

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Career and Vocational Readiness

Length of Course:	Full Year
Elective/Required:	Elective
Schools:	High Schools
Eligibility:	Special Education Students: Grades 9 – 12+
Credit Value:	5 Credits
Date Approved:	October 20, 2020

TABLE OF CONTENTS

Part 1

Internet Navigator	3
Workplace Behavior A	5
Digital Citizen	8
Child Labor Laws, Wage and Hour, and Hazardous Orders	32
Exploring Career Clusters A	34

Part 2

Tech Savvy Ambassador	36
Prime Professional	51
Health and Safety in the Workplace	63
Workplace Behavior B	68
Exploring Career Clusters	71

Part 3

Financial Literacy	73
Transition	76
Exploring Career Clusters	80

Career and Vocational Readiness Curriculum Part 1

Unit Title: Internet Navigator

Targeted Standards: (local, district, state or national) 9.4; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will be able to understand and describe the importance of digital literacy in their education.

SWBAT increase expressive/receptive language abilities through lesson participation and social games/activities

SWBAT demonstrate giving, receiving and interpreting feedback from peers

SWBAT summarize lesson content in verbal, gestural or written form through both group and independent activities

SWBAT identify various employment pathways and utilize workplace readiness tools

SWBAT demonstrate, both verbally and through written activities, the basic principles of earning, spending and budgeting

Essential Questions:
 What is the internet? What are browsers? What is a search engine? What are website applications and website accounts? What are appropriate online behaviors? What are methods for connecting to the internet? What are the Google Internet Applications? How do people identify internet icons?

Unit Assessment: Students will be able to understand and describe digital literacy through teachers generated formative and summative assessments.

Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.	What is the internet	SWBAT identify basic internet terminology	Identify basic Internet terminology.	Student data, teacher generated formative and summative
	Browser Basics	SWBAT operate the basic elements of a browser	Operate basic elements of a browser.	

<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>CRP11. Use technology to enhance productivity</p>	Searching Basics	SWBAT recognize the elements of a search	Demonstrate elements of a search.	<p>assessments, classroom based informal assessments, verbal questioning</p>
	Website Applications	SWBAT identify the basic concept of online accounts	Identify basic concepts of online accounts.	
	Sharing Basics	SWBAT distinguish appropriate online sharing behaviors	Distinguish appropriate online sharing behaviors.	
	Connecting on the Internet	SWBAT describe methods for communicating online	Describe methods for communicating online	
	Google	SWBAT recognize the function of various Google internet applications	Recognize the function of various Google Internet applications.	
	Popular Icons	SWBAT identify popular internet icons	Identify popular internet icons	
<p>Resources: Teacher-made materials and activities.</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Workplace Behavior A

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will understand and be able to demonstrate both successful and problematic workplace behavior.

SWBAT increase expressive/receptive language abilities through lesson participation and social games/activities

SWBAT demonstrate giving, receiving and interpreting feedback from peers

SWBAT summarize lesson content in verbal, gestural or written form through both group and independent activities

SWBAT identify various employment pathways and utilize workplace readiness tools

SWBAT demonstrate, both verbally and through written activities, the basic principles of earning, spending and budgeting

Essential Questions: In the workplace, what are behaviors that will help an employee be successful? What behaviors can be problematic? Which behaviors should be focused on to obtain and sustain employment?

Unit Assessment: Students will be able to demonstrate both successful and problematic workplace behaviors through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading	Successful Behavior	SWBAT identify and define successful behavior in the workplace.	PARTICIPATION/CONTRIBUTING: Taking part in an activity. Providing contributions to a group or team. SHARING/HELPING/COLLABORATION: Working with another peer to complete a task. Sharing a resource or	Student data, teacher generated formative and summative

<p>comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition</p>			<p>information that helps a peer. Offering guidance to help a peer complete a task.</p> <p>GREETING A GUEST: To welcome or recognize a guest. Introducing a friend or yourself to others.</p> <p>FOLLOWING DIRECTIONS/STAYING ON TASK: Student sustains attention, completes a given task and follows directions.</p> <p>ENCOURAGING: Giving verbal or other types support to build confidence and promote future success.</p>	<p>assessments, classroom based informal assessments, verbal questioning</p>
<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</p> <p>CRP1. Act as a responsible and</p>	<p>Problematic Behavior</p>	<p>SWBAT identify and define problematic behavior in the workplace.</p>	<p>OFF TASK: Not focusing on a given task</p> <p>OFF-TOPIC / INAPPROPRIATE COMMENT: A comment does not relate to the topic being discussed. A disrespectful comment.</p> <p>DISRESPECT / TEASING: To insult, make jokes or comment on another person’s character or behavior in a negative way.</p> <p>COMPLAINING / WHINING: Expressing displeasure, annoyance, or disapproval.</p> <p>ARGUING: Student gives reasons or cites evidence to contend with teacher (or peer) decisions.</p> <p>INTERRUPTING: To stop a person when they are saying or doing something. To disrupt a process</p> <p>USING MATERIAL + POSSESSION APPROPRIATELY (UMAPA): Pronounced: U-mah-pah. UMAPA stands for Using material and possession appropriately. If you do</p>	

<p>contributing citizen and employee.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			<p>NOT use your classroom or workplace materials the way they are supposed to be used, you will hear this abbreviation.</p>	
<p>Resources: Teacher-made materials and activities.</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Digital Citizen

Targeted Standards: (local, district, state or national) 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will understand the uses of email/Gmail and how to navigate and use the tools of the platform.

SWBAT increase expressive/receptive language abilities through lesson participation and social games/activities

SWBAT demonstrate giving, receiving and interpreting feedback from peers

SWBAT summarize lesson content in verbal, gestural or written form through both group and independent activities

SWBAT identify various employment pathways and utilize workplace readiness tools

SWBAT demonstrate, both verbally and through written activities, the basic principles of earning, spending and budgeting

Essential Questions:

What are the essential concepts in using email? How can a person navigate the Gmail and Google Drive interface? How does a person send and receive an email? How does a person identify spam? How can a person create and manage a Google account? What are the main components and functions of the Google Calendar and Google Drive?

Unit Assessment: Students will be able to demonstrate the uses of email/Gmail and how to navigate and use the tools of the platform through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.IML.6: Use various types of media to produce and	Using Email	SWBAT demonstrate comprehension of the	Using Email: Having an email account is very important. You will need to use your email account for many things. You will need to check your email account every day. You	Student data, teacher generated

<p>store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>CRP11. Use technology to enhance productivity.</p>		<p>essential concepts in using email.</p>	<p>can access your email from any computer or mobile device.</p> <p>Email Account: To send and receive emails, you will need to create an email account. You can create a free email account with websites like Google. Your email account is private. It belongs only to you.</p> <p>Email Address: You know that an email address has three main parts: 1. a username 2. the @ symbol 3. the name of the website where you created your email account.</p> <p>Sending an Email: When you send an email to someone else’s email address, the email will go to their personal account.</p> <p>Receiving an Email: To send and receive emails, you will need to create an email account. when another person sends you an email, the email will arrive at YOUR personal email account. If someone wants to send you an email, they will need your email address. When you give your email to someone you are giving your personal information. You need to be very careful who you share your email address with. Do not post your email address on public websites. Do not share your email with people you do not know.</p> <p>Email Rules: If you want to have an email account, you MUST be responsible and follow the email rules. These rules are will keep you safe. These rules will help you use email appropriately.</p> <p>Response Time: When you send an email to another person’s email account, they may not be at their computer or looking at their email account. People check their email</p>	<p>formative and summative assessments, classroom based informal assessments, verbal questioning</p>
--	--	---	---	--

			<p>accounts at different times. They may not respond to your email right away. You must be patient and wait for their response. Do NOT continue to send more emails.</p> <p>Appropriate Sharing: When you send an email, you are sharing information. You must share appropriately. Make sure that the emails you send have :1 respectful language and 2 an appropriate topic. Be sure to follow these rules. Remember, sharing on the internet, can make your information public.</p> <p>Appropriate Attachments: When you send an email you can also share digital files like documents, images, videos, music, presentation and more. An email attachment is a digital file like a document, image, video, song or presentation that is attached to the email message. You can sometimes send more than one attachment in one email.</p> <p>Sharing Email Addresses with Others: If someone sends you an email, you will be able to see their email address. You should NOT share this email address. If you want to share someone else’s email address, you must ask the person who it belongs to.</p>	
	Using Gmail	SWBAT navigate the Gmail interface.	<p>Gmail Window: You will soon create your own gmail account. After you sign in to your gmail account, you will view your gmail window in your browser. To use your gmail account you will need to look carefully at your gmail window.</p> <p>Parts of Gmail: There are several key parts to your gmail window. The inbox is where you will receive all of your emails. You can use your email menu to view different email folders like your sent mail folder or your draft folder. You can you the search field to find emails in your gmail</p>	

			<p>account. You can use these parts to help you manage your email.</p> <p>GMail Inbox: The inbox will list all of your emails. The newest emails will be at the top. The gmail inbox will show you who the sender of the email is, what the subject of the email is, when the email was sent and if there is an attachment.</p> <p>GMAIL Sent Folder: Every email you send, will be in your sent mail folder. In this folder all the emails that you send will be listed. You can check your sent mail folder to check and make sure your email was sent. You can click on the word sent mail to view your sent folder. When you are done with your sent folder, you can click inbox to return to your inbox.</p> <p>GMAIL Draft Folder: You may start to write an email, but not have time to finish it. You can save this email and finish it later. Your draft folder is where unfinished emails can be saved. You can return to your draft folder and complete the email when you are ready.</p> <p>GMAIL Search Field: You can use gmail's search field to find an email. You can type keywords that are in the email that you want to find. Then click the button with the search icon on it. Your inbox will list all of the emails that have those keywords in it.</p> <p>Signing into Your Gmail Account: Each time you want to check your gmail account, you will need to sign in. To sign into your gmail account you must type www.gmail.com into your browser's address bar. Next you will type in your username in the username field box and your password in</p>	
--	--	--	--	--

			<p>the password field. Then you will Click the blue button that says sign in.</p> <p>Signing Out of Your Gmail Account: When you are done using your gmail account you must sign out to protect your information. To sign out of your account, FIRST click on your name at the top of your email account. Then click the button that says "sign out."</p>	
	<p>Sending an Email in Gmail</p>	<p>SWBAT execute the steps required to send an email.</p>	<p>Compose Mail Button: Your email window also has a compose button. The compose button is what you click when you want to compose or create a new email. The compose button in gmail is It is located above the menu. When you click on the compose button, a new email window will appear.</p> <p>To Field: The to field is the first field on a new email window. This is where you type the email address of the person or people you are sending an email to. Make sure you type the email address carefully. If you type the wrong email address the email will not send.</p> <p>Sending an Email to More Than one Person: If you want to send email to more than one person, you will add a comma after each email address you type. The comma key is located next to the letter M on your keyboard. It looks like this. To send an email to more than one person. Type the first email address into the to field, next, press the comma key and then, press the spacebar and type the next email address. You can repeat this process to add more email addresses.</p> <p>Subject Field: This is the subject field of an email. The subject field tells the reader what the email is about. The subject should be a short description. No more than 4 words or one short sentence.</p>	

