

# Unit 1 Career Preparedness and Exploration

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Not Published**

## Summary of the Unit

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Over time, all students will develop and demonstrate essential career, life and financial literacy skills so they can be successful participants in a 21st century workforce and productive members of a changing global society. Students will decide based on knowledge of the class thus far which area of study they would like to pursue, they must use information gathered throughout the course to complete their Career Quest assignment.

## Enduring Understandings

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- Students will understand a variety of digital resources used to gather information on what career path they should follow.
- Students will understand how to have “career ready practices” incorporated into their routine.
- Students will understand what steps need to be taken in order to prepare for an interview.
- Students will understand words and phrases having to do with having a career.

## Essential Questions

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- What is the difference between a career and a job?
- What does it mean to be prepared?
- How do your actions now affect your future career?

## Summative Assessment and/or Summative Criteria

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Online assessments (teacher created via OnCourse Classroom)

Monitor student progress

Google Classroom - Activities

Individual Project "My Career Quest" as a summative assignment to end quarter.

## **Resources**

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Career Quiz :<https://www.wtcsystem.edu/programs/career-quiz/>

Computers

Teacher created worksheets

<https://www.dictionary.com/>

<https://quizlet.com/>

<https://www.brainpop.com/>

Google Docs

Google Slides

OnCourse Classroom & Integrated pages

[http://www.exploring.org/wp-content/uploads/2019/01/Career\\_Exploration\\_Lessons\\_6th\\_7th.pdf](http://www.exploring.org/wp-content/uploads/2019/01/Career_Exploration_Lessons_6th_7th.pdf)

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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Consistent with individual plans, when appropriate.

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.

- Modify amount of vocabulary words used
- Read assessments aloud/test orally

## Unit Plan

In this section you may fill in this table or delete it and paste your own.

THEN you will associate your standards by selecting the "standards" tab above, clicking "associate standards" and selecting your standards for this unit from the list.

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Careerosity	Use physical classroom items to understand concepts.	<ul style="list-style-type: none"> <li>• Discuss and review rules and procedures and websites needed for this class.</li> <li>• Complete Career Quiz to survey class.</li> </ul>	Observe students' by circulating the room to monitor students' progress.	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7
Career VS Job	Understand the difference of a career vs a job.	<ul style="list-style-type: none"> <li>• Use Venn Diagram to compare and contrast the two.</li> </ul>	Take online Quiz to differentiate.	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7
Vocabulary	Define vocabulary having to do with Career Awareness and Exploration.	<ul style="list-style-type: none"> <li>• Using <a href="http://www.dictionary.com">www.dictionary.com</a> look up given vocabulary words.</li> <li>• Use <a href="http://www.quizlet.com">www.quizlet.com</a> to review.</li> </ul>	Create sentences using vocabulary words.	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7

Google Slides	Review Google Slides  Design a Google Slide	<ul style="list-style-type: none"> <li>• Create a Google Slide together, reviewing what students know and showing students new features.</li> <li>• Create a Google Slide “My Career Quest”</li> </ul> <p>Students will choose a field they would like to go into before knowledge of different fields is explored in class. Therefore students can see if their plans were changed from the beginning of the course to the end.</p>	Begin “My Career Quest”	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7
Vocabulary	Define vocabulary having to do with Career Awareness and Exploration.	<ul style="list-style-type: none"> <li>• Using <a href="http://www.dictionary.com">www.dictionary.com</a> look up given vocabulary words.</li> <li>• Use <a href="http://www.quizlet.com">www.quizlet.com</a> to review.</li> </ul>	Quiz (online assessment)	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7
Resume Writing Introduction	Review Google Slides  Design a Google Doc for Resume Writing	<ul style="list-style-type: none"> <li>• Create a Google Doc together, reviewing what students know and showing students new features. Use a sample to build a resume.</li> <li>• Edit a Google Doc on Resume Writing.</li> </ul>	Resume Writing for a Fictional Character.  Edit a resume  Students will choose an artist or business head to complete.	9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5 9.2.8.CAP.6 9.2.8.CAP.7 9.1.8.A.1: 9.1.8.B.1:

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.6

Demonstrate understanding of the necessary preparation and legal requirements to enter

	the workforce.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- • 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.

- • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- • 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- • 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.
- 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.

