

Kingsway Regional School District



Committed to Excellence

Course Name: College and Career Seminar	
Prerequisite(s): N/A	Grade Level(s): Grade 9
Department: Business Department	Credits: .5
BOE Adoption Date: September 2014	Revision Dates: October 2015; October 2016; October 2017; October 2021

Course Description and Outcomes

In College and Career Seminar, students will learn how to navigate Naviance, take self-assessments to learn about what possible career path may be of interest to them, learn about applying for a job as a high school student, explore and research different colleges, explore and research different trade schools and how to communicate professionally via technology based instruments.. By the end of Career Explorations, students will (1) access and explore Naviance, this computer application will be used throughout their high school growth along with how to professional communicate using current technology, (2) identify their values, interests, aptitudes, personal preferences, and abilities and describe how they affect their possible high school employment and what classes they may want to take during high school, (3) research colleges, explore the overall cost, what colleges offer, what is the difference between in and out of state cost, (4) research and explore different types of trades and what trade school they would need to attend.

Proficiencies and Pacing Guide:

Course Title: College and Career Seminar

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	Learning Objectives (<u>Identify the DOK Level</u>):
Unit 1: Study Skills and Professional Behavior	6 weeks (September)	<ul style="list-style-type: none"> • 9.4.12.CI.3 • 9.4.12.CT.1 • 9.4.12.CT.2 • 9.4.12.DC.3 • 9.4.12.DC.6 • 9.4.12.IML.1 • 9.4.12.IML.2 • 9.4.12.IML.8 • 9.4.12.TL.1 	<ul style="list-style-type: none"> • Students will learn how to communicate professionally using email and other technology based platforms. • Students will learn how to use technology and be on the lookout for ways that their digital information may be compromised. • Students will practice notetaking and find a method that is suitable for their needs and likes • Students will explore the different types of impact when not utilizing the internet in an appropriate manner. • Students will navigate Schoology in a productive manner and demonstrate an ability to use appropriate tools to manage assignments, course schedules, and communication 	<ul style="list-style-type: none"> • Explain how to be safe online and follow safe practices when using the internet (2) • Identify respectful and responsible ways to communicate in digital environments. (2) • Identify a simple search term to find information in a search engine or digital resource. (2) • Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (2) • Navigate Schoology efficiently (3) • Take notes in a way to set yourself up for success (3)
Unit 2: Using Naviance as a Resource for the Future	8 weeks (October-November)	<ul style="list-style-type: none"> • 9.2.12.CAP.4 • 9.2.12.CAP.5 • 9.2.12.CAP.6 • 9.2.12.CAP.7 • 9.2.12.CAP.10 • 9.2.12.CI.2 • 9.2.12.CI.3 	<ul style="list-style-type: none"> • Students will take assessments to help identify possible careers, personal likes and dislikes and learning style. • Students will explore Naviance which will be used to guide them through high school with assistance from their Guidance Counselor. 	<ul style="list-style-type: none"> • Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. (3) • Prepare a sample resume and cover letter as part of an application process using the Naviance platform. (2)

Unit Title:	Months & Number of Weeks	Relevant Content Standards	Learning Goals:	Learning Objectives (Identify the DOK Level):
			<ul style="list-style-type: none"> • Students will learn how to obtain references. • Students will learn how to dress when interacting with a possible employer. • Students will review bad and good resumes and complete their own rough draft using the Naviance platform. • Students will review a cover letter/interest letter. • Students will prepare and practice interview questions. • Students will be able to define networking and how it can be used as a high school student. 	<ul style="list-style-type: none"> • Explain how person behavior, appearance, attitudes and other choices may impact the job application process. (2) • Identify and interpret items of interest and possible career/class pathways. (2) • Identify offerings such as high school classes, military programs, dual enrollment courses and areas of support. (1) • Compare education and training requirements, income potential and primary duties of at least two jobs of interest. (3) • Analyze potential career opportunities by considering different types of resources, including occupation databases and state and national labor market statistics.(4)
Unit 3: Post-Secondary	4 Weeks (December)	9.2.8.CAP.6 9.2.8.CAP.7 9.2.8.CAP.9	<ul style="list-style-type: none"> • Students will research a college of interest, prepare and presents multiple slides to the class. • Students will research all the costs involved with attending a college in or out of state. • Students will research scholarships and grant opportunities. • Students will discuss why the 	<ul style="list-style-type: none"> • Compare the costs of postsecondary education with the potential increase in income from a career of choice. (3) • Devise a strategy to minimize costs of postsecondary education. (3) • Analyze how a variety of activities related to career preparation (e.g.,

