

|   |  |
|---|--|
| <b>Course: Strategies for Success in HS &amp; Life</b><br><b>Unit # 1: Job Exploration, Career Counseling and Employment Preparedness</b>   | <b>Year of Implementation: 2022-2023</b> |
| <b>Curriculum Team Members</b> <i>Renee Collins--rcollins@lrhsd.org</i>   |  |
| <b>Stage One - Desired Results</b>  |  |
| <b>Link(s) to New Jersey Student Learning Standards for this course:</b><br><i>{provide all applicable links to standards here}</i><br><a href="https://www.state.nj.us/education/cccs/2020/">https://www.state.nj.us/education/cccs/2020/</a>  |  |
| <b>Unit Standards:</b><br><br><b>21st Century Life &amp; Career Standards</b><br><br><i>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</i><br><br><i>Standard 9.2 Career Awareness, Exploration, Preparation and Training</i><br><i>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</i><br><br><i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i><br><br><i>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.</i><br><br><i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i><br><br><i>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests)</i> |  |

*used by employers in various industry sectors.*

*9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.*

*9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities.*

*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*

*9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.*

*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*

**English Companion Standards**

*NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*

*NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

**NJ Statutes**

*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.*

For additional information, see  
NJ Amistad Curriculum: <http://www.njamistadcurriculum.net/>

**Transfer Goal:** Students will be able to independently use their learning to determine interests for a future career, acknowledge the industry requirements and complete the steps to successfully gain employment.

As aligned with LRHSD Long Term Learning Goal(s):

1. *utilize and integrate essential communication and technical skills significant to 21st century life, work, and community*
2. *evaluate careers using critical thinking and problem-solving skills to respond to changing societal and economic conditions.*
3. *create authentic learning experiences to successfully transfer knowledge into real-world experiences preparing them for life and career*
4. *use technology to extend creativity and/or improve problem-solving ability*

Enduring Understandings

Students will understand that. . .

*EU 1*

job exploration and/or counseling assists in goal setting for adulthood.

*EU 2*

choosing a career is a process where individual traits, life skills, job entrance criteria and future work environment are equally

Essential Questions

*EU 1*

- How do my goals affect my future career and standard of living?
- How do my goals align with my desired future and career choice?
- What is the difference between a job and a career?

*EU 2*

- What information and experiences do I need to make informed choices now and for adulthood?

|   |   |
|---|---|
| <p>important considerations while exploring career options for adulthood.</p> <p><i>EU 3</i><br/>gaining employment is a result of diligently and successfully completing the necessary precursor steps such as creating a resume, completing an application and interviewing for the position.</p>   | <ul style="list-style-type: none"> <li>● What strengths and weaknesses do I possess and how will that affect my career?</li> <li>● What makes a skill “marketable”?</li> <li>● What skills are most important for the majority of jobs?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● What makes for a successful interview?</li> <li>● Why is a resume an important tool for gaining employment?</li> <li>● How can personality differences help/hurt the interview process?</li> <li>● Are soft or hard skills more important for employment?</li> <li>● What are some absolute deal breakers for interviews?</li> </ul>   |
| <p><u>Knowledge</u><br/><i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● how job exploration counseling contributes to decisions for living, learning and work.</li> <li>● resources available to them to explore career options.</li> <li>● the difference between long and short term goals.</li> <li>● how a job/career choice can affect your standard of living.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● the effects of personal strengths and weaknesses as it applies to career exploration.</li> <li>● how personal decisions can impact job opportunities.</li> <li>● where to find resources to help them find employers that have similar values.</li> </ul> | <p><u>Skills</u><br/><i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● interpret personality profile.</li> <li>● set goals for participation in job exploration and career counseling/guidance activities.</li> <li>● present information about job exploration activities and/or career counseling/guidance.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● capsulize prospective career choices.</li> <li>● effectively determine the pros and cons for each prospective opportunity.</li> <li>● create a list highlighting their strengths and weaknesses as it applies to their job/career choice.</li> <li>● evaluate their daily decisions to determine future impact.</li> </ul> |

|   |  |
|---|--|
| <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● the parts of a resume and reference sheet.</li> <li>● how to complete an employment application both online and paper.</li> <li>● how to communicate professionally written, online and in person.</li> <li>● interviewing skills and how to apply and enhance them.</li> </ul> | <ul style="list-style-type: none"> <li>● assess values as they apply to the workplace.</li> <li>● compare and contrast different employment choices.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>● create a working resume and reference sheet.</li> <li>● fill out a job application through different means (paper and online)</li> <li>● write a professional email and send necessary paperwork online correctly.</li> <li>● conduct a mock interview.</li> </ul> |
|---|--|

### **Stage Two - Assessment**

*Recommended Performance Tasks:*

- As a recent graduate from high school, trade school or college, the next step is to procure employment. Using online job description and employment opportunities, research and determine an appropriate opportunity for application. In order to gain employment, all necessary paperwork/correspondence must be completed. Once the resume is approved, you will need to research the company and take the necessary steps to schedule and complete a job interview with Silver Lining Company. A hiring manager will assess your interview and confirm or deny the employment opportunity. (*EU 1,2,3*)

