



BOE Approved 8/18

Cliffside Park Public Schools

GRADE: 9-12

SUBJECT: College and Career Exploration

Unit Name: 2- Resume Writing

Duration: 5 weeks

Essential Questions

- What are acceptable references?
- How do I write a resume?
- How do I write a cover letter?
- What skills are important but not listed on the resume?

Enduring Understandings:

- Research and understand ways to be successful.
- Understand how choices influence the future.
- Research ways to discover students' interests
- Learn why today affects tomorrow
- Research how to plan for a career
- Discuss Career & Job Trends, Create Self- Assessment ,
- Describe Sources of Job information
- Complete job analysis; positive and negative aspects of career choices
- Identify the process required to find gainful employment.
 - Be able to process the necessary paperwork required to be submitted for employment.
 - Learn to complete a job application, create a resume, obtain references, and successfully interview for a position.
- Know the importance of marketable job skills
- Learn why today affects tomorrow
- Research how to plan for a career
- Discuss Career & Job Trends, Create Self- Assessment , Describe Sources of Job information
- Complete job analysis; positive and negative aspects of career choices
- Identify the process required to find gainful employment.
 - Be able to process the necessary paperwork required to be submitted for employment
 - Learn to complete a job application, create a resume, obtain references, and successfully interview for a position.



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Know the importance of marketable skills and contributing factors that determine employment chances
College readiness, planning and exploring

Relevant Standards:

NJSLS: 9.3.12 Career Awareness, Exploration & Preparation

NJSLS: 9.1A; 9.2A; 9.2B; 9.2C 9.2E; 9.2F Technology:

(i.e; NJSLS; NGSS)

Interdisciplinary Connections: ELA, Math, Social Studies, Science

Students will complete various assignments and projects using skills and knowledge from other core content subjects

Tier 2 Vocabulary: Analyze, Contrast, Compare, Demonstrate, Experience, Interview, Apply, Research

Tier 3 Vocabulary: Engineering, Computer Analysis, Resume, References

Core Instructional Materials/Resources/Digital Tools

Websites- NJCAN, Almostrealproducts.com, Learndoeearn.com, Schmoop.com
Text-Investigating Your Career, Jordan and Crews, 2013

Sources

New Jersey Student Learning Standards (2016) - <http://www.state.nj.us/education/cccs/2016/math/standards.pdf>

New Jersey Student Learning Standards - Technology (2014) - <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Career Ready Practices (2014) - <http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf>

Pearson enVision 2.0 (2016) - <https://www.pearsonrealize.com/index.html#/>

21st Century Themes and Skills:

To apply the standards that apply copy and paste from the link. NJSLS



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(CRP/NJSLS Standards)	<p>12 Career Ready Practices follow the link below.</p> <p>http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf 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. CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	
<p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computation</p>	<p>http://www.stste.nj.us/education/ccss/2014/tech/8.pdf</p> <p>NJSLS Technology Literacy 8.1A, 8.1B</p>	
Assessments and Performance Tasks:	Formative: Teacher created individual and group projects	



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	<p>Home work Written and oral tests and quizzes Individual and group projects Mock college interviews Apply to a college or trade school Exposure to FAFSA</p> <p>Summative: Project based assessment pertaining to material taught throughout the marking period</p> <p>Alternative: Attend a College and Career Fair and report back to class</p>
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners		Students with Disabilities 504 Plans Students at risk of academic failures	
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<p><i>(content, process, product and learning environment)</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Use of Higher Level Questioning Techniques</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Students present on topic of interest and curriculum related</p>	<p>Highlight key vocabulary through close reading</p> <p>Use graphic organizers</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p> <p>Paired Learning</p> <p>Alternative assignments</p> <p>Culturally related project based assignments</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team) Such as but not limited to the following:</i></p> <p>Debate topics of interest / subject importance.</p> <p>Authentic listening and reading</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Differentiation of the presentation strategies and student expectations</p> <p>Small group work</p>	
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