

MIDDLETOWN TOWNSHIP PUBLIC SCHOOLS

Career Exploration — Grade 8 **(quarter-year course, meets every other day)**

Written Spring 2018

Adopted by the Board of Education on June 27, 2018

(Revised March, 2021 to meet the goals and standards of the new 2020 New Jersey Student Learning Standards – Visual and Performing Arts and the 2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills)

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**MIDDLETOWN TOWNSHIP BOARD OF EDUCATION
EQUAL OPPORTUNITY POLICIES**

The Middletown Township Board of Education affirms its responsibilities to ensure all students in the public schools of this township equal educational opportunity regardless of race, color, creed, religion, sex, ancestry, national origin or social or economic status. Lack of English language skills will not be a deterrent to admission to any program. No otherwise qualified handicapped individuals shall solely by reason of their handicap be denied the benefits of or subjected to discrimination in any activity.

The school system's Affirmative Action Plans for School/Classroom Practices are on file in the Superintendent's office.

AFFIRMATIVE ACTION GRIEVANCE PROCEDURE

The Board of Education has established a procedure for staff, students or parents on a student's behalf to follow in filing a complaint dealing with alleged violation, misinterpretation or inequitable application of the policies and practices of the school district relative to provisions of Federal and State anti-discrimination legislation. Details of the grievance procedures are included in the school district's policy manual under Policy #2260.

The Building Principal or designee serves as the first step of this grievance procedure.

The District Affirmative Action Officer is:

Charlene O'Hagan, District Director of Human Resources and Instruction
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737
(732) 671-3850

The District 504 Compliance Officer is:

Michele Tiedemann, District Director of Special Education
Middletown Township Board of Education
August T. Miner Administrative Offices
834 Leonardville Road, 2nd Floor
Middletown, New Jersey 07737
(732) 671-3850

DISTRICT PHILOSOPHY OF INSTRUCTION

In order to prepare our students for the ever-increasing demand for a literate, technology-oriented workforce, Middletown Township Public School District embraces an instructional philosophy that is student-centered, inquiry-based, and that differentiates instruction based on student's individual abilities.

Teachers, as facilitators of lifelong learning, challenge students by providing an environment in which the students become active participants engaged in working together on projects and in solving problems that involve or simulate authentic data and events.

Students learn to value a variety of different approaches and are taught to take responsibility for their own meaningful learning as they become more adept at communicating their reasoning and in asking questions to help clarify their thinking and that of their classmates.

COURSE PHILOSOPHY

Through student self-discovery and career exploration, students will build an understanding of the demands of the modern workplace. This course provides students with opportunities to develop an awareness of their personality, strengths and interests as it relates to future education and careers. Using a personalized learning approach, students gain valuable insight into their aptitudes and abilities and how those can translate into a meaningful career.

INTRODUCTION

This course is designed to introduce students to the world of careers. Utilizing the National Career Clusters Framework as a guide, students examine various careers in different areas including law and public safety, manufacturing, finance, business management and administration, science, technology, engineering and mathematics, information technology, and human services. With the assistance of career interest surveys, students gain a sense of understanding regarding careers that may match their personalities and interests as well as their outlook for the future. On the following pages the recommended activities section includes activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure and gifted students. [Integration of 21st Century Skills and Themes and Interdisciplinary Connections.](#)

New Jersey Student Learning Standards 21st Century Themes	
NJSLS that apply to the course https://www.state.nj.us/education/cccs/	Summary of NJDOE 21 st Century Themes https://www.state.nj.us/education/aps/cccs/career/

Curriculum units for all grade levels follow the same format and include the following:

- The NJSLS that are aligned with the unit, including 21st Century Themes
- Enduring Understandings
- Essential Questions
- Student Learning Outcomes
- Suggested Resources/Materials

The recommended activities section on the following pages includes activities for the purpose of differentiating instruction to meet the needs of special education students, English language learners, students at risk of school failure, and gifted students. The following are suggested modifications for teachers to use in each unit as appropriate:

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with choices including multiple options for how they can represent their understandings (e.g., conversations via digital tools such as SKYPE, experts from the community helping with a project, journal articles, biographies, multisensory techniques --auditory/visual aids: pictures, illustrations, graphs, charts, data tables, multimedia, modeling; etc.).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings. (Science specific)
- Use project-based learning to help students engage with content in an authentic way.
- Structure learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.

The district's expectation is for **ALL** teachers planning instruction for students with IEP's to thoroughly read and implement modifications and accommodations accordingly and consult with co-teacher.

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

- 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.**
- 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)\).](#)**

Twenty-first century themes and skills integrated into all content standards areas [\(N.J.A.C. 6A:8-1.1\(a\)3\).](#)

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[Amistad Law: N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of African- Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

[Holocaust Law: N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

[LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35](#)

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards [\(N.J.S.A.18A:35-4.36\)](#) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

ADOPTED TEXTBOOK/PROGRAM and RESOURCES

Textbook adoption is not necessary for this course; the following supplemental resource materials should be available for use by teachers*:

Bolles, Richard Nelson, and Katharine Brooks. What Color Is Your Parachute? 2021. Ten Speed Press, 2020.

