

Unit 6 Career Exploration

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Intro to Business

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Intro to Business Career Exploration

Belleville Board of Education

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Unit Overview

Students will build on their understanding of the world of work. They will add to their Personalized Learning Plans as they continue with Career Exploration. Students will recognize the 16 Career Clusters and will select one or two with which they can align their personal interests and academic abilities. In addition to taking an interest inventory, Coin Career Targets, students will explore on-line resources such as O*NET and www.states'careerclusters.org, to identify and research possible career choices.

Enduring Understanding

ENDURING UNDERSTANDING(S)

- Choices and experiences in high school can impact one's future
- In choosing a career, you must first understand your strengths and areas in need of improvement.
- Transferable skills, content knowledge and positive attributes help prepare student for employment and educational opportunities.
- Individual and business ethical practices directly affect reputation and ability to be competitive in the marketplace.
- Success in careers requires the ability to adapt in a changing environment

Essential Questions

ESSENTIAL QUESTION(S)

- What do I need to understand about myself to choose a career?
- How will experiences in high school impact your future?
- Where do I see myself in 10 years?
- How does lifelong learning relate to the changing workplace?

Exit Skills

Students will know...

- how to identify their personal interests and link those interests to a particular career cluster .
- how to research specific careers through exploring online resources, such as O*NET and states'careerclusters.org .
- that careers are categorized in 16 different clusters .
- that each cluster contains careers that require academic or technical training .
- the definition of “career” .

Students will be able to... • distinguish a job from a career . • identify one or a few of the 16 career clusters that align with their personal interests and academic strengths . • outline requirements for specific career interests according to: education needed, description of the career, tasks specific to the career, personal skills and abilities required to perform the job, and salary potential . • research career clusters for specific jobs/careers contained therein . • use an interest inventory

New Jersey Student Learning Standards (NJSL-S)

Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Career Exploration Plan education and career paths aligned to personal goals.

Research careers within the 16 Career Clusters and determine attributes of career success.

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

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.

9.3.12.BM.6

Implement, monitor and evaluate business processes to ensure efficiency and quality results.

CRP.K-12.CRP5

Consider the environmental, social and economic impacts of decisions.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP1.1	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.
9.3.12.BM-ADM.1	Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
9.3.12.BM-ADM.3	Plan, monitor and manage day-to-day business activities.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
9.3.12.BM.1	Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
9.3.12.BM.5	Implement systems, strategies and techniques used to manage information in a business.
9.3.12.BM.2	Describe laws, rules and regulations as they apply to effective business operations.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
9.3.12.BM.3	Explore, develop and apply strategies for ensuring a successful business career.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
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.

Interdisciplinary Connections

Integrated/Cross-Disciplinary Instruction □ Language Arts/Writing: Students will reinforce their writing skills when summarizing their research work for their PSLP's. □ Technology/Research: Students will reinforce their research skills using online websites.

TECH.8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
TECH.8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
TECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.4	Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.
TECH.8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).
PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
PFL.9.1.12.A.4	Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Learning Objectives

LEARNING OBJECTIVES – The student will: 4.1 Complete an interest inventory assessment 4.2 Explore a variety of business careers 4.3 Research careers using a variety of sources 4.4 Prepare resume and cover letter 4.5 Participate in mock interviews 4.6 Analyze the factors that affect the changing workplace.

Suggested Activities & Best Practices

Activities Week 1: Review and Update Personalized Student Learning Plan. Students will update the information contained within their PSLP's, specifically their "High School School Career Plan". □ Week 2: Coin Career Targets: Interest Inventory. Students will take a paper and pencil interest inventory that will link their interests to the 16 Career Clusters. Students will identify their top three career clusters of interest. □ Week 3: Online Research Using O*NET. Students will research one of their top three career clusters of interest using O*NET Online. They will use a worksheet to answer specific questions about academic preparation, subject areas to study, salary, potential growth, skills and abilities needed for the career, etc. □ Week 4: Online Research Using www.state'scareerclusters.org. Students will use a worksheet that will guide their research using an alternate website for career information: www.state'scareerclusters.org. Students will identify career opportunities in their field of interest regionally, nationally, and internationally. □ Week 5: Course Test and PSLP Review. Students will take their end-of-course benchmark assessment. They will define terms, such as career, job, and occupation. They will distinguish the various types of academic degrees and the types of colleges/schools that grant them. They will be able to identify their personal career cluster and career choice/interest and elaborate information they gleaned in their research, such as the education required for the job, skills, technical knowledge, and personal abilities needed to perform the work. They will be able to identify the type of work environment as well as potential salary and opportunities for job growth.

Evidence of Student Learning - Checking for Understanding (CFU)

- In choosing a career, you must first understand your strengths and areas in need of Business 101 Page 2 of 6 improvement.
- Transferable skills, content knowledge and positive attributes help prepare students for employment and educational opportunities.
- Individual and business ethical practices directly affect

reputation and ability to be competitive in the marketplace. • Success in careers requires the ability to adapt in a changing environment

- Self- assessments
- Unit tests
- Quizzes
- Journals
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluate
 - Admit Tickets
 - Anticipation Guide
 - Common benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - Define
 - Describe
 - Evaluate
 - Evaluation rubrics
 - Exit Tickets
 - Explaining
 - Fist- to-Five or Thumb-Ometer
 - Illustration
 - Journals
 - KWL Chart
 - Newspaper Headline
 - Outline
 - Question Stems
 - Quickwrite
 - Quizzes
 - Red Light, Green Light
 - Self- assessments
 - Socratic Seminar
 - Study Guide
 - Teacher Observation Checklist
 - Think, Pair, Share
 - Think, Write, Pair, Share
 - Top 10 List
 - Unit tests

Primary Resources & Materials

Textbook

Resources Online Career Websites: □ O*NET Online □ www.state'scareerclusters.org; Career Targets: Career Exploration and Educational Planning Guide; Teacher-made benchmarks and research guide

Ancillary Resources

INSTRUCTIONAL SUPPORT MATERIALS • Online interest inventory assessment CHOICES • Occupational Outlook Handbook • www.monster.com • www.ctnow.com • www.nhregisterclassifieds.com • NEFE Handbook • Videos/DVD

Technology Infusion

INSTRUCTIONAL STRATEGIES/APPROACHES • Computer research

Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	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.
CRP.K-12.CRP5.1	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.
TECH.8.1.12	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes that will be incorporated are:

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit are:

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Activities to Differentiate Instruction the nature of this course is highly individualized; however, more advanced students may conduct advanced searches of possible careers of interest to include those in each of the following: Bright Outlook Green Economy STEM careers

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches

- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Intervention Strategies

Intervention Strategies that will be employed in the unit are:

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning adaptations that will be employed in the unit are:

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction

- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning adaptations that will be employed in the unit:

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features

- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson
