

Component One: Classroom Instruction

Week	Marking Period 1	Week	Marking Period 3
1	Career Awareness	21	Applying for a Job
2		22	
3		23	
4		24	
5	Career Planning	25	
6		26	Keeping a Job
7		27	
8		28	
9		29	
10		30	
Week	Marking Period 2	Week	Marking Period 4
11	Career Choices	31	Communicating on the Job
12		32	
13		33	
14		34	
15		35	
16	Finding a Job	36	Staying Safe on the Job
17		37	
18		38	
19		39	
20		40	

Component Two: In-house / In-district Jobs

Students will be assigned various tasks within the building or district in order to gain necessary work readiness skills and behaviors.

Time Frame	Weeks 1-5						
Topic							
Unit One: Career Awareness							
Essential Questions							
<ul style="list-style-type: none"> • How do my interests and values affect my career choices? • What are my skills and aptitudes and how will they affect my career choices? 							
Enduring Understandings							
Students will use information about themselves which will enable them to identify a career in which they will be happy and successful.							
Alignment to NJCCCS							
9.1.12A2, 9.1.12B1, 9.3.12C1-5							
Key Concepts and Skills							
Students will: <ul style="list-style-type: none"> • List personal interests, strengths and weaknesses to help them in career planning • Match a set of interests to given careers • Assess personal interests and abilities to identify potential career choices • Identify the difference between skills and aptitudes 							
Learning Activities							
<ul style="list-style-type: none"> • Make a collage of words describing themselves • Complete an interest survey • Make a chart of their values and where these come from (including personal values, family values, work values, economic values and cultural values) • Make a list of different kinds of skills • Begin “Personal Career” folder • Interview a partner to find out about his or her personality • Use information to research various careers online 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

X	Life & Career Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • Reading and Language Arts • Vocational Assessment • Business Education • Instructional Technology 					
Technology Integration					
<ul style="list-style-type: none"> • Internet Research • Online interest survey • Power Point Presentation • Glogster • Smartboard • Phillip Roy Life and Career DVD series 					

Time Frame	Weeks 6-10						
Topic							
Unit Two: Career Planning							
Essential Questions							
<ul style="list-style-type: none"> • Why do people work? • How does work affect people's lives? • How is technology changing the way people work? • How is the working population changing? 							
Enduring Understandings							
Student will have an understanding of why it is important to work and all that working entails.							
Alignment to NJCCCS							
9.1.12A2, 9.1.12B1, 9.3.12C1-5							
Key Concepts and Skills							
<p>Student will:</p> <ul style="list-style-type: none"> • List five reasons people work • Explain what a lifestyle is • Recognize social changes affecting the workplace • Identify the need for knowledge about technology 							
Learning Activities							
<ul style="list-style-type: none"> • Make a chart of 10 different jobs in the community with reasons for liking or disliking each job • Interview a parent or adult about his job, its requirements and job satisfaction • Design personal business cards • Create a Power Point presentation about jobs in our community past and present and the technology used in each job 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

X	Life & Career Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • Reading and Language Arts • Vocational Assessment • Business Education • Instructional Technology 					
Technology Integration					
<ul style="list-style-type: none"> • Internet Research • Online interest survey • Power Point Presentation • Glogster • Smartboard • Phillip Roy Life and Career DVD series 					

Time Frame	Weeks 11-15						
Topic							
Unit Three: Career Choices							
Essential Questions							
<ul style="list-style-type: none"> • What is the difference between career clusters and career interest areas? • Where does one obtain information about a career? • What information should one have about a career? • How can someone explore working in a particular career? 							
Enduring Understandings							
Students will be able to research careers and career interests to help them begin looking at careers with respect to their skills and interests.							
Alignment to NJCCCS							
9.1.12A2, 9.1.12B1, 9.3.12C1-5							
Key Concepts and Skills							
Students will: <ul style="list-style-type: none"> • Locate information about careers of interest • Research various careers • Select an appropriate job based on their individual skills 							
Learning Activities							
<ul style="list-style-type: none"> • “Career Fair”: Design a booth for the career of your choice. Advertise using posters, etc. • Use the internet to research a job of interest and give an oral summary • Design a poster on career clusters • Interview people about their jobs • Job shadowing • Volunteering 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration

X	Life & Career Skills	X	Information Literacy	X	Media Literacy
Interdisciplinary Connections					
<ul style="list-style-type: none"> • Reading and Language Arts • Vocational Assessment • Business Education • Instructional Technology 					
Technology Integration					
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Time Frame	Weeks 16-20						
Topic							
Unit Four: Finding a Job							
Essential Questions							
<ul style="list-style-type: none"> • What is involved in a job search? • What steps do I following in order to find a job? 							
Enduring Understandings							
Students will learn the skills and techniques involved in finding a job.							
Alignment to NJCCCS							
9.3.12C23-24							
Key Concepts and Skills							
Students will: <ul style="list-style-type: none"> • Identify possible job openings • Gather information about the jobs available • Follow steps necessary to apply for a job 							
Learning Activities							
<ul style="list-style-type: none"> • Brainstorm sources of information about potential jobs • Use newspaper or online classified advertisements to find a job of interest • Compile a list of people with whom they could network • Role play the various ways of applying for a job, ie: online, by phone, in person 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
<ul style="list-style-type: none"> • Reading and Language Arts • Vocational Assessment 							

- Business Education
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Technology Integration

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Time Frame		Weeks 21-25					
Topic							
Unit Five: Applying for a Job							
Essential Questions							
<ul style="list-style-type: none"> • How would I organize information about myself to create a resume? • How would I fill out a job application? • How do I make a good impression at a job interview? 							
Enduring Understandings							
Student will learn the steps to take to successfully apply and interview for a job.							
Alignment to NJCCCS							
9.2.12A1-2, 9.3.12C18-21							
Key Concepts and Skills							
<p>Student will:</p> <ul style="list-style-type: none"> • Complete a job application • Create a resume and cover letter • Understand the steps involved in a successful interview • Understand the importance of telling the truth during an interview 							
Learning Activities							
<ul style="list-style-type: none"> • Create a resume using online sources • Complete a pocket resume to aid in completing job applications • Make a chart of important questions and answers that may be asked during an interview • Role play the steps involved in applying for a job 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

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Time Frame	26-30						
Topic							
Unit Six: Keeping a Job							
Essential Questions							
<ul style="list-style-type: none"> • Is it important to do what you are told to do at work? • Does showing initiative help my job performance? • Should you be self-motivated at work? 							
Enduring Understandings							
The student will learn that responsibility is the willingness to accept a task, carry it out, and be accountable for it.							
Alignment to NJCCCS							
9.1.12F1-2							
Key Concepts and Skills							
The student will be able to:							
<ul style="list-style-type: none"> • Show an employer that he can take on more responsibility. • Demonstrate adaptability skills in new circumstances. • Display dependability and trustworthiness. 							
Learning Activities							
<ul style="list-style-type: none"> • Volunteer to help others dong a task. • Prepare a check list performance review. • Role Play various on-the-job situations. • Make a list of ways to demonstrate responsibility and trustworthiness. 							
Assessments							
<ul style="list-style-type: none"> • Cooperative and independent learning experiences • Classwork and homework • Teacher Observation • Rubric Assessment • Quizzes and Tests 							
21st Century Skills							
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Time Frame	31-35						
Topic							
Unit Seven: Communicating on the Job							
Essential Questions							
<ul style="list-style-type: none"> • Is it important to get along with others? • How do you build relationships with other people? • What part does self-esteem play in relationships? • How do you deal with conflicts when they arise? 							
Enduring Understandings							
The student will understand why teamwork is important, the steps involved in teamwork and how to handle problems teams face.							
Alignment to NJCCCS							
9.1.12.1							
Key Concepts and Skills							
Student will be able to: <ul style="list-style-type: none"> • Understand the importance of teamwork • List and understand the steps of teambuilding • Understand the different avenues of solving a conflict 							
Learning Activities							
<ul style="list-style-type: none"> • Make a poster that tells about teamwork and the steps of team building. • Prepare an oral presentation explaining teamwork using terms such as collaboration, team planning • Role play the steps involved with team building and conflict resolution 							
Assessments							
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21st Century Skills							
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Time Frame		Weeks 36-40					
Topic							
<ul style="list-style-type: none"> Unit Eight: Staying Safe on the Job 							
Essential Questions							
<ul style="list-style-type: none"> What can you do to stay safe and prevent accidents on the job? How do the employer and employee work together to create a safe workplace? How do you respond in an emergency situation? 							
Enduring Understandings							
The student will understand the importance of following safety measures to prevent work related injuries.							
Alignment to NJCCCS							
9.3.12C11							
Key Concepts and Skills							
Student will be able to:							
<ul style="list-style-type: none"> Understand the role of the employer and employee in creating a safe work environment Understand and use the emergency action steps. Stay calm and think clearly in an emergency Understand and follow all safety rules 							
Learning Activities							
<ul style="list-style-type: none"> Create a poster about “Check Call Care” emergency action steps. List safety rules at work. Role play work situations. 							
Assessments							
<ul style="list-style-type: none"> Cooperative and independent learning experiences Classwork and homework Teacher Observation Rubric Assessment Quizzes and Tests 							
21st Century Skills							
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