

Course: *Pre-Vocational Skills*
Unit #2: *Career Exploration*

Year of Implementation: 2023-2024

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
 - **Content Standards**
 - 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
 - 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
 - 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
 - 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
 - 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
 - 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
 - 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
 - 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
 - 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.
 - 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
 - 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of

- stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

- **21st Century Life & Career Standards**

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
- 9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
- 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
- 9.2.8.CAP.18: Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.
- 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.
- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 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.

- All curriculum writers/revisionists need to include standards that apply to “Career Readiness, Life Literacies, and Key Skills”. This should include a brief description of the standard and the standard number. Document only those standards and practices that apply to each unit. Use the following link to assist you [see pages of 31-36; 41-42; 53-56 for specific standard #'s and strands]

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

- **Interdisciplinary Content Standards**

- 2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.
- 2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to explore career options.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. **maximize independence**
2. **advance and accomplish their personal, educational, and career goals**
3. **self-advocate in real-life situations**
4. **make sound decisions with confidence**
5. **positively contribute to society**

Enduring Understandings {use Arial 11 font}

Students will understand that. . .

EU 1

it is significant to honestly evaluate one's personal strengths and weaknesses when exploring careers.

Essential Questions {use Arial 11 font}

EU 1

- What are my strengths and weaknesses?
- How will knowing my strengths and weaknesses affect my career choices?

<p><i>EU 2</i> interests play an important role in planning for the future.</p> <p><i>EU 3</i> knowing one's skills and abilities increases the chance of finding a job that is suitable.</p> <p><i>EU 4</i> when preparing to enter the job market, it is crucial to research many jobs.</p> <p><i>EU 5</i> it is important to set realistic goals in vocational planning.</p>	<ul style="list-style-type: none"> ● How do my personal qualities play a role in selecting a job? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● Why do I need to take time to identify my interests? ● What do my interests have to do with finding a job? ● How do I transition a hobby into a possible career? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● What are the correlations between my skills and job selection? ● In which tasks do I excel in my classes? <p><i>EU 4</i></p> <ul style="list-style-type: none"> ● What are ways to research jobs using technology? ● Why is it important to expose myself to a variety of different job choices? <p><i>EU 5</i></p> <ul style="list-style-type: none"> ● What are realistic job goals for me? ● How do I create short and long term goals?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● personal qualities which will help them during career exploration. ● correlations between jobs and their strengths. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● interests which are important when considering jobs. ● methods for identifying their interests. <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● ways of matching their abilities to their job choice. 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● identify their individual personal qualities. ● match strengths to jobs. <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● complete an interest inventory. ● compare their interests with job selections. <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● determine the links between their abilities and career

- inventories help them identify their abilities.

EU 4

- resources available for job research.
- certain information is important when researching jobs.

EU5

- realistic goals are unique for each person.
- the difference between long and short term goals.

- planning.
- reassess their skills on a yearly basis.

EU 4

- utilize technology in their job search.
- investigate their career options based on their strengths, interests, and skills.

EU 5

- write realistic short and long term goals.
- create a plan to meet short and long term goals.
- evaluate and self-correct their goals.

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection

- Complete interest inventory (A EU1, EU2, EU3)
- List personal qualities (A EU1, EU2, EU3)
- Identify abilities (A EU3)
- Create “All About Me” collages on Word/Pages (A EU1, EU2, EU3)
- Create a chart with stress coping strategies (A EU1, EU3)
- Demonstration of hobbies (A EU2)
- Identify realistic and unrealistic goals (A EU5)
- Write goals for various topics (A EU5)
- Identifying careers in the community (A EU4)
- Match interests, strengths, and skills within the school building (M EU1)
- Partner interviews and presentations (M EU3)
- Prioritize long term goals (M EU5)
- Interview people about jobs (M EU3, EU4)
- Research careers using Job Box and the internet (M EU4)
- Match Interests, strengths, and skills to jobs in the community (T EU3)
- Utilize stress coping skills in the community (T EU5)
- Compare interests, strengths, and skills to career opportunities in the community (T EU3)
- Create a career plan (T EU5)

Pacing Guide

Unit 2 will be taught intermittently throughout the year.

Instructional Materials

{Provide a list of all instructional materials used for this curriculum here. Items such as chromebooks and teaching tools such as Peardeck, EdPuzzle, etc... should NOT be listed.}

Task Boxes

Laminated charts

Sign In/Sign Out Log

Grooming materials

Daily Warm Up

Visuals of good vs bad appearances

Data Sheets

Video Modeling

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.