			<p>The Email Body: The next field you will complete is the body field. This is the body field. The body field is the largest field on the email window. It is the field where you will type your email message.</p> <p>Send Button: When you finish writing your email, you will send it! You will click on the send button when you are ready to send your email. When you click the send button, your email will be sent to the email address you typed in the to field. Gmail will send the email and then return you to your inbox. Remember your sent email will be stored in your sent mail folder.</p> <p>Sending an Attachment: You can send an attachment with your email. To attach a file to your email, you will click the 'attach a file' hyperlink. The 'attach a file' hyperlink is located right below the subject field. When you click on the 'attach a file' hyperlink, a window will pop up. You will use this window to find the file you want to attach. When you find the file you want to attach, you will click on the file name and then click the open button at the bottom of that window. The status bar will show you the progress of the file being attached to your email. When the file is completely attached, you can click send.</p> <p>Save an Email: If you start an email, but are not finished or ready to send it you can save it. Click the save button to save an email. When you save an email. the email will be in your draft folder. You can click on the word draft to see your saved email. Your draft folder is on the gmail menu. Click on the email to complete and send. Remember once you send an email the email will be in your sent mail folder.</p>	
--	--	--	---	--

	<p>Receiving an Email</p>	<p>SWBAT manage receiving email within a Gmail account.</p>	<p>Opening Email: When you look at your inbox you can click on any email to read it. If you did not read the email yet, it will be in bold. That means the text will be darker, the background will also be different. When you click on the email in your inbox, you will open the full email. Now you can view the email message from the sender. When you are finished reading the email you can choose to reply to the email or forward the email to someone else. Or, you can go back to your inbox by clicking the word inbox.</p> <p>Replying to Email: At the bottom of your email, you will see a field that says, "Click here to reply or forward." When you click the word reply hyperlink, a new compose message will appear. You will see that the to field already has the email address that you are replying to in it. Your reply will have the same subject line. The email message that was sent to you will be under the new email. You will write your reply in the body and click send. Remember, be careful when you are sharing. You do not share information that is not yours to share-- like someone else's email.</p> <p>Forwarding Email: To forward an email means to send the email message that was sent to you to another person. When you click on the forward hyperlink, a new compose email window will appear. You will have to type the email address of the person you want to send the email to in the to field. When you forward an email, A fwd: will appear in the subject line. This tells the person that you are sending them an email that was sent to you first.</p> <p>Receiving a Forwarded Email: To forward an email means to send the email message that was sent to you to another person. When you click on the forward hyperlink, a new compose email window will appear. You will have to type the email address of the person you want to send the</p>	
--	---------------------------	---	---	--

			<p>email to in the to field. When you forward an email, A fwd: will appear in the subject line. This tells the person that you are sending them an email that was sent to you first.</p> <p>Email Conversations: Email conversations are the emails that are sent back and forth between you and a person that have the same subject line. For example, if you send an email to your teacher with the subject “my birthday” and she replied to your email, both of the emails will become an email conversation. Your inbox will show you how many emails are in the email conversation you can click on each conversation to view the email message.</p> <p>Receiving Attachments: You may receive an email with an attachment. You will see the attachment icon in your inbox. The attachment will be at the bottom of your email. Gmail may show a preview of the file that is attached. You can click view to see the attachment OR you can download it to your computer. You should only open an attachment from someone you know.</p> <p>Downloading Attachments: You can Click the Download hyperlink at the bottom of your email to save the attachment to your computer. When you click on the download hyperlink a download window will appear and ask you if you want to Open or Save the file. It is easier to choose open the file and click on the ok button at the bottom of the screen.</p>	
	Spam	SWBAT recognize and evaluate email spam.	<p>Email Spam: To stay safe with email. You need to know what spam is. Spam is email that you do NOT want. Spam can be email messages trying to sell you something OR email messages that are trying to steal your information. Do NOT respond to an email that you do not know. You can ignore or delete these messages. If you are not sure if</p>	

			<p>an email is spam, you can ask an adult. Gmail will put most of the spam emails into your spam folder.</p> <p>Phishing: Spam is email that you do NOT want. Phishing is a kind of spam that attempts to steal sensitive information such as usernames, passwords, and credit card details (and money). You can ignore or delete these messages. If you are not sure if an email is phishing, you can ask an adult. Gmail will put most of the phishing emails into your spam folder.</p> <p>Spam Attachments: Some spam emails may have attachments. These attachments can contain viruses. A virus can damage your computer or be used to steal your personal information. If you do not know the person who is sending the email with the attachment—do not open it!!! The attachment could be a virus! To be safe, do NOT open an attachment that you weren't expecting. If a friend sends you an attachment, you should ask them if they really sent it to you before you open it.</p> <p>Spam Hyperlinks: A spam email may have a hyperlink in it. If you receive an email from an address you do not know Do NOT click on the hyperlink. Remember the spam email could look like a real company, but it is easy to lie in an email. For example, an email that is trying to steal your account username and password may include a hyperlink to a fake website. The website might look just like the real website. You should only log into websites that you know are REAL. If you're not sure, Ask an adult for help.</p> <p>Chain Emails: Chain mail is a type of spam that tells a story. A chain mail will ask you to send the email to other people. For example, it might say, "Send this email to 5 people who you think are special!" As a rule, Do NOT</p>	
--	--	--	--	--

			<p>forward these emails. Even if you think that it is a nice email to share, it is not appropriate to share chain emails.</p>	
	<p>Creating a Google Account</p>	<p>SWBAT create a Google Account.</p>	<p>VISITING GOOGLE TO CREATE AN ACCOUNT: Type the url www. google.com into your address bar. You will first have to click the sign in button in the top right hand corner of the website. You will see a sign in box, but you can't sign in yet. First you will need to create an account. Click on the 'create an account for free hyperlink. You will now see the box with account information fields.</p> <p>ENTERING YOUR NAME: You know that you can create a google account by entering the appropriate information into the fields. Look at the first field. It says name above it and first inside of it. This mean that you will type your first name in this field. The field next to the first name field is the last name field. You will type your last name in the last name field.</p> <p>Choose a Username YOU KNOW that you will type a username every time you want to use the website application. YOU KNOW your username will tell the web application who is using the website. The next step is for you to choose your username. We would suggest using your first and last name typed as one word. That means you do NOT type a space in between your first and last name. This username may not be available. If you type in a username that is already being used by someone else, you will see a message in red that says, "Someone already has that username. Try another?" Google will give you a username that is available. You can use the one Google has suggested or you can try another one.</p> <p>Creating a Password</p>	

			<p>You will have to create a password. YOU KNOW A password is a secret word that the website application will use to match you to your username. YOU KNOW that when you type in both your username and password the web application will give you permission to use your account. Create a password that is at least 8 characters long. That means that you will type a password with at least 8 numbers and letters. Make sure you write down your password and keep it somewhere safe. After you type your password into the create a password field, you will have to type it again. In the confirm your password field.</p> <p>Enter Your Birthday Next, you will enter your birthday. First, you will select the month that you were born in using the drop down menu. Next you will click in the field that says day. In this field you will type the day of your birthday. Then you will click in the year field and type in the year that you were born.</p> <p>Select a Gender Let's keep going and enter the appropriate information into the fields. Next, you will select your gender. This is easy. If you are a girl then you will select female from the gender drop down menu. If you are a boy, then you will select male from the gender drop down menu.</p> <p>Skipping Fields You do NOT have to enter any information into the phone and email field. You can skip these two fields. You do not have to type any information into these field.</p> <p>Prove You Are Not a Robot Google will want you to prove that you are not a robot. You can prove that you are not a robot by typing the two pieces of text that you see in the box. You will type the text that</p>	
--	--	--	---	--

			<p>you see into the field below the text. If you do Not enter the text in the field correctly, you will have to do it again until you get it right.</p> <p>Terms of Service The next step is to check the box to agree to Google’s terms of service. You can check the box by clicking on the box next to the words I agree to the Google terms of service and privacy policy. Next you will click the blue button that says “next step.” Remember, the next step button is blue and located at the bottom of the create an account form.</p>	
	<p>Gmail Contacts</p>	<p>SWBAT manage Gmail contacts.</p>	<p>What is a Contact?: A contact is the word for a person that you communicate with. You can store personal information about your contacts in your gmail account. You can store your contact’s first and last name, email address, phone number, and more.</p> <p>Saving Contacts: When you send an email to a contact’s email address or receive an email from a contact’s email address. Gmail will automatically save the email address to your contact manager. This way you will not have to remember every email address of all of your contacts. To view and edit your contact list, first click on the gmail dropdown menu. The gmail dropdown menu is located above the compose button. When you click on the Gmail dropdown a menu drops-down. Click on the word Contacts.</p> <p>Contact Manager: The contact manager will look similar to your gmail inbox window. The contact manager has a menu called Contacts. The Contacts menu will list every contact saved to your gmail account. A contact list shows every contact that is saved to the gmail account. You will be able to see the information that has been saved for</p>	

			<p>each contact. You can see their name, email address, phone number or address. You can click on the New Contact button to add a new contact to your account.</p> <p>Editing Contact Information: The contacts in your lists can be edited. When Google saves an email to your contact list, they may not add a name for the contact. You can add the name yourself. When you click on the contact's information, it opens the contact's profile of personal information. You can add information to the contact's profile. Click in the Add Name field. Type the first and last name of the contact. When you are done, press enter on your keyboard. The name you entered will be saved.</p> <p>How Can I Organize My Contacts?: You can organize your contacts into groups. You might have a group for family and another for friends. Or you might have a group for the people that you work with. Organizing your contacts into groups will make frequent sharing with these contacts easier. Instead of typing in each email address of the list of people you want to share with, you can type in the group name and it will email everyone you assigned to that group. For example, you could create a group to email your entire class at one time. You would need to have each classmate listed as a contact in your gmail account. If you were having trouble on a homework assignment, you could reach out to your classmates and ask them for help. It would be easy to enter the group name, "Room 421" or "Math Class."</p> <p>How Do I Create a Group?: Once you've added people to your contacts list, you can add them in to a group. First, think about the type of group you want to create. Then click on Contacts and read through your contact list. Select each contact by clicking in the box next to their name.</p>	
--	--	--	---	--

			<p>Once they are checked, they will be highlighted. You can add them to a group by click the group button. Type in the name of the group in the field and then click the blue ok button. Your group will be listed in the contact menu under My Contacts.</p> <p>Adding Another Contact to a Group: You can add contacts to the groups you create. First click on “My Contacts” to view the contact list. Select contact that you want to add to the group by clicking the box next to their name. A check will appear in the box and the line will be highlighted as yellow. Then click on the groups button. It looks like this. A menu of groups will drop down. You can click on the group that you want to add the contact to. You will see a group label on that contacts profile.</p> <p>How Do I Remove a Contact Group?: You can also remove a contact from a group. To remove a contact from a group you will need to edit the contact’s profile. First, find your group under the “My Contacts” menu. If you don’t see it, you can click on the dropdown icon. Click on the group name. Click on the contact that you would like to remove. You can now see the contacts personal information. Under the contacts name, you will see the name of the groups they are in. To delete the contact from the group, click on the group name. Then click “remove from this group.”</p> <p>Return to Inbox: When you are done with your contact manager, you can return to your gmail inbox. To return to you gmail inbox, click the word Contacts. It is located below the word Google. A drop-down menu will appear. Click on the word gmail. When you click on the word gmail, you will see your gmail inbox appear again. Now you can send and receive email to and from your gmail groups.</p>	
--	--	--	---	--

