Grade 8 21st Century learning

Content Area: **21st century**
Course(s): **Music 1, Music 2, Music 7, Music 8, Computer Literacy/Media 1, Language Arts 1, Language Arts 2, Literature 8, Language Arts Literacy (7 & 8), Mathematics 8, Science 8, Social Studies 8, Computer Literacy/Media 8, Spanish 8, Physical Education 8, Mathematics 7, Science 7, Social Studies 7, Health 7, Physical Education 7, Computer Literacy/Media 7, Library/Media 7, Spanish 7, Art 8, Art 7, Mathematics 1, Science 1, Social Studies 1, Spanish 1, Art 1, Physical Education 1, Health 1, Mathematics 2, Science 2, Social Studies 2, Spanish 2, Art 2, Physical Education 2, Library/Media 2, Library/Media 1**
Time Period: **2nd Marking Period**
Length: **2nd Marking Period**
Status: **Not Published**

Unit Overview

Career Exploration

Enduring Understanding

- Students will understand that career preparation is a lifelong process that requires purposeful planning based on research, self-knowledge, and informed choices

- Students will understand the importance of knowing yourself and using this knowledge to create goals and develop appropriate career aspirations

- Students will understand that guided self-reflection allows us to better understand how social group memberships inform who we are

Essential Questions

- How can you best prepare to enter the workforce?

- Why is it important to uncover and examine personal social and cultural identities?

- Through thoughts, words and actions why is it important to be friendly to oneself first?

Core Content / Objectives

Student will know...

- The proper procedures to obtain employment

- Various resources to obtain employment

- Proper procedures for obtaining working papers

- Various online employment resources for minors

- Proper cover letter / resume format

- Appropriate behaviour, dress, and attitude to obtain / maintain employment

- Ethical and unethical behaviors that impact current and future employment opportunities

- Identify at least 5 facets of their multiculural selves

- Reflect on how any one identity facet shapes the way they view the world

- Understand the many reasons that miscommunication can occur

- That friendship includes positive and caring behaviour toward oneself

- To express personal accomplishments and attributes

- To promote the ability to talk positively about oneself

Targeted Standards

WORK.5-8.9.1.8.C	Collaboration, Teamwork and Leadership
WORK.5-8.9.1.8.1	The ability to recognize a problem and apply
critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	
WORK.5-8.9.1.8.A.1	Develop strategies to reinforce positive attitudes
and productive behaviors that impact critical thinking and problem-solving skills.	
WORK.5-8.9.1.8.A.2	Implement problem-solving strategies to solve a
problem in school or the community.	
WORK.5-8.9.1.8.B.2	Assess data gathered to solve a problem for which
there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.	
WORK.5-8.9.1.8.1	Collaboration and teamwork enable individuals or
groups to achieve common goals with greater efficiency.	
WORK.5-8.9.1.8.2	Leadership abilities develop over time through
participation in groups and/or teams that are engaged in challenging or competitive activities.	
WORK.5-8.9.1.8.2	Communication with people from different
cultural backgrounds is enhanced by the understanding of different cultural perspectives.	
WORK.5-8.9.1.8.D.5	Justify the need for greater cross-cultural
understanding due to globalization.	
WORK.5-8.9.1.8.1	The nature of the 21st-century workplace has
shifted, demanding greater individual accountability, productivity, and collaboration.	
WORK.5-8.9.1.8.F.1	Demonstrate how productivity and accountability
contribute to realizing individual or group work goals within or outside the classroom.	
WORK.5-8.9.1.8.F.2	Explain how rules, laws, and safety practices
protect individual rights in the global workplace.	
WORK.5-8.9.1.8.F.3	Relate the use of new technologies at home, in
the workplace, and in other settings to incidences of ethical and/or unethical behavior.	
WORK.5-8.9.3.8.B.4	Identify high school and county career and
technical school courses and programs that support career or occupational areas of interest.	
WORK.5-8.9.3.8.B.11	Prepare a sample résumé and cover letter as part
of an application for part-time or summer employment.	
WORK.5-8.9.3.8.B.12	Explain how personal behavior, dress, attitudes,
and other choices can impact the success or failure of a job applicant.	
WORK.5-8.9.3.8.B.13	Locate information for working papers, what is
required to obtain them, and who must sign them.	
WORK.5-8.9.3.8.B.14	Use online state and federal agency resources to
identify jobs that are permitted or prohibited for minors.	
WORK.5-8.9.3.8.B.15	Analyze a past or current local, national, or
international incident that violated professional, legal, and/ or ethical responsibilities in employment settings and the impact on the employee, employees and others.	
WORK.5-8.9.3.8.B.16	Relate academic achievement, as represented by
high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.	
WORK.5-8.9.3.8.B.17	Recognize that an individual's online behavior
(e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.	
WORK.5-8.9.3.8.B.18	Compare and contrast current and past employer
hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).	

Assessments

Suggested Performance Task:

- Simulate the process of obtaining employment where students will locate a job online, fill out an application, create a cover letter / resume, and participate in a mock-interview

Instructional Actions/Strategies

- Give students the opportunity to talk about themselves (they will love doing this). As they cite traits, discuss how these could possibly differ in working situations. For example, strong-willed personalities could be both positive and negative, depending on the situation

- Students will research lyrics to an appropriate song that best gives examples of how they perceive their own personalities, strengths, weaknesses, interests, etc. The following information must be included during presentation time: Title of song Artist

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- Students will create a CD cover to continue the process of defining their personality traits. The cover should be in conjunction with the song chosen in Activity 1. These CD covers will be used later, as the actual cover for the CD they will create in career exploration

- As a class, the students will review the vocabulary identified during the self-exploration unit. The students will then evaluate their self-assessments and propose two careers that might be advantageous.

- Based on the information learned, the students will create a "picture" of themselves showing left/right brain information, their learning style, and personality traits. They will determine how this information will be displayed, and will prepare a brief presentation about their "picture." The emphasis is to use their strengths to gen- erate this information. For example, a visual learner may choose to do this as a color- ful poster, where an auditory learner may choose to write a monologue to present. Each student will practice their presentation with a peer before presentation time.

- One question that the teacher may pose to each student is, "Based on this information, what jobs do you think would be right for you?"

- The entire class will brainstorm ideas for jobs they could start during the summer months. Then, using the newspaper, search the classified section for jobs that might be appropriate for this age group. Add these to the brainstorming list. Also remind students of the jobs found from the lesson "Others at Work."

- The students will conduct an interview discussing career choices and the path taken to reach that position.

- Students will play Twenty Question game about careers that allows students ability to justify why certain ideas behind different career paths and quilities

- Have the students watch the YouTube video "Where Am I Headed?" This is an explanation of the steps of goal planning and the obstacles that may be encoun- tered, and the information is given by high school students. It is published by www. whoyouwant2be.org

Resources / Technology

- www.tolerance.org

- Smart-Board

- www.learningforlife.org

- tablets