Building Career Potential (Reflecting)

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **Ongoing - 20 Weeks**
Status: **Published**

Summary of Unit

In this unit, students will examine their own interests and analyze their perceived strengths and weaknesses. Throug potential pathways as they navigate their daily internships.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

Essential Questions

- What are my own strengths as a student?

- What are my own strengths as a worker?

- How can I build skills for any workplace?

- How can I utilize concepts learned from this internship experience to develop my own potential career pathway?

Enduring Understandings

- Skills built through observation and reflection are essential 21st skills that will benefit any career pathway.

- Knowing my own strengths and weaknesses will allow me to develop efficient plans for growth and development in any career field.

Students will know

- Identifying interests can assist in being productive at an internship as well as lead to insights about one's own potential career pathways.

- Identifying perceived strengths and weaknesses allows for one to find career paths that are appropriate, challenging and interesting.

- Careers are not static; every career pathway must be flexible and allow for change and growth.

Students will be skilled at

- Questioning their overall interests in a specific field and reflecting upon various pathways to those fields

- Observing their own skill levels in their daily interactions at their internship site.

Learning Plan

- A majority of the experiential learning plan will be self-directed and function as an independent study style pathway with research, reflection and experience as a main focus.
- Students will meet as a group four times a marking period to address overarching themes, set goals for their internship and brainstorm about strategies for success.
- Students will meet with their work based learning coordinator about every 10 school days to check in, ask questions and demonstrate appropriate activities and aptitude at their internship.
- Google Classroom will be utilized for journal reflections, readings and longer projects.

Evidence/Performance Tasks

Formative:

- Students will successfully complete a supervised internship for 15 hours a week, during the designated half of the school day, for the entire semester. Worksite mentors will be providing logs and formative feedback to both the student as well as the work based learning coordinator.
- Work logs and guided journal reflections will demonstrate the individual student experience at their

internship and allow for ongoing feedback from both the WBL coordinator and the worksite mentor.

Summative

- MP1 will culminate with a formal outline of the chosen worksite, including structure of the business, expectations and pathways to this specific career(s).

Standards

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.3	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).
9.2.12.CAP.8	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
9.2.12.CAP.10	Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).
9.2.12.CAP.12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.2.12.CAP.14	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.

9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Materials

The Experiential Learning Cycle
https://experientiallearninginstitute.org/what-is-experiential-learning/

excerpts from

Bolles, Richard. (2022) "What Color is your Parachute: Your guide to a lifetime of Meaningful Work and Career Success"

MacDougall, Debra Angel and Sanders-Park, Elisabeth Harney. (2010). "The 6 Reasons You'll Get the Job: What Employers Look for - Whether They Know it or Not"

Zack, Devora. (2019) "Networking for People Who Hate Networking: A Field Guide for Introverts, the Overwhelmed and the Underconnected"

Suggested strategies for modifications

https://docs.google.com/spreadsheets/d/1wRP4a1BD13A3OUcaWIrKwjUCwr_j4Ynoiy9X5d7Uoos/edit?usp=sharing