Dweck, Carol. Mindset: the new psychology of success. Ballantine Books, 2016.

Mitchell, JP. [Career Development Beyond Job Titles: How K-12 is Using Challenges to Prepare Students for an Exciting Future](#). National Career Development Association, 6 Oct. 2020. Webinar

U.S. Bureau of Labor Statistics. [Turning the Gears on Careers](#). Division of Information and Marketing Services. PDF.

*Teachers are also encouraged to use Middletown Public Library's resources (Examples: Ferguson's Career Guidance Center and Hoopla Digital). [FREE Teacher Card Application](#)

Recommended Time Frame and Sequence

Marking Period: (every other day), 22 blocks

Units and Topics: # of Blocks: ● Unit 1: Getting to Know Yourself 4 ● Unit 2: Careers and Professionals 6 ● Unit 3: Workplace Preparation 6 ● Unit 4: My Amazing Future 6

Middletown Township Public Schools - Career Exploration — Grade 8 Curriculum

Unit 1: Getting to Know Yourself

Duration: 4 Blocks

Enduring Understandings

Essential Questions

- There are differences between a job and a career.
- Not all individuals learn in the same way but tend to have various learning styles
- Strengths for improving learning can be used to identify career paths that align with personal interests.
- What does it mean to be career ready?
- What are the various learning styles?
- Why is self-discovery a key element in career planning?
- What subjects in school do you like?

Objectives:

- Understand how choice of career impacts future lifestyle choices (car, home, career)
 - and that implementing an action plan is an essential step for achieving one's personal and professional goals.
- Analyze how an individual's strengths, lifestyle goals, choices, and interests affect employment and income
 - and that early planning can provide more options to pay for postsecondary training

and employment.

Recommended Activities:

- Collect, curate and create a variety of interest inventories, in a variety of mediums.
- Evaluate results from interest inventories and discuss how these results can influence job and career selection.
- Design digital or non-digital representations of their future lifestyle and engage in discussion and/or digital simulations based on various lifestyles—e.g., living for one month on a designated salary within a designated occupation.

Alignment to NJSLs:

- 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, homework and extracurricular activities for use in a career.

Suggested Materials/Resources:

from the U.S. Department of Labor:
[GetMyFuture](#)
[Employment](#) (Video)

Ideas for First Jobs

What do you like to do?

[Interest Assessment](#)

What are you good at?

[Skills Checklist](#)

[Skills Matcher](#)

What are your work values?

[Work Values Matcher](#)

Ferguson's Career Guidance Center:

[Career Interest Assessment](#)

30/60 question options

from Stanford University's TREE:

[Know Thyself](#)

From *Thrively:

[Interests and](#)

[Strengths Assessment](#)

*The two items above are included with Thrively's free content. [How-To Sheet](#)

Middletown Township Public Schools - Career Exploration — Grade 8 Curriculum

Unit 2: Careers and Professionals

Duration: 6 Blocks

Enduring Understandings

- What are the 16 career clusters?
- What skills are required to be successful in the workplace?
- Why is it important to talk to professionals in the workplace?

Essential Questions

- Careers should be matched to individual interests and learning styles.
- It is important to plan a pathway (education) to achieve one's goals.
- Professionals that have expertise in areas of interest can be a valuable resource.

Objectives:

- Gather knowledge and information from a variety of sources
 - and build an awareness of and appreciation for cultural differences, to avoid barriers to productive and positive interaction.
- Identify the 16 Career Clusters® and their accompanying pathways.
- Investigate careers to gain a better understanding of the work environment.

- Evaluate how careers trends have evolved over time, as well as projected career trends in the future.

Recommended Activities:

- Students with similar interests (clusters) will form working groups to research their cluster then discuss and share their findings with the class.
- Students connect with professionals in selected clusters to obtain first-hand accounts of careers using digital media, video, and technology tools—e.g., Skype, email, Google

Expeditions etc

*Teachers, counselors and specialists may be helpful in making these connections.

Alignment to NJSLS:

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

Suggested Materials/Resources:

[16 Career Clusters](#) (PDF)

from the U.S. Department of Labor:
[CareerOneStop](#)
[Occupation Profile\(s\)](#)

Ferguson's Career Guidance Center:
[Browse Professions — ALL](#)

from Colby College's Personality Lab:
[the Self-Peer Personality Test](#)

From the U.S. Bureau of Labor Statistics:
[Data-On-Display](#)

Middletown Township Public Schools - Career Exploration — Grade 8 Curriculum

Unit 3: Workplace Preparation

Duration: 6 Blocks

Enduring Understandings

- What are the differences between attending a community college, a state college and a trade school?
- What are internships and apprenticeships?
- How do job applicants prepare themselves for an interview?
- How do employers identify quality candidates?
- What is “workplace etiquette?”