			<p>Sending an Email to Your Group: You can send an email to the groups you have created in your contact manager. When you compose an email, you will type the name of the group into the 'To' Field. As you type, a drop down menu will drop down from the to field. If you see the name of the group that you want to send an email to, click on it. Make sure you choose the correct contact or group. Now, you can complete the email and send it to your group.</p>	
	<p>Gmail Formatting</p>	<p>SWBAT format Gmail messages.</p>	<p>Formatting Email: You can use the format buttons to edit your emails. The format buttons are at the bottom of the compose window. They are lined up next to the blue send button. With formatting buttons you can change the style, size and color of your text. You can add images to your email. You can create your own hyperlinks and more!</p> <p>How Do I Format My Text?: The first formatting button is the letter A with a line underneath of it. When you click on this button, another menu will pop out. This menu will have more formatting buttons! You can use these buttons to edit the text you have typed in your email. You can change the font. The size, make the text bold, make the text italic, make the text underlined, changed the text color and more.</p> <p>Highlighting Text: To format the text, you must first highlight the text. Highlighting the text means that you are using your pointer to select the text you want to format. Highlighting can be tricky. You will have to click your mouse and hold it down. Keep your finger holding it down and then slide your cursor over the text you want to highlight. You should see a color move across the text. This might take some practicing. Once the text is highlighted, you can choose your changes.</p>	

			<p>Bold Text: After you highlight the text, you can click on a formatting button to change that text. For example, if you want to make your text bold you will highlight the text you want to change. Then, you click the bold button. The bold button has a B on it. If you don't like the bold font, you can change it back. You can change it back by clicking on the Bold button again. You can do the same thing with the italic and underline buttons.</p> <p>More Formatting Options: Just like you changed the text to bold, you can format text: in other ways. For example, you can change: the size of your text. Once your text is highlighted, you can use the formatting buttons to change the size of your text. This is the size button. It has a big T and a smaller T. First, click on the size button. You will see the words: Small, Normal, Large, Huge. The check mark shows you the size that your text is now. You can click on any of the size option to change the size of the text. If you don't like the size you chose, you can change it to another size by repeating the steps.</p> <p>The Plus Icon: The plus icon means that there is more. When you click on the + icon, you will see more icons appear! Let's look at these icons. This is the drive icon. When you click on this icon, you can insert a file into your email. You will learn more about drive. This is in the insert photos icons. When you click on this button, you will be able to insert a photo into your gmail. This is the insert link icon. You can make your email text a hyperlink. This is the insert invitation icon. You can use your Google calendar to schedule events and invite others through email. You will learn more about Google Calendar.</p> <p>Formatting Rules: Now that you know how to format your emails, you must also know how not to format your emails.</p>	
--	--	--	---	--

			<p>Here are some formatting rules. Don't make the text too small it will be hard for others to read. You should use the normal size text. Do not put all of your text in bold. Make your text bold only when you want to emphasize a word or an important part of your email. Do not use colors that are hard to read. Remember you must always share appropriately. Use respectful language and stay on topic. Do not share photos with someone that you do not know. Always have your daytime clothes on in your photos.</p>	
	<p>Gmail Search</p>	<p>SWBAT perform a Gmail inbox search.</p>	<p>What is a Gmail Search?: You can use the gmail search to find any email message, no matter how new or old. It searches every part of the email. The gmail search will look for your keywords in the to field, the subject field, the body field and even in the attachment file name.</p> <p>Keywords in a Gmail Search: You can use the gmail search to find any email message, no matter how new or old. It searches every part of the email. The gmail search will look for your keywords in the to field, the subject field, the body field and even in the attachment file name.</p> <p>How Do I Search in Gmail?: To search for a message in your gmail account, type in the keywords of the email you are trying to find. Then click on the search icon. For example, if you wanted to find an email that you sent to your friend about your birthday, you would type the keyword, birthday into the search field. Then click the search icon.</p> <p>Gmail Search Results: After you enter the keywords of the email you are trying to find, you will view the email search results in your inbox. You may have more: than one email that has your keywords in it. They will be listed in the inbox. You can click on each email to see which email you are looking for.</p>	

			<p>Back to Search Results: If you click on an email in your email search results, but it is not the one you are searching for, you can go back to your email search results list. To go back to your email search results, click on the back to search results arrow. It is located under the gmail search field. When you click on the back to search results arrow, you will go back to your gmail search results list.</p>	
	<p>Google Calendars</p>	<p>SWBAT identify the main components of the Gmail Calendar.</p>	<p>What is a Gmail Calendar?: Your gmail account also lets you use Google Calendars. The google calendar lets you stay organized. You can access your google calendar from any computer with internet access</p> <p>Stay Organized: Your google account allows you to have your own personal calendar. You can use a Google Calendar to manage your time, create appointments and organize tasks. You can change, edit and rearrange your schedule whenever you want</p> <p>What are Events?: An event is an appointment you can create in your google calendar. When you create a new event, you include a title, a start and end time, a location, and more.</p> <p>What is an Event Reminder?: You can also schedule event reminders. You can set a reminder minutes, hours, days or weeks before you event. An event reminder can be sent by email or pop up on your computer or phone.</p> <p>Viewing Calendar: There are many ways to view your google calendar. You can view your Google calendar by day and see all of your events scheduled for that day. You can view your Google calendar by week and see all of your events scheduled for that week. You can view your</p>	

			<p>Google calendar by month and see all of your events scheduled for that month.</p> <p>Using Multiple Calendars: You can create multiple calendars to help organize your schedules. Each calendar is assigned its own color. All of the events for that calendar will be in the same color. For example, you might have two calendars. One that you use to keep track of your school events. This calendar could be assigned an orange color. You may also have another to manage your doctor appointments. This calendar could be assigned a blue color.</p> <p>Sharing Calendar: Google also lets you share your calendars. If you share your Google calendar with a friend or family member, then they will be able to see all of the events you scheduled on that calendar. You can also let your friends and family edit your calendar. This means that they can add an event or change or edit an event that is already scheduled. Remember, do not share your calendar with people you do not know.</p>	
	<p>Creating Events in Google Calendar</p>	<p>SWBAT execute the steps to creating an event in Google Calendar.</p>	<p>How Do I Access my Google Calendar?: You can access your google calendar from your gmail inbox. To access your google calendar click on the calendar link. The calendar link is located above the gmail search field. When you click on the calendar link, you will see your google calendar.</p> <p>Creating an Event: You can add and edit events on your calendar. To add a new event to your calendar click the create button. The create button is red. It looks like this. When you click the create button, you will see a new form. You can complete this form to create a new event.</p>	

			<p>What is an Event Title?: You will need to think of a name for your new events. The name of your event is called a title. The title of your event tells you what the event is about. For example, the name for your school field trip event would be "School Field Trip!" To add a title to a new event, click in the 'untitled event' field. It looks like this, then type of the title for your event.</p> <p>When is the Event?: Every event must have a date. You will enter the date of the event into the date field. The date field is located under the title field. When you click on the date field, a calendar will open. To add an event date click on the field with today's date. Then, click on the date that the event will happen on.</p> <p>What Time is the Event?: An event also needs a scheduled time. You will enter the start and end time of your event. First you will enter the start time. This means that this is the time that the event will start. To add a start time to an event click on the field next to the date field, here. When you click on the start time field, you will choose the time that your event will start. Next you will choose the time that your event will end. To add an end time to an event, click on the next time field. The end time field is after the word "to."</p> <p>Where is the Event's Location?: The location of the event is where you will go to get to the event. The location of your event is entered in the where field. The where field is located here. Click in the where field and type the location of the event.</p> <p>What is an Event Description?: The description of the event is what you plan to do during the event or where you type any notes for that event. The description of your event</p>	
--	--	--	---	--

			<p>is entered in the field labeled “description”. You can click in the description field to add your notes to the event.</p> <p>Inviting a Guest to Your Event: You can tell someone else about the event you created, by inviting them as a guest to the event. To invite a guest to you event you need to add their email address to the add guests field. This is the add a guest field. To add a guest to an event click on the field labeled “enter email addresses.” Type in the email addresses of the person you want to share your event with. Then, press enter.</p> <p>Save Your Event: After you have added all of your event information, you need to save the event. Saving the event adds the event to your calendar. To save your event click on the save button. The save button is red and is located here above the title field.</p>	
	<p>Introduction to Google Drive</p>	<p>SWBAT identify the functions of Google Drive.</p>	<p>What is Google Drive?: Your Google account also gives you access to Google Drive! Google Drive is a free service from Google that lets you store files online and access them from any computer. You can store files like, documents, presentations, photos, videos and more!</p> <p>What is the Cloud?: All of your files on Google Drive are stored on the cloud. The space where you store your files on the internet is called the cloud. This means that the files are NOT stored on your computer. They are on the internet. That is how you can access your files from any computer!</p> <p>What are Google Docs?: Google Drive also lets you access Google Docs. You can use Google Docs to create documents, presentations, and spreadsheets.</p>	

			<p>Sharing Using Google Docs: Google Drive will let you share your Google Docs. When you share your Google docs with other people, they can view them. They can also edit or change the files you created!</p> <p>Keeping Your Files: Google Drive will help you organize your files. You can use the search, filter and sort tools to organize your files. You can also put files into folders.</p>	
	<p>Google Docs</p>	<p>SWBAT describe the types of Google Documents.</p>	<p>Types of Google Docs: There are different types of docs that you can create and share using Google Docs. There are Documents, Spreadsheets, Presentations, Forms, & drawings.</p> <p>Google Documents: A google document is just like a piece of paper. You can use a google document for writing a letter, creating a flyer, writing an essay, and more.</p> <p>What are Google Spreadsheets?: Spreadsheets are a type of document that stores and organizes information. Spreadsheets have rows and columns. You can create spreadsheets for all types of information. For example, you can keep track of your usernames and passwords in a spreadsheet.</p> <p>What are Google Forms?: You can use Google Forms to collect and organize information. You can use forms to plan events, send a survey, give students a quiz, and more. Google forms can be connected to google spreadsheets. This keeps the information you collect organized.</p> <p>What are Presentations?: You can use Google Presentations to create for creating your own presentations. A Google Presentation is made up of</p>	

