Focused Career Pathways (Acting)

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 1**
Length: **10 Weeks**
Status: **Published**

Summary

In this unit, students will be working on a portfolio of their individual internship. Using research, interviews, and ob
supervisor. This will include educational requirements, work opportunities, career longevity and flexibility, busines

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

Essential Questions

- What is the educational, work-based and overall pathway expected of the career I am focused on?

- What are some potential adjacent career paths to the career I am focused on?

- What is the business model of the career I am focused on?

- What are the opportunities and limitations of the career I am focused on?

Essential Understandings

- Every career has various pathways to access; education and work experience are major components of these pathways.

- Specific jobs exist within a business model or structure that has its own set of expectations and understandings.

- Having access to a variety of options within a career path is beneficial as careers are ever evolving in the 21st century.

Students Will Know

- The educational requirements for their worksite mentor's career.

- The various internship and work opportunities required for their worksite mentor's career.

- The business structure of their worksite.

- The basic financial responsibilities within the business structure of their worksite.

- How their worksite uses technology.

Students Will Be Skilled at

- Identifying the benefits and risks of a career in their chosen field.

- Recognizing the potential for various business models within their chosen field.

- Questioning the ways in which career paths might grow and change with technological advances.

- Reflecting on the 21st century skills that are required for their workplace and how those skills can transfer to other careers.

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.
- The portfolio of the internship will consist of an introduction to the business, what type of business structure the student is working in, the financial responsibilities of the worksite mentor, the educational requirements for this career and any ongoing education necessary.

Evidence/Performance Tasks

Evidence:

- 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).
- MP2 will culminate with a research question posed specifically to the workplace environment.
- All students enrolled in this program will be assessed with a slideshow presentation giving an overall reflection of their experience.

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.
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
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).
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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.5	Assess and modify a personal plan to support current interests and post-secondary plans.
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).

9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.2.12.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.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.11	Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
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.
9.4.12.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).
9.4.12.DC.4	Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).
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.
9.2.12.CAP.15	Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
9.2.12.CAP.18	Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
9.2.12.CAP.21	Explain low-cost and low-risk ways to start a business.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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