Course Title – Pre-Vocational Skills

Implement start year – 2015-2016

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Unit #2, topic – Career Exploration

Transfer Goal – Students will be able to independently use their learning to create career goals.

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes</th>
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<tbody>
<tr>
<td>2009 NJCCC Standard(s), Strand(s)/CPI # (<a href="http://www.nj.gov/education/cccs/2009/final.htm">http://www.nj.gov/education/cccs/2009/final.htm</a>)</td>
<td>- Global Awareness (<a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a>)</td>
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<tr>
<td>Common Core Curriculum Standards for Math and English (<a href="http://www.corestandards.org/">http://www.corestandards.org/</a>)</td>
<td><em>X</em>_ Financial, Economic, Business and Entrepreneurial Literacy</td>
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<tr>
<td>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</td>
<td><em>X</em>_ Civic Literacy</td>
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<td>9.3.8.B.1 Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.</td>
<td><em>X</em>_ Health Literacy</td>
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<td>9.3.8.B.2 Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters.</td>
<td><em>X</em>_ Environmental Literacy</td>
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<td>9.3.8.B.3 Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.</td>
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<td>9.3.8.B.5 Use workplace readiness skills and career information learned</td>
<td>21st Century Skills</td>
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- Learning and Innovation Skills: _X__ Creativity and Innovation
- _X__ Critical Thinking and Problem Solving
- _X__ Communication and Collaboration

- Information, Media and Technology Skills: _X__ Information Literacy
- _X__ Media Literacy
- _X__ ICT (Information, Communications and Technology) Literacy

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from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.

9.3.8.B.6 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.

9.3.8.B.12 Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.

9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.

9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.

<table>
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<tr>
<th>Enduring Understandings:</th>
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<td>Students will understand that . . .</td>
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**EU 1**
It is significant to honestly evaluate one’s personal strengths and weaknesses when exploring careers.

**EU 2**
Interests play an important role in planning for the future.

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<th>Essential Questions:</th>
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**EU 1**
- What are my strengths and weaknesses?
- How will knowing my strengths and weaknesses affect my career choices?
- How do my personal qualities play a role in selecting a job?

**EU 2**
- Why do I need to take time to identify my interests?
- What do my interests have to do with finding a job?
- How to I transition a hobby into a possible career?

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Life and Career Skills:
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility
### EU 3
knowing one’s skills and abilities increases the chance of finding a job that is suitable.

### EU 4
when preparing to enter the job market, it is crucial to research many jobs.

### EU 5
it is important to set realistic goals in vocational planning.

### EU 3
- What are the correlations between my skills and job selection?
- In which tasks do I excel in my classes?

### EU 4
- What are ways to research jobs using technology?
- Why is it important to expose myself to a variety of different job choices?

### EU 5
- What are realistic job goals for me?
- How do I create short and long term goals?

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**Knowledge:**

*Students will know . . .*

**EU 1**
- personal qualities which will help them during career exploration.
- correlations between jobs and their strengths.

**EU 2**
- interests which are important when considering jobs.
- methods for identifying their interests.

**EU 3**
- ways of matching their abilities to their job choice.
- inventories help them identify their abilities.

**EU 4**
- resources available for job research.
- certain information is important when researching jobs.

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**Skills:**

*Students will be able to . . .*

**EU 1**
- identify their individual personal qualities.
- match strengths to jobs.

**EU 2**
- complete an interest inventory.
- compare their interests with job selections.

**EU 3**
- determine the links between their abilities and career planning.
- reassess their skills on a yearly basis.

**EU 4**
- utilize technology in their job search.
- investigate their career options based on their strengths, interests, and skills.
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<th>EU5</th>
<th>EU 5</th>
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| • realistic goals are unique for each person.  
   • the difference between long and short term goals. | • write realistic short and long term goals.  
   • create a plan to meet short and long term goals.  
   • evaluate and self-correct their goals. |

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**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

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

- Self assessment inventories
- Graphic organizers comparing interests, skills and strengths to various jobs
- Self assessment on goal achievement
- Rubrics on productive career exploration
## Stage 3 – Learning Plan

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

- Complete interest inventory (A)
- List personal qualities (A)
- Identify abilities (A)
- Create “All About Me” collages on Word/Pages (A)
- Demonstration of hobbies (A)
- Identify realistic and unrealistic goals (A)
- Write goals for various topics (A)
- Identifying careers in the community (A)
- Match interests, strengths, and skills within the school building (M)
- Partner interviews and presentations (M)
- Create New Years Resolutions (M)
- Prioritize long term goals (M)
- Interview people about jobs (M)
- Research careers using Job Box and the internet (M)
- Match interests, strengths, and skills to jobs in the community (T)
- Compare interests, strengths, and skills to career opportunities in the community (T)
- Create a career plan (T)

**Timeline:** Unit 2 will be done over the course of a semester.