Essential Questions

- Different levels of education and training are necessary for various career paths.
- A well-written resume and a positive digital footprint is important to develop.
- It is important to learn how to conduct oneself properly during an interview and in the workplace.

Objectives:	Recommended Activities:	Alignment to NJSLs:	Suggested Materials/Resources:
- Analyze personality assessments and recommended clusters for the purpose of determining possible career paths. - Identify potential career choices and discuss their education requirements. - Identify the components of a good resume and proper interview etiquette. - Develop an understanding for digital citizenship - and that digital footprints are publicly accessible. Appropriate measures such as proper interactions can protect online reputations.	- Students design pathway options - Students match their career choices with required education and training. - Teacher feedback in the form of edits and revisions. - Students develop, prepare, and participate in mock interviews. - Students research and compare digital footprints and discuss how they would impact future employment.	9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. • 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. 9.2.8.CAP.6: Compare the costs of postsecondary education with the potential increase in income from a career of choice. • 9.2.8.CAP.7: Devise a strategy to minimize costs of postsecondary education. • 9.2.8.CAP.8: Compare education and training requirements, income potential, and primary duties of at least two jobs of interest. • 9.2.8.CAP.9: Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts postsecondary options.	from the U.S. Department of Labor: GetMyFuture Applications Personal Data Worksheet Resumes Sample Resume Sample Cover Letter Interviews Common Interview Questions from MTPL's Hoopla Digital: <i>Your Digital Footprint — 12 Things You Need to Know</i> (Chapters 7 and 10) FREE Teacher Card Application

Middletown Township Public Schools - Career Exploration — Grade 8 Curriculum

Unit 4: My Amazing Future

Duration: 6 Blocks

Enduring Understandings

- How can exploring my personality and interests assist me in choosing higher education options and a career?
- What tools can be used to reflect, organize, and present ideas for the future?

Essential Questions

- Information acquired from a variety of personalized interest assessments, research and mentoring enables one to compile a plan outlining potential educational and career opportunities.
- The use of both digital or non-digital tools can be useful in presenting research, future plans, and ultimate goals.

Objectives:	Recommended Activities:	Alignment to NJSLs:	Suggested Materials/Resources:
● Compare and contrast careers. ● Understand that traditional and digital communities are used by individuals to share information, organize, and engage around issues and topics of interest. ○ and that some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while others are appropriate for creating text, visualizations, models, and communicating with others.	● Student Learning Plan with the develop an action plan for future career assistance of an adult mentor that attainment includes information about career ● i.e.: a blog, slideshow, areas of interest, goals and an movie, website, poster, educational plan. or presentation highlighting students’ ● Evaluate communication, research, journey of collaboration, and leadership skills that self-reflection, and can be developed through school, action plan. This can be home, work, and extracurricular accomplished through activities for use in a career. digital or non-digital tools.	Alignment to NJSLs: ● 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. ● 9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. ● 9.2.8.CAP.4: Explain how an individual’s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally. ● 9.2.8.CAP.11: Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. ● 9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.	Suggested Materials/Resources: from the U.S. Department of Labor: GetMyFuture What to Expect on the Job from Stanford University’s TREE: Explore Options from U.S. Bureau of Labor Statistics: Students Desk Interview with a... From *Thrively: Interests and Strengths Assessment *The two items above are included with Thrively’s free content. How-To Sheet

Middletown Township Public Schools - Career Exploration — Grade 8 Curriculum

Program Evaluation Form – Career Exploration, Grade 8

Please complete this form and return to Steven Graziamo @ HSN, Director of Arts and Business no later than the last week of May 2022. Thank you.

Based on your experience this year, on a scale of 1 to 5 (with 1 being the lowest and 5 being the highest), please indicate your response with regard to each of the following:

To what extent does this guide in conjunction with the adopted program/materials:

a. engage student interest in comparison to previous programs?	N/A	1	2	3	4	5
b. facilitate student discussion and communication of their ideas?	N/A	1	2	3	4	5
c. with teacher as facilitator (giving feedback & asking questions)?	N/A	1	2	3	4	5
d. provide resources to assist the teacher in allowing students to work on activities of their choice?	N/A	1	2	3	4	5
e. promote higher level thinking on the part of the students?	N/A	1	2	3	4	5
f. promote active student involvement?	N/A	1	2	3	4	5

To what extent does this program meet the needs of the students varying ability levels?

Do you feel there is a need for in-service for the teachers of this course? If so, please be specific.

COMMENTS: (Please expand on any of the items above as appropriate. Use the back of this form if necessary.)

Name (optional): _____ **Circle one: General Ed. Teacher Special Ed. Teacher 10**