

# Unit 03: Vocations: Job Exploration

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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#### Capacities of the Literate Individual

#### Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They use technology and digital media strategically and capably.

LA.K-12.NJSLSA.W	Writing
	Production and Distribution of Writing
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

### Integration of Career Readiness, Life Literacies and Key Skills

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.

CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
PFL.9.1.8.A	Income and Careers
PFL.9.1.8.A.3	Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
CAEP.9.2.8.B.2	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.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.

## **Technology / Integration of Computer Science and Design Thinking**

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TECH.8.1.12	Educational Technology: 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	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.1.12.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
TECH.8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.

## **Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section**

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### **Capacities of the Literate Individual**

### **Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language**

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

They use technology and digital media strategically and capably.

## **Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy**

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see Crosswalks

## **21st Century Life and Careers**

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### **Stage I: Desired Results**

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### **Transfer/Overview/Rationale**

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#### **Transfer / Overview / Rationale**

##### Unit Rationale

The purpose of this unit...

**Identifying job interests and researching necessary skills in the workforce are foundations for obtaining and keeping a job with steady income.**

Note of importance: practice and repeated presentation of the curriculum may be necessary for mastery. Goals and objectives of the IEP for each individual student will be aligned with the curriculum presented below. Certain curricular skills and topics should be taught one-on-one with students in a segregated setting.

### **Meaning**

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## **Essential Questions**

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### Essential Questions

- How do I decide what I want to be and how do I prepare for my career? - Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?
- How do I decide or make choices?
- Why do I need to be accountable?

## **Enduring Understanding/Indicators of Understanding**

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### Enduring Understanding/Indicators of Understanding

Students in the Job Exploration cycle of the vocations program will be able to understand:

1. Personal actions today and tomorrow may have an effect on future employment.
2. An effective career plan is flexible, includes a variety of life experiences, skills and education.
3. One's character and ethics are constantly being challenged and are ever-changing and evolving.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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#### Knowledge

Students will know...

- How to search for a job
- Proper communication to succeed in the workplace
- How to dress for work
- Accountability for your own actions
- How to make acceptable choices at work and school

<http://www.connectionsacademy.com/blog/posts/2014-12-01/Why-Developing-Soft-Skills-during-High-School-Matters.aspx>

<http://damngood.com/workbooks/highschool.pdf>

<http://school.familyeducation.com/skill-builder/college-prep/37653.html>

## Skills

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### Skills

Student will be skilled at ...

#### Level 1 - Recall and Reproduction

- Review a high school plan including postsecondary options and make modifications to align with personal and career goals.
- Determine the advantages and challenges of employment in a non-traditional career.

#### Level 2 - Skills and Concepts

- Distinguish career preference regarding geographic mobility and one's employability.
- Understand the relationship between education and work.
- Classify occupations.

#### Level 3- Short-term Strategic Thinking

- Investigate how to locate, evaluate and interpret career information.

#### Level 4- Extended Thinking

- Apply concepts and skills learned in school to real world job experiences.
- Prove job skills through experience.

<https://collingswood.rubiconatlas.org/Atlas/View/File?AttachmentID=71655>

## Stage 3: Learning Plan

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### Resource and Mentor Texts

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#### Resources and Mentor Texts

Web based materials

<http://www.csun.edu/~krowlands/Content/SED610/lessons/Week%201/Wise-hs%20at%20tipping%20point.pdf>

### Formative Assessment Strategies

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#### Formative Assessment Strategies

- teacher observation
- student checklists
- task analyses
- activities and participation
- homework
- parent communication and transfer into the home
- task generalization skills in school building

### Learning Activities/Unit of Study

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#### Learning Activities/Unit of Study

- complete the career cluster interest survey
- research jobs indicated in the results
- keep a personal portfolio of job interests and experiences
- practice keeping spreadsheets on Excel using information from activities in class and from the school store
- create multimedia document for presentations
- writing a basic resume and maintaining a job portfolio -
  - peruse real examples of resumes and portfolios
  - utilize resume builder websites
- writing a basic cover letter as introduction to apply for jobs
  - peruse real examples of cover letters
- finding job advertisements in print

- locating job advertisements in the newspaper
- identifying careers websites on the Internet
  - (Career Builder, Monster, etc.)
- choosing appropriate jobs to apply for
  - responding to job advertisements in print and online
- participating in mock job interviews over the phone and in person - practice in the classroom; watch You Tube interviews; asking appropriate questions regarding responsibilities of the position
- dressing appropriately for a job interview/ dressing for a job interview
  - Field trip to walmart to take photos of an assembled look
  - return to school, upload pictures - present on different looks for various environments

## Field Trips

- Career exploration trips will occur throughout the school year and will be arranged by the CST.
- **Career exploration unit trips will be to a larger facility such as a grocery store, county library, hotel/restaurant, and will occur once per marking period and will be comprised of the following:**
  - **First Visit: Tour and introduction to facility**
    - **Follow Up at school: Observations of layout, activities, work attire, etc.**
  - **Second Visit: Scavenger Hunt**
    - **Students will bring a list of items, based on observations from first visit, and search to find them. They will write down results in a notebook.**
    - **After second visit, students will create a list of questions based on their observations of the establishment.**
  - **Third Visit: Job Interview Q/A**
    - **Class will return to establishment to speak with a team member OR a team member will visit as a guest speaker. During this time, students will ask questions to determine what happens during a job interview.**
- Work Placement:
  - Students in grades 11 and 12 will receive job placement assignments during the school year. At these placements, students will learn job skills, communication skills, and strategies to be successful in the workforce.

<http://www.iseek.org/careers/clustersurvey>

## **Modifications and/or Accommodations**

### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

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#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This

could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

## Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## Students with 504 Plans

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## Gifted & Talented Strategies

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## Students at Risk of School Failure

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