			<p>SLIDES. Each slide presents information that you want to share. You can add information like text, photos, videos and more to each slide. Then when you're ready you can present your presentation to other people!</p> <p>What are Google Drawings?: With Google drawings you can create, share, and edit drawings online. you can edit drawings online with anyone you choose. With Google Drawings, you can insert text, shapes, images, links, and more!</p>	
	<p>Google Drive Interface</p>	<p>SWBAT navigate the interface in Google Drive.</p>	<p>Looking at Google Drive: If you have a Gmail address, you already have a Google Account. You can sign in to Google using your account information. To view your google drive, you will click on the 9 squares at the top right hand corner of the window next to your name. Then, click on the Google Drive icon.</p> <p>The View Pane: The view pane displays all of your files. The view pane is the largest part of the Google Drive window. You can see what files are shared, who owns or created them and when files were last modified or changed. You can click the title of a file to open it.</p> <p>The Google Drive Menu: The words in the menu bar help you know what is on each page. This is the google drive menu. It's located under the red create button. When you click on the words in the menu, only the files in that category will appear in your view pane. For example, you can view files that you own, that have been shared with you, that you have starred, that have been recently viewed, and that you have deleted.</p> <p>Searching Your Files: You can search for files in your Google Drive. The Google Drive search bar is located here. At the top of the page, next to the Google logo.</p>	

			<p>When you enter a keyword, Google Drive will display files that match your search in the View pane.</p> <p>Action Buttons: The Action buttons will appear when a file is selected. The action buttons will appear above the view pane. Use the Action buttons to get a link to Share, share with a specific person, preview, delete and more!</p> <p>New Button: The new button is located above the google drive menu. You can click the New button to start a new document, spreadsheet, presentation, or other Google Document. You can also create a new folder and upload a file to your Google Drive by clicking on the New button.</p> <p>Organizing Your Files: Files can be organized into folders. You can use the move to action button to organize files into folders. The move to action button is located here. You will need to select the file that you want to move by clicking on that file and then clicking on the move to button. Then, you can select the folder that you want to move your files to.</p>	
<p>Resources: Teacher-made materials and activities.</p> <p>Computer; internet access; school provided email & password</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Child Labor Laws, Wage and Hour, and Hazardous Orders

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; Career Ready Practices

Unit Objectives/Conceptual Understandings:

SWBAT understand that there are child labor laws, wage and hour, and hazardous orders that protect them and that they must follow on the job site.

Essential Questions: What can my employer require of me? What can't they require of me?

Unit Assessment: Students will be able to demonstrate an understanding of child labor laws, wage, hour, and hazardous orders that protect them and that they must follow on the job site through classroom evaluations.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense	Types of jobs and hours that can be worked at specific ages.	SWBAT identify what their employer can and cannot require of them. As a young worker you are limited in the types of jobs and number of hours you can work.	Identify state laws that address the following questions for the following age groups (14, 14-15, 16-17, or 18) What hours can I work? What Jobs can I do? How much should I be paid?	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	Hazardous occupations	SWBAT identify occupations that are declared hazardous.	Federal law establishes certain safety standards and restrictions for young workers. If you are not yet 18, you are prohibited from being employed in occupations that have been declared hazardous by the Secretary of Labor. Identify those occupations.	
	Hazardous jobs on the worksite	SWBAT identify potentially	Rules/laws of using the trash compactor or bailer on the job. Using a box cutter, the oven, pesticides, lawn	

<p>of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Permitted work hours</p>	<p>dangerous or hazardous jobs on the worksite</p> <p>SWBAT identify hours allowed to work and complete a Work Hours Calendar</p>	<p>mower, vehicles etc. Identify potentially hazardous jobs on the site and determine state law regarding use.</p> <p>Identify how many hours that you are permitted to work based on your age, and practice creating a work calendar</p> <p>https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/calendarR5Web.pdf</p>	
<p>Resources:</p> <p>Teacher-made materials and activities.</p> <p>https://www.youthrules.gov/</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Exploring Career Clusters A

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; Career Ready Practices

Unit Objectives/Conceptual Understandings:

SWBAT understand that there are many career options.

SWBAT identify their own career interests.

Essential Questions:

What careers are of interest?

What education/training is needed for particular careers of interest and how long will it take to complete?

What are appropriate internships & SLE placements?

Unit Assessment: Student will demonstrate the ability to develop a career plan through classroom evaluations.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies	Assessment Check Points
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career options	SWBAT identify careers of interest.	Technology Implementation/ Interdisciplinary Connections Explain what different people in different jobs do. Explain the difference between a job and a career. Identify personal skills, abilities, likes, and dislikes related to work. Find career fields that match skills, abilities, likes, and dislikes.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
	What careers are currently trending and concepts that will apply to gainful employment in this career.	Identify what education or training is needed for the job. *Identify cost of said education or training.	Research what is needed. Complete cost analysis for education. Create a calendar and tentative corresponding plan for length of education or training.	

<p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>		<p>*Identify how long education or training will take.</p>		
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Career Clusters https://careertech.org/career-clusters; Interest Survey https://careertech.org/resource/career-clusters-student-interest-survey; NJ Career Assistance Navigator (NJCAN) https://portal.njcis.intocareers.org/ Bureau of Labor Statistics Resources Link https://www.bls.gov/k12/students/ Jobs for the Future SLE Development Guide https://jfforg-prod-prime.s3.amazonaws.com/media/documents/WBLSYSTEMGUIDE_091517.pdf Career One Stop https://www.careeronestop.org/ExploreCareers/explore-careers.aspx https://explore-work.com/ Career Connections https://www.youtube.com/channel/UCETuk7sxbFLgH4RI1ez_IQ/pla ylists</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts. Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Career and Vocational Readiness Curriculum Part 2

Unit Title: Tech Savvy Ambassador

Targeted Standards: (local, district, state or national) 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will be able to identify and use the functions of Google Docs.

SWBAT increase expressive/receptive language abilities through lesson participation and social games/activities
 SWBAT demonstrate giving, receiving and interpreting feedback from peers
 SWBAT summarize lesson content in verbal, gestural or written form through both group and independent activities
 SWBAT identify various employment pathways and utilize workplace readiness tools
 SWBAT demonstrate, both verbally and through written activities, the basic principles of earning, spending and budgeting

Essential Questions: How do I create and navigate Google Docs, Google Slides, Google Sheets and Google Forms?

Unit Assessment: Student will be able to identify and apply the functions of various Google platforms through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity.	Understanding Google Docs	SWBAT identify functions of Google Docs.	A word processor is a web app that helps you create, edit, and store text-based files. Google Docs is a word processor application that you can use to create, edit, and share documents. Google Docs lets multiple people view and edit the same document at the same time. The Google Docs toolbar is located at the top of the page. You can share your Google Docs with others using the Share Button. When you download a document, you are saving the doc that is in the cloud to your computer.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			<p>What is a Word Processor?: A word processor is a web app that helps you create, edit, and store text-based files.</p> <p>What is Google Docs?: Google Docs is a word processor application that you can use to create, edit, and share documents.</p> <p>Why are Google Docs Used?: Google Docs lets multiple people view and edit the same document at the same time.</p> <p>Google Docs Toolbar: Google Doc’s toolbar is located at the top of the page.</p> <p>Share Button: You can share your Google Docs with others using the Share Button.</p> <p>Downloading Google Docs: When you download a document, you are saving the doc that is in the cloud to your computer.</p>	
	<p>Google Docs Interface</p>	<p>SWBAT navigate the interface of Google Docs.</p>	<p>A Google Doc’s name is at the top-left corner of your doc. The Folder Icon shows you what folder your doc is saved in. The Menu Bar is at the top of your doc under the name of your doc. The Toolbar is at the top of your doc under the Menu Bar of your doc. The Collaborator Bubbles are at the top of your doc on the right of your doc. The Comment Icon is at the top of your doc next to the Collaborator Bubbles. The Outline View is at the left of your doc.</p> <p>Google Doc Name: A Google Doc’s name is at the top left corner of your doc.</p> <p>Google Docs Folder Icon: The Folder Icon shows you what folder your Google Doc is saved in.</p>	

			<p>Google Docs Menu Bar: The Menu Bar is located at the top of your doc under the name of your doc.</p> <p>Google Docs Toolbar: The Toolbar is located at the top of your doc under the Menu Bar of your doc.</p> <p>Collaborator Bubbles: The Collaborator Bubbles are located at the top of your doc on the right side.</p> <p>Comments in Google Docs: The comment icon is located at the top of your doc next to the collaborator bubbles</p> <p>Outline View in Google Docs: The Outline View is located at the left of your doc</p>	
	<p>Editing Content in Google Docs</p>	<p>SWBAT create content in Google Docs.</p>	<p>To work in Google Drive, you will click on the Google Drive Icon. In Google Drive, you can create a new Google Doc by clicking on the New Button. You can name your Google Doc to help you stay organized. You can use the Toolbar to change the size of your text, make it bold, change the color and more. You can also share your Google Doc with others. To share your Google Doc, click the Share Button. You can choose the type of word processing file you want to download.</p> <p>Accessing Your Google Docs: To work in Google Drive, you will click on the Google Drive Icon.</p> <p>Creating a New Google Doc: In Google Drive, you can create a new Google Doc by clicking on the New Button.</p> <p>Naming Your Google Doc: You can name your Google Doc to help you stay organized.</p>	

			<p>Adding and Editing Text to Your Doc: You can use the Toolbar to change the size of your text, make it bold, change the color and more.</p> <p>Sharing Your Doc: You can share your Google Doc with others. To share your Google Doc, click the Share Button.</p> <p>Downloading Your Doc: You can choose the type of word processing file you want to download.</p>	
	<p>Understanding Google Slides</p>	<p>SWBAT identify the functions of Google Slides.</p>	<p>Google Slides is a presentation application. Google Slides lets multiple people view and edit the same presentation at the same time by sharing your presentation. You will see many options for editing your presentation on the Toolbar. A theme is a preset group of colors, fonts, backgrounds, and layouts for editing your presentation. The Presenting View is a full-screen view of your presentation. When you download a presentation, you are saving the presentation that is in the cloud to your computer.</p> <p>What is a Presentation?: You can use presentations to present ideas to other people.</p> <p>What is Google Slides?: Google Slides is a presentation application.</p> <p>Collaboration in Google Slides: Google Slides lets multiple people view and edit the same presentation at the same time.</p> <p>Google Slides Toolbar: You will see many options for editing your presentation on the Toolbar.</p> <p>Themes for Your Presentation: A theme is a preset group of colors, fonts, backgrounds, and layouts for editing your presentation.</p>	

			<p>Presenting View: The Presenting View is a full-screen view of your presentation.</p> <p>Share Button: When you share your presentation, another person will be able to see, edit, and comment on your presentation.</p> <p>Downloading Google Slides: When you download a presentation, you are saving the presentation that is in the cloud to your computer.</p>	
	<p>Google Slides Interface</p>	<p>SWBAT navigate the interface of Google Slides.</p>	<p>Naming your Google Slides file helps you understand what the topic of your presentation is. There is a Folder Icon on your Google Slides. The Google Slides Menu Bar is made up of many different menus. Each menu helps you edit, save, view, and more. The Toolbar is located at the top of your doc under the Menu Bar. The Changing Views Tab is located at the bottom of your presentation on the left. The Collaborator Bubbles show you who is viewing your presentation. The Present Button is located at the top of your presentation next to the Share Button. The Comment Icon is located at the top of your presentation next to the Collaborator Bubbles. Comments that are created are located in the right margin.</p> <p>Google Slides File Name: Naming your Google Slides file helps you understand what the topic of your presentation is.</p> <p>Google Slides Folder Icon: There is a Folder Icon on your Google Slides</p> <p>Google Slides Menu Bar: The Google Slides Menu Bar is made up of many different menus. Each menu helps you edit, save, view, and more.</p>	