**Section Title**

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# Unit 2 - Careers in STEAM

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Not Published**

## Summary of the Unit

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Students will be able to experience an understanding of a multitude of different careers in STEAM, which include science, technology, engineering and mathematics. Students will be able to integrate the tools they have learned in these studies to develop an idea of what they want to do in the future. Students will each choose one aspect of study in STEAM to explore further and design a portfolio on.

## Enduring Understandings

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- Students will be able to learn about careers in science, technology, math, arts and engineering.
- Students will be able to learn about agricultural and natural health fields, architecture and construction, health and science, information technology, and scientific research and engineering.
- Students will be able to analyze issues, trends, public policies and technologies as to how they impact systems in the agricultural, food and natural resources of the career cluster.
- Students will be able to evaluate a range of curricular and career pathway opportunities in architecture and construction and how they play a role in society and the economy.

## Essential Questions

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- What is the role of STEAM in our society and economy?
- What special skills and education are required to pursue a career in STEAM?
- How do technological advancements affect and change career pathways in STEAM?
- How do relationships between trades/professions facilitate smooth workflow and outcome to meet project goals?
- What role does proper communication skills play in an effective health care system?
- Summarize trends of careers in Information technology and explain the importance of keeping up-to-date with technological advancements.

## **Summative Assessment and/or Summative Criteria**

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- Vocabulary
- OnCourse Assessments
- Lego Structure
- IT Assignment

## **Resources**

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Computers

Teacher created worksheets

Google Docs

Google Slides

OnCourse Classroom & Integrated pages

STEAM Activities

<https://www.science.org/>

<http://www.fooddetectives.com/trailer.html>

[www.nchste.org](http://www.nchste.org)

[www.caahep.org/programs/profiles.html](http://www.caahep.org/programs/profiles.html)

[www.surgeongeneral.gov](http://www.surgeongeneral.gov)

## **Unit Plan**

<b>Topic/Selection n Timeframe</b>	<b>General Objectives</b>	<b>Instructional Activities</b>	<b>Benchmarks/Assessments</b>	<b>Standards</b>
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Vocabulary	Define vocabulary having to do with Career Awareness and Exploration.	<ul style="list-style-type: none"> <li>Using <a href="http://www.dictionary.com">www.dictionary.com</a> look up given vocabulary words.</li> <li>Use <a href="http://www.quizlet.com">www.quizlet.com</a> to review.</li> <li>Vocabulary located at bottom</li> </ul>	<ul style="list-style-type: none"> <li>Create sentences using vocabulary words.</li> </ul>	NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7
Scientific Research and Engineering (15)	Evaluate the importance of Science, Technology, and Engineering & Mathematics in our community and transferable skills that will help in job	Mock Exploration Imagine that you are chosen to perform scientific research. What questions will you be trying to answer? How will you get your data and interpret your data?  Create a chart with various pathways in STEM careers. For each pathway research and write the job requirements and	Complete End of Unit assignment (OnCourse Classroom)	NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7
Arts	Students will explore careers in the arts. Each student will choose one career and complete a single slide presentation on it.	Art is an expansive field comprised of many sub-categories, each with its own unique demands and opportunities. In this section students will explore different careers within the arts and create a job posting for that career highlighting the requirements for the careers.	Use <a href="https://theartcareerproject.com/careers/">https://theartcareerproject.com/careers/</a>  link to conduct research on a art career of their choice. Students can then either make a google slide or physical presentation of an add for the specific career in art.	NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7
Agriculture, Food and Natural Resources	Identify job requirements, expectations, various career opportunities, and trends in the industries of Agriculture, Food and Natural Resources.	Imagine that you own an agricultural business; think of several ways that technology could improve the efficiency of that business.  Interactive Website on the Treatment of Care of Food	Complete End of Unit assignment (OnCourse Classroom)	NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7

