

Content Area: 21st Century Life and Careers

Course Title: Career Exploration

Grade Level: 9-12

Unit Plan 1 Self-Assessment	Pacing Guide 15 days
Unit Plan 2 Career Exploration	Pacing Guide 15 days
Unit Plan 3 Workplace Readiness	Pacing Guide 20 days
Unit Plan 4 Interview Process	Pacing Guide 15 days
Unit Plan 5 Joining The Workforce	Pacing Guide 15 days
Unit Plan 6 Building Towards Life After High School	Pacing Guide 15 days

Original Adoption: April 16, 2015

Revisions: Summer 2022

Board Approved: August 17, 2022

IMPORTANT NOTE

All units will be integrated throughout the year infusing various workplace readiness skills. These units should not be taught in isolation but rather synthesized cohesively, drawing from each unit as deemed necessary. There is no order for teaching these strategies; teachers will create a timeline of skills appropriate to their classes.

Unit 1 Overview
Content Area: Career Exploration
Unit Title: Self-Assessment
Target Course/Grade Level: 9-12
Pacing Guide: 15 Days
Unit Summary: Looking at your personal qualities, Defining your interests, Examining your skills, Defining your personal work values
Primary Interdisciplinary Connections: Social Studies, Language Arts
21 st Century Themes: College & Career Readiness
Learning Targets
Content Standards: 9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-Literacy. W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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.8	Assess the impact of litigation and court decisions on employment laws and practices.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What is the difference between aptitude and ability? 2. Why is it important to know our learning style before choosing a career? 3. Why is it imperative to know yourself before choosing your career? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Knowing our lifestyle goals can help us determine how to spend our time, energy, and resources. 2. Values are our beliefs and principles. They define who we are, shape our attitudes and choices, and help us set priorities. Values are influenced by spiritual beliefs, society, and personal experiences. Below are six general values: <ul style="list-style-type: none"> ● Responsibility ● Relationships ● Compassion ● Courage ● Achievement ● Recognition 3. Identifying our interests can help us recognize what we would prefer to work with data, people, or things. 4. An aptitude is a potential for learning a certain skill. An ability is a skill you have already developed. They can be thought of as the “before” and “after” of learning a skill. 5. The different ways people naturally think and learn are called learning styles. Being aware of our learning style helps us to determine the best way to learn something. It will also help us choose a career:
<p>Unit Objectives <i>Students will know</i> <i>...You and the World of Work</i></p> <ol style="list-style-type: none"> 1. <i>Students will be able to explain how a job differs from a career.</i> 2. <i>Students will understand how your career plans will be shaped by your skills and abilities, as well as the job outlook.</i> 3. <i>Students will be able to analyze how the workplace is affected by forces such as changing technology and the global economy.</i> 	<p>Unit Objectives <i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1. Identify personal skills and talents. 2. Recognize aptitudes and abilities. 3. Utilize the best learning style when selecting a career.

<p>4. <i>Students will understand the characteristics of a career profile.</i></p>	
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Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources
Teacher Notes: Incorporate www.NJCAN.org into lessons relating to employment search, college search, and workplace readiness.

Unit 2 Overview
Content Area: Career Exploration
Unit Title: Career Exploration
Target Course/Grade Level: 9-12
Pacing Guide: 15 Days
Unit Summary: Research careers using traditional resources, the Internet, and informal strategies, Explain how part-time work can help gain insight in making future career plans Formulate key questions to ask in assessing a career opportunity, and Understand the characteristics of a career profile.
Primary Interdisciplinary Connections: Social Studies, Language Arts
21 st Century Themes: College & Career Readiness
Learning Targets
9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-LITE RACY.W.11-12.6 Primary Standards Addressed: 9.2.12.C.3	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

9.2.12.C.5	Identify transferable career skills and design alternate career plans.
9.2.12.C.6	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures
9.2.12.C.7	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.8	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
	Assess the impact of litigation and court decisions on employment laws and practices.