Unit Title:	Months & Number of Weeks	<u>Relevant Content Standards</u>	Learning Goals:	Learning Objectives (<u>Identify the DOK Level</u>):
			<p>choices they are currently making as new high school students will have an impact on their postsecondary decision.</p> <ul style="list-style-type: none"> Students will learn how to use technology to research postsecondary options. 	<p>volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. (4)</p>
Unit 4: Trade school	2 Weeks (January)	9.1.2.CAP.1 9.2.5.CAP.3 9.2.5.CAP.4 9.2.8.CAP.1	<ul style="list-style-type: none"> Students will research different trades that they can obtain without attending a postsecondary school. Students will complete a presentation on a trade and what trade school they would attend. Students will do a pro/con on trade school vs. postsecondary 	<ul style="list-style-type: none"> Make a list of different types of jobs and describe the skills associated with each job; pertaining to trade jobs. (1) Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (2) Explain the reasons why some jobs and careers require specific training, skills and certifications. (3) Identify offerings such as high school and county career and technical schools courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. (2)

Unit Title: Study Skills and Professional Behavior	Unit Length Months/Weeks: 6
Unit Description: In this unit, students will learn about and practice skills that will prepare them for success in high school, college, and in future professions. Emphasis will be placed on digital skills and footprint, organization, and research.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> 9.2.8.CAP.11 Explain how to be safe online and follow safe practices when using the internet 9.4.2.DC.3 Identify respectful and responsible ways to communicate in digital environments 9.4.2.DC.6 Identify a simple search term to find information in a search engine or digital resource. 9.4.2.IML.1 Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. 	<ul style="list-style-type: none"> Explain how to be safe online and follow safe practices when using the internet (2) Identify respectful and responsible ways to communicate in digital environments. (2) Identify a simple search term to find information in a search engine or digital resource. (2) Identify the characteristics of a positive and negative online identity and the lasting implications of online activity. (2) Navigate Schoology efficiently (3) Take notes in a way to set yourself up for success (3)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ul style="list-style-type: none"> Which digital platform is best for the task I need to complete? How can I respectfully communicate with other students, teachers, parents and professionals? What should I share online and where should I share that material? How can I best navigate Schoology so that I remember due dates, assignment details, and other important information? How can I best use technology to perform research? 	<i>Students will understand that...</i> <ul style="list-style-type: none"> <i>It is important to communicate professionally using email and other technology based platforms.</i> <i>Technology must be used safely and ethically.</i> <i>Schoology is a tool that when used properly will aid in communication and organization.</i> <i>Learning effective research techniques will aid in future academic and professional projects.</i>

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferable ideas to other contexts)</i>
<ul style="list-style-type: none"> • Can I complete tasks more quickly and efficiently by using proper keyboarding techniques? • How can I take notes in a way that will help me learn? • What could be a possible career pathway? • What is Naviance and how can I utilize this as a student and a means to communicate with my Guidance Counselor? • What skills and abilities do I currently have and which ones can I develop to assist me in high school? 	<ul style="list-style-type: none"> • <i>Proper technique when keyboarding is a fundamental tool that will serve you academically and professionally.</i> • <i>Notetaking will help students retain information and perform better on assessments.</i> • <i>Learning what their current skills and abilities are and how they can help develop certain hard and soft skills.</i> • <i>Naviance is a tool that when used properly will aid in communication and structure their high school program.</i> • <i>Learn what possible career interest they may have and how that may impact what classes they may want to take.</i>

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Keyboarding assessment measuring proper form • Internet Research • Multiple choice quizzes • Written (typed) assignments • Notebook check 	<ul style="list-style-type: none"> • Research Activity • Keyboarding speed and accuracy exam.

