

**Union County Educational Services Commission
High School Course Syllabus**

Title: Success Seminar - Career/Life Skills

Timeline: Full Year; 5 Credits

Course Description:

This course is designed to introduce students to strategies and attitudes that will help maximize their potential for success in high school, college, and career in order to become productive citizens. Topics covered include college preparation, grit and mindset, career and life skills, and service learning.

Course Outline:

- I. Finding a Job; Resume Building and Job Applications
- II. Interviewing
- III. On the Job Expectations/Etiquette
- IV. Budgeting

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - Career Readiness, Life Literacies & Key Skills
New Jersey Student Learning Standards - Social Studies

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

June 2024

**Union County Educational Services Commission
Curriculum Mapping– Success Seminar – Career/Life Skills**

	Unit 1	Unit 2	Unit 3	Unit 4
Number of Weeks	approx. 4 weeks	approx. 2 weeks	approx. 2 weeks	approx. 2 weeks
Topic	Finding a Job; Resume Building & Job Applications	Interviewing	On the Job Expectations/ Etiquette	Budgeting
Standards	<p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth</p> <p>CLKS- Consider the environmental, social and economic impacts of decisions Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work</p>	<p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved,</p>	<p>CLKS- Act as a responsible and contributing community members and employee Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and</p>	<p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</p> <p>9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances.</p> <p>9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain</p>

	<p>as it relates to the impact on the social condition, the environment and the profitability of the organization.</p> <p>CLKS- Plan education and career paths aligned to personal goals Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek</p>	<p>whether through their own actions or the actions of others.</p> <p>CLKS- Utilize critical thinking to make sense of problems and persevere in solving them Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	<p>workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p> <p>CLKS- Work productively in teams while using cultural/global competence Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</p>	<p>these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.</p>
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	counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.			
Content	<p>Training and Requirements of different jobs/ careers</p> <p>Job Searches</p> <p>Resume Development</p> <p>Requirements of Job Applications</p> <p>Resume and Application Protocols</p>	<p>Interview</p> <p>Interview Etiquette</p> <p>Interview Strategies</p>	<p>Job Etiquette</p> <p>Co-Worker Interactions</p>	<p>Elements of a Budget</p>
Skills	<p>Identifying characteristics required for employment</p> <p>Understand how to conduct a job search</p> <p>Identify qualities of a successful resume</p> <p>Create a resume</p> <p>Tailoring resumes for specific jobs</p> <p>Completing job applications</p>	<p>Preparing for an interview (general and job-specific)</p> <p>Participating in mock interviews</p> <p>Developing skills to answer questions (expected and unexpected)</p>	<p>Adhering to standards of behavior required by specific jobs</p> <p>Understanding and utilizing etiquette in the workplace</p> <p>Problem-solving</p>	<p>Developing a realistic budget</p> <p>Identify elements of a budget</p> <p>Differentiating between needs and wants</p> <p>Developing strategies to stay on budget</p>

