

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

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