Interdisciplinary Connections: <i>CORE AREA CONNECTIONS</i>
<p>Gather relevant information from multiple print and digital sources; asses the credibility and accuracy of each source. Draw evidence from informational tests to support analysis, reflection, and research. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
Career Ready Practices: <i>Note applicable CRPs used within the unit.</i>
1-12
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): <i>Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</i>
9.2.12.CAP.2 9.4.12.CI.2

9.4.12.CI.3
9.4.12.CT.1
9.4.12.CT.2
9.4.12.DC.3
9.4.12.DC.6
9.4.12.IML.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: *Note applicable 2020 standards 8.1 & 8.2 used within the unit.*

8.1.12.IC.1
8.1.12.IC.2
8.1.12.IC.3
8.1.12.DA.1
8.1.12.DA.5
8.1.12.DA.6

Course/Unit Resources:

<https://sense-lang.org/>
<https://www.readingandwritinghaven.com/note-taking-strategies-and-tips-for-secondary/>
<https://www.ngpf.org/>
<https://id.naviance.com/>
Google Drive
Schoolology
KRHS Library

Unit 2: Using Naviance as a Resource for the Future	Unit Length Weeks: 8
Unit Description: In this unit, students will learn how to navigate Naviance, how to use online resources appropriately and to communicate professionally.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. • 9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. • 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 online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. • 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). • 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8). • 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 	<ul style="list-style-type: none"> • Compare the costs of postsecondary education with the potential increase in income from a career of choice. (3) • Devise a strategy to minimize costs of postsecondary education. (3) • Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. (4)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ul style="list-style-type: none"> • What is the proper way to fill out a job application? • How should I dress when picking up a job application? • Why should a high school student start on a resume and have references? • How should I prepare for job interview questions and what should I wear? • Why should I sent out a Thank You email? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • It is important to dress and act properly when communicating with a potential employer. • Filling out any paperwork correctly, properly and professionally is essential; applications, resumes, 1-9, W-4, etc. • Being prepared for job interview questions could lead to their first job. • Having a brief statement about themselves will help them properly introduce themselves when meeting a potential employer.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Multiple choice quizzes • Written (type) assignments • Notebook check 	<ul style="list-style-type: none"> • Job Process Assessment • Naviance applications

<p>Interdisciplinary Connections: <u>CORE AREA CONNECTIONS</u></p> <p>Review and compare actual job applications (online/hard), resumes, references and thank you letter. Review the job process from filling out a job application to accepting an offer of employment. Create a personal pitch which will help with introductions and have it recorded. Research and prepare a project on a selected entrepreneur.</p>
<p>Career Ready Practices: <u>Note applicable CRPs used within the unit.</u></p>
<p>1-12</p>
<p>Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): <u>Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.</u></p> <p>9.2.12.CAP.2 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1</p>

9.4.12.CT.2
9.4.12.DC.3
9.4.12.DC.6
9.4.12.IML.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: *[Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)*

8.1.12.IC.1
8.1.12.IC.2
8.1.12.IC.3
8.1.12.DA.1
8.1.12.DA.5
8.1.12.DA.6

Course/Unit Resources:

<https://www.readingandwritinghaven.com/note-taking-strategies-and-tips-for-secondary/>

<https://www.ngpf.org/>

<https://id.naviance.com/>

KRHS Guidance Department

Google Drive

Schoology

Multiple websites that will have current/relevant videos and articles.

Unit Title: Post-Secondary	Unit Length Weeks: 4
Unit Description: In this unit, students will use Naviance in order to research post-secondary total cost, what colleges have to offer, differences between in and out of state attendance, public vs. private and student loan debt.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> 9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. 9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them. 9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). 	<ul style="list-style-type: none"> Compare the costs of postsecondary education with the potential increase in income from a career of choice. (3) Devise a strategy to minimize costs of postsecondary education. (3) Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options. (4)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ul style="list-style-type: none"> What is the total cost to attend a four-year college? Why should I attend a post-secondary college? What are the pros/cons of attending post-secondary college? What happens if I take on too much student loan debt and can't pay it back? What do post-secondary schools have to offer; in or out of state? 	<i>Students will understand that...</i> <ul style="list-style-type: none"> The break down of the total cost to attend a four-year college. Taking on too much student loan debt can have negative consequences if you are not sure how it is going to be paid. Post-secondary is one of many options after high school Post-secondary options provide many types of studies and some jobs will require you to have a bachelor's degree.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> Internet Research Written (typed) assignments Notebook check 	<ul style="list-style-type: none"> College Flyer Project and Presentation

Interdisciplinary Connections: [CORE AREA CONNECTIONS](#)

Research colleges on their own website and gather information about that college and present to the class.
Reflect as to why you chose your college, what have you learned and did your possible career research guide you to that college.
Discover ways in which you can reduce your post-secondary debt.