<p>Unit Essential Questions</p> <p>How do we find happiness? Why is balance important? Why is it important to know how to prioritize?</p>	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <p>Having a holistic view of work life balance will help students lead happier and healthier lives. Identifying skills, interests and values can provide you with data to make more informed career decisions with an understanding that those may all change and evolve over time.</p>
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. A Job vs. A Career 2. How lifestyles affect work 3. Why People Work 4. Workplace Trends 5. Goal Setting/Decision Making 6. Career Paths 7. Interests, Skills, Personal & Work Values 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <p><i>Define a job, an occupation, and a career.</i> <i>Describe how skills, interest, and desired lifestyle may shape career plans.</i> <i>Explain how work life affects lifestyle.</i> <i>List reasons that people work.</i> <i>Identify workplace trends, such as the global economy, changing technology, diversity, and teamwork.</i> <i>Name the seven steps in the decision-making process.</i> <i>Explain how to use the decision-making process to choose a career path.</i> <i>Determine their values, interests, aptitudes, and abilities.</i> <i>Explain the importance of a good self-concept in choosing a career.</i></p>

	<p><i>Identify their personality and learning styles and match them with career paths. Incorporate www.NJCAN.org to identify careers based upon interests.</i></p>
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Evidence of Learning	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form <p>Suggested Benchmark:</p> <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
<p>English Language Learners:</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>Gifted and Talented:</p> <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
<p>Special Education:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>504:</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
<p>Students at Risk of School Failure:</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning

- Small Group Instruction
- Peer Buddies
- Tiered Activities
- Manipulatives
- Graphic Organizers

- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources
www.NJCAN.org

Teacher Notes: Incorporate www.NJCAN.org into lessons relating to employment search, college search, and workplace readiness.

Unit 3 Overview
Content Area: Career Exploration
Unit Title: Workplace Readiness
Target Course/Grade Level: 9-12
Pacing Guide: 20 Days
Unit Summary: Networking to develop job leads, Develop a career network and contact list, Use Internet resources to find career opportunities, Prepare for and complete job applications, Write an effective resume and cover letter, Interviewing Techniques
Primary Interdisciplinary Connections: Social Studies, Language Arts
21 st Century Themes: College & Career Readiness
Learning Targets
9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-Literacy. W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. How can self-awareness help us get along with others? 2. What is a stereotype? 3. What is a resume and cover letter? 4. How do businesses use the Internet? 5. Why is organization important at the workplace? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Self-awareness can help us get along with others by making us aware of our strengths as well as our weaknesses. It is important for us to know our weaknesses so we can work on turning them into strengths. 2. A stereotype is an oversimplified and distorted belief about a person or group. 3. A resume and cover letter are necessary documents when seeking a career. 4. Businesses use the Internet as a research tool and to: communicate with customers, buy and sell, advertise, and recruit employees. 5. It is important to be organized at work to keep from losing important information and it will help you to work more efficiently.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Identify personal strengths and weaknesses. 2. How to avoid and overcome stereotypes in the workplace. 3. How to construct and complete a resume and cover letter. 4. How to keep an organized and functioning workspace. 	<p>Unit Objectives</p> <ol style="list-style-type: none"> 1. Students will compile a brief summary of personal information, education, skills, work experience, interests, and activities. 2. Students will be able to define and give an example for different stereotypes in the workplace. 3. Students will use different examples and resources to create personal resumes and cover letters. 4. Students will utilize www.NJCAN.org website to create resume and cover letters.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources
Teacher Notes: Incorporate www.NJCAN.org into lessons relating to employment search, college search, and workplace readiness.

