanders in New Jersey?

Access comprehensive guides highlighting scholarships, internships, job opportunities, and training programs specifically for AAPI communities in New Jersey. Disseminate these resources through schools, community centers, and online platforms.

What are some contributions of AAPIs in American society?

Design interactive sessions exploring the contributions of AAPIs in various historical contexts, showcasing how their skills and expertise shaped American society.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people , as part of the district's implementation of the New Jersey Student

Learning Standards.

Materials Used and Resources:

[APIA Scholars](#)

[New Jersey Asian American Scholarship Foundation](#)

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

- collaboration
- cueing and questioning
- digital tool skills
- peer-evaluation
- presentation skills
- researching skills
- self-reflection
- student-centered instruction

Modifications

Modifications are based on individual education plans. Specific modifications and accommodations are provided.

Formative Assessment:

- Presentations
- Projects
- Warm-Up

Summative Assessment:

- EOU Presentations
- EOU Project

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials:

- 16 Career Clusters
- Digital Vision Board
- Google Calendar
- Google Draw
- Google Sites
- Google Slides
- Learning Styles Inventory
- STEM Career paths