



District Mission Statement/Standards and Commitments**Mission Statement**

The mission of the Salem County Vocational Technical School District is to prepare students for employment, for further education leading to employment, and for lifelong learning.

Standards and Commitments

Our schools will provide an engaging and challenging curriculum that aligns with the most current New Jersey Student Learning Standards (NJSLS). Instruction will take place in physically and emotionally safe environments rooted in trust, respect, communication, collaboration, and civic responsibility. Our vision is to empower all students with the tools and mindset to succeed in a rapidly evolving world.

Course Description

This Work-Based Learning (WBL) course is designed for students in grades 9–12 to develop the professional, financial, and career-readiness skills necessary for success in today's workforce. Students will explore career pathways, enhance personal development, practice leadership, and apply employability skills such as time management, communication, financial literacy, resume writing, and workplace ethics. A strong emphasis is placed on preparing for interviews and entering the workforce with confidence. This course is scheduled as a semester-long program lasting 90 instructional days. Classes meet in 87-minute blocks, Monday through Friday.

Table of Contents

Pacing Guide	4
Unit 1: Know Yourself	5
Unit 2: Classroom to Employment	7
Unit 3: Professionalism and Communication at Work	9
Unit 4: Managing Self, Time, and Money	13
Unit 5: Teamwork and Leadership	17
Unit 6: Protecting Yourself and Your Employer	20
Additional Information to be Considered for ALL Units	22

Pacing Guide

	Unit Title	Unit Number	Pacing	Unit Overview
	Know Yourself	1	12 days	This unit helps students develop a strong sense of self-awareness and recognize how their values, personality traits, and abilities influence their career goals and employability. Activities include personal assessments, self-reflection exercises, and creating a personal resume and cover letter.
	From Classroom to Employment	2	12 days	This unit bridges the gap between school and the workplace by focusing on how to prepare for employment. Students will learn the key steps in applying for a job, including how to write and refine a resume and cover letter, complete a job application, and practice interview techniques. They'll explore how to make a positive first impression, understand expectations of professional behavior throughout the hiring process, and learn how to dress appropriately for a job interview. This unit equips students with the confidence, communication skills, and professionalism needed to enter the workforce and stand out in the applicant pool.
	Professionalism and Communication at Work	3	16 days	This unit helps students understand what it really means to be professional, not just in how they talk, but also how they act, listen, write, and carry themselves in the workplace. Students will explore how communication affects relationships on the job and how to handle tough conversations, misunderstandings, and digital communication. The goal is for students to walk away with real strategies they can use to communicate clearly and respectfully, avoid unnecessary conflict, and make a positive impression on coworkers, supervisors, and customers. They'll also look at the importance of body language, tone, punctuality, teamwork, and email etiquette.
	Managing Self, Time, and Money	4	18 days	This unit focuses on helping students take ownership of their personal and financial responsibilities, both in and out of the workplace. Students will learn how to manage their time more effectively, set goals they can actually reach, and develop the discipline to stick to those goals. We'll also cover key concepts in money management, such as budgeting, saving, and making informed spending choices. The goal is to build the habits and mindset young adults need to manage their lives and their money with purpose and independence.
	Teamwork and Leadership	5	16 days	This unit is about learning how to work well with other people and how to step up and lead when the time is right. We'll break down what it means to be a good teammate, how to handle disagreements effectively, and how to ensure everyone gets heard. Leadership doesn't always mean being in charge. Sometimes it's about being dependable, encouraging others, or setting the right tone. Students will practice working in groups, solving problems together, and running short group projects. They'll also look at what kind of leadership style fits them best and how to lead with confidence, even in small ways.
	Protecting Yourself and Your Employer.	6	16 days	This unit is all about helping students protect themselves and others while on the job. We'll dig into basic safety expectations, workplace rights, harassment, discrimination, and what's appropriate behavior at work. This isn't just textbook stuff — students will walk through real situations they could face as new workers and talk through how they'd handle them. The goal is for students to

Key- * = Amistad Commission

+ = LGBTQ+

^ = Holocaust

<> = Career Education

\$ = Climate Change

() = DEI

			recognize red flags, know when and how to speak up, and understand how to act responsibly and professionally. It's about staying safe, staying legal, and keeping the workplace a respectful place for everyone.
--	--	--	--

Unit 1 Know Yourself

Curriculum Area: WBL

Timeframe: 12 days

Unit 1 Content Overview

This unit helps students develop a strong sense of self-awareness and recognize how their values, personality traits, and abilities influence their career goals and employability. Activities include personal assessments, self-reflection exercises, and creating a personal resume and cover letter.

Unit 1 Essential Questions

- How can understanding who I am help me choose a meaningful career path and present myself professionally?
- How do my strengths, interests, and values influence the career paths I consider?
- What personal qualities do I bring to a workplace, and how can I communicate them effectively?
- Why is self-awareness important in achieving career and personal goals?
- In what ways can my personality type or learning style guide my future career decisions?
- What role does self-reflection play in building a strong resume or cover letter?

Unit 1 Pre-Assessment

- Students will complete a self-assessment survey on their career awareness, personal strengths, and readiness to develop a resume.
- A short-written response: "What do I already know about myself that can help shape my future?"
- Discussion questions to spark early thinking and guide initial goal-setting.

Unit 1 Standards to be Taught and Assessed

- 9.1.12.A.1 – Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.G.3 – Analyze how personal values and attitudes affect financial decisions.
- 9.2.12.CAP.3 – Investigate how continuing education contributes to one's career goals.
- 9.2.12.CAP.4 – Evaluate different careers and develop a personal plan based on personal and academic interests.
- 9.2.12.CAP.5 – Assess and modify a personal plan to support current interests and goals.
- 9.2.12.CAP.6 – Identify transferable skills in career choices and design alternative career plans for potential career changes.
- 9.4.12.CI.1 – Demonstrate the ability to reflect, analyze, and refine personal goals based on career interests and values.
- 9.4.12.CI.2 – Identify and investigate a career of interest and report findings.

Unit 1 Standards to be Taught and Assessed

- 9.4.12.IML.7 – Evaluate the accuracy, perspective, credibility, and relevance of information from digital sources.

Unit 1 Student Learning Objectives We Are Learning To/That (WALT)

- Reflect on our strengths, interests, and personality traits to understand how they shape our career goals.
- Explore different career pathways that align with our values and personal skills.
- Begin building a professional resume and cover letter that reflect our goals and experiences.

Unit 1 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Complete interest and personality inventories (e.g., Holland Code, Myers-Briggs) ● Research careers using tools like Naviance, O*NET, or CareerOne Stop ● Reflect on personal traits and connect them to specific job roles ● Create vision boards or mind maps of career goals ● Begin drafting resume and cover letter with peer and teacher feedback ● Use shop time to gather experience, artifacts, and examples for student portfolios ● Portfolio development days to organize Unit 1 content
Formative Assessments	<ul style="list-style-type: none"> ● Exit tickets focused on daily learning ● Resume/cover letter peer review checklists ● Journaling responses about career exploration ● Self-assessment progress tracker
Summative Assessments	<ul style="list-style-type: none"> ● Final resume and cover letter ● Written reflection: “Who am I and where am I headed?” ● Career profile presentation or poster ● Portfolio entries: personality profile, resume, reflection
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Oral presentation or recorded video instead of written reflection ● One-on-one resume coaching with teacher or aide ● Modified resume templates and graphic organizers ● Partnered reflection interviews or voice-recorded journaling

Unit 1 Instructional Materials

Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> ● Devices with internet access ● Naviance, CareerOneStop.org, O*NET Online ● Resume and cover letter templates ● Interest/Personality inventories ● Journals or notebooks 	<ul style="list-style-type: none"> ● Sample resumes and cover letters from different career fields ● “What Color is Your Parachute?” handouts or summaries ● Videos on professional branding and first impressions ● Guest speaker or virtual career exploration interviews 	<ul style="list-style-type: none"> ● Graphic organizers and editable templates ● Dictation tools or voice-to-text software ● Peer mentors for supported group work ● Chunked resume/cover letter assignments with visual cues

Unit 2 Classroom to Employment**Curriculum Area:** WBL**Timeframe:** 12 days**Unit 2 Content Overview**

This unit bridges the gap between school and the workplace by focusing on how to prepare for employment. Students will learn the key steps in applying for a job, including how to write and refine a resume and cover letter, complete a job application, and practice interview techniques. They'll explore how to make a positive first impression, understand expectations of professional behavior throughout the hiring process, and learn how to dress appropriately for a job interview. This unit equips students with the confidence, communication skills, and professionalism needed to enter the workforce and stand out in the applicant pool.

Unit 2 Essential Questions

- What steps do I need to take to successfully apply for a job?
- How can I make a strong first impression during an interview and in writing?
- What does professional behavior look like during the hiring process?
- How can I present myself—on paper and in person—as the right candidate for the job?
- Why is appropriate dress and appearance important in a job interview?
- What strategies can I use to follow up after an interview and maintain professionalism?

Unit 2 Pre-Assessment

- Quick Write Prompt:
“If you had a job interview tomorrow, how would you prepare?”
→ Used to gauge each student’s current understanding of interview prep, appearance, and professionalism.
- Class Discussion Starter:
“What do you think employers look for during the hiring process?”
→ Helps reveal misconceptions and spark interest in the unit.
- Job Application Skills Check (Optional Quiz):
 - A short, informal quiz on:
 - Resume basics
 - Interview do’s and don’ts
 - Professional dress
 - Following up after an interview

Unit 2 Standards to be Taught and Assessed

- 9.1.12.G.3 – Analyze how personal values and attitudes affect financial decisions.
- 9.2.12.CAP.3 – Investigate how continuing education contributes to one’s career goals.

Unit 2 Standards to be Taught and Assessed

- 9.2.12.CAP.4 – Evaluate different careers and develop a personal plan based on personal and academic interests.
- 9.2.12.CAP.5 – Assess and modify a personal plan to support current interests and goals.
- 9.2.12.CAP.6 – Identify transferable skills in career choices and design alternative career plans.
- 9.2.12.CAP.8 – Identify different ways to search for a job and determine the most effective methods for finding work.
- 9.2.12.CAP.18 – Explain how to properly research the culture, expectations, and hiring practices of potential employers.
- 9.2.12.CAP.19 – Identify strategies for learning about an employer’s hiring process.
- 9.4.12.CC.1 – Use digital tools to enhance communication and collaboration in a professional context.
- 9.4.12.CI.1 – Demonstrate the ability to reflect, analyze, and refine personal goals based on career interests and values.
- 9.4.12.TL.3 – Analyze the effectiveness of the process and quality of collaborative environments.
- 9.4.12.GCA.2 – Demonstrate openness to diverse ideas and perspectives through active listening and effective communication.

Unit 2 Student Learning Objectives We Are Learning To/That (WALT)

- Build a resume and cover letter that tell our story and show off our strengths.
- Fill out job applications the right way so employers take us seriously.
- Get ready for interviews by practicing how to answer questions and talk about ourselves.
- Dress the part—because how we show up matters.
- Look into companies so we know what they expect and how to stand out.
- Speak and write like professionals—clear, respectful, and confident.

Unit 2 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Students will draft and revise their own resumes and cover letters. ● Practice filling out real-world job applications (on paper and online). ● Participate in mock interviews—individually and in small groups. ● Watch short clips or live demos on how to dress and act for interviews. ● Compare different job postings and research what employers are really looking for. ● Use class time for resume clinics, peer review, and teacher feedback. ● Shop time used to simulate interview situations or document portfolio skills.
Formative Assessments	<ul style="list-style-type: none"> ● Resume and cover letter drafts with teacher and peer feedback. ● Exit tickets on what they learned each day about applying and interviewing. ● Self-assessments on how ready they feel for job interviews. ● Participation in mock interviews and feedback sessions.
Summative Assessments	<ul style="list-style-type: none"> ● Final, polished resume and cover letter submitted for grading. ● Mock interview scored with a rubric focused on preparedness, appearance, and professionalism. ● Completed job application (realistic or based on an actual posting). ● Portfolio entry that includes resume, cover letter, and interview reflection.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Resume templates with guided prompts for students who need more structure. ● One-on-one interview coaching for students who need confidence-building. ● Video responses in place of live interviews for students with anxiety or accommodations.

Unit 2 Evidence of Learning

- Oral resume walk-throughs for students who struggle with writing.

Unit 2 Instructional Materials

Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Resume and cover letter templates • Sample job applications • Interview preparation guides and practice scripts • Videos or guest speakers on professional dress and workplace expectations • Rubrics for resumes, interviews, and job application accuracy 	<ul style="list-style-type: none"> • Career exploration websites (e.g., CareerOne Stop, O*NET) • Online resume builders (e.g., Canva, Indeed Resume, Zety) • Sample interview question banks • Job board sites for sample postings • Workplace etiquette articles and videos 	<ul style="list-style-type: none"> • Modified resume templates and graphic organizers • Small group resume and interview coaching sessions • Video modeling of interviews for students who need visual examples • Voice-recorded responses for students with written expression needs • Support from case managers or instructional aides during peer review and practice sessions

Unit 3 Professionalism and Communication at Work

Curriculum Area: WBL

Timeframe: 16 days

Unit 3 Content Overview

This unit helps students understand what it really means to be professional, not just in how they talk, but also how they act, listen, write, and carry themselves in the workplace. Students will explore how communication affects relationships on the job and how to handle tough conversations, misunderstandings, and digital communication. The goal is for students to walk away with real strategies they can use to communicate clearly and respectfully, avoid unnecessary conflict, and make a positive impression on coworkers, supervisors, and customers. They'll also look at the importance of body language, tone, punctuality, teamwork, and email etiquette.

Unit 3 Essential Questions

- What does it mean to be professional in the workplace?
- How can I communicate clearly and respectfully with coworkers, supervisors, and customers?
- Why is body language just as important as what I say?
- How should I handle conflict, misunderstandings, or difficult conversations at work?
- What does professional communication look like in writing, especially in emails or texts?
- How do attitude, tone, and behavior affect how others see me on the job?

Unit 3 Pre-Assessment

- Quick Write:
“What does being professional mean to you?”
Students reflect on what they think professionalism looks and sounds like.
- Scenario Reaction:
Read aloud a short workplace situation (e.g., “A coworker is rude to you in front of your boss. What do you do?”) and ask students to write or discuss how they’d respond. This reveals their instincts and communication styles.
- Self-Check:
Create a quick checklist where students rate themselves (1–5) on things like:
 - How comfortable they are with public speaking
 - How often they check their tone and body language
 - Whether they know how to write a professional email or text

Unit 3 Standards to be Taught and Assessed

- 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.19: Explain how to network effectively.
- 9.2.12.CAP.5 – Assess and modify a personal plan to support current interests and goals.
- 9.2.12.CAP.6 – Identify transferable skills in career choices and design alternative career plans.
- 9.2.12.CAP.23 – Identify strategies to maintain a positive work-life balance.
- 9.4.12.CC.1 – Use digital tools to enhance communication and collaboration in a professional context.
- 9.4.12.CI.1 – Demonstrate the ability to reflect, analyze, and refine personal goals based on career interests and values.
- 9.4.12.GCA.1 – Demonstrate respectful behavior in a digital and in-person environment.
- 9.4.12.GCA.2 – Demonstrate openness to diverse ideas and perspectives through active listening and effective communication.
- 9.4.12.IML.7 – Evaluate the role of media in shaping workplace communication and decision-making.
- 9.4.12.CT.2 – Identify opportunities to apply collaborative skills to support teamwork and innovation.

Unit 3 Student Learning Objectives We Are Learning To/That (WALT)

- Act professionally at work through our words, actions, and appearance.
- Communicate clearly and respectfully in person, over the phone, and in writing.
- Handle disagreements and misunderstandings in a mature, professional way.
- Understand how body language, eye contact, and tone of voice shape how we’re perceived.
- Use email and digital tools properly for workplace communication.
- Practice active listening and show respect for different viewpoints.
- Stay calm and focused when things get stressful on the job.

Unit 3 Evidence of Learning	
Instructional Activities	<ul style="list-style-type: none"> Students will role-play common workplace interactions (greetings, complaints, customer questions, conflict resolution). Practice giving and receiving feedback in small groups. Break down examples of professional vs. unprofessional emails and rewrite them. Watch short videos on nonverbal communication and reflect on what they notice. Complete body language and tone exercises using short workplace skits. Write and send a professional email to a mock employer or teacher. Shop time used for observation of workplace behavior and professionalism in action. Daily reflections on behavior, attitude, and communication challenges.
Formative Assessments	<ul style="list-style-type: none"> Teacher observation during role-plays and group discussions. Peer feedback on body language and tone in practice exercises. Exit tickets on daily communication takeaways. Journal entries reflecting on moments they've communicated well (or not) in real life. Participation and engagement in scenario-based discussions.
Summative Assessments	<ul style="list-style-type: none"> Group or individual presentation on professional communication do's and don'ts. Written professional email graded for clarity, tone, and format. Completion of a "Workplace Communication Toolkit" that includes: <ul style="list-style-type: none"> Email sample Conflict resolution plan Personal professionalism checklist Portfolio entry reflecting on their growth in professionalism and communication.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> Scripted role-play templates for students who need verbal prompts. One-on-one modeling and support with teacher or aide. Allowing audio/video response options instead of written assignments. Use of sentence starters or visual aids during email writing or presentations. Checklists and visual cues for students with executive functioning needs.

Unit 3 Instructional Materials		
Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Workplace communication scenarios and dialogue prompts Sample professional and unprofessional emails Email format guide (subject lines, greetings, closings, tone) Rubric for professional behavior and communication Role-play scripts and peer feedback forms 	<ul style="list-style-type: none"> Videos on body language, active listening, and tone (e.g., TED Talks, workplace training clips) Guest speakers or virtual sessions with industry professionals on professionalism Workplace etiquette articles, podcasts, and short readings Communication checklists and professionalism trackers 	<ul style="list-style-type: none"> One-on-one coaching or practice sessions for students needing support Modified scripts and templates for email writing or role-play Graphic organizers to break down communication steps Visual behavior charts for appropriate/inappropriate actions

Unit 3 Instructional Materials		
Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> Visual aids showing body language cues and tone interpretation Daily reflection/journal sheets 	<ul style="list-style-type: none"> Google Workspace (Docs, Gmail) or Microsoft Office tools for email practice 	<ul style="list-style-type: none"> Extra time and simplified rubrics for assessments

Unit 4 Managing Self, Time, and Money

Curriculum Area: WBL	Timeframe: 18 days
Unit 4 Content Overview	
<p>This unit focuses on helping students take ownership of their personal and financial responsibilities, both in and out of the workplace. Students will learn how to manage their time more effectively, set goals they can actually reach, and develop the discipline to stick to those goals. We'll also cover key concepts in money management, such as budgeting, saving, and making informed spending choices. The goal is to build the habits and mindset young adults need to manage their lives and their money with purpose and independence.</p>	

Unit 4 Essential Questions
<ul style="list-style-type: none"> How can I take more control of my time and use it wisely? What habits do I need to build in order to manage my responsibilities and goals? Why is financial planning important for my future success? What's the difference between needs and wants, and how do they affect my spending? How can I create a realistic budget that helps me reach personal goals? What does it look like to be dependable and self-disciplined at work and in life?

Unit 4 Pre-Assessment

- Quick Write:
“How do you usually manage your time and money?”
Students write a short paragraph about their habits—what’s working, what’s not.
- Self-Check Survey:
Students rate themselves (1–5) on:
 - Using time wisely
 - Meeting deadlines
 - Keeping track of money
 - Saving for goals
 - Staying organized
- Budget Scenario:
“You earn \$300. How would you spend or save it?”
This shows how they prioritize money right now.
- Class Discussion:
Ask: “What does it mean to be responsible?”
Students share real-life examples—at home, school, or work.

Unit 4 Standards to be Taught and Assessed

- 9.1.12.A.1 – Compare and contrast the financial benefits of different types of postsecondary education and training.
- 9.1.12.B.1 – Prioritize financial decisions and explain the benefits of maintaining a budget.
- 9.1.12.B.3 – Evaluate the effectiveness of budgeting tools.
- 9.1.12.CDM.3 – Determine how spending habits impact long-term financial success.
- 9.1.12.E.2 – Analyze and compare investment opportunities.
- 9.1.12.F.1 – Explain how emotions influence financial decisions.
- 9.1.12.G.3 – Analyze how personal values and attitudes affect financial decisions.
- 9.2.12.CAP.5 – Assess and modify a personal plan to support current interests and goals.
- 9.2.12.CAP.23 – Identify strategies to maintain a positive work-life balance.
- 9.4.12.CI.1 – Reflect, analyze, and adjust personal goals based on interests and values.
- 9.4.12.GCA.1 – Show respectful behavior in all environments.
- 9.4.12.TL.4 – Assess the value of digital tools for planning and goal-setting.

Unit 4 Student Learning Objectives We Are Learning To/That (WALT)

Key- *= Amistad Commission

+ = LGBTQ+

^ = Holocaust

<> = Career Education

\$=Climate Change

()=DEI

Work-Based Learning Curriculum

- Use our time better so we don't feel rushed, stressed, or behind.
- Set goals that actually mean something—and stick to them.
- Create and follow a simple budget that makes sense for real life.
- Understand the difference between needs and wants.
- Make smart choices about how we spend, save, and plan for the future.
- Take responsibility for ourselves—at school, work, and in life.

Unit 4 Evidence of Learning	
Instructional Activities	<ul style="list-style-type: none"> • Students create a weekly schedule and track how they actually spend their time. • Create a personal budget using sample income and real-life expenses. • Compare “needs vs. wants” through interactive class debates or worksheets. • Reflective writing: “What goals matter to me, and how can I reach them?” • Use budgeting tools (online or paper) to simulate monthly spending. • Shop time used to plan and document financial goals in portfolios. • Group activity: Build a mock spending plan for a real-life scenario (e.g., living on minimum wage).
Formative Assessments	<ul style="list-style-type: none"> • Daily journals or check-ins on time management habits. • Exit tickets asking what they learned about budgeting or planning that day. • Budget drafts and goal-setting templates reviewed for feedback. • Peer feedback on time or money plans.
Summative Assessments	<ul style="list-style-type: none"> • Final personal budget (paper or digital) showing monthly income, spending, and savings. • Goal reflection: Written plan on how they'll reach a short- or long-term goal. • Portfolio entry with schedule tracker, budget, and personal reflection. • In-class presentation or one-pager: “How I Plan to Take Control of My Time and Money.”
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • Visual budgeting tools (e.g., pictures, symbols) for students who need support. • One-on-one check-ins or simplified planning sheets. • Use of a guided checklist for completing each budget item. • Oral reflections or recorded video responses instead of written tasks.

