

Millstone Township School District
Guidance: Career Curriculum
Grade: 6-8

Unit of Study:

Unit Overview: The *Career Exploration* Unit will investigate the 6 RIASEC domains that correlate to individual personality, interest, and career opportunities. Students will have the opportunity to explore possible career options in correlation to their RIASEC code.

Recommended Pacing

8th grade students will complete this lesson during health class (30 minutes).

NJ Student Learning Standards

9.2.8.B.1 Research careers within the 16 Career Clusters® and determine attributes of career success.

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.

9.2.8.B.6 Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● Correlation between career path and individual interests ● Ability to independently research career options ● Utilize media outlets to research education, careers, and skills 	<ul style="list-style-type: none"> ● How does my personality align with a specific career path? ● Why is it important to consider my interest and personality when choosing a career? ● How can I learn more about the amount of training and education I need for a career?
Objectives:	
<p>Students will know:</p> <ul style="list-style-type: none"> ● The importance of aligning your personality/interest with career paths. ● Different career paths that can be suitable options for the future. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Research different careers and their educational requirements. ● Identify their strengths in workforce/careers. 	
Learning Experiences	
<ul style="list-style-type: none"> ● Students will work independently and in groups to differentiate instruction and increase awareness of other careers. 	
Ideas for Differentiation	

Based on the needs of the students, there may be a need for additional objectives, extending beyond or substituting in for those outlined in the curriculum map.

English Language Learners:

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label centers and classroom materials
- Content specific word walls and visual cues
- Number lines, counting chips. manipulatives

IEP/504 Learners:

- Utilize modifications and accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new strategies to previously learned strategies.
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Students at Risk of Failure:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one-on-one time
- Teachers may modify instructions by modeling what the student is expected to do

- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

Gifted and Talented Learners:

- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Assessments

- Pre/Post Survey
- RIASEC 60 question assessment (10 minutes)

Interdisciplinary Connections

Language Arts: The students will work in collaborative groups

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- A. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

B. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

C. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

D. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

21st Century Life and Careers

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

CRP5: Consider the environmental, social, and economic impacts of decisions.

CRP7: Employ valid and reliable research strategies.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

21st Century and Content specific depending on individual career exploration.

Technology Standards

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem

9.2.8.B.2 Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Resources

- Holland's RIASEC Model (1978)
- mynextmove.org