

Course Title – Study Skills and Career Awareness	
Implement start year – 2018-2019	
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Unit 3 , topic – Career and Education Exploration	
Transfer Goal – Students will be able to independently use their learning to discover career and educational options through assessments and research.	
Stage 1 – Desired Results	
<u>Established Goals</u>	<u>21st Century Themes</u> (www.21stcenturyskills.org)
<p>2014 New Jersey Student Learning Standards, Strand(s)/CPI #</p> <p>8.1 Educational Technology</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and access their potential to address personal, social, lifelong learning and career needs.</p>	<p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p>

<p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and/or social needs.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p>	<p style="text-align: center;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i> EU 1 career assessment is an important tool to map one’s future.</p> <p>EU 2 exploration of career clusters enables one to examine future employment possibilities.</p> <p>EU 3 education is an important factor in attaining career goals.</p>	<p><u>Essential Questions:</u></p> <p>EU 1</p> <ul style="list-style-type: none"> ● How well do I know myself? ● What is career assessment? ● How can career assessment direct me to careers that best suit my abilities and interests? <p>EU 2</p> <ul style="list-style-type: none"> ● Why is it important to know about career categories? ● How do my interests and abilities compare with career clusters? ● What career would be a good match for me? <p>EU 3</p> <ul style="list-style-type: none"> ● Why is education an important factor in attaining a career? ● Where can education information be accessed for specific careers? ● What colleges offer majors for specific careers? ● What are college requirements for admission?

	<ul style="list-style-type: none"> • What are the different educational options available after high school?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the important role of career assessments in career research. • where to access career assessments. • methods of utilizing career assessment results. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • careers are divided into cluster groups. • information on specific careers within clusters is easily accessible online. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the correlation between education levels and career choices. • the connection between income and education. • not every post-secondary educational institution offers the same preparation and/or training opportunities. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • access and complete career assessments. • analyze career assessment results. • apply results of career assessments to future planning. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • correlate clusters with career options. • research the various clusters online and determine which clusters are of interest. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • access online resources to obtain up-to-date career and education information. • investigate online the different entry and median income levels associated with careers of interest. • compare post-secondary educational options and requirements for careers of interest.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Self-Assessments and Reflection
 - Self-evaluation of career inventory results
 - Self-reflection on post-secondary options
 - Teacher generated rubric to help students evaluate projects
 - Activators
 - Summarizers
- Peer Critique
 - Think-Pair-Share on post-secondary educational options and preferences
 - Think-Pair-Share on personal career cluster results
- Presentations/Projects
 - Research career choices within clusters and prepare presentations on results
 - Create a brochure on various educational options which includes admission requirements, cost, program of study, etc.
- Teacher Observations
 - Teacher will guide student dialogue
 - Teacher will circulate throughout the room during activities to assess student work
- Formal Assessments
 - Projects Successful Completion
 - Quizzes and Tests

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

- Teacher led notes and discussions (A)
- Define Key Terms (A)
- Graphic Organizer on various educational choices (A, M)
- Career Cluster Research (A,M)
- Individual Career Assessments (A,M)
- Internet research on career choices and educational options (M, T)
- Completion of Career Project (M,T)
- Completion of Educational Options Brochure (M,T)
- Videos on Career Choices (A,M)