			<p>Google Slides Toolbar: The Toolbar is located at the top of your doc under the Menu Bar of your doc.</p> <p>Changing Views in Google Slides: The Change Views Tab is located at the bottom of your presentation on the left.</p> <p>Collaborator Bubbles in Google Slides: The Collaborator Bubbles Show you who is viewing your presentation.</p> <p>Google Slides Presenting Button: The Present Button is located at the top of your presentation next to the Share Button.</p> <p>Comments in Google Slides: The Comment Icon is located at the top of your presentation next to the Collaborator Bubbles. Comments that are created are located in the right margin.</p>	
	<p>Creating Content in Google Slides</p>	<p>SWBAT create content in Google Slides.</p>	<p>To create a presentation using Google Slides, first open your Google Drive. Click on the phrase “Google Slides” to open a new presentation. You can name your Google Slides presentation to help you stay organized! You can scroll through the Theme Menu and choose a theme. You can use the New Slide Icon to create a slide in Google Slides. You can edit slide layouts using the Layout Icon in Google Slides. To add text, click in the Text Box and begin typing on the keyboard. To add images to a slide, first, click the Image Icon. Then, click on the Presentation Button when you are ready to showcase your Google Slides presentation. Sharing your presentation in Google Slides can help you get feedback from your peers or colleagues.</p> <p>Accessing Google Slides: To create a presentation using Google Slides, first open your Google Drive. Click on the</p>	

			<p>phrase “Google Slides” to open a new Google Slides presentation.</p> <p>Naming Your Google Slides File: You can name your Google Slides to help you stay organized!</p> <p>Choose a Theme: You can scroll through the Theme Menu and choose a theme. When you click on the theme, it will be applied to your presentation.</p> <p>Creating New Slides: You can use the New Slide Icon to create a new slide in Google Slides.</p> <p>Changing Slide Layouts: You can edit slide layouts using the Layout Icon in Google Slides.</p> <p>Editing Text in Google Slides: To add text, click in the Text Box and begin typing on the keyboard. You can also make your text bold, change its color, change its font, and more.</p> <p>Adding Images in Google Slides: To add images to a slide, first, click the Image Icon. the Image Icon is located on the Toolbar. It is a square with 2 mountains in the center.</p> <p>The Present Button: Click on the Presentation Button when you are ready to showcase your Google slides presentation. Your presentation will be in full screen.</p> <p>Collaborating in Google Slides: Sharing your presentation in Google Slides can help you get feedback from your peers or colleagues. You may get feedback on your text images or sequence of slides.</p>	
	<p>Understanding Google Sheets</p>	<p>SWBAT identify the functions of Google Sheets.</p>	<p>You can use a spreadsheet to create schedules, lists, purchase orders, and other data files. Google Sheets is a spreadsheet application that lets multiple people view and</p>	

			<p>edit the same spreadsheet at the same time. A Cell is a box you can enter a piece of data into. Rows and Columns help you locate each cell. Working in more than one spreadsheet can help organize related spreadsheets. You will see many options for editing your spreadsheet. When you share your spreadsheet, another person will be able to see, edit, and comment on your sheet. After you download your spreadsheet, your Google Sheets file will still be in your Google Drive.</p> <p>What is a Spreadsheet?: You can use a spreadsheet, like Google Sheets or Microsoft XL, to create schedules, lists, purchase orders, and other data files.</p> <p>What is Google Sheets?: Google Sheets is a spreadsheet application.</p> <p>Collaboration in Google Sheets: Google Sheets lets multiple people view and edit the same spreadsheet at the same time.</p> <p>What are Cells?: A Cell is a box you can enter a piece of data into. The data can be text, a number, or a formula.</p> <p>What are Rows and Columns?: Rows and Columns help locate each cell.</p> <p>Working With Multiple Sheets: Working in more than one spreadsheet can help organize related spreadsheets.</p> <p>Google Sheets Toolbar: You will see many options for editing your spreadsheet.</p>	
--	--	--	--	--

			<p>Share Button: When you share your spreadsheet, another person will be able to see, edit and comment on your sheet.</p> <p>Downloading Google Sheets: After you download your spreadsheet, your Google Sheets file will still be in your Google Drive.</p>	
	<p>Google Sheets Interface</p>	<p>SWBAT navigate the interface of Google Sheets</p>	<p>The Google Sheets file name is located at the top-left corner. There is a Folder Icon on your Google Sheets. The Google Sheets Menu Bar is made up of many different menus. Each menu helps you edit, save, view and more. The Toolbar is located at the top of your sheet under the Menu Bar. The Formula Bar is located at the top of your sheet under the Toolbar. A Column is located under the Formula Bar and has a letter on it. A Row is located on the left of your sheet and has a number on it. Comments that are created are located inside the cell that the collaborator puts it in. A cell that has a Comment in it will have a triangle at the right corner of the cell. The Collaborator Bubbles are located at the top of your spreadsheet on the right side.</p> <p>Name of Your Spreadsheets: The Google Sheets file name is located at the top left corner of your screen.</p> <p>Google Sheets Folder Icon: There is a Folder Icon on your Google Sheets.</p> <p>Menu Bar: The Google Sheets Menu Bar is made up of many different menus. Each menu helps you edit, save, view, and more.</p> <p>Google Sheets Toolbar: The Toolbar is located at the top of your sheet under the Menu Bar of your sheet.</p>	

			<p>Cells: The name of a Cell depends on what column and row intersect it.</p> <p>Formula Bar: The Formula Bar is located at the top of your sheet under the Toolbar.</p> <p>Columns and Rows: A Column is located under the Formula Bar and has a letter on it. A Row is located on the left of your sheet and has a number on it.</p> <p>Add Sheets Button: The Add Sheet Button can be located at the bottom left corner of you doc.</p> <p>Collaborator Bubbles in Google Sheets: The Collaborator Bubbles are located at the top of your spreadsheet on the right side.</p> <p>Comments in Google Sheets: Comments that are created are located inside the cell that the collaborator puts it in. A cell that has a Comment in it will have a triangle at the right corner of the cell.</p>	
	<p>Creating Content in Google Sheets</p>	<p>SWBAT create content in Google Sheets.</p>	<p>To create a spreadsheet using Google Sheets, click on the words "Google Sheets." You can name your Google Sheets file to help you stay organized. To add Data to a cell, first double-click the cell. Then, type the data and press the Enter Button. Using a formula is like solving a math problem in a cell. To add a New Sheet, click the Add Sheet Icon. You can collaborate in Google Sheets by sharing your spreadsheet.</p> <p>Accessing Google Sheets: To create a spreadsheet using Google Sheets, click on the words "Google Sheets" to open a new spreadsheet.</p>	

			<p>Naming Your Google Sheets File: You can name your Google Sheets file to help you stay organized.</p> <p>Adding Data to a Cell: To add Data to a cell, first double-click the cell. Then, type the Data and press the Enter Button.</p> <p>Using a Formula: Using a Formula Is like solving a math problem in a cell.</p> <p>Adding Multiple Sheets: To add a New Sheet, click the Add Sheet Icon.</p> <p>Collaborating in Your Google Sheets: You can collaborate in Google Sheets by sharing your spreadsheet.</p>	
	<p>Understanding Google Forms</p>	<p>SWBAT identify the functions of Google Forms.</p>	<p>You can use a form like Google Forms or Microsoft Forms to create a quiz, a survey, a questionnaire, a poll, a test, or a sign up sheet for your company. You can use Google Forms to create, edit, and share Forms. Multiple people view, edit, and fill out the same form at the same time. The questions you create will be seen by people that you sent your form to. The Type of Response you choose will change the way someone fills in the answer to a question you created. The Content Tools on the Toolbar are Add Question, Add Title, Add Description, Add Image, Add Video, and Add Section. After you create a form, you can send it to people to be filled out by clicking the Send Button. You can change general options, the presentation, and set your form to a quiz in the Settings Options. Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.</p> <p>What is a Form?: You can use a form like Google Forms or Microsoft Forms to create a quiz, a survey, a</p>	

			<p>questionnaire, a poll, a test, or a signup sheet for your company.</p> <p>What is a Google Form?: You can use Google Forms to create, edit, and share forms.</p> <p>Why are Google Forms Used?: Google Forms lets multiple people view, edit, and fill out the same form at the same time.</p> <p>Adding Questions to Your Form: The Questions you create will be seen by people that you sent your form to.</p> <p>Types of Responses: The Type of Response you choose will change the way someone fills in the answer to a question you created.</p> <p>Adding Content Tools: The Content Tools on the toolbar are Add Question, Add Title, Add Description, Add Image, Add Video and Add Section.</p> <p>Sharing Your Form with Others to Complete: After you create a form, you can send it to people to fill out by clicking the Send Button.</p> <p>Settings Options: You can change general options, the presentation, and set your form to a quiz in the Settings Options.</p> <p>Linking Form Responses to a Spreadsheet: Linking a spreadsheet with Google Form responses will help you keep track of and share the responses you receive.</p>	
--	--	--	---	--

	<p>Google Forms Interface</p>	<p>SWBAT navigate the interface of Google Forms.</p>	<p>A Google Form’s name is at the top-left corner of your form. The folder icon is located at the top of your form, next to the name of your form. The menu bar is located at the top of your form, on the right side. The toolbar is located at the right of your form, in the margin. The send button is located at the top right corner of your form, next to the menu bar.</p> <p>Name of Your Form: A google form’s name is at the top left corner of your form.</p> <p>Folder Icon: The folder icon is located at the top of your form, next to the name of your form.</p> <p>Menu: The menu bar is located at the top of your form, on the right side</p> <p>Toolbar: The toolbar is located at the right of your form, in the margin.</p> <p>Send Button: The send button is located at the top right corner of your form, next to the menu bar.</p>	
	<p>Creating Content in Google Forms</p>	<p>SWBAT create content in Google Forms.</p>	<p>Google Forms has many tools when creating and editing a Google Form. You can create a question in Google Forms. Question Tools can be found at the bottom right corner of each question you are creating. You can edit how you want people to respond to your questions using the Question Response Menu. You can create Responses to each question you create. There is a Toolbar located on the right of the questions. There are Menu Tools and these tools are located at the top right of the page. To see the Responses to your questions, click Responses. Collaborators can edit your form by using the Send Icon. You can use different templates in Google Forms to create invitations, surveys, applications and more.</p>	

			<p>Google Forms: Google Forms has many tools when creating and editing a Google Form.</p> <p>Creating Questions in Google Forms: You can create a question in Google Forms</p> <p>Question Tools in Google Forms: Question Tools in Google Forms can be found at the bottom right corner of each question you are creating.</p> <p>Question Responses Menu in Google Forms: You can edit how you want people to respond to your questions in Google Forms using the Question Response Menu.</p> <p>Creating Responses in Google Forms: You can create responses to each question you create in Google Forms.</p> <p>The Toolbar in Google Forms: There is a Toolbar in Google Forms, located on the right of the questions.</p> <p>The Menu Tools in Google Forms: There are Menu Tools in Google Forms. These tools are located at the top right of the page.</p> <p>Collecting Responses in Google Forms: To see the responses to your questions, click Responses at the top of the page.</p> <p>Collaborating in Google Forms: Collaborators can edit your Google Form by using the Send Icon, at the top right corner of the page.</p>	
--	--	--	--	--

			<p>Templates in Google Forms: You can use different Templates in Google Forms to create invitations, surveys, applications and more.</p>	
<p>Resources: Teacher-made materials and activities.</p> <p>Computer; internet access; school provided email & password</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Prime Professional

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings:

- SWBAT describe methods of collaborating in the cloud and sharing docs in Google Drive.
- SWBAT manipulate collaboration tools for editing in their Google Drive account.
- SWBAT identify, complete, expand and revise the steps of creating a LinkedIn account.
- SWBAT distinguish appropriate communication methods for professional online networking.

