| ***Career Readiness******Unit 3: On The Job Skills******Timeline: 17-21*** |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).* **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
* **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).
* **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
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| **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.Students will delve into the core skills needed to be a good critical thinker, explore how to break down and evaluate an argument, and learn a process to use these skills to make decisions. Students are introduced to key concepts (such as time management, leadership, and problem-solving strategies) needed to be successful in the workplace and are given space to think, reflect, create, and collaborate toward formal projects that engage real-world business expectations.  |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?* There are multiple problem-solving strategies to use for a problem.
* Using a note taking system properly organizes your thoughts.
* Active listening is a crucial skill in the workplace and must be practiced.
* Managing time effectively is a crucial skill in the workplace and must be practiced.
* There are multiple types of leadership styles typically practiced in an organization.
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| **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. How do I solve business-related problems in the workplace?
2. What are some skills I need to practice to be an effective employee in the workplace?
3. How do I handle multiple projects at once?
4. How do leaders effectively manage their employees?
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| **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 and practice how to take effective notes.\* Students will learn and practice active listening skills.\* Students will learn the six leadership styles.\* Students will learn key time management skills.\*Students will learn the problem-solving method. | \* Students will be able to take notes using the Cornell Notes System. \* Students will be able to actively listen to their peers and other sources.\* Students will be able to discuss the six different leadership styles and apply them to business scenarios.\* Students will be able to apply the problem-solving method to real business scenarios. | \* “Blind for a Day'' and “The Wright Family” active listening games.\* School Improvement Leadership Memo.\* Conference Presentation Script.\* Desert Island Activity: a time management test.\* Conference Presentation slide show. | \* Class Activities.\* Class Discussions.\* Challenge Question participation.\* Exit Tickets.\* Teacher observation and reflection.\* Formative: Conference Presentation Script. |
| **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** |
| \* Effective note taking.\* Active listening skills.\* The six leadership styles.\* Time management skills.\*The problem-solving method. | \* Google Classroom and Google Drive familiarity.\* Basic Research Skills.\* Familiarity with products and services from popular businesses (i.e. Coca-Cola, Apple, etc.)\* Workplace professionalism scenarios \* Knowledge of key business documents related to the job application process.\* Knowledge of self-assessment data on learning style, strengths, and interests. | \* 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 equal opportunity rights and affirmative action and the black worker in America.**Hispanic:** Discussions of job opportunities for hispanic bilingual speakers due to the rise in the Spanish-speaking population in the United States. **Women**: Discussions of women outnumbering men in higher education and reasons why the enrollment numbers are higher for women.**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:** \* Active Listening\* The Problem-Solving Method\* Cornell Notes System\* Visionary leadership style\* Coaching leadership style\* Affiliative leadership style\* Democratic leadership style\* Pacesetting leadership style\* Commanding leadership style\* Civil Rights Act of 1964\* Affirmative Action\* Procrastination\* Professionalism\* Weekly planner |