

Fair Lawn Public Schools

Fair Lawn, NJ

**Career
Connections**

Adopted August

2017

**Revised August 2017
Developed August 2015**

The Career Connections course has been designed for students who are transitioning out of high school and is aligned with the New Jersey Student Learning Standards.

**Career
Connections**

Fair Lawn School District

Committee Credits

Shannon Carriere, Teacher

Lauren Gimon, Supervisor

Spring 2015

Career Connections

I. Course Synopsis

Business & Career Connections is a full year course where students earn 5 credits. Business & Career Connections fulfills the graduation requirement of a full year of a career education course. This course introduces students to the process of career development and career awareness. Students develop self and career awareness, explore careers, and set academic and career-related goals through a series of activities using the Student Learning Standards. Students explore and assess their interests and abilities and use information from state and national labor market data to make future career plans. This course is designed to give students a competitive edge in the job market. This course is open to students entering 11th or 12th grade. Specific units incorporate and integrate the New Jersey Student Learning Standards. Student's individual learning styles and abilities are addressed through differentiated instruction as well as through different modalities of learning including infusing technology into daily lessons. The curriculum will be modified and adapted depending on the student population in this course.

II. Philosophy & Rationale

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

III. Scope & Sequence

Unit 1: Setting Personal Goals (3 Weeks):

- Theories of Career Development
- Developing SMART Goals
- Setting Career Goals
- Setting Life Goals
- Needs, Wants, Values
- Career & Life Decisions based on Individuality
- Creating a 10 Year Plan

Unit 2: Exploring the Best Career Path for You (4 Weeks):

- Career Portfolios
- Difference between a career & a Job
- Career Inventories
- Analyzing results of inventories
- 16 career clusters

Unit 3: Choosing the Best Career for You (6 Weeks):

- Career Pathways
- Interest Inventories
- Career Research
- U.S. Department of Labor

Unit 4: Searching for Employment (6 Weeks):

- Applying for Jobs
- Methods of finding a job ad
- Hourly v. Salary
- Full Time, Part Time, Seasonal, Temporary positions
- Online job databases
- Headhunters

Unit 5: Preparation for Employment (7 Weeks):

- Job Application Completion
- Career Portfolios
- Functional & Chronological Resumes
- Cover Letters
- Supporting Documentation for career portfolios

Unit 6: The Job Interview Process (8 Weeks):

- Pre-Interview Planning
- Steps in a job interview
- Most Commonly Asked Interview Questions
- Proper Follow-up after the interview
- Accepting a Job Offer
- First Day of work

Unit 7: Employee Rights (6 Weeks):

- New Jersey Labor Laws
- Obtaining working papers
- U.S. Labor Laws
- Employee responsibilities

IV. Unit Descriptions

Unit 1: Setting Personal Goals

Enduring Understanding

1. Developing a career plan can help you outline a clear path as you begin looking for job opportunities.
2. SMART goals are specific, measurable, realistic and have a time table.
3. Visualization and positive self-talk will help an individual conceptualize their future career.
4. Long term goals and short term goals are used in different situations when planning for your future.
5. A short term goal is a goal you can obtain in 12 months or less.
6. Goals need to be monitored to determine if they need to be modified.

Essential Question(s)

1. How will setting goals now impact my future?
2. Where do I see myself in one year, 5 years and 10 years?
3. What is a SMART goal?
4. What is the importance of a SMART goal?
5. How does a SMART goal lead to goal achievement?

Learning Objectives

Students will be able to:

1. Identify theories of career development and how they are related to career development.
2. Understand the importance of setting personal goals.
3. Understand the importance of setting career goals.
4. Identify how needs, wants and values influence career and life decisions.
5. Display an understanding of SMART goals.
6. Formulate 3 SMART goals related to their futures.
7. Explain why goals are sometimes unattainable.
8. Differentiate between a long term goal and a short term goal.
9. Create a one year, 5 year and 10 year plan.
10. Visualize their ideal future.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.

NJSLS Standard 9.1 – Personal Financial Literacy

- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
- 9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Interview someone who is goal driven and have them discuss how they have accomplished their goals throughout their careers. Discuss findings with the class.
 - b. Analyze goals and see if they meet the requirements to be SMART.
 - c. Create Wordles after developing SMART goals.
 - d. Students will compare and contrast between a goal and a dream.
 - e. Complete a goal self assessment worksheet.

