

<p><b>Standard:</b> 9.3 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>		
<p><b>Strand:</b> B. Career Exploration</p>		<p>By the end of grade 8</p>
Essential Questions	Enduring Understandings	Activities and Student Experiences
<ul style="list-style-type: none"> <li>• How can you best prepare to enter the workforce?</li> <li>• What do you need to successfully obtain a job?</li> </ul>	<ul style="list-style-type: none"> <li>• Career preparation is a lifelong process that requires purposeful planning based on research, self-knowledge, and informed choices.</li> </ul>	<ul style="list-style-type: none"> <li>• The students will work on their Personal Learning Plan.                             <ul style="list-style-type: none"> <li>○ The students will align their career goals by researching the requirement/qualifications necessary to obtain their career goals. The teacher will provide an example and show the students how they would go through the process. The students will map a plan or revise their current career plan to obtain their long-term goal. For example, if your goal is to have a career as a nurse, what types of qualifications do you need?</li> <li>○ The students will simulate the process of finding employment. They will reflect on their goals and plan in order to seek jobs of interest. They will use the Internet, newspaper, etc. to find a position. They will create a cover letter of interest and resume using computer applications. Finally they will prepare and go on a mock interview. The students will take turns interviewing each other. They will have to come up with questions and dress professionally.</li> <li>○ The teacher will explain the process of seeking employment as a minor. The students will research different federal and state agency resources to identify jobs that are permitted and prohibited for minors.</li> </ul> </li> </ul>
Content Statements	Cumulative Progress Indicators	
<p>Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21<sup>st</sup> century occupations and careers.</p>	<p><b>9.3.8.B.1</b> Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.</p>	
	<p><b>9.3.8.B.2</b> Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters.</p>	
	<p><b>9.3.8.B.3</b> Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</p>	
	<p><b>9.3.8.B.4</b> Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.</p>	
	<p><b>9.3.8.B.5</b> Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.</p>	
	<p><b>9.3.8.B.6</b> Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.</p>	

	<p><b>9.3.8.B.7</b> Explain what is meant by “jobs” and “careers,” and examine how each tends to be distributed regionally, nationally, and globally.</p> <p><b>9.3.8.B.8</b> Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.</p> <p><b>9.3.8.B.9</b> Inventory the requirements for entering different career areas of interest using online job information, such as the federal <u>Occupational Information Network (O*NET)</u> or the <u>New Jersey State Career Development</u> website, and determine why those requirements are needed for success in a chosen career.</p> <p><b>9.3.8.B.10</b> Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal <u>Occupational Information Network (O*NET)</u> or the <u>New Jersey State Career Development</u> website.</p> <p><b>9.3.8.B.11</b> Prepare a sample resume and cover letter as part of an application for part-time or summer employment.</p> <p><b>9.3.8.B.12</b> Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.</p> <p><b>9.3.8.B.13</b> Locate information about working papers, including what is required to obtain them and who must sign them.</p> <p><b>9.3.8.B.14</b> Use online state and federal agency resources to identify jobs that are permitted or prohibited for minors.</p> <p><b>9.3.8.B.15</b> Analyze a past or current local, national, or international incident that violated professional, legal, and/or</p>	
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	<p>ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.</p> <p><b>9.3.8.B.16</b> Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.</p> <p><b>9.3.8.B.17</b> Recognize that an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> <p><b>9.3.8.B.18</b> Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).</p>	
<b>Desired Results</b>		
<p>Students will simulate the process of obtaining employment where students will locate a job online, fill out an application, create a cover letter/resume, and participate in a mock-interview.</p> <p>Students will know the proper procedures to obtain employment. Students will use various resources to obtain employment. Students will become aware of proper procedures for obtaining working papers. Students will learn the various online employment resources for minors. Students will know the proper cover letter/resume format. Students will learn the appropriate behavior, dress, and attitude to obtain/maintain employment. Students will learn the ethical and unethical behaviors that impact current and future employment opportunities.</p>		
<b>Assessments</b>	Teacher observation, student response	<b>Teacher Resources</b>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Students will complete an application, create a cover letter and resume and will answer interview questions appropriately.</p>		<p>SOAR Study Skills-A simple and efficient system for earning better grades in less time By Susan Kruger, M.Ed</p>

**Equipment Needed** Paper, pencil, smartboard, computer, internet

<http://www.khake.com/page64.html>