Career Ready Practices: [Note applicable CRPs used within the unit.](#)

1-12

Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): [Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.](#)

9.2.12.CAP.2
9.4.12.CI.2
9.4.12.CI.3
9.4.12.CT.1
9.4.12.CT.2
9.4.12.DC.3
9.4.12.DC.6
9.4.12.IML.1
9.4.12.IML.2
9.4.12.IML.8
9.4.12.TL.1

Integration of Technology: [Note applicable 2020 standards 8.1 & 8.2 used within the unit.](#)

8.1.12.IC.1
8.1.12.IC.2
8.1.12.IC.3
8.1.12.DA.1
8.1.12.DA.5
8.1.12.DA.6

Course/Unit Resources:

<https://www.ngpf.org/>
<https://id.naviance.com/>
Guest Speakers
Google Drive
Schoology

Unit Title: Trade School	Unit Length Weeks: 2
Unit Description: In this unit, students will learn what is a trade, a trade school, why might a trade school be a good option and compare a trade school vs. post-secondary.	
<i>To ensure the needs of all learners (including, but not limited to, special education, 504, ELL, & advanced learners) are met when delivering instruction and assessing students, please refer to the District approved Instructional & Assessment Supports: Accommodations/Modifications Reference Sheet. These must be used in the planning and delivery of instruction. Specific student learning activities, differentiated instructional techniques, and accommodations/modifications are noted in Schoology.</i>	

Learning Goals & (Primary Content Standards):	Learning Objectives (Identify the DOK Level):
<ul style="list-style-type: none"> • 9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession. • 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs. • 9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. • 9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. 	<ul style="list-style-type: none"> • Make a list of different types of jobs and describe the skills associated with each job; pertaining to trade jobs. (1) • Identify qualifications needed to pursue traditional and non-traditional careers and occupations. (2) • Explain the reasons why some jobs and careers require specific training, skills and certifications. (3) • Identify offerings such as high school and county career and technical schools courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest. (2)

Essential Questions: <i>(higher level questions that need to be considered/answers; are open and broad)</i>	Enduring Understandings: <i>(general/transferrable ideas to other contexts)</i>
<ul style="list-style-type: none"> • What is a trade? • What is a trade school and is it right for me? • What are the pros/cons of attending a trade school? • What is the comparison of attending a trade school vs. post-secondary schooling? 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Attending a trade school is different than attending a college. • Trade School is a viable option after high school. • Attending a trade school is limited to that trade and may not be transferrable to another career. • Based on their skills and abilities, Trade School may be an option for a life-time career.

Secondary Assessments (Formative)	Primary Assessments (Summative)
<ul style="list-style-type: none"> • Trade School vs post-secondary schooling • Notebook check 	<ul style="list-style-type: none"> • Trade School Project and Presentation

Interdisciplinary Connections: CORE AREA CONNECTIONS
<p>Research trade schools on their own website and gather information about that trade school/trade and present to the class. Reflect as to why you would choose a trade school for a specific trade after high school. Discover ways in which you can reduce any debt that you may incur attending a trade school.</p>
Career Ready Practices: Note applicable CRPs used within the unit.
1-12
Career Readiness, Life Literacies, & Key Skills (21st Century Themes & Skills): Note applicable 2020 NJ standards 9.1, 9.2, 9.3, or 9.4 within the unit.
9.2.12.CAP.2 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.6 9.4.12.IML.1 9.4.12.IML.2 9.4.12.IML.8 9.4.12.TL.1
Integration of Technology: Note applicable 2020 standards 8.1 & 8.2 used within the unit.
8.1.12.IC.1 8.1.12.IC.2 8.1.12.IC.3 8.1.12.DA.1 8.1.12.DA.5 8.1.12.DA.6
Course/Unit Resources:
Naviance Google Drive Schoology Guest Speakers