Unit 4 Instructional Materials		
Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Weekly planner templates • Budget worksheets (paper and digital) • Sample job pay stubs or hourly wage breakdowns • Goal-setting forms and reflection sheets • “Needs vs. Wants” visual charts • Rubrics for budgeting and time management activities • Real-world scenarios (e.g., first job, paying bills, saving for something big) 	<ul style="list-style-type: none"> • Budgeting apps (e.g., Mint, Goodbudget – demo only, no logins needed) • Online videos or slides on budgeting and saving • TED Talks or short clips on self-discipline and time use • Guest speakers on managing life after high school (counselor, HR rep, or young alum) • CareerOne Stop or other government tools for wage info and budgeting calculators • 	<ul style="list-style-type: none"> • Simplified budget templates with icons or examples • Time trackers with visuals for students who need structure • One-on-one time planning or budget coaching • Guided folders or step-by-step budget checklists • Additional time or sentence starters for written responses

Unit 5 Teamwork and Leadership

Curriculum Area: WBL

Timeframe: 16 days

Unit 5 Content Overview

This unit is about learning how to work well with other people and how to step up and lead when the time is right. We'll break down what it means to be a good teammate, how to handle disagreements effectively, and how to ensure everyone gets heard. Leadership doesn't always mean being in charge. Sometimes it's about being dependable, encouraging others, or setting the right tone. Students will practice working in groups, solving problems together, and running short group projects. They'll also look at what kind of leadership style fits them best and how to lead with confidence, even in small ways.

Unit 5 Essential Questions

- What does it take to be a good team member?
- How do I work with people who think or act differently than I do?
- What makes someone a strong leader — and how do I start building those traits?
- How do I step up and lead, even if I'm not "in charge"?
- How can I keep a team on track when things get off course?
- What does respectful, honest feedback look like — and how do I give or take it?

Unit 5 Pre-Assessment

- Quick Reflection:
"When was the last time you worked on a team? What went well, and what didn't?"
- Students will write 4–5 honest sentences about their most recent group experience—school, sports, clubs, or even at home.

- Self-Check Survey:
Students will rate themselves 1–5 (never to always) on things like:
 - I speak up during group work.
 - I help keep the group focused.
 - I handle disagreements calmly.
 - I follow through on tasks I'm given.
 - I feel comfortable taking the lead.

Unit 5 Standards to be Taught and Assessed

- 9.2.12.CAP.5 – Assess and modify a personal plan to support current interests and goals.
- 9.2.12.CAP.6 – Identify transferable skills in career choices and design alternative career plans based on those skills.
- 9.2.12.CAP.7 – Use communication and collaboration skills to work with others toward a common goal.
- 9.3.12.CD.3 – Evaluate team member roles to describe and illustrate active listening techniques, conflict-resolution strategies, and group contribution.
- 9.3.12.BM.1 – Utilize interpersonal and communication skills to lead and function effectively within teams.
- 9.3.12.ED.5 – Demonstrate group collaboration skills to enhance professional education settings.
- 9.4.12.CC.1 – Use digital tools to enhance communication and collaboration in a professional context.
- 9.4.12.GCA.1 – Demonstrate respectful behavior in a variety of settings and situations.
- 9.4.12.CT.2 – Apply critical thinking and creativity to make decisions and solve problems.
- 9.4.12.Cl.1 – Reflect, analyze, and adjust personal goals based on interests and values.

Unit 5 Student Learning Objectives We Are Learning To/That (WALT)

- Work with other people toward a common goal, even if we don't always agree.
- Step into leadership roles by being reliable, respectful, and confident.
- Understand what good leadership looks like — and how to grow into it.
- Use clear, respectful communication when working with a team.
- Handle disagreements or conflicts in a calm and productive way.
- Reflect on our own teamwork and leadership styles — and learn from them.

- Use feedback (giving and receiving) to grow and improve as a team member or leader.

Unit 5 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> • Students complete a group challenge (e.g., build a structure, solve a problem, or run a class project) and reflect on their teamwork. • Analyze real-world examples of strong and poor leadership from work, sports, or school. • Role-play scenarios that involve team disagreements, conflict resolution, and decision-making. • Team interviews: Students take turns leading small group discussions, practicing both leading and participating. • Use class time to document leadership development in student portfolios. • Team-based shop projects where each student rotates through leadership roles. • Daily team check-ins: What's working, what's not, and what to improve.
Formative Assessments	<ul style="list-style-type: none"> • Leadership skills checklist (self, peer, and teacher rated). • Daily journal: "How did I lead or support the team today?" • Observation during group activities using a rubric focused on collaboration and communication. • Peer feedback forms — students reflect on how each group member contributed. • One-minute reflections: "What did I learn about leadership today?"
Summative Assessments	<ul style="list-style-type: none"> • Group presentation or project that shows leadership, collaboration, and reflection. • Final written reflection: "What kind of team member am I, and how can I grow as a leader?" • Portfolio entry: Includes leadership self-assessment, group feedback, and a summary of team contributions. • Individual "Leadership Plan" outlining strengths, weaknesses, and next steps.
Alternative/Intervention Assessments	<ul style="list-style-type: none"> • One-on-one leadership coaching conversations with teacher (instead of written assessments). • Use of sentence starters and guided questions for journal and reflection prompts. • Visual organizers or leadership checklists with icons for students who need visual support. • Audio or video reflections for students who struggle with writing. • Assigned roles within teams that play to student strengths while still promoting growth.