2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 2: Exploring the Best Career Path For You

Enduring Understanding

1. Research is fundamental to determining areas of career interest.
2. Not everyone takes the same path to reach the same career.
3. Career resources are available online to help students navigate through different careers.
4. Career interest inventories are useful in helping students gain a better understanding of themselves and what they want for their futures.
5. A personal SWOT analysis is useful for determining values related to careers.
6. Career paths are groups into 16 career clusters.
7. Planning for a career now can lead to successful outcomes for key milestones in life.

Essential Question(s)

1. Where can students turn to for career resources?
2. How are careers groups and organized to help students?
3. How can career interest inventories help guide students in making career path choices?
4. What steps are necessary in creating a personal career profile?
5. When should a student start planning for a future career?
6. How can obtaining a job now give a student a competitive advantage in the future for their career?

Learning Objectives

Students will be able to:

1. Create a personal career profile.
2. Understand the difference between a career and a job and their associated earnings.
3. Explore and identify how to choose a career path within the 16 career clusters.
4. Identify potential career interests by completing various career interest/ability inventories.
5. Interpret and analyze the results of various career inventories.
6. Use data created from inventories to research possible career paths.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
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- 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.
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- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Students will complete a variety of career interest inventories and look for similarities and differences.
 - b. Students will create a timetable detailing different career theorists and what they contributed to the development of career theories.
 - c. Students will have their parents complete a career interest inventory to determine if their interests match their current positions.
 - d. Students will explore and research trending careers and where they would fit them in the 16 career clusters.
 - e. Invite someone from a local college career service center and have them explain how they help students determine potential careers for them after graduating college.
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.

- f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 3: Choosing The Best Career For You

Enduring Understanding

1. Career choices have an impact on future earnings.
2. Reading of economic conditions influences business decisions.
3. Governmental regulations force business owners to adapt.
4. Global economic conditions impact business owners on every level.
5. Business owners are required to pay employer taxes.
6. Every employee has specific rights which protect them in the workplace.

Essential Question(s)

1. How does someone choose a career based off of their values, interests and beliefs?
2. How can choosing a career that aligns with a students values, interests and beliefs help them lead a successful life.
3. What factors need to be considered when choosing a career?
4. How can a competitive advantage help and individual choose a career?

Learning Objectives

Students will be able to:

1. Research their desired career pathway with the assistance of various technology driven websites.
2. Identify the needs and requirements of their chosen career pathway upon completion of the career research process.
3. Determine the necessary skills and abilities needed for their chosen career path.
4. Understand how career choices impact future earning abilities.
5. Write a career development plan and set realistic career and independent living goals.

6. Identify and use sources of information about job opportunities such as job descriptions, job ads and online searches, and about the job market to help choose a career that best suits them.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
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- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Use CareerOneStop.org, the U.S. Department of Labor's website to research 3 potential careers.
 - b. Create a step by step plan in order to become qualified for specific careers.
 - c. Choose 3 careers and research their future potentials and demands for these careers. Report findings to the class.

- d. Choose a career and explain how technology has changed this career for the better and for the worse.
 - e. Access a four year college/university and explain what courses are necessary to obtain a certain career.
2. English Language Learners.
- a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
- a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
- a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 4: Searching For Employment

Enduring Understanding

1. There are a variety of ways individuals find employment opportunities.
2. Job Boards can provide individuals with a plethora of information about potential jobs.
3. Word of Mouth is extremely important in searching for employment.
4. Networking with key individuals in the fields in which an individual is interested in can help lead to employment.
5. Searching for employment takes patience and determination.

6. There are traditional and non-traditional ways of searching for employment.

Essential Question(s)

1. How do job boards such as Indeed, Monster Jobs and other sites help individuals obtain employment?
2. How can networking help lead an individual to employment?
3. How do businesses advertise job openings?
4. What is the difference between hiring from within and hiring from outside?
5. What role does social media play in job hunting?
6. Is a head hunter necessary to obtain employment?
7. Why is it important to network with individuals who are currently employed in a field you are trying to enter?

Learning Objectives

Students will be able to:

1. Demonstrate their understanding of how job boards are organized.
2. Research jobs they are qualified for currently and jobs they will be qualified for after obtaining a higher education and training.
3. Explain how word of mouth is an effective tool when looking for employment.
4. Differentiate between traditional and non-traditional forms of job searching.
5. Use information from job boards to make recommendations for employment.
6. Explain the role social media plays in finding a job.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use Technology to enhance productivity.

NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.6 Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.ED-ADM.5 Model leadership skills for personnel in order to improve the performance of the learning organization.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Create a presentation explaining how social media has changed the way an individual looks for employment.
 - b. Search for employment using 3 job boards and evaluate each offer.
 - c. Create a document that outlines people who are key players in helping you obtain employment.
 - d. Examine the benefits and drawbacks of hiring from within and hiring an outside candidate.