Architecture and Construction	Explore the impact of careers in Architecture and Construction on our society and opportunities for success in Architecture and Construction careers.	<p>In Sayreville: Choose a building in your neighborhood. Identify all of the different types of workers that cooperated to create that building.</p> <p>Use Lego Bricks to create your own structure, create a blueprint and build structure.</p>	<p>Students will be graded on the quality of their lego building, accuracy of their blue print and be asked to write a paragraph explaining the different tasks involved.</p> <p>Students will complete a gallery walk to showcase their projects.</p>	<p>NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7</p>
Health Science	Analyze various aspects of careers in the field of Health Science, including responsibilities, education transferable skills and job prospects	<p>Create a timeline of important medical advancements in history and development in careers in medicine.</p> <p>Research and report back on a Health Care Delivery System model, I.E. Electronic Health Records.</p>	<p>Guest Speaker on Healthcare virtual/in person.</p>	<p>NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7</p>
Information Technology	Analyze the various aspects of a career in Information Technology, including roles and responsibilities, technological trends, job prospects.	<p>Tech Teacher Interview:</p> <p>Allow the students to interview the school technology teacher, IT Coordinator or other. Ask specific questions about the technology that is used in your school.</p> <p>Design a computer lab for one of the following; a school, home, library, etc. Include what type of computers you'll use, will the internet be offered, possible costs and what type of protection you'll provide for your network.</p>	<p>Computer Lab Project.</p>	<p>NJSLS: 9.2.12.B.1 , 9.2.12.B.3 , 9.2.12.B.4 , 9.2.12.B.6 , 9.2.12.B.7</p>

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
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.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CAEP.9.2.8.B.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CAEP.9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read assessments aloud/test orally

## **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

## **Cross Curricular/21st Century Connections**

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- • 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.
- • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- • 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- • 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.

## Vocabulary

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Vocabulary for Unit 1:

agriculture anthropologist aquaculturalist architect dental hygienist ecologist engineer engineering  
 entomologist geologist health science help desk technician mason network administrator oceanographer  
 optometrist organism pharmacist physical therapist physician physician assistant radiologic technologist  
 scientific research

## Section Title

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## **Section Title**

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## **Unit 1 Vocabulary**

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agriculture anthropologist aquaculturalist architect dental hygienist ecologist engineer engineering  
entomologist geologist health science help desk technician mason network administrator oceanographer  
optometrist organism pharmacist physical therapist physician physician assistant radiologic technologist  
scientific research

# Unit 3 - Careers in Business

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Not Published**

## Summary of the Unit

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Students will be able to examine clusters that involve business and finances. Students will analyze the requirements, expectations and educational requirements of each career. The class will also identify transferable skills for these careers and analyze their interest.

## Enduring Understandings

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- Students will be able to see presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task
- Explain the role of finance in business.
- Discuss the role of ethics in finance.
- Explain legal considerations for finance.
- Discuss trends in the current financial environment.
- Explain the nature of positive customer relations
- Explain how work plans and budgets are used to allocate people and resources.
- Provide examples of the major regulations and types of data used by the government to measure and monitor performance.
- Identify training requirements needed for certifications and the objectives of risk-management programs
- Distinguish between economic goods and services and Explain the principles of supply and demand.

## Essential Questions

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- Explain the nature and scope of knowledge management practices within a business.
- How do careers in finance affect our everyday lives?

- Is more or less government oversight necessary in the world of finance?
- What roles and functions of government in regulating and supporting manufacturing businesses?
- How would our society be different if not for the advantages and benefits of the Manufacturing Career Cluster?
- How can the economy and economic factors impact careers in Retail/Wholesale Sales and Services?
- How are lifestyle choices important when choosing a career in Transportation, Distribution or Logistics?

## **Summative Assessment and/or Summative Criteria**

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### Vocabulary

- OnCourse Assessments
- Students will have the option between a Factory Design or Retail Product Commercial
- Transportation Mock Route

### Timelines

### Maps

### Charts

### Graphic Organizers

### Teacher-created Unit Assessment

### Review Quizzes

### Teacher-created DBQs

### Essays/Short Answer

### Debate, Oral Report, Role Playing

### Think Pair, and Share

### Projects

### Gallery Walks



## Resources

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Computers

Teacher created worksheets

Google Docs

Google Slides

OnCourse Classroom & Integrated pages

Business and Communication Activities

Department of Transportation The executive department responsible for roads, railways, and other elements of the transportation infrastructure. [www.dot.gov](http://www.dot.gov)

Council of Logistics Management A nonprofit professional association for people interested in logistics management. [www.clml.org](http://www.clml.org)

Recruiting for the travel industry. [www.traveljobs.com](http://www.traveljobs.com)

Bureau of Economic Analysis The branch of the Department of Commerce charged with providing accurate and relevant economic data. [www.bea.doc.gov](http://www.bea.doc.gov)

About.com Retail Industry A good research starting point, with links, articles, an industry profile, a glossary, and more. <http://retailindustry.about.com>

Census Bureau Retail and Wholesale Trade Annual and monthly statistics on the retail and wholesale industries. [www.census.gov/econ/www/retmenu.html](http://www.census.gov/econ/www/retmenu.html)

Federal Reserve System, Board of Governors A federal bank system that supervises and regulates banks; conducts U.S. monetary policy; maintains the stability of the financial system by controlling money and credit conditions; and provides financial services. [www.federalreserve.gov](http://www.federalreserve.gov)

## Suggested Modifications for Special Education, ELL and Gifted Students

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- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.

- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read assessments aloud/test orally

### Unit Plan

Unit Plan				
Topic/Selection	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Timeframe				
Vocabulary	Define vocabulary having to do with Career Awareness and Exploration.	Using <a href="http://www.dictionary.com">www.dictionary.com</a> look up given vocabulary words.  Use <a href="http://www.quizlet.com">www.quizlet.com</a> to review.	Create sentences using vocabulary words.	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Business and Administration	Explore strategies and requirements for pursuing and preserving a successful career in Business and Administration.	Job Search Use a job search website such as LinkedIn or indeed.com to find Business and Administration jobs in the area.	Classwork Graded Activity, establish 3-4 jobs in the area or NJ.	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7

Finance	Analyze the impact of careers in finance in both the domestic and global market and analyze job prospects, responsibilities and trends	Stock Market Game Mock Investing: Investigate various opportunities for investment. Each student can mock invest and keep track of the	Classwork Activity	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Manufacturing	Analyze multiple aspects of a career in manufacturing including; its impact on society, government regulations, improving business performance, and transferable skills.	Factory Design: Create a factory to manufacture a product. Create a blue print of the assembly lines in your factory and decide other details, such as number of employees, numbers of shifts, etc	Factory Design Project	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Retail/Wholesale Sales and Service	Explore career pathways in Retail/Wholesale Sales and Services, including: trends and required skills.	Advertizing Project Create a poster, magazine add or YouTube commercial to advertize a product of your choosing.  Students will complete a gallery walk to showcase their projects.	Advertising Project	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Transportation, Distribution and Logistics	Explore the impact of careers in Transpiration, Distribution and Logistics on our society, including responsibilities and	Interview with Transportation: Reach out to transportation in Sayreville and talk about creating bus schedules, how it is done and do a mock	Classwork	9.2.8B 9.2.8B.1 9.2.8B.2

	job prospects.	make up of the transport schedule.		9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
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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.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.7	Evaluate the impact of online activities and social media on employer decisions.
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.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.

### **Suggested Technological Innovations/Use**

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- 8.1.8. E.1: Effective use of digital tools assists in gathering and managing information.
- 8.2.8. F.2: Technology is created through the application and appropriate use of technological resources.
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.
- Peer reviews are to be commented on mini papers through Google Documents
- 8.2.8. D.1: Information literacy skills, research, data analysis and prediction are the basis for the effective design of technology systems.

### **Cross Curricular/21st Century Connections**

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking,

collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.2.12.C.1: Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2: Modify Personalized Student learning Plans to support declared career goals
- 9.2.12.C.3: Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5: Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
- 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.
- 9.2.12.C.7: Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8: Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability

## **Section Title**

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### Vocabulary

budget analyst copywriter economist finance financial planner insurance agent loan officer machinist manufacturing retail stockbroker telemarketer wholesale art curator

## **Section Title**

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## **Section Title**

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# Unit 4 - Careers in Communication

Content Area: **Sample Content Area**

Course(s):

Time Period:

Length:

Status: **Not Published**

## Summary of the Unit

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Students will be able to examine clusters that involve communication; including education, arts and entertainment, government jobs, the service industry and law. Students will analyze the requirements, expectations and educational requirements of each career. The class will also identify transferable skills for these careers and analyze their interests.

## Enduring Understandings

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- Analyze the skills required by both technical and artistic partners to provide audiences with quality works and productions.
- Identify the technological changes in the past five years that have affected the skill requirements for workers in this field as well as what the changes will be.
- Predict the impact of policies and procedures on educational facilities, instructional strategies and goals.
- Identify educational and credentialing requirements for careers in Government and Public Administration
- Discuss the current trends in society and how they affect hospitality and tourism.
- Locate and identify specific organizational policy, rule, or procedure to assist with a given situation in specific careers.
- Assess one's own abilities to enter a law, public safety and security career.
- Compare selected careers in the law, public safety and security cluster with other career cluster options.
- Explain how our community would be affected if human service providers were not available.
- Identify both the advantages and disadvantages associated with common law, public safety, security and corrections careers.

## Essential Questions

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- How does effective communication between teachers, students and parents create a positive

educational environment in school and at home?

