Grade: 7-12 (targeted to 9th and 10th)
Course: Career Exploration 3000010
Year Adopted: 2023-2024
Credits: 1 Credit

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to	Connection to [Social Emotional Standards] and/or [Social Justice Standards]	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
YEAR 1	**Essential Questions:** What factors affect the career choices I will make? How can I identify unique aspects of my personality or background that may align to a specific career? How should I go about making decisions about college and career? How can I prepare myself to follow my career choice? Where do I see myself in 2 years, 5 years, 10 years? What steps do I need to take to get there?					
	Vocabulary: Career, Job, Work Ethic, Code of Conduct, Accountability, Responsibility, Entrepreneurship, Enlisted, Employed, Enrolled, Resume, Cover Letter, Professionalism, Feedback, Corporate, Hierarchy, Internship, Soft Skills, Bias, Time Management					
	[Ohio Business And Administrative Services, Finance and Marketing Standards] 1.1.1. Identify the knowledge, skills and abilities necessary to succeed in careers. 1.1.2. Identify the scope of career opportunities and the	Students can take a career assessment and can interpret and analyze the results Students can research job availability in their area. Students understand the difference	Communication Critical and Creative Thinking Empathy Global Awareness Collaboration Growth Mindset	ID.6-8.4 I feel good about my many identities and know they don't make me better than people with other identities. DI.6-8.6 I interact with people who are similar to and different from me, and I show respect	Career Assessment Portfolio - digital and potentially physical Resume, Cover Letter and References Compare and	Speakers from local businesses and professional fields Student Success Plan Junior Achievement E for ME Fair for students

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	requirements for education, training, certification, licensure and experience. 1.1.3. Develop a career plan that reflects career interests, pathways and secondary and postsecondary options. 1.1.5. Develop strategies for self-promotion in the hiring process (e.g., filling out job applications, résumé writing, interviewing skills, portfolio development). 1.1.6. Explain the importance of work ethic, accountability and responsibility and demonstrate associated behaviors in fulfilling personal, community and workplace roles. 1.1.7. Apply problem-solving and	between a job and a career and know the skills, experience and education/training necessary for either. Students can develop a career plan that includes additional education or training. Students can complete a job application. Students can create a resume. Students can write a cover letter. Students can apply appropriate communication skills to interview in a professional setting. Students will begin creating their digital portfolio and continuously update it. (Potentially having		to all people. DI.6-8.9 I know I am connected to other people and can relate to them even when we are different or when we disagree. JU.6-8.11 I relate to people as individuals and not representatives of groups, and I can name some common stereotypes I observe people using. A2. 1.c Describe how personal interests, qualities and strengths may help with decision making to accomplish personal goals	contrast of desired career vs recommended and current job, recognizing schooling, training, future salary, continuing education. Presentation of career findings Mock interviews Getting and completing a job application Charting student language usage and correcting street language, providing alternatives. Hologram students Identify Coping Strategies and Supports	Exploration of the 4 Es - entrepreneurship, enlisted, employed, education Reviewing Federal Workers Compensation Guidelines Review Employee Handbook Samples Understanding public record Managing Google Calendar

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	critical-thinking skills to work-related issues when making decisions and formulating solutions. 1.1.8. Identify the correlation between emotions, behavior and appearance and manage those to establish and maintain professionalism. 1.1.9. Give and receive constructive feedback to improve work habits. 1.1.10. Adapt personal coping skills to adjust to taxing workplace demands. 1.1.11. Recognize different cultural beliefs and practices in the workplace and demonstrate respect for them. **Ohio ELA Standards**	a QR code on resume for access.) Students understand the importance of work ethic, accountability and responsibility. Students can manage their time effectively. Students understand work life balance. Students can solve work-related issues and make decisions while collaborating with others. Students understand dressing appropriately for given jobs and careers. Students understand work appropriate situational language. Students understand		A2. 2.c Investigate a potential career path that builds on personal strengths and addresses challenges A3. 2.d Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths A4. 1.c Describe how personal responsibility is linked to being accountable for one's choices and behavior A4. 3.d Demonstrate self-advocacy in context specific situations	Email etiquette Feedback - using a rubric and reading a rubric. Collaboratively creating a rubric	

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LAKEWOOD CITY SCHOOLS

	RL.7.1 RL.7.2 RL.7.3 RL.7.4 RL.7.6 RL.8.1 RL.8.2 RL.8.3 RL.8.4 RL.8.6 RL.9-10.1 RL.9-10.4 RL.9-10.6	the importance of the employee code of conduct, employee handbook, employee contract and Ohio and Federal laws of employment. Students understand the impact of social media. Students understand conflict resolution and the impact of different decisions and how it influences outcomes. Students can receive feedback for improvement without becoming defensive. Students can give meaningful feedback. Students will ask for feedback for improvement. Students know when it is appropriate to		B1. 1.d Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation B1. 2.d Evaluate how emotions expressed in different settings impact the outcome of a situation B1. 3.d Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors B2. 1.d Develop a plan that demonstrates an understanding of how to set and		

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		ask for assistance. Students can establish appropriate boundaries. Students can talk to their supervisor. Students know where they can find support when needed. Students have a respect for different beliefs and cultures. Students can collaborate with people with different opinions. Students can break barriers and biases from diverse disciplines.		reach goals that contribute to lifelong success B2. 3.c Set a short-term school or life goal with action steps to achieve success B2. 4.c Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed C1. 2.c Demonstrate respect across school, community, face-to face and virtual settings, when viewpoints or perceptions differ C4. 2.c Recognize that social cues are based on rules and		

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				expectations and can change based upon context D1. 3.d Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals D3. 3.c Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed E1. 1.c Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective		

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				E2. 2.c Identify reliable sources of adult help in various settings and actively seek adults for support E4. 2.c Recognize that new opportunities or unfamiliar situations may require productive struggle E4. 3.d Anticipate and plan for transitions in post-secondary life		