Essential Questions:

How do I collaborate in the cloud? How can I collaborate using Google Drive? What is LinkedIn and how can I use it?

Unit Assessment: Student will be able to collaborate using the cloud and Google Drive and create an account and interact on LinkedIn through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity	Collaboration in the Cloud	SWBAT describe methods of collaborating in the cloud.	<p>You can share your doc by using a link or by using email. When you work with someone else on a document, they are called a Collaborator. When you share your doc with a collaborator, they will always see the most recent version of your doc. You can choose to let collaborators edit your doc, comment on your doc, or view your doc. When a collaborator is working on your document, you will see their Collaborator's Icon. Google Drive keeps your documents, edits, and comments all in one place.</p> <p>Collaboration in the Cloud: Share your doc by using a link or by using email.</p>	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task</p>			<p>Collaboration in Google Docs: When you work with someone else on a document, they are called a Collaborator.</p> <p>Save Time: When you share your doc with a Collaborator, they will always see the most recent version of your doc.</p> <p>Editing with Collaborators: You can choose to let collaborators edit your doc, comment on your doc, or view your doc.</p> <p>How to Tell When Someone is in Your Doc: When a collaborator is working on your document, you will see your Collaborator's Icon.</p> <p>Staying Organized: Google Drive keeps your documents, edits, and comments all in one place.</p>	
<p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>CRP11. Use technology to enhance productivity</p>	<p>Sharing Google Docs</p>	<p>SWBAT distinguish methods of sharing docs in Google Drive.</p>	<p>You can share docs with collaborators in Google Drive using the Share Button. You can share your doc using a Link. You can choose how to collaborate when sharing your doc. You can share your doc using email. To change how you want to collaborate, click on the dropdown menu next to the email field. You can edit your doc's privacy options when sharing a doc using a link.</p> <p>Sharing a Google Doc: You can share docs with collaborators in Google Drive using the Share Button.</p> <p>Sharing a Doc Using a Link: You can share your doc using a Link.</p> <p>Collaboration Options Using a Link: You can choose how to collaborate when sharing your doc.</p> <p>Sharing a Doc Using Email:</p>	

<p>CRP12. Work productively in teams while using cultural global competence.</p>			<p>You can share your doc using email.</p> <p>Collaboration Options Using Email: To change how you want to collaborate, click on the dropdown menu next to the email field.</p> <p>Editing Privacy Options: You can edit your doc's Privacy Options when sharing a doc using a link.</p>	
	<p>Collaborating with Edit Tools</p>	<p>SWBAT manipulate collaboration tools for editing in their Google Drive account.</p>	<p>You can collaborate using edit tools in Google Drive. You can switch from the Editing Mode to the Suggesting Mode or to the Viewing Mode. When you click on the dropdown menu, you can choose the suggesting mode, the editing mode or the viewing mode. When you make changes to your doc in Editing mode, all changes are saved instantly. When you use the Suggesting Mode, your edits become Suggestions. Suggestions made to your doc will be in green. When you choose the Viewing Mode, you or your collaborator can preview your document. To see your Version History, click on the hyperlink that says "All Changes Saved in Drive."</p> <p>Collaborating with Edit Tools in Google Drive: You can collaborate using edit tools in Google Drive. You can switch from editing mode to suggesting mode or to viewing mode.</p> <p>The Collaboration Mode Menu: When you click on the dropdown menu, you can choose the suggesting mode, the editing mode or the viewing mode.</p> <p>The Editing Mode: When you make changes to your doc in Editing mode, all changes are saved instantly.</p> <p>The Suggesting Mode: When you use the Suggesting Mode, your edits become suggestions. Suggestions made to your doc will be in green.</p>	

			<p>The Viewing Mode: When you choose the Viewing Mode, you or your collaborator can preview your document.</p> <p>How to See Changes Made to Your Document: To see your version history, click on the hyperlink that says “All Changes Saved in Drive.”</p>	
	<p>Collaborating with Communication Tools</p>	<p>SWBAT manipulate the collaborating tools in Google Drive.</p>	<p>You can comment and chat while working on a project. To comment in a Google Drive application, click on the ‘Add Comment’ icon. Notifications will be comments and replies from you and your collaborators. If you have a notification, you will see a red circle on the Comment Icon. To reply to a comment, click on the comment in the margin. A Reply Field will appear. Click into the Reply Field, then click the blue Reply Button. Your collaborator will see your reply. You can click the Resolve Button to tell the collaborator you have accepted their feedback or have answered their question. To chat with a collaborator, click the Chat Icon.</p> <p>Collaborating Communication Tools in Google Drive: You can comment and chat while working on a project.</p> <p>Making Comments: To comment in Google Drive applications, click on the ‘Add Comment’ icon.</p> <p>Notifications: Notifications will be comments and replies from you and your collaborators. If you have a notification, you will see a red circle on the comment icon.</p> <p>Replying to Comments: To reply to a comment, click on the comment in the margin. A Reply Field will appear. Click into the Reply Field, then click the blue Reply Button. Your collaborator will see your reply.</p>	

			<p>Resolving Comments: You can click the Resolve Button to tell the collaborator you have accepted their feedback or have answered their question.</p> <p>Chatting in Google Drive: To chat with a collaborator, click the Chat Icon.</p>	
	<p>Understanding LinkedIn</p>	<p>SWBAT identify functions of LinkedIn.</p>	<p>A professional network is focused on building professional relationships. An example of a professional network is LinkedIn. You can use LinkedIn to create a profile, connect with professionals, search jobs and share content. Professionals use LinkedIn to make connections with other professionals. On LinkedIn, you can see your connections and their profiles. Your profile includes information like your work history, your education and your skills. Adding an image will help people find your profile in LinkedIn. When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation. When you go to the Jobs page, it will show you job openings that have been posted by companies and recruiters on LinkedIn. Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company.</p> <p>What is a Professional Network?: A professional network is focused on building professional relationships. An example of a professional network is LinkedIn.</p> <p>What is LinkedIn?: You can use LinkedIn to create a profile, connect with professionals, search jobs and share content.</p> <p>What is a Connection?: Professionals use LinkedIn to make connections with other professionals. On LinkedIn, you can see your connections and their profiles.</p>	

			<p>What is a Profile?: Your profile is like a resume. Your profile includes information like your work history, your education and your skills.</p> <p>What is a LinkedIn Profile Image?: Adding an image will help people find your profile in LinkedIn. It is important to only post professional photos on LinkedIn.</p> <p>Endorsements and Recommendations: When you connect with people on LinkedIn, they can endorse your skills, recommend you as a professional, and request a recommendation.</p> <p>Search for Jobs on LinkedIn: The Jobs Tool looks like a suitcase with the word “Jobs” underneath it. When you go to the Jobs page, it will show you job openings that have been posted by companies and recruiters on LinkedIn.</p> <p>What is a Recruiter?: Recruiters will post jobs on LinkedIn. Recruiters may also contact you if they think you are a great fit for their company. It is important to stay professional when speaking with a recruiter.</p>	
	<p>LinkedIn Interface</p>	<p>SWBAT navigate the interface of LinkedIn.</p>	<p>You can see what your connections are sharing using your Newsfeed. Your Newsfeed is located in the middle of the page. The Update Box is located at the top of the page, under the Toolbar. You can type an update or add images, videos or links. The Search Bar is located at the top of the page. The Search Bar can be used to search people, companies and jobs. The Toolbar is located at the top of the page. The Account Settings Button is located at the top of the page in the Toolbar.</p> <p>Newsfeed: You can see what your connections are sharing using your Newsfeed. Your Newsfeed is located in the middle of the page.</p>	

			<p>Sharing Content on LinkedIn: The Update Box is located at the top of the page under the toolbar. You can type an update or add images, videos or links.</p> <p>Search Bar: The Search Bar is located at the top of the page. The Search Bar can be used to search people, companies and jobs.</p> <p>LinkedIn Toolbar: The Toolbar is located at the top of the page.</p> <p>Account Settings: The Account Settings Button is located at the top of the page in the Toolbar.</p>	
	<p>Creating Content in LinkedIn</p>	<p>SWBAT identify helpful tools on LinkedIn</p>	<p>You can view your connections on LinkedIn. To see your connections, click on the My Network Icon on the Toolbar. To see jobs on LinkedIn, click the Jobs Icon on the toolbar. You will be taken to a new page. You can message connections on LinkedIn. To message connections, click the Messaging Icon on the Toolbar. When you click the Notification Icon, a dropdown will appear. This dropdown will have all of your notifications in it. To access your Settings and Privacy page in LinkedIn, click the Account Settings Button. After you click the account Settings Button, a dropdown will appear. Click the settings and privacy link. To sign out of your account in LinkedIn, click the account Settings Button.</p> <p>My Network Page: You can view your connections on LinkedIn. To see your connections, click on the My Network Icon on the Toolbar.</p> <p>Jobs Page: To see jobs on LinkedIn, click the jobs icon on the Toolbar. You will be taken to a new page.</p>	

			<p>Messaging Page: You can message connections on LinkedIn. To message connections, click the Messaging Icon on the toolbar.</p> <p>Notification Page: When you click the Notification Icon, a dropdown will appear. This dropdown will have all of your notifications in it.</p> <p>Settings and Privacy Page: To access your Settings and Privacy page on LinkedIn, click the Account Settings Button. After you click the Account Settings Button, a dropdown will appear. Click the Settings and Privacy link.</p> <p>Signing Out of Your Account: To sign out of your account on LinkedIn, click the Account Settings Button.</p>	
	<p>LinkedIn Profile Interface</p>	<p>SWBAT identify the parts of a LinkedIn profile</p>	<p>The Edit Icon is located on the right side of each profile section. The Profile Image is located at the top left side of the page. The intro Section is located at the top of the page under the toolbar. The Add Profile Section Button is located under the intro section information. The Dashboard Section is located under the intro section. The Background Section is located under the dashboard section.</p> <p>The Edit Profile Icon: The Edit Icon is located on the right side of each profile section.</p> <p>LinkedIn Profile Image: The Profile Image is located at the top left side of the page.</p> <p>Intro Section in LinkedIn: The Intro Section is located at the top of the page under the toolbar.</p>	

