Career Awareness and Exploration

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

Unit Overview

The purpose of this unit is to provide the students with an awareness of what a career is and the different careers available to them. The students will be provided with an awareness of what is needed to prepare them for the world of work. The students will explore career opportunities and make informed choices and develop employment readiness.

Enduring Understandings

Skills, abilities, education, and interests are considerations in the choice of work roles.
People work for a living and working provides satisfaction and rewards.
An individual career choice is influenced by abilities, feelings, interests, attitudes, and values.

Essential Questions

What considerations go into career decisions?
What are the reasons people work?
What are some interests that I have that may translate into a career?

Learning Objectives

Know the difference between a career and a job
Identify various jobs in the community
Use information, technology, and other tools to develop an individual career plan
Identify reasons why people work
Use readiness skills and career information learned through career exploration activities to assist with career exploration.
Identify a variety of career opportunities that align with abilities and interests
Identify a career interest based on personality traits

Standards: Content

9.2.8.CAP	Career Awareness and Planning
9.1.2.CAP	Career Awareness and Planning

9.2.5.CAP	Career Awareness and Planning
P.1	Act as a responsible and contributing community members and employee.
	Different types of jobs require different knowledge and skills.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
P.2	Attend to financial well-being.
	An individual's strengths, lifestyle goals, choices, and interests affect employment and income.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
P.3	Consider the environmental, social and economic impacts of decisions.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Income is received from work in different ways including regular payments, tips, commissions, and benefits.
P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
	There are benefits and drawbacks to being an entrepreneur.
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.
P.6	Model integrity, ethical leadership and effective management.
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
	Income and benefits can vary depending on the employer and type of job or career.
	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.
9.1.2.CAP.3	Define entrepreneurship and social entrepreneurship.
P.7	Plan education and career paths aligned to personal goals.
9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
9.1.2.CAP.4	List the potential rewards and risks to starting a business.
P.8	Use technology to enhance productivity increase collaboration and communicate

	effectively.
P.9	Work productively in teams while using cultural/global competence.
	There are a variety of factors to consider before starting a business.
	Early planning can provide more options to pay for post-secondary training and employment.
9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
9.2.8.CAP.7	Devise a strategy to minimize costs of post-secondary education.
9.2.5.CAP.7	Identify factors to consider before starting a business.
	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
9.2.5.CAP.8	Identify risks that individuals and households face.
	There are variety of resources available to help navigate the career planning process.
9.2.5.CAP.9	Justify reasons to have insurance.
9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
	Employee benefits can influence your employment choices.
9.2.8.CAP.13	Compare employee benefits when evaluating employment interests and explain the possible impact on personal finances.
9.2.8.CAP.14	Evaluate sources of income and alternative resources to accurately compare employment options.
	Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.
9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual’s earning power.
9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
9.2.8.CAP.17	Prepare a sample resume and cover letter as part of an application process.
9.2.8.CAP.18	Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
	There are resources to help an individual create a business plan to start or expand a business.
9.2.8.CAP.20	Identify the items to consider when estimating the cost of funding a business.

Standards: Interdisciplinary

1	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
L.SS.7.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.6.1	Demonstrate command of the system and structure of the English language when writing or speaking.
L.SS.8.1	Demonstrate command of the system and structure of the English language when writing or speaking.
2	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
3	Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
4	Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
L.RF.1.1	Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
5	Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
6	Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.
L.WF.5.2	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
L.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
L.RF.2.4.A	Read grade-level text with purpose and understanding.
L.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.WF.4.3	Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
RI.CR.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CR.8.1	Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as

	inferences drawn from the text.
L.WF.3.3	Demonstrate command of the conventions of writing including those listed under grade two foundational skills.
L.VL.4.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
L.KL.3.1.A	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.
W.AW.7.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.8.1	Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
W.AW.6.1	Write arguments on discipline-specific content (e.g., social studies, science, math, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RI.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
W.AW.5.1.C	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
SL.PE.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

RL.CR.2.1	Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
W.AW.3.1	Write opinion texts to present an idea with reasons and information.
RI.CR.2.1	Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
W.AW.3.1.A	Introduce an opinion clearly.
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
SL.PE.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.
SL.PE.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Assessment Evidence

Formative	Peer interaction, Teacher/Counselor Observation
Summative	Student participation, Classroom posters, reports, Completed Freshman High School schedule of courses and electives. Take My Child to Work Day – form/report (April and optional)
Alternative & Benchmark	Alternative - Read to the student and chart oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, Project based-learning. Benchmark – LinkIt Benchmark Assessment, Teacher generated summative assessments
Assessment Evidence Resource	

Instructional Resources

Computers/iPads/Internet/SmartBoards, Microsoft Office 365, Picture books, Art materials, “Berenstain Bears On the Job” Video, “Worksong Reading Rainbow”,Dwight D. Eisenhower Library, “Curious Kids……..Careers” – video, “Careers:Exploring the World of Work” – video, “What’s Your Personality Type” – Myers-Briggs Personality Test, “The Color Test” – Myers-Briggs, Career Day…..Oh the Places You Will Go – booklet, “Jobs and Careers”-videos on occupations, “Small Potatoes-You Can Be What You Want to Be”-video; “Jobs I Can Have When I Grow Up”-video; “Who Am I? Jobs for when I grow up!”- video;”ID That Career’-game; www.jeopardylabs.com;

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness	X	Relationship Skills
X	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		