- How does a strong government help maintain a safe and strong society?
- What is the role of a career in Hospitality and Tourism in our society and economy?
- How can services be modified to be sensitive to cultural, religious, disability and gender issues?
- What behaviors that model the establishment to the law and ethical standards?

## **Summative Assessment and/or Summative Criteria**

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- Vocabulary
- OnCourse Assessments
- Newscast
- Teach the Teacher
- Campaign
- Booking a Trip

## **Resources**

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Computers

Teacher created worksheets

Google Docs

Google Slides

Backstage.com - main information source for performers <http://www.backstage.com/actor101/>

Rutgers University on Careers in Communications  
<http://njca.rutgers.edu/resources/communicationcareers.html>

NJ.Gov AR Website: <http://www.nj.gov/education/cte/career/Arts/index.html>

The Art Career Project <http://www.theartcareerproject.com/art-as-acareer/>

Association of Professional Hospitality Managers An association representing current and prospective managers in the hospitality industry. [www.aphm.org](http://www.aphm.org)



[www.nationalgeographic.com/traveler](http://www.nationalgeographic.com/traveler)

Department of Justice The executive department enforcing the law in the public interest. [www.usdoj.gov](http://www.usdoj.gov)

Law.com A website providing news and information regarding all aspects of the legal profession. [www.law.com](http://www.law.com)

USA Jobs The federal government's employment information website. [www.usajobs.opm.gov](http://www.usajobs.opm.gov)

### **Suggested Modifications for Special Education, ELL and Gifted Students**

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- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read assessments aloud/test orally

### **Unit Plan**

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments	Standards
Vocabulary	Define vocabulary having to do with Career Awareness and Exploration.	Using <a href="http://www.dictionary.com">www.dictionary.com</a> look up given vocabulary words.  Use <a href="http://www.quizlet.com">www.quizlet.com</a> to review.	Create sentences using vocabulary words.	9.2.8B 9.2.8B.1 9.2.8B.2

				9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Audio/Video Technology and Communications	Explore the many pathways to a career within the, A/V Technology & Communications Career Cluster, including career opportunities, lifestyle implications and trends in the industry.	Class TV News Show: Create a Class TV News Show. The students perform many jobs, such as anchor (artistic), director (technical), camera operator (technical), and creating add posters (visual arts), etc.	Students may complete newscast in groups. Students should make newscast focus on a specific school event.	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Education and Training	Explore and analyze various aspects of careers in Education and Training; including job requirements, transferable skills, and job prospects.	Mock Teacher Experience Each student teaches the class a skill. The student creates a lesson plan, outlines what materials would be needed, etc.	Mock Teacher Presentation	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Hospitality and Tourism	Explore the many pathways to a career in Hospitality and Tourism, including career opportunities, lifestyle implications and trends in the industry.	Plan a Vacation: Using Booking.com or another application plan a vacation with a set budget chosen at random and requirements.	Booking a Trip	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5

				9.2.8B.6 9.2.8B.7
Humans Services	Analyze the personal and community impact of careers in Human Services and job prospects and responsibilities.	Mock Business Create a business in the Human Services industry. Identify the services you will offer, intended clientele, and how you will market your business.	Create a Business plan	9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7
Law and Public Safety	Explore the role of Law and Public Safety in our society and pathways to pursue a career in Law and Public Safety.	Letter Writing: Write a letter to an employee in the Law and Public Safety industry. In the letter thank them for their service and explain how they help your community out. (e.g. write to a firefighter, police officer, etc.)  SRO will come in and speak	Letter Writing	NJSLS : 9.2.8B 9.2.8B.1 9.2.8B.2 9.2.8B.3 9.2.8B.4 9.2.8B.5 9.2.8B.6 9.2.8B.7

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.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.

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.5	Analyze labor market trends using state and federal labor market information and other resources available online.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.

## **Suggested Technological Innovations/Use**

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## **Cross Curricular/21st Century Connections**

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9.1 21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.1.8.A.1: Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.2: Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.2: Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.D3: Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.F.1: Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- • 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.

- • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- • 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- • 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.

## **Vocabulary**

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Vocabulary:

bailiff choreographer city manager communications consumer advocate cosmetologist counselor curator  
customs inspector education foreign service officer hospitality human services journalist law legislator OSHA  
inspector paralegal psychologist public administration public safety reading specialist school administrator  
school counselor tax examiner tourism training urban planner

## **Section Title**

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## **Section Title**

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