Unit 4 Overview
Content Area: Interview Process
Unit Title: The Interview Process
Target Course/Grade Level: 9-12
Pacing Guide: 15 Days
Unit Summary: Students will be exposed to commonly asked interview questions and appropriate responses. Students will also identify proper business attire for interview as well as preparation before interview and post interview follow up techniques and etiquette.
Primary Interdisciplinary Connections:
21 st Century Themes: College & Career Readiness
Learning Targets
9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-Literacy .W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
9.2.12.C.1	Review career goals and determine steps necessary for attainment.
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.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What are the commonly asked interview questions? 2. What method of following up from an interview is most effective and accepted? 3. Identify appropriate methods of accepting and rejecting job offers. 	<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. Commonly Asked Interview Questions & Appropriate Responses 2. Follow up/Thank you letter 3. Communication Skills 4. Anti-discrimination laws (such as Civil Rights Act and the ECOA) make it unlawful to discriminate on the bases of race, color, religion, sex, national origin, disability, or age (Protected classes). Although there are some Federal policies and some state and local laws that provide varying degrees of protection to LGBTQ individuals from discrimination sexual orientation and transgender status are not currently listed as protected classes. However, legislation is continually presented to add sexual orientation (LGBTQ+) and transgender status as protected classes and the June 2020 U.S. Supreme Court ruling that firing an employee for sexual orientation or transgender status constitutes discrimination based on the employee's sex sets has set legal precedent.
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Interview Questions & Answers 2. Appropriate Attire for Interview 3. Pre-interview Preparation 4. Post Interview Etiquette 5. Accepting/Rejecting Job Offers 	<p>Unit Objectives <i>Students will be able to...</i></p> <ol style="list-style-type: none"> 1. Students will be able to anticipate and answer typical and tough interview questions. 2. Students will understand procedures for following up on an interview. 3. Students will be able to recognize proper methods of accepting and rejecting employment.

Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
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Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher
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Resources
<p>Teacher Notes: Incorporate www.NJCAN.org into lessons relating to employment search, college search, and workplace readiness.</p> <p>Inclusive Interviewing Best Practices by Rebecca Long Medium</p> <p>Seven steps to inclusive recruitment and workplace diversity</p> <p>Bias</p> <p>Strategies for Job Interviewing with a Disability</p> <p>LGBT Interview Tips</p>

Unit 5 Overview
Content Area: Joining the Workforce
Unit Title: Joining the Workforce
Pacing Guide: 15 Days
Target Course/Grade Level: 9-12
<p>Unit Summary: This unit will discuss skills and qualities that will assist new workers in succeeding in their new jobs and careers as well as to minimize safety risks and legal conflicts. We will discuss what to expect at a new job, key attributes of a valuable employee and ethical behavior on the job. Students will also be taught the importance of attitude and handling criticism, pressure, gossip, and anger in the workplace. We will talk about being a healthy employee; this includes rest, exercise, eating habits, handling stress, and what to do in case of a workplace emergency. Legal issues will close out this unit.</p>
Primary Interdisciplinary Connections: Social Studies, Language Arts
21 st Century Themes: College & Career Readiness
Learning Targets
9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-LITE RACY.W.11-12.3. B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

<p>Primary Standards Addressed:</p> <p>9.2.8.B.3</p>	<p>Evaluate communication, collaboration, and leadership skills that can be developed through school, homework, and extracurricular activities for use in a career.</p>
<p>9.2.8.B.4</p>	<p>Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
<p>9.2.8.B.6</p>	<p>Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce</p>
<p>9.2.8.B.7</p>	<p>Evaluate the impact of online activities and social media on employer decisions.</p>
<p>9.2.12.C.1</p>	<p>Review career goals and determine steps necessary for attainment.</p>
<p>9.2.12.C.4</p>	<p>Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p>9.2.12.C.7</p>	<p>Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p>
<p>9.2.12.C.8</p>	<p>Assess the impact of litigation and court decisions on employment laws and practices.</p>
<p>9.2.12.C.9</p>	<p>Analyze the correlation between personal and financial behavior and employability.</p>