Unit 5 Instructional Materials

Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Team roles chart (leader, timekeeper, recorder, presenter, etc.) • Leadership self-assessment rubrics • Daily journal templates or leadership reflection forms • Group project planning sheets and checklists • Real-world leadership case studies • Feedback forms (peer and teacher versions) • Rubric for team project presentation 	<ul style="list-style-type: none"> • TED Talks or short videos on teamwork, leadership, and communication • Articles or infographics on leadership styles and personality types • Examples of leadership in sports, business, or student life • Digital collaboration tools (e.g., Google Docs, Jamboard) for virtual teamwork practice 	<ul style="list-style-type: none"> • Guided teamwork scripts for conflict resolution or giving feedback • Leadership journals with prompts and sentence starters • Simplified leadership checklists or illustrated role guides • One-on-one coaching time with teacher during shop or portfolio block

Unit 5 Instructional Materials		
Instructional Materials	Supplemental Resources	Intervention Resources
	<ul style="list-style-type: none"> Leadership podcasts or video interviews with young professionals or entrepreneurs 	<ul style="list-style-type: none"> Modified group roles tailored to student strengths (e.g., visual organizer, time monitor)

Unit 6 Protecting Yourself and Your Employer

Curriculum Area: WBL	Timeframe: 16 days
Unit 6 Content Overview	
<p>This unit is all about helping students protect themselves and others while on the job. We'll dig into basic safety expectations, workplace rights, harassment, discrimination, and what's appropriate behavior at work. This isn't just textbook stuff — students will walk through real situations they could face as new workers and talk through how they'd handle them. The goal is for students to recognize red flags, know when and how to speak up, and understand how to act responsibly and professionally. It's about staying safe, staying legal, and keeping the workplace a respectful place for everyone.</p>	

Unit 6 Essential Questions

- What are my basic rights and responsibilities as a worker?
- How do I recognize unsafe or unfair conditions on the job?
- What should I do if I feel uncomfortable, unsafe, or disrespected at work?
- Why are ethics and professionalism important in every workplace?
- How can I help create a safe, respectful, and fair work environment for everyone?
- What actions could get me in trouble — and how do I avoid crossing that line?

Unit 6 Pre-Assessment

- Quick Write:
"What would you do if something at work made you feel uncomfortable or unsafe?"
Students respond in 3–4 honest sentences. No pressure. Just real answers.
- Scenario Prompt (Verbal or Written):
"A coworker is acting unprofessional and it's affecting the team. What are your options?"
Discuss or write down a few possible responses.

Unit 6 Standards to be Taught and Assessed

- 9.1.12.CDM.3 – Develop a plan that includes information on income, spending, saving, and financial planning.
- 9.2.12.CAP.8 – Identify risks that individuals face and consider potential consequences of those risks when making career decisions.
- 9.2.12.CAP.19 – Compare and contrast employee rights related to harassment, discrimination, and safety.
- 9.2.12.CAP.23 – Identify laws and regulations designed to promote safe and healthy work environments.

Unit 6 Standards to be Taught and Assessed

- 9.3.12.HR.3 – Describe and apply laws and regulations affecting human resource operations.
- 9.3.12.BM.5 – Implement quality control systems and practices to ensure quality products and services.
- 9.4.12.GCA.1 – Demonstrate respectful behaviors in a variety of settings and situations.
- 9.4.12.GCA.2 – Demonstrate accountability for actions and behaviors in the workplace.
- 9.4.12.CC.1 – Use digital tools to enhance communication and collaboration in a professional context.

Unit 6 Student Learning Objectives We Are Learning To/That (WALT)

- Understand our basic rights and responsibilities at work.
- Recognize signs of unsafe, unfair, or inappropriate situations on the job.
- Respond to workplace issues calmly, clearly, and with maturity.
- Know how to report problems like harassment, discrimination, or safety violations.
- Practice acting professionally in situations that require tough choices.
- Take responsibility for our own actions and understand the impact they can have.
- Communicate clearly and respectfully — even when dealing with conflict.
- Use real examples to figure out how to handle tricky workplace situations.