			<p>Add Profile Section Button in LinkedIn: The Add Profile Section Button is located under the Intro Section information.</p> <p>Dashboard Section in LinkedIn: The Dashboard Section is located under the intro section</p> <p>Background Section in LinkedIn: The Background Section is located under the dashboard section.</p>	
	<p>Creating a LinkedIn Account</p>	<p>SWBAT complete the steps of creating a LinkedIn account.</p>	<p>After you finish entering information, click the Join Now Button. When you create a LinkedIn account, you will be prompted to add profile information like location, your most recent job title, company name and confirm your email. After you have entered information for your new LinkedIn account, you can start adding contacts from your email. Adding interests can help professionals understand what jobs you may be interested in. To select an interest, click the Follow Button. You can select more than one interest.</p> <p>Getting Started with a LinkedIn Account: After you finish entering information, click the Join Now Button.</p> <p>Starting Your Profile: When you create a LinkedIn account, you will be prompted to add profile information like location, your most recent job title, company name, and confirm your email.</p> <p>Starting Your Community: After you have entered information for your new LinkedIn account, you can start adding contacts from your email.</p> <p>Adding Interests: Adding interests can help professionals understand what jobs you may be interested in. To select</p>	

	<p>Editing Your LinkedIn Profile Information</p>	<p>SWBAT expand and revise their personal LinkedIn profile.</p>	<p>an interest, click the Follow Button. You can select more than one interest.</p> <p>To edit the intro section, click the Edit Icon on the right of the intro section. To edit the dashboard section, click Career Interests or Salary Insights. The Background Section will change any time you get a new job, promotion, or go back to school. It is important to update this section when things change in your Work History.</p> <p>Editing the Intro Section in LinkedIn: To edit the intro section, click the Edit Icon on the right of the intro section.</p> <p>Editing the LinkedIn Dashboard: To edit the dashboard section, click Career Interests or Salary Insights.</p> <p>Editing the Background Section in LinkedIn: The Background Section will change any time you get a new job, promotion, or go back to school. It is important to update this section when things change in your work history.</p>	
	<p>Communicating on LinkedIn</p>	<p>SWBAT distinguish appropriate communication methods for professional online networking.</p>	<p>It is important to understand the rules for communicating on LinkedIn. You can connect with friends, family or people you work with. You can also connect with someone you do NOT already know. If you already know the person you want to connect with on LinkedIn, you can request a connection. You will need to include a professional message when you request to connect. To request an introduction, you will need to tell your connection why you want to connect with them. Sharing content on LinkedIn will update your network on topics like exciting news, recent changes, and your professional interests. To endorse your connection, click on the plus sign next to the skill you want to endorse. Recruiters or companies can review your recommendations, and a connection can send you a recommendation request.</p>	

			<p>Communicating on LinkedIn: It is important to understand the rules for communicating on LinkedIn.</p> <p>Who Should I Connect With?: You can connect with friends, family or people you work with. *You can also connect with someone you do NOT already know.</p> <p>How to Request a Connection: If you already know the person you want to connect with on LinkedIn, you can request a connection.</p> <p>Asking a Connection for an Introduction: To request an introduction, you will need to tell your connection why you want to connect with that person. Your connection will decide how to respond to your request.</p> <p>Sharing Content in LinkedIn: Sharing content on LinkedIn will update your network on topics like exciting news, recent changes, and your professional interests.</p> <p>Endorsing a Connection: To Endorse your connection, click on the plus sign next to the skill.</p> <p>Requesting a Recommendation: Recommendations strengthen your profile. Recruiters or companies can review your recommendations</p> <p>How to Write a Recommendation: A connection can send you a recommendation request.</p>	
<p>Resources: Teacher-made materials and activities.</p> <p>Computer; internet access; school provided email & password</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p>	

Reading will be differentiated based on student level and may include picture communication symbols.

Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.

Use these resources to ensure students are included throughout the lesson.

Unit Title: Health and Safety in the Workplace

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will be able to understand that state and federal laws and regulations require workplace safety and health policies and procedures to ensure that workers are free from exploitation and have a safe and healthy work environment.

Essential Questions:

- How can workplace risks affect my life?
- How can work-related injuries and illnesses be predicted and prevented?
- What are hazards at work? What are the risks and how can they injure or make people sick?
- How can I prevent injury and illness?
- What are examples of emergencies at work and what is the best ways to address them?
- What are my rights and responsibilities as a worker?
- Where can I find resources that help keep workers safe and healthy on the job?
- Can I effectively communicate with others—including people in authority roles—to ask questions or report problems or concerns when I feel unsafe or threatened?

Unit Assessment: Students will complete the Worksite Safety and Health Evaluation Guide. Students will be evaluated daily on the job site.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements	How workplace risks can affect their lives and their families.	SWBAT demonstrate current knowledge of job safety and legal rights. Identify the impact a job injury can have on a young person’s life and understand that work-related injuries and illnesses are predictable and can be prevented.	Describe how workplace injuries can affect a young person’s life. Understand the relationship between hazards at work and health. Explain why it is important to pay attention to workplace safety and health. Understand that all workers are at risk for injury on the job.	Student data, teacher generated formative and summative assessments, classroom based informal assessments,

<p>in areas of career interest.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>			<p>Recognize that workplace injuries and fatalities do happen to teens and could happen to them.</p> <p>Recognize that work-related injuries and illnesses are predictable and can be prevented.</p> <p>Question popular assumptions about why workplace injuries and illnesses occur. (Most workplace injuries and illnesses are caused by unsafe environments—not human error.)</p>	<p>verbal questioning</p>
<p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>Work-related injuries and illnesses are predictable and can be prevented.</p> <p>Identify hazards at work, evaluate the risks, and predict how workers can be injured or made sick.</p>	<p>SWBAT demonstrate an understanding of the common health and safety hazards that teens may face on the job.</p>	<p>See hazards that exist in workplaces and predict the harm they may cause.</p> <p>Understand the differences between various categories (types) of workplace hazards.</p> <p>Identify ways to get information about chemicals used at work.</p> <p>Explain that some workplace hazards are obvious, but others are not.</p> <p>Construct a detailed hazard map of a hypothetical workplace or visually identify the health and safety hazards in an example hazard map.</p> <p>Organize hazards by category.</p> <p>Analyze and rank hazards with regard to (1) potential risk of injury from hazard, and (2) potential severity of injury from hazard.</p> <p>Predict hazards that may be found in typical teen workplaces.</p>	

			<p>Reflect on the ability to assess a workplace for hazards.</p> <p>Inspect an actual work environment.</p> <p>Construct a hazard map identifying potential health and safety hazards.</p> <p>Report findings orally in a group setting.</p>	
	<p>Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.</p>	<p>SWBAT explain measures that can reduce or remove hazards on the job. Identify how to get more information about specific hazards they may face and how to control them.</p>	<p>Describe the three main ways to reduce or remove hazards at work.</p> <p>Identify and describe specific workplace hazards, their health effects, and methods for controlling them.</p> <p>Reflect on why some methods of controlling hazards are preferred to others.</p> <p>Make a plan for controlling hazards in a specific workplace.</p> <p>Make a list of workplace health and safety resources.</p> <p>Describe the role of occupational safety and health (OSH) professionals in reducing/removing hazards at work. Describe potential health and safety problems, sources of information, health effects, and solutions for dealing with workplace hazards.</p>	
	<p>Identify emergencies at work and decide on the best ways to address them.</p>	<p>SWBAT identify the types of emergencies that may occur in a workplace and how the employer and workers should respond to them.</p>	<p>Identify a wide range of possible workplace emergencies.</p> <p>List ways to be prepared for various types of emergencies.</p> <p>Recognize planning steps that can help young workers deal appropriately with unforeseen situations.</p> <p>Generate strategies for responding to various emergencies at work.</p>	

			<p>Discuss how workplace emergencies happen every day in every type of job, and how they are not rare events.</p> <p>Apply lessons learned about workplace Emergency Action Plans.</p> <p>Reflect on the ability to correctly assess an emergency and choose appropriate actions.</p> <p>Analyze real-world emergency scenarios and present ideas for better preparedness to the class.</p>	
	<p>Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.</p> <p>Find resources that help keep workers safe and healthy on the job.</p>	<p>SWBAT identify the legal rights all workers have under health and safety laws, the special rights young workers have under child labor laws, and the government agencies and other resources that can help. Demonstrate an understanding of responsibilities on the job and how one can protect themselves and others from injury.</p>	<p>List and describe teens' special legal rights and protections in the workplace.</p> <p>Relate that along with legal rights comes personal responsibility to work safely.</p> <p>Reflect on the importance of child labor and wage laws and how these laws are implemented.</p> <p>Provide information about state labor laws.</p> <p>Discuss roles and responsibilities in creating a safe workplace.</p> <p>Reflect on the need to consider both rights and responsibilities when promoting workplace safety.</p> <p>List and give examples of responsibilities that promote safety and health in the workplace.</p>	
	<p>Demonstrate how workers can communicate with others—including</p>	<p>SWBAT demonstrate skills to help speak up effectively if a</p>	<p>Recognize that openly discussing workplace problems with others leads to solutions.</p> <p>Reflect on the concept that, while employers must provide a</p>	

	<p>people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.</p>	<p>problem arises at work.</p>	<p>safe and healthy workplace, student workers have a responsibility to talk with employers, coworkers, union representatives, or other responsible adults about problems.</p> <p>Recognize that, if a job feels unsafe, or if there are questions about how to do something, students should stop and seek advice.</p> <p>Demonstrate the ability to solve a problem at work and to advocate for personal and co-worker safety.</p> <p>Create appropriate communication strategies and solutions to common problems that advocate for personal and co-worker safety.</p> <p>Define problems, select appropriate goals, and make plans that deal with workplace hazards.</p> <p>Reflect on the ability to see a dangerous workplace situation and take actions to correct/prevent it.</p> <p>Demonstrate effective ways to create a safe workplace.</p>	
<p>Resources: Teacher-made materials and activities.</p> <p>https://www.cdc.gov/niosh/talkingsafety/states/nj/2015-148/pdfs/Talking_Safety_NJ.pdf</p> <p>https://www.cdc.gov/niosh/talkingsafety/teaching.html</p> <p>https://www.cdc.gov/niosh/talkingsafety/states/nj/2015-148/pdfs/Talking_Safety_NJ.pdf</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Workplace Behavior B

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will be able to understand and demonstrate what it means to be a good worker.

Essential Questions: What does my employer require of me?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Students will be able to demonstrate what it means to be a good worker through classroom evaluations.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.	Employer Expectations - Dress/Hygiene	SWBAT knows and understand what the employer expects for a good worker.	Describe proper workplace attire.	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning
9.4.12.CI.3: Investigate new challenges and opportunities for personal growth,	Employer Expectations - Behavior	SWBAT knows and understand what the employer expects for a good worker.	Identify the positive behaviors and attitudes (e.g., being on time, following directions, assuming responsibility, work cooperatively, resolve conflicts, complete tasks, meet deadlines) that affect job retention and advancement.	

