| ***Career Readiness***  ***Unit 1: Career Exploration***  ***Timeline: 1-7*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).   * **9.1.2.CAP.1:** Make a list of different types of jobs and describe the skills associated with each job. * **9.1.2.CAP.2:** Explain why employers are willing to pay individuals to work. * **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. * **9.2.5.CAP.2:** Identify how you might like to earn an income. * **9.2.5.CAP.3:** Identify qualifications needed to pursue traditional and non-traditional careers and occupations. * **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements. | | | | | |
| **Rationale and Transfer Goals** :  Career Readiness is a 2.5 credit semester course in the Business Academy that meets course requirements. Participation in this course introduces students to skills, concepts, and soft skills needed to succeed in today’s 21st century job market. Students are provided space to think, reflect, create, and collaborate toward formal projects and activities that engage real-world business expectations. Career Readiness is the final course for upper-classmen that requires prerequisite business knowledge and skills from other business courses in the Business Academy.  This unit provides an overview of the career planning process and the resources available to help students as they develop a career plan. Students consider the importance of identifying job criteria as part of their search. They learn to perform an efficient job search and how to prepare and practice interviewing. Finally, students analyze workplace scenarios to learn how to conduct themselves professionally in the workplace. These activities give students the tools they need to learn about themselves, how to be professional, and find a career. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?   * Having self-awareness includes knowing your learning style, interests, strengths, and abilities. * Assessments help to be more self-aware about strengths, interests, and learning styles essential to a career. * There is no imperative for students to find the perfect career at this stage in their lives. * Having a career is different from having a job. | | | | | |
| **Essential Questions**: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.   1. What is a career? 2. How does knowing my learning style maximize my productivity? 3. What careers could I be interested in based on my interests, strengths, and abilities? 4. What documents are needed to apply for a job? 5. What careers or industries do students feel pressured to enter or avoid? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| \* Students will learn their comprehensive learning style based on a learning style assessment.  \* Students will learn the documents and materials necessary to apply for a variety of careers.  \* Students will learn how to perform efficient job searches.  \* Students will research crucial job information from reliable sources  \*Students will learn how to act and communicate in a professional manner. | \* Students will complete a Learning Style Assessment  \* Students will investigate key business documents related to the job application process.  \* Students will perform a “Career Roadmap Report.”  \* Students will search for jobs related to their “Career Roadmap Report.”  \* Students will analyze mock professionalism scenarios and compare and contrast if workers acted in a professional manner. | | \* Education Planner Learning Style Assessment and Exit Ticket.  \* Exploring Your Personal Interests and Strengths assignment.  \* Career Assessments  \* Vark Questionnaire  \* Multiple Intelligence Assessment  \* Career Clusters Survey  \* Personality Assessments  \* Briggs-Myers  \* Enneagram Personality Types  \* Assessments Reflection.  \* Career Research Assignment.  \* Career Map Report. | | \* Class Activities.  \* Class Discussions.  \* Challenge Question participation.  \* Exit Tickets.  \* Teacher observation and reflection.  \* Formative: Career Map Report and Rubric |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| \* Properly researching careers from reliable sources.  \* Discussing professionalism workplace scenarios.  \* Developing more self-awareness through the use of career, personality, and learning style assessments. | | \* Google Classroom and Google Drive familiarity.  \* Basic Research Skills.  \* Familiarity with products and services from popular businesses (i.e. Coca-Cola, Apple, etc.)  \* Needs vs. Wants.  \* Resume and Cover Letter familiarity.  \* Supply and demand from Economics.  \* Maslow’s Hierarchy of Needs. | | \* Challenge Questions.  \* Mini Paragraphs/Sentence Starters.  \* Use of Google Classroom and Google Drive applications. | |
| **21st Century Skills:**  CRP1. Act as a responsible and contributing citizen and employee.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP11. Use technology to enhance productivity.  In the literacy block, students will be making judgments and decisions, implementing innovations, thinking creatively, work creatively, communicate clearly, collaborating with others, using visual literacy, applying scientific and numerical literacy, using cross-disciplinary thinking, applying basic literacy, accessing and evaluating information, using and managing information, creating media products, and applying technology effectively. | | | | | |
| **Key resources:**  \* Quizizz  \* Google Classroom  \* Google Drive Applications (Docs, Sheets, Slides)  \* Nearpod  \* Internet use for research  \* Promethean Board for presentations | | | | | |
| **Intersections of History:**  **Black:** Discussions of African American business owners and entrepreneurs ie: Oprah Winfrey, Daymond John, Robert Johnson.  **Hispanic:** Discussions of hispanic business owners and entrepreneurs ie: Betro Perez, Cynthia Rubio, Marcelo Claure.  **Women**: Discussions of women in the workplace scenarios and discussions of women business owners and entrepreneurs ie: Ruth Handler, Lori Greiner, Arianna Huffington.  **LGBTQ:** Discussions of LGBTQ anti-descrimination laws and scenarios in the workplace i.e.  Title VII of the Civil Rights Act of 1964, which prohibits employment discrimination based on race, color, religion, sex, or national origin.    **Interdisciplinary Connections:**  **Behavioral Science -**  **6.3.4.D.1 -**  Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions - discriminatory hiring practices are discussed and debated to ensure students understand that employers cannot discriminate based on race, color, religion, sex, or national origin.  **Social Studies -**  **6.1.12.A.14.b** - Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies - discussions on worker’s rights such as labor laws, hiring practices, and state minimum wage.  **Criminal Justice -**  **9.3.LW.5 -** Analyze the various laws, ordinances, regulations and organizational rules that apply to careers in law, public safety, corrections and security - various laws and company rules will be discussed as well as career opportunities in criminal justice and the military. | | | | | |
| **Important Vocabulary:**  \* Career  \* Professionalism  \* Cover Letter  \* Resume  \* Learning style  \* Visual learner  \* Auditory learner  \* Tactile learner  \* Job search  \* Job interview  \* Job qualifications | | | | | |