Unit 6 Evidence of Learning

Instructional Activities	<ul style="list-style-type: none"> ● Analyze real-life workplace case studies (safety, harassment, discrimination, ethics). ● Role-play different responses to difficult work situations. ● Watch short videos or news clips on workplace safety and ethics, followed by group discussions. ● Create a “Workplace Rights & Responsibilities” guide for young workers. ● Review and break down basic labor laws and employer policies. ● Complete a mock workplace incident report. ● Class discussion: What would you do if...? (Based on real-world scenarios) ● Shop-based walkthrough: Identify safety risks and suggest improvements.
Formative Assessments	<ul style="list-style-type: none"> ● Group discussion check-ins with reflection slips (“What did you learn today?”) ● Quick-response polls or written check-ins: “What would you do if...?” ● Journal reflections after videos or case studies ● Exit tickets that ask students to explain workplace rights or safety steps ● Teacher observations during role-play activities
Summative Assessments	<ul style="list-style-type: none"> ● Workplace Rights & Safety Project (poster, brochure, or digital guide) ● Written reflection: “How would I handle a tough situation at work?” ● Final quiz on workplace rights, responsibilities, and safety basics ● Portfolio entry: real-world scenarios with written responses on how to respond
Alternative/Intervention Assessments	<ul style="list-style-type: none"> ● Verbal responses instead of written reflections ● Visual infographics instead of written projects ● Guided notes and sentence starters for students needing extra support ● One-on-one teacher conferencing or check-ins during shop time

Unit 6 Evidence of Learning

- Role-play partner coaching for students with anxiety or IEP modifications

Unit 6 Instructional Materials

Instructional Materials	Supplemental Resources	Intervention Resources
<ul style="list-style-type: none"> • Workplace safety checklists and hazard identification sheets • Case studies and video clips of real-life workplace incidents • Labor law and workplace rights summaries (student-friendly format) • Scenario cards for role-plays • Reflection journal prompts and templates • Workplace incident report form templates • Digital slide deck on ethics and professionalism in the workplace 	<ul style="list-style-type: none"> • Short videos on OSHA basics and youth labor rights • News articles on workplace lawsuits or success stories related to ethics and safety • Interactive workplace safety simulations (online or shop-based) • Posters showing respectful behavior and anti-harassment messaging • Professional behavior “do’s and don’ts” chart 	<ul style="list-style-type: none"> • Sentence starters for journal responses and scenario writing • Visual organizers to help break down rights/responsibilities • Modified scenario cards with simplified choices • One-on-one coaching for conflict resolution practice • Peer support buddy system for role-play activities

Additional Information to be Considered for All Units

Benchmark Assessment

Midterm Benchmark Assessment: Administered after Unit 3 to evaluate growth in professional communication, career readiness, and personal development.

End-of-Course Benchmark Assessment: Administered after Unit 6 to assess students' understanding of workplace rights, leadership, employability skills, and readiness for postsecondary life.

Interdisciplinary Connections

ELA

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

Key- * = Amistad Commission

+ = LGBTQ+

^ = Holocaust

<> = Career Education

\$=Climate Change

()=DEI

Work-Based Learning Curriculum

W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CHPE

2.1.12.EH.1 – Recognize personal traits, strengths, and limitations to support a healthy lifestyle.

2.1.12.EH.3 – Describe strategies to manage stress in various situations.

2.1.12.EH.4 – Adapt emotional health messages and communication techniques.

Integration of Technology through NJSLs

8.1.12.DA.1 – Create interactive data visualizations for real-world issues.

8.1.12.DA.5 – Summarize and communicate insights from large data sets.

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Modify activities/assignments/projects • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Allow student to receive reading text in various forms (written, verbal, audio) • Pre-teach new vocabulary • Modify Content • Modify Amount of work given • Modify Assessment • Modify Homework • Re-teach skill if needed 	<ul style="list-style-type: none"> • Breakdown activities/assignments/projects/assessments into manageable units • Additional time to complete activities/assignments/projects/assessments • Provide an option for alternative activities/assignments/projects/assessments • Small Group Instruction • Intervention/Re mediation • Individual Intervention/Remediation • Additional Support Materials • Guided Notes • Graphic Organizers • Tutoring 	<ul style="list-style-type: none"> • Modifications for At-Risk Students • Place near positive peers • Check-ins with student • Verbal instructions written and left on board • Chunk directions • Have student repeat classroom expectations • Reword instructions if needed • Provide examples on board • Provide scaffolding • Assist with transitions • Identify go-to students for organizational support • Check and sign planner • Weekly organization time • Allow extra time as needed • Oral instructions repeated and written on board

Modifications/ Accommodations for Special Education Students	Accommodations for 504 Students	Modifications for At-Risk Students
<ul style="list-style-type: none"> • Allow student to make test corrections or re-take assessment • Adjust Pacing of Content • Small Group Instruction • Individual Intervention/Remediation • Additional Support Material • Lower-Level Text • Guided Notes • Graphic Organizers <p>* Implementation based on Student's IEP</p>	<p>* Implementation based on Student's 504</p>	

English Language Learners	Extensions for Gifted Students
<ul style="list-style-type: none"> • Vocabulary instruction • Pre-Reading strategies • Graphic organizers • Reading strategies • Tutoring • Pair students up with peers • Provide visual representation 	<ul style="list-style-type: none"> • Activities/assignments/projects/assessments • Provide an option for alternative instructional activities • Higher-level content • Adjust pacing of content • Small group enrichment • Individual enrichment • Higher-level text