2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 5: Preparation for Employment

Enduring Understanding

1. Completing job application is the first step in obtaining employment.
2. Career planning is a lifelong process.
3. A resume is a self-marketing tool.
4. A job objective helps a candidate stay focused on what they want out of a specific job.
5. Having a resume that summarizes skills, education, experience and references is necessary in obtaining employment.
6. There are key interview questions that will be asked during an interview.
7. There are different forms of resumes including functional and chronological resumes.
8. A cover letter is necessary when sending a potential employer your resume.
9. Employers use resumes to help make hiring decisions.

10. A resume doesn't guarantee a candidate a job interview.
11. A candidate should have 3 professional references that a potential employer will call to verify character.
12. Resume scanning is a process where potential employers convert hard copy resumes into electronic resumes to help zero in on a specific candidate with specific skills, education or experience.

Essential Question(s)

1. What sections make up a resume?
2. When is a functional resume used?
3. When is a chronological resumes used?
4. Why is it important to complete a resume worksheet before an actual resume?
5. How can a scannable resume help a candidate get a job interview?
6. What documents are needed when submitting a resume to a potential employer?
7. What can a candidate do to help their resume get read by key hiring managers?
8. What are the common interview questions a candidate will be asked during a job interview?
9. What are the necessary steps after a job interview to thank the interviewer?
10. Who should be a professional reference when creating a resume and who shouldn't?

Learning Objectives

Students will be able to:

1. Create a resume worksheet which will help them identify their job objective, identifying information, education, skills, experience, references.
2. Identify the difference between a chronological resume and a functional resume.
3. Explain why a job objective is the first section of a resume.
4. Identify the importance of staying proactive when submitting resumes for potential jobs.
5. Analyze what techniques are used by hiring individuals when looking for the best candidate for a position.
6. Identify the most common interview questions asked during an interview.
7. Identify proper follow-up communication after a job interview.
8. Explore was in to use the same resume for different positions.
9. Create a list of action words that describe themselves to hep their chances of getting a job interview.

10. Analyze why employers ask for professional references when hiring individuals.

New Jersey Core Curriculum Standards – Technology

- See Technology & Career Readiness & 21st Century Skills Standards Curriculum Appendix

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

NJSLS Standard 9.2 – Career Awareness, Exploration, and Preparation

- 9.2.12.C.1 Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.
- 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice.
- 9.3.12.ED.8 Demonstrate ethical and legal behavior within and outside of education and training settings.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Create a functional and chronological resume.
 - b. Invite a human resource manager to speak to students about how they choose candidates.
 - c. Participate in a mock-interview.
 - d. Create a list of questions you would want to ask of a potential employer about the position.
 - e. Review resumes, cover letters and other documents to identify errors.
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
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 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.

- c. Use higher level questioning techniques in class and on assessments.

Unit 6: The Job Interview

Enduring Understanding

1. A job interview doesn't guarantee a job offer.
2. A job interview is a crucial step in the career planning process.
3. There are different types of job interviews that can take place over a period of time.
4. A job interview allows a person in a short period of time to prove why they are the best candidate for a position.
5. A resume, cover letter and reference sheet should be prepared to help guide a candidate during a job interview.
6. Pre-planning prior to a job interview is crucial to ensure success during a job interview.

Essential Question(s)

1. What pre-planning activities should take place before a job interview?
2. What supporting documentation should be brought to a job interview?
3. What are the commonly asked questions during a job interview?
4. How many times will a candidate be interviewed before they are normally notified if they received the job?
5. How can having a professional resume help an individual receive a call for an interview?
6. What is considered proper attire for females and males for a job interview?
7. When should a career portfolio be shared with an employer?
8. Should a career portfolio be posted online?

Learning Objectives

Students will be able to:

1. Identify trends in career portfolios.
2. Write effective cover letters for potential career opportunities.
3. Determine when a functional, chronological, combined or targeted resume is necessary.
4. Explore trends in resume development.
5. Create an effective resume that summarizes their professional experience up to this point.
6. Gather and prepare an online career portfolio that highlights all facets of an individual's professional life.
7. Identify basic work history.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Prepare an employee manual for a company.
 - b. Create job descriptions and present in writing and orally to a class.