<p>advancement, and transition</p>	<p>Response to Issues at Work</p>	<p>SWBAT know how to effectively respond to prejudice, and discrimination.</p>	<p>Define racism, stereotyping, prejudice, and discrimination.</p> <p>Demonstrate two positive strategies to deal with prejudice and discrimination at home, work, school, and in the community.</p>	
<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP12. Work productively in teams</p>	<p>Role of Supervisor</p>	<p>SWBAT know and understands the role of the supervisor.</p>	<p>Explain what the “chain of command” is and how it works.</p> <p>Describe the importance of supervision.</p> <p>Describe 2 situations where a worker should go to his/her supervisor for assistance.</p>	

<p>while using cultural global competence.</p>				
<p>Resources: Teacher-made materials and activities.</p>			<p>Instructional Adjustments: Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Exploring Career Clusters

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; Career Ready Practices

Unit Objectives/Conceptual Understandings: Students will understand that there are many career options and identify their own career interests.

Essential Questions: What careers am I interested in?
 What education/training do I need for particular careers of interest and how long will it take me?

Unit Assessment: Student will demonstrate the ability to develop a career plan through classroom evaluations.

Cumulative Progress Indicators	Core Content Objectives		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 9.2.12.CAP.5: Assess and modify a personal plan to support	Make an informed career decision	SWBAT make an informed career decision.	Collect information about one or more career fields (e.g., employment outlook/trends, technology skills, potential wages, education, and training required). Describe the benefits of volunteering, job shadowing, and paid internships to gain information about career fields. Determine career options. Match career interest with personal skills, abilities, and career objectives. Evaluate each career option and select a realistic career field that best meets one’s career goal. Identify resources that facilitate career choice (e.g., Department of Labor programs, job corps, military services).	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>	<p>Career Planning Support</p>	<p>SWBAT identify at least one adult that will provide career planning support</p>	<p>Explain the value of having someone provide career planning support.</p> <p>Identify the type of support that might be needed (e.g., job shadowing, internships, recommendations, introductions to professional in the youth’s field of interest, provide a reference, etc.)</p> <p>Name at least one adult who can provide career planning support.</p>	
<p>Resources:</p> <p>Career Clusters https://careertech.org/career-clusters;</p> <p>Interest Survey https://careertech.org/resource/career-clusters-student-interest-survey;</p> <p>NJ Career Assistance Navigator (NJCAN) https://portal.njcis.intocareers.org/</p> <p>Bureau of Labor Statistics Resources Link https://www.bls.gov/k12/students/</p> <p>Jobs for the Future SLE Development Guide https://jfforg-prod-prime.s3.amazonaws.com/media/documents/WBLSYSTEMGUIDE_091517.pdf</p> <p>Career One Stop https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</p>			<p>Instructional Adjustments:</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Career and Vocational Readiness Curriculum Part 3

Unit Title: Financial Literacy

Targeted Standards: (local, district, state or national) 9.2 Career Awareness, Exploration, Preparation, and Training; Career Ready Practices; 9.1 21st-Century Life and Career Skills

Unit Objectives/Conceptual Understandings: (Students will understand that)

- SWBAT Know and understand employee wage deductions and benefits.
- SWBAT Understand not paying taxes on income is punishable by law.
- SWBAT Understand how supply & demand affects need for workers.
- SWBAT Understand bills/cost of living and effect on needs v. wants.
- SWBAT Understand the uses of a debit card and where money comes from.
- SWBAT Understand uses of credit card and possible dangers.

Essential Questions: What are wage deductions and why do people have to pay them? How does supply and demand affect workers’ needs? What are needs versus wants? What is a debit card and how does it work? What is a credit card and what are its dangers?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Student will be able to identify and apply financial literacy principles through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales)	Gross pay is different from net pay. All monies earned are not what I will have and be able to use.	Know and understand employee wage deductions and benefits.	Explain the wage deduction information contained on the pay stub (e.g. taxes, insurance, dues) Identify employee benefits (e.g., health insurance, educational leave, vacation, disability, and pension plans). Tell where you would find information about employee benefits (e.g., personnel policies, company website).	Student data, teacher generated formative and summative assessments, classroom based informal

<p>and how the money collected is used by local, county, state, and federal governments.</p> <p>9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.</p> <p>9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</p> <p>9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.).</p>			Describe how to get employee benefits.	assessments, verbal questioning
	People must pay taxes.	Understand not paying taxes on income is punishable by law.	Understand the personal responsibility of paying taxes for any income received (e.g. being paid cash v. through a paycheck where monies are deducted)	
	Supply and demand affects cost, employment, income, and spending habits.	Understand supply & demand. Understand how supply & demand affects need for workers.	Explain how supply affects demand. Identify how many employees may or may not be needed based on demand.	
	Budgeting for income.	Understand bills/cost of living and effect on needs v. wants.	Identify needs v. wants. Identify bills that are accumulated for living and what income will cover these. Identify wants that can be accessed after bills are paid.	
	Credit v. debit card	Understand the uses of a debit card and where money comes from. Understand uses of credit card and possible dangers.	Understand credit and debit card information must be kept safe. Identify debit card and connection to personal money in the bank. Identify credit card and connection to what is owed in the future. Identify interest on credit cards and how it affects ability to pay and amount paid overall.	

<p>9.1.12.CP.1: Summarize how one’s credit history can affect finances, including loan terms, employment, and qualifying for loans.</p> <p>9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.</p>				
<p>Resources: Tax Withholding Estimator https://apps.irs.gov/app/tax-withholding-estimator</p>			<p>Instructional Adjustments: will vary depending on student population and individual needs</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Transition

Targeted Standards: (local, district, state or national)9.3 Career Awareness, Exploration, and Preparation: 9.4 Life Literacies and Key Skills; Career Ready Practices

Unit Objectives/Conceptual Understandings: (Students will understand that)

- SWBAT create a resume
- SWBAT complete a job application
- SWBAT participate in the interview process

Essential Questions:

- What is needed on a resume?
- What information goes on a resume?
- What is needed for a formal interview (info, skills & dress)?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Students will be able to create a resume, complete job applications, and participate in the interview process through classroom evaluations.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking		SWBAT understand how to find part-time temporary jobs in the community.	Identify three types of part-time, temporary jobs in the community (e.g., baby sitting, paper route, mowing lawns). Describe one or more ways to obtain a part-time, temporary job (e.g., bulletin boards, advertise in community newsletter, create a flyer, and talk to neighbors). Select a strategy to obtain one’s preferred part-time temporary job. (Signing up with a temporary work agency and sometimes lead to full time work.)	Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning

<p>assessments, and participating in extra-curricular act</p> <p>9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.</p>			<p>Identify two jobs for which to apply.</p> <p>Apply for a job, if applicable.</p> <p>Describe different types of work experiences.</p> <p>List three ways an adult can earn money and three ways a youth can earn money.</p>	
<p>9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.</p>		<p>SWBAT knows how to search for employment.</p>	<p>Use the Internet to locate job openings.</p> <p>Read and interpret employment information in newspaper ads and other print material.</p> <p>Describe the importance of personal contacts in the employment search (e.g., the “hidden job market”).</p> <p>Locate job openings using one or more search method.</p> <p>Explain what public and private job placement agencies do and the costs associated with each.</p> <p>Describe services offered by and utilize the local department of employment training.</p> <p>Apply to at least one job.</p>	
<p>9.3.12.C.6 Develop job readiness skills by participating in</p>		<p>SWBAT complete a job application.</p>	<p>Define the terms commonly used on job applications.</p> <p>Develop a personal fact sheet to use when completing job applications.</p> <p>Interpret application questions and provide appropriate responses.</p>	

<p>structured learning experiences and employment seeking opportunities.</p>			<p>Complete two job applications.</p> <p>Tell the importance of good job references.</p>	
<p>9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans.</p>		<p>SWBAT develop a resume and cover letter.</p>	<p>Define the term “resume.”</p> <p>Describe different resume formats (e.g., functional, chronological).</p> <p>Develop a resume using one of these formats with supervision.</p> <p>Explain what a cover letter is and what it should contain. Develop a cover letter to accompany a resume or application with supervision.</p>	
<p>9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.</p>		<p>SWBAT interview for a job.</p>	<p>Describe the role of the interview in the job search process.</p> <p>Research the company in preparation for the interview. (Read their website, etc.)</p> <p>Model appropriate grooming, attire, and behavior for a job interview.</p> <p>Identify possible interview questions and develop responses.</p> <p>Identify legal vs. illegal interview questions.</p> <p>Describe the verbal and non-verbal communication skills used in an interview.</p> <p>Identify at least three personal strengths related to the employment opportunity.</p>	

			<p>Practice a job interview with a friend or older adult.</p> <p>Conduct a job interview and evaluate personal performance.</p>	
		<p>SWBAT knows and understand the importance of following up after a job interview.</p>	<p>Explain two ways to follow-up, (e.g., phone call, thank-you letter, e-mail).</p> <p>Describe what to say in follow-up contact.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts.</p> <p>Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	

Unit Title: Exploring Career Clusters

<p>Targeted Standards: (local, district, state or national) 9.2; Career Ready Practices</p> <p>Unit Objectives/Conceptual Understandings: Students will understand that there are many career options and identify their own career interests.</p> <p>Essential Questions: What careers am I interested in? What education/training do I need for particular careers of interest and how long will it take me?</p> <p>Unit Assessment: Student will demonstrate the ability to develop a career plan through classroom evaluations.</p>
--

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design</p>	<p>Creating a career plan</p>	<p>SWBAT develop a career plan.</p>	<p>Describe the education needed to pursue a chosen career.</p> <p>Determine the resources needed to obtain the education, training, and apprenticeship required.</p> <p>Develop a written career plan with action steps, resources, and time frames.</p> <p>Explain the difference between an educational grant and loan.</p> <p>Identify scholarships, grants, and financial aid available.</p>	<p>Student data, teacher generated formative and summative assessments, classroom based informal assessments, verbal questioning</p>

<p>alternative career plans based on those skills.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p>			<p>Explain how, when, and where to apply for financial aid.</p> <p>Apply for financial aid to pay for training, if applicable.</p>	
	<p>Finding an internship / SLE</p>	<p>SWBAT identify how to find career related internship, apprenticeship, or volunteer opportunity</p>	<p>Describe one or more ways to obtain an internship, apprenticeship, or volunteer opportunity.</p> <p>Select a strategy to obtain an internship, apprenticeship, or volunteer opportunity.</p>	
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices Career Clusters https://careertech.org/career-clusters; Interest Survey https://careertech.org/resource/career-clusters-student-interest-survey; NJ Career Assistance Navigator (NJCAN) https://portal.njcis.intocareers.org/ Bureau of Labor Statistics Resources Link https://www.bls.gov/k12/students/jobs-for-the-future-sle-development-guide Jobs for the Future SLE Development Guide https://jfforg-prod-prime.s3.amazonaws.com/media/documents/WBLSYSTEMGUIDE_091517.pdf Career One Stop https://www.careeronestop.org/ExploreCareers/explore-careers.aspx</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p> <p>Instructional adjustments will vary depending on student population and individual needs.</p> <p>Writing assignments can be differentiated using writing rubrics, fill in the blank, and tracing of key concepts. Reading will be differentiated based on student level and may include picture communication symbols.</p> <p>Prompting, modeling, wait time, and Image exchange cards can be used to engage students with limited verbal ability or a variety of emotional needs.</p> <p>Use these resources to ensure students are included throughout the lesson.</p>	