*Other Evidence:*

- *Class Discussion*
- *Resume Error quiz (give them a resume with errors and have them find the errors)*
- *Group presentations (What to do and what not to do in an interview)*
- *Mock Interview*
- *Peer quizzes*
- *Journaling*
- *3-2-1 (3 things they learned, 2 things they want to learn, 1 question they may still have)*

## 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} 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

- [Career personality test](#) (A, M, EU2)
- Discuss potential careers/occupations of interest and specific job interests with Guidance Counselor and/or school staff (A, EU1, EU2)
- [Occupational Outlook Handbook](#) (A, M, EU1)
- [Work/Life balance Ted Talk](https://www.youtube.com/watch?v=bZXDC0luabs) <https://www.youtube.com/watch?v=bZXDC0luabs>
- Complete a job application <https://www.thebalancecareers.com/how-to-complete-a-job-application-2058589> (A, M, T, RU3)
- Interview at least two individuals in career area(s) of choice (M, T, EU1)
- <https://livingwage.mit.edu/counties/34005> (A, M, EU1)
- Goal Book/Outline (M, T, EU2)
- Create a graphic life map for the future using Personal Vision Questions [https://docs.google.com/document/d/1Qv3HJJ\\_3swi576nPWNSoXxOiNbZxqXWFjRzRGNlqkv0/edit?usp=sharing](https://docs.google.com/document/d/1Qv3HJJ_3swi576nPWNSoXxOiNbZxqXWFjRzRGNlqkv0/edit?usp=sharing) (M, T, EU2)
- Match skill set to careers: <https://www.careeronestop.org/ExploreCareers/Assessments/skills.aspx> (M, T, EU2)
- Identify potential challenges and training/education needs for career interests (M, T, EU2)
- Discuss, reflect (journal) and record (transition planning document) pertinent information from job exploration counseling activities and the impact on living, learning and work settings (M, EU2)
- Value based workplace assessment (M, EU2) <https://www.careeronestop.org/Toolkit/Careers/work-values-matcher-results.aspx?assessment=44335334552254221111>
- Compare and contrast employment opportunities (A, M, EU2) <https://www.careeronestop.org/Toolkit/Careers/compare-occupations.aspx?currentoccupation=25309900&targetoccupation=33305100&location=US&radius=25>
- Guest Speakers
- [Career Exploration on the Internet](https://docs.google.com/document/d/1nO3P9gsiQyyc6kHf-1kx7xHmEuSCCfTlg4nFFEYdgoA/edit?usp=sharing) <https://docs.google.com/document/d/1nO3P9gsiQyyc6kHf-1kx7xHmEuSCCfTlg4nFFEYdgoA/edit?usp=sharing> (A, M, EU2)
- Information Interview (pages 50-54) <https://docs.google.com/document/d/1nO3P9gsiQyyc6kHf-1kx7xHmEuSCCfTlg4nFFEYdgoA/edit?usp=sharing>
- Discuss job entrance criteria with current employees, local business and school counselor (A, M, EU2)
- How to Dress for an interview collage (M, T, EU3)

**Commented [1]:** make sure that there is an activity in the learning plan for each knowledge and skill you have listed. I don't see anything about completing applications

**Commented [2]:** it is the 5th bullet

- "WANTED" poster describing the ideal job candidate (M, T, EU3)
- Use google docs templates to build a resume (A, M, T, EU3)
- Identifying types of skills (pages 36-39) [https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness\\_Rev-2019.pdf](https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness_Rev-2019.pdf) (A, M, T, EU3)
- Identifying job values (pages 40-43) [https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness\\_Rev-2019.pdf](https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness_Rev-2019.pdf) (M, T, EU3)
- Mock resumes to determine hireability (M, T, EU3)
- Peer interviews (T, EU3)
- [https://www.youtube.com/watch?v=-vk-99seC\\_l](https://www.youtube.com/watch?v=-vk-99seC_l) (T, EU3)
- Online generic job application (M, T, EU3)  
<https://static1.squarespace.com/static/593183748419c273d643a037/t/596f9d62b8a79b9f515a0da6/1500487011180/sample-job-application.pdf>
- Job Interview Rubric (M, T, EU3)
  - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:f5b701eb-21de-4dc4-9635-c16056835294>
  - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:1e641f13-c513-4dcd-92ec-40906e340a7b>
  - <https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:d884480f-86a7-46d2-a82a-1ff9d4af152f>

Pacing Guide:

| Unit # | Title of Unit   | Approximate # of teaching days |
|--------|---|--------------------------------|
| 1      | <i>Job Exploration, Career Counseling and Employment Preparedness</i> | 40                             |

**List of Instructional Materials:**

- <https://www.16personalities.com/tools/career>
- <https://www.bls.gov/ooh/a-z-index.htm>
- <https://www.careeronestop.org/>

**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.