- c. Prepare resumes for famous people based on their life history.
 - d. Create a functional and chronological resume.
 - e. Invite a human resource manager from the Board of Education to speak to students about the importance of career portfolios.
 - f. Compare and contrast student resumes and have peers evaluate each others resumes.
2. English Language Learners.
 - a. Students may use a bilingual dictionary.
 - b. Read written instructions.
 - c. Students may be provided with note organizers / study guides to reinforce key topics.
 - d. Provide modified assessments when necessary.
 - e. Student may complete assessments in alternate setting when requested.
 3. Special Education/504 Students.
 - a. Modifications in accordance with individual students' 504 plans and IEP's
 - b. Students may be provided with note organizers / study guides to reinforce key topics.
 - c. Extended time on assessments when needed.
 - d. Preferred seating to be determined by student and teacher.
 - e. Provide modified assessments when necessary.
 - f. Student may complete assessments in alternate setting when requested.
 - g. Establish a non-verbal cue to redirect student when not on task.
 - h. Maintain strong teacher / parent communication.
 4. Gifted and Talented Students.
 - a. Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share.
 - b. Provide enrichment activities to expand upon the curriculum.
 - c. Use higher level questioning techniques in class and on assessments.

Unit 7: Employee Rights

Enduring Understanding

1. You have the right to a safe workplace. The Occupational Safety and Health Act of 1970 (OSH Act) was passed to prevent workers from being killed or otherwise harmed at work. The law requires employers to provide their employees with working conditions that are free of known dangers.

2. The New Jersey Division of Vocational Rehabilitation Services provides services that enable individuals with disabilities to find jobs or keep their existing jobs.
3. Federal laws, such as the Fair Labor Standards Act, the National Labor Relations Act, the Civil Act of 1964 and the Occupational Safety and Health Act set the standards that govern workers' rights to organize in the private sector, and override most state and local laws.
4. The Department of Labor's Wage and Hour division is responsible for enforcing some of the nation's most comprehensive federal labor laws on topics including the minimum wage, overtime pay, recordkeeping, child labor, family and medical leave, migrant and seasonal worker protections, lie detector tests, worker protections in certain temporary guest worker programs, and the prevailing wages for government-funded service and construction contracts.

Essential Question(s)

1. Why was OSHA created?
2. What rights does a part time, full time, seasonal and temporary worker have?
3. What impact does raising the state minimum wage have on employees and employers?
4. How do employee manuals help employees become better workers?
5. How can having a mentor help an employee become a valuable asset to an organization?

Learning Objectives

Students will be able to:

1. Identify state and federal minimum wage laws.
2. Understand the fundamentals of OSHA laws and how they protect workers.
3. Identify how part time, full time and seasonal workers are entitled to different benefits under federal and state laws.
4. Examine an employee manual to identify workplace safety and laws.
5. Access employee handbooks and investigate different rules in different situations.
6. Fill out working papers.

Career Readiness Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.

NJSLS Standard 9.3 – Career and Technical Education

- 9.3.12.BM.3 Explore, develop and apply strategies for ensuring a successful business career.
- 9.3.12.BM.5 Implement systems, strategies and techniques used to manage information in a business.
- 9.3.12.BM.6 Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- 9.3.12.BM-ADM.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-ADM.3 Plan, monitor and manage day-to-day business activities.
- 9.3.12.BM-MGT.2 Access, evaluate and disseminate information for business decision making.
- 9.3.12.BM-HR.2 Access, evaluate and disseminate information for human resources management decision making
- 9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.
- 9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures.

Suggested Activities

Below is a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to,:

1. Activities
 - a. Students will write an employee handbook based on research of employee laws for Fair Lawn High School.
 - b. Analyze different employee law situations and determine the outcome based on research.
 - c. Examine dress codes from a variety of companies and create an employee dress code for Fair Lawn High School employees.

- d. Host a round table with the human resource manager from Fair Lawn Public Schools and ask how employee rights are protected and what is done to ensure a safe working environment.
 - e. Create a presentation highlighting historical events in employee rights and laws.
 - f. Host a debate on random drug testing of employees.
2. English Language Learners.
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V. Course Materials

Materials for this course are all teacher developed. Teachers will however incorporate the following to enhance instruction:

1. Magazine Subscriptions: Business Week, Inc. Magazine, The Wall Street Journal Classroom Edition
2. Web Based Tools: Google Drive, Kahoot, Remind, Socrative
3. Study Guides are provided for each topic

VI. Assessments

1. Quizzes
2. Concept Tests
3. Computer Labs
4. Homework
5. Final Exam
6. Class work
7. Oral presentations
8. Exit tickets
9. Kahoot

VII. Cross Curricular Aspects

1. Sports Management developing a fundraiser.
2. English resume writing & cover letter writing.
3. Marketing interviewing.
4. Senior citizens night dinner & a movie.