

NYS Performance Indicators	Objectives Essential Questions	Resources (Suggested Activities)	Cross-Curriculum Connections	Assessment Items
<p>New York State CDOS Standards:</p> <p>Standard 1:</p> <ul style="list-style-type: none"> • Career Development: Exploring career options, setting goals, and understanding workplace expectations. • Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. <p>Standard 2:</p> <ul style="list-style-type: none"> • Integrated Learning: Applying academic knowledge in real-world contexts. • Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. <p>Standard 3:</p> <p>Universal Foundation Skills:</p> <ul style="list-style-type: none"> • Developing communication, problem solving, teamwork, and other essential skills. 	<ul style="list-style-type: none"> • Research and identify potential career paths based on personal interests and strengths. • Demonstrate an understanding of workplace etiquette, communication, and collaboration. • Apply academic knowledge in real-world scenarios related to chosen careers. • Participate in career shadowing experiences to gain insights into different professions. • Develop a career action plan outlining goals, education requirements, and necessary skills. • Analyze the importance of lifelong learning 	<ul style="list-style-type: none"> • Identify at least three potential career paths of interests. • Write professional emails to request career shadowing opportunities. • Prepare and deliver a short presentation on a chosen career, highlighting its key aspects. • Complete a reflective journal after each career shadowing experience. • Create a career action plan outlining short-term and long term goals. • Introduction to career exploration resources and databases. <p>Sample Lessons:</p> <p>Introduction to Career Exploration:</p>	<p>English Language Arts Technology</p>	<p>Xello:</p> <ul style="list-style-type: none"> • Xello will be a large portion of the course. Students can use the self-Assessment tools to identify interests, strengths, skills, and explore/research careers. <p>Career Exploration Presentation:</p> <ul style="list-style-type: none"> • Objective: Assess students' ability to research and present information about a chosen career. • Task: Have each student research a career of their interest and create a brief presentation highlighting key aspects of the career, including responsibilities, required skills, education, and potential earnings. • Rubric: Evaluate content accuracy, organization, clarity of presentation, <p>Reflection Journal Entries:</p> <ul style="list-style-type: none"> • Objective: Evaluate students' ability to reflect on their career shadowing experiences and apply insights to their career exploration process. • Task: Assign regular journal entries after each career shadowing visit. Students should reflect on what

<ul style="list-style-type: none"> Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. <p>Standard 4: Career Majors and Skills:</p> <ul style="list-style-type: none"> Gaining industry-specific skills through hands-on experiences. <p>Standard 5:</p> <ul style="list-style-type: none"> Workplace Learning: Participating in career shadowing and internships to understand workplace environments. 	<p>and adaptability in a rapidly changing job market.</p>	<ul style="list-style-type: none"> Overview of the course objective and CDOS standards. Self-assessment tools to identify interests, strengths, and skills. (Xello) Introduction to career exploration resources and databases. <p>Workplace Readiness Skills:</p> <ul style="list-style-type: none"> Understanding workplace etiquette, communication, and professionalism. Role-play scenarios for effective communication, and professionalism. Role-play scenarios for effective communication and teamwork. Resume writing and interview preparation. 		<p>they learned, how it relates to their interests, and any new questions that arise.</p> <ul style="list-style-type: none"> Rubric: Assess depth of reflection, connections made between experiences and interests, and critical thinking skills. <p>Professional Communication Exercise:</p> <ul style="list-style-type: none"> Objective: Assess students' ability to communicate through written correspondence. Task: Ask students to write a formal email requesting a career shadowing opportunity or informational interview with a professional in their chosen field. Rubric: Evaluate the tone, clarity, and appropriateness of the email, as well as their ability to articulate their intentions and interests. <p>Reflective Essay on Lifelong Learning:</p> <ul style="list-style-type: none"> Objective: Evaluate students' understanding of the importance of lifelong learning in their chosen career field. Task: Assign an essay prompt asking students to reflect on how they plan to
--	---	---	--	--

		<p>Field Trips and Career Shadowing:</p> <ul style="list-style-type: none"> • Organizing visits to local businesses, organizations, and industries. • Participating in career shadowing experiences with professionals. • Reflective journaling and group discussions after each shadowing experience. <p>Career Action Planning</p> <ul style="list-style-type: none"> • Identifying short-term and long-term careers goals. • Researching education and training requirements for chosen careers. • Creating a career action plan outlining steps to achieve goals. <p>Lifelong Learning and Adaptability:</p> <ul style="list-style-type: none"> • Explore the 		<p>continue learning and adapting in their chosen career as industries evolve.</p> <ul style="list-style-type: none"> • Rubric: Assess the depth of reflection, integration of course concepts, and critical thinking skills. <p>Mock Interview:</p> <ul style="list-style-type: none"> • Objective: Assess students' interview preparedness and communication skills. • Task: Conduct a mock interview where students are asked typical interview questions related to their chosen career. Provide feedback on their responses, body language, and overall performance. • Rubric: Evaluate their ability to present themselves professionally, answer questions clearly, and showcase their strengths. <p>Classroom Discussions and Questioning:</p> <ul style="list-style-type: none"> • Teachers engage students in discussions related to the topic, asking probing questions to assess understanding and encourage critical thinking. <p>Exit Tickets:</p> <ul style="list-style-type: none"> • Students answer a brief question or complete a short task at the end of the class to demonstrate what they've learned.
--	--	---	--	---

		<p>concept of lifelong learning and its importance.</p> <ul style="list-style-type: none"> • Discussing emerging trends in various industries and the need for adaptability. • Group discussions on strategies for staying relevant in a changing job market. • Teacher work with PS2 by reaching out to local businesses, professionals, and organizations to arrange field trips and career shadowing opportunities providing students with real world insights and practical experiences relates to their career interests. 	<p>Quick Quizzes:</p> <ul style="list-style-type: none"> • Short quizzes with a few questions designed to assess understanding of recent material. <p>Peer feedback and review:</p> <ul style="list-style-type: none"> • Students review each other's work or presentations and provide constructive feedback based on specific criteria. <p>Think-Pair-Share</p> <ul style="list-style-type: none"> • Students think about a question individually, discuss their thoughts with a partner, and then share their ideas with the class. <p>Portfolio Evaluation:</p> <ul style="list-style-type: none"> • Rubric is scored based on: cover letter, resume, list of skills, reference letters, job application, career plan, attendance, career exploration, company research, college research, interview answers, internship log, student plan, thank you letters to mentor and shadow company. <p>Field trips/Job Shadowing:</p> <ul style="list-style-type: none"> • Students will be scored based on rubric • Example: 1-5 Field Trips Grade C • 6-8 Field Trips Grade B • 9 plus Grade A <p>Public Speaking</p>
--	--	---	---

				<ul style="list-style-type: none">• Students will demonstrate and practice public speaking by sharing and presenting shadow experiences.• Students will be scored based on a rubric. <p>Soft Skills:</p> <ul style="list-style-type: none">• Students will complete soft skill assessment.

--	--	--	--	--