

Unit 04: Career Planning (4 Weeks)

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

Standards Alignment

New Jersey Student Learning Standards

Capacities of the Literate Individual

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

They demonstrate independence.

They build strong content knowledge.

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

They comprehend as well as critique.

They value evidence.

They use technology and digital media strategically and capably.

They come to understand other perspectives and cultures.

Integration of Career Readiness, Life Literacies and Key Skills

12.9.3.MK	Marketing
12.9.3.MK-SAL	Professional Sales Career Pathway
12.9.3.MK-SAL.1	Access, evaluate and disseminate sales information.
12.9.3.MK-SAL.2	Apply sales techniques to meet client needs and wants.
12.9.3.MK-SAL.3	Plan, organize and lead sales staff to enhance sales goals.
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.

Technology / Integration of Computer Science and Design Thinking

CS.9-12.8.1.12.AP.5	Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. Complex programs are designed as systems of interacting modules, each with a specific role, coordinating for a common overall purpose. Modules allow for better management of complex tasks.
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Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy New Section

see Crosswalks

21st Century Life and Careers

CAEP.9.2.12.C.5

Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

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.

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Meaning

Essential Questions

Essential Questions

1. What are your values?
2. What is networking?
3. What do you like to do that could lead to a career?

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

1. It is important to assess your attributes so you can match them with the right career.
2. Job leads are the best sources to help you find the job that will start you on your way to success in your chosen career.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

1. How to assess your values, lifestyle goals, interests, skills & aptitudes
2. How to appraise your personality
3. How to visualize your work environment & relationship preferences
4. How to complete a career assessment
5. Where to look for career research resources
6. How to match your own needs, wants & potential qualifications with a realistic & satisfying career
7. How to develop a plan to reach your career goals

Skills

Skills

Student will be skilled at ...

1. Identifying tentative occupational interest.
2. Assessing personal interests & skills needed for success in business.
3. Analyzing employer expectations in the business environment.
4. Identifying desirable personality traits important to business.
5. Identifying sources of career information.
6. Explaining employment opportunities in business.
7. Identifying skills needed to enhance career progression.

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Marketing Essentials

0-02-640601-2

Glencoe/McGraw Hill 1997

Various internet sites

Scholastic UPFRONT magazine

Formative Assessment Strategies

Formative Assessment Strategies

Key Concepts

Oral and/or written responses

Participation

Class Activities

Learning Activities/Unit of Study

Learning Activities/Unit of Study

1. To introduce the unit, hold a discussion about the importance of career planning now & to create a plan of action for the future.
2. Have students prepare a list of their aptitudes, interests, and hobbies & courses taken in which they excelled as well as struggled.
3. Next on the list, have students write 5 adjectives that describe their personality & 3 values that depict the way they feel about family, friends & work.
4. Hold a discussion as to why many people enjoy their work & why some do not, but still go to the same job everyday.

5. Ask students what their idea of the “ideal” job would be.
6. Using their previous list of 5 adjectives used to describe themselves, have students describe each other & compare to see if their self-perceptions match those of their friends.
7. Have students research one marketing job that interest them. They are to write a description of duties, salary range, work environment, educational requirements & pathway for advancement. Students are to present their finding to the class.
8. Discuss with students what they consider to be the most important benefits in a job at this point in their lives. How might their preferences change when they live on their own, have a family & are not covered by their parents or guardians health insurance?

Modifications and/or Accommodations

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

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.