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What company policies are important to know when starting a new job? 2. Why is initiative important to employers? 3. How can you show your employer that you are honest and trustworthy? 4. Why does a positive attitude matter on the job? 5. What is stress? 6. What can workers do to make their workplace safer? 7. What are some labor laws that affect 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ol style="list-style-type: none"> 1. Policies like payment schedule, rules in sick days, holidays, and coming in late, and the schedule for performance reviews and raises, etc. 2. Employees with initiative will solve problems quickly and do not require constant oversight. 3. Be honest about time worked, about money and expenses, and your actions as well as the actions others.
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<p>employers? 8. What is harassment?</p>	<p>4. Your attitude determines how you react to situations and how others perceive you.</p> <p>5. Stress is a physical and emotional response to conflict.</p> <p>6. Learn and follow all safety rules and guidelines, use equipment safely, and report safety hazards.</p> <p>7. Laws mandate that employers pay at least minimum wage, allow labor unions, and give equal treatment to all employees.</p> <p>Any unwelcome behavior.</p>
<p>Unit Objectives <i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Examples of company policies on workplace behavior and expectations. 2. Leadership opportunities in the workplace 3. Ability to work effectively with coworkers 4. Maintaining proper employer/employee relationships 5. Affirmative Action in the workplace. 	<p><i>Interpersonal Work Relationships</i></p> <ol style="list-style-type: none"> 1. <i>Students will learn to work effectively with a variety of coworkers by recognizing and developing positive and respectful personal traits.</i> 2. <i>Students will understand and practice effective methods of conflict resolution.</i> 3. <i>Students will appreciate and increase sensitivity to diversity in the workplace.</i> 4. <i>Teamwork and Leadership</i> 5. <i>Students will be able to explain how teamwork benefits both team members and businesses.</i> 6. <i>Students will be able to describe the procedures necessary for organizing and maintaining an effective team.</i> 7. <i>Students will be able to define total quality management and explain its effect on workers.</i> 8. <i>Students will be able to discuss the characteristics of effective leaders and supervisors.</i> 9. <i>Students will be able to describe procedures for leading meetings.</i>

Evidence of Learning	
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Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources

Teacher Notes: Incorporate www.NJCAN.org into lessons relating to employment search, college search, and workplace readiness.

Unit 6 Overview

Content Area: Career Exploration

Unit Title: Building Towards Life After High School

Target Course/Grade Level: 9-12

Unit Summary: The students will learn that periodically assessing their career plan and career path is an essential lifelong learning skill that will help them balance their work and private life. They will learn how to continue their education after high school or how to attain other vocational or military opportunities.

Primary Interdisciplinary Connections: Social Studies, Language Arts

21st Century Themes: College & Career Readiness

Learning Targets

9.2 Career Awareness, Exploration, and Preparation

CPI #	Cumulative Progress Indicator (CPI)
NJSLS.ELA-LITE RACY.W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
Primary Standards Addressed: 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.

<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What is the difference between an associate's degree and a bachelor's degree? 2. What is the cost of college? 3. How does financial aid impact the college decision process? 4. Why are the SATs important? 	<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. Determine the education and training needed for different careers. 2. Use various resources (including NJCAN website) to research college and educational institutions. 3. Finding the availability of financial aid using the FAFSA 4. Focusing on SAT/ACT practice testing and questions (utilize collegeboard.com) 5. Understanding what to expect your first year of college/work
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Students will understand the college application process. 2. Students will understand the cost of attending a college or university. 3. Students will be able to explore options other than college such as vocational school and the branches of the military. 	<p>Unit Objectives</p> <ol style="list-style-type: none"> 1. <i>Students will be able to know if additional schooling after High School is a reasonable choice for them</i> 2. <i>Students will get a feel for schools that are affordable to them based on their FAFSA results</i> 3. <i>Students will be more comfortable testing under pressure with practice</i>

	<p>SAT/ACT & prep classes www.collegeboard.com</p>
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Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> ● Pretest/Post test ● Observation ● Class Participation ● Think-Pair-Share Summative Assessments: <ul style="list-style-type: none"> ● Quiz ● Unit Projects 	Alternative Assessments: <ul style="list-style-type: none"> ● Do-Now ● Exit Tickets ● Classroom Games ● Self-assessment ● Feedback from home form Suggested Benchmark: <ul style="list-style-type: none"> ● Quarterly Exam
Modifications	
English Language Learners: <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses-drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	Gifted and Talented: <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities
Special Education: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	504: <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions
Students at Risk of School Failure: <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping ● Small Group Instruction ● Peer Buddies ● Tiered Activities ● Manipulatives ● Graphic Organizers 	<ul style="list-style-type: none"> ● Chunking Information ● Scaffolded Questioning ● Modified Assignments ● Preferential Seating ● Visual Cues/Modeling ● Technology Integration ● Assistive Technology

Curriculum development resources, Instructional Materials, Equipment needed, Teacher Resources

Teacher Notes: Incorporated www.NJCAN.org into curriculum. Utilize www.collegeboard.com for college planning, college search, and SAT prep.