Exploring your Career

Content Area: **Gifted and Talented**
Course(s): **Generic District Course, Gifted and Talented**
Time Period: **Week 1**
Length: **7 Weeks**
Status: **Published**

Unit Overview

In this unit, students begin to explore assigned careers, including requirements for employment, job location, and anticipated salary. Students investigate the career in terms of the current demand for the job and develop an appropriate resume to apply for their anticipated career.

Standards

WORK.5-8.9.2.8.9.2.8.A.64	Examine how labor market trends and the cost of living can affect real income, spending decisions, and lifestyle.
WORK.5-8.9.2.8.A.1	Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
WORK.5-8.9.2.8.A.2	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
WORK.5-8.9.2.8.A.3	Relate earning power to quality of life across cultures.
WORK.5-8.9.2.8.A.4	Relate how the demand for certain skills determines an individual's earning power.
WORK.5-8.9.2.8.A.5	Explain the difference between "earned income" and "unearned income" (e.g., gifts) and why earned income is important.
WORK.5-8.9.2.8.B.4	Analyze the effect of the economy on personal income, individual and family security, and consumer decisions.
WORK.5-8.9.3.8.B.1	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
WORK.5-8.9.3.8.B.2	Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters.
WORK.5-8.9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
WORK.5-8.9.3.8.B.9	Inventory the requirements for entering different career areas of interest using online job information, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website, and determine why those requirements are needed for success in a chosen career.
WORK.5-8.9.3.8.B.10	Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.
WORK.5-8.9.3.8.B.11	Prepare a sample r□sum□ and cover letter as part of an application for part-time or summer employment.
WORK.5-8.9.3.8.B.16	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.

Essential Questions

- How do skills, abilities, and education relate to career selection?
- How do economic trends impact the availability of jobs?
- How does a career effect earning, spending, and life decisions?

Application of Knowledge and Skills...

Students will know that...

- Depending on where one lives and one's career, job availability and benefits vary.
- Each career requires specific abilities, interests, and training for a person to be successful.

Students will be skilled at...

- Compare the benefits of various career paths and relate their findings to educational attainment.
- Explain the anticipated earnings for a career path based on the job availability and anticipated earnings in an area.
- Investigate the requirements for a career path.
- Prepare an appropriate resume for their selected career path.

Assessments

- Develop a Career Portfolio Summative: Personal Project After researching their assigned career, students create a pamphlet or portfolio detailing the different requirements for their job, including educational and training requirements, expectations for duties on the job, availability of the job, starting salary and potential for growth and advancement in the field.
- Create a Resume Formative: Other written assessments Students create a fictitious resume marketing themselves for the career they have been assigned.
- K-W-L: How do you choose a career? Diagnostic: Self Assessment Brainstorm how careers are chosen and what students want to know about the selection of a career.
- Mapping your Career Formative: Other visual assessments Students create a map of the United States that visually displays information on the availability of the assigned career in each state as well as

the variations in earnings among states.

Activities

- Brainstorm ideas on how people choose their careers
- Use O*NET and NJ Department of Labor website to research the requirements for careers, availability of jobs, and average salaries.
- Search through local newspapers and online sites for job postings.
- Create a map highlighting differences in job availability and salaries throughout the United States.
- Examine sample resumes for content.
- Develop an appropriate resume for a career path.
- Prepare a pamphlet explaining a specific job and its requirements.
- Compare individual career paths with other careers in the class.

Activities to Differentiate Instruction

- Students may select information from print resources or the Internet depending on their personal preferences.
- Students may be provided with samples of resumes to guide their learning.
- Students may select an alternate mode of presentation of the career information, depending on their strengths and learning styles.

Integrated/Cross-Disciplinary Instruction

Coordinate with the 21st Century Skills Curriculum and school counselors to access job-related materials.

Resources

- O*NET Career Exploration website: http://www.onetonline.org/
- NJ Department of Labor Career Exploration website: http://lwd.dol.state.nj.us/lpaapp/OccupationExplorer.html
- Compare career information state by state: http://www.careeronestop.org/ExploreCareers/ExploreCareers.aspx

O*NET Career Exploration website

NJ Department of Labor Career Exploration