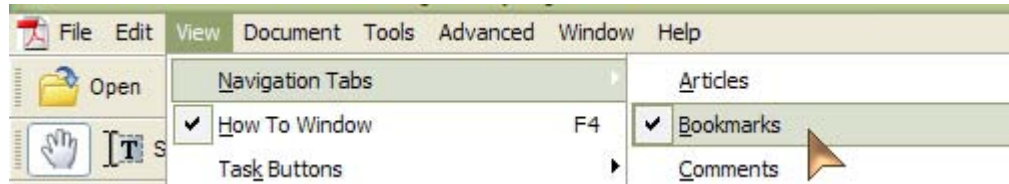
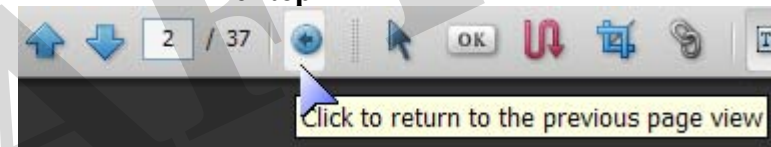


## Document Navigation

- A Table of Contents is in the **Bookmarks** tab. To open the **Bookmarks** tab, either click on the **Bookmarks** tab located to the left of the document or on the main toolbar, click on View, then on **Navigation Tabs**, then on **Bookmarks**.



- After clicking on a link that navigates to another location within the document, click on the **Previous View** icon which may be at either the **bottom**



of the page in order to return to the previous location.

- The **Navigation** toolbar can be accessed by clicking on **View** in the main toolbar, then **Toolbars**, then on **Navigation**.

- Click on the **notes** icon  to access further information.

- **Notes can not be printed in Adobe Acrobat Reader. Notes can only be printed with Acrobat Standard or Pro.**

**If using Acrobat Standard or Pro, Notes** can be printed by clicking on **File** in the main toolbar then on **Print with Comments** or by clicking on **File**, then on **Print** and click on the **Summarize Comments** button. Select options for comments and pages then click on **Print Comment Summaries**.

When taken back to the main print window, click **OK**.

- Please note the outside hyperlinks will be displayed in a new window. In order to navigate back to this document, the user will need to click on either the application being used to view this document or from the main toolbar, click on Window and then on this document.

<b>Content Area</b>	<b>21<sup>st</sup> Century Life &amp; Careers</b>
<b>Standard</b>	<b>9.3 21<sup>ST</sup> CENTURY CAREER AWARENESS, EXPLORATION &amp; PREPARATION: ALL STUDENTS WILL APPLY KNOWLEDGE ABOUT AND ENGAGE IN THE PROCESS OF CAREER AWARENESS, EXPLORATION AND PREPARATION IN ORDER TO NAVIGATE THE GLOBALLY COMPETITIVE WORK ENVIRONMENT OF THE INFORMATION AGE.</b>
<b>Strand</b>	<b>A. Career Awareness</b>

<b>By the end of grade</b>	<b>Content Understandings</b>	<b>CPI #</b>	<b>CPI</b>
<b>4</b>	Career awareness includes an understanding of the world of work and the knowledge and skills needed for traditional and non-traditional jobs and careers.	9.3.4.A.1	Identify reasons why people work and discuss how work can help a person achieve personal goals.
		9.3.4.A.2	Identify various life roles and civic and work-related activities in the school, home, and community.
		9.3.4.A.3	Appraise personal likes and dislikes and identify careers that might include personal likes.
		9.3.4.A.4	Identify qualifications needed to pursue traditional and contemporary careers and occupations.
		9.3.4.A.5	Locate career information using a variety of resources.
		9.3.4.A.6	Explain why the knowledge skills acquired in the elementary grades lay the foundation for the future academic and career success.

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<b>Strand</b>	<b>B. Career Exploration</b>

<b>By the end of grade</b>	<b>Content Understandings</b>	<b>CPI #</b>	<b>CPI</b>
<b>8</b>	Career exploration includes investigation of the contemporary workplace and an understanding of the relationship between personal abilities, education and the knowledge and skills needed to pursue 21st century occupations and career paths.	9.3.8.B.1	Develop a personalized student learning plan with the assistance of adult mentors that includes information about career areas of interest.
		9.3.8.B.2	Identify common knowledge, skills, and abilities needed within the federal <a href="#">16 Career Cluster Pathways</a> .
		9.3.8.B.3	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
		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.
		9.3.8.B.5	Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
		9.3.8.B.6	Evaluate interpersonal communication, collaboration and leadership skills and how they might be further developed at school, home and through sports in preparation for a future career.
		9.3.8.B.7	Differentiate between jobs, occupations, and careers, and how they are distributed regionally, nationally and globally.
		9.3.8.B.8	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally and globally.
		9.3.8.B.9	Inventory the requirements for entering different career areas of interest using online job information, such as federal O*NET online or the NJ State Career Development website, and determine why those requirements are needed for success in a chosen career.

By the end of grade	Content Understandings	CPI #	CPI
		9.3.8.B.10	Evaluate employment trends, using online resources such as the federal O*NET online or the NJ State Career Development website, including jobs outlook and wage trends in areas of career interest.
		9.3.8.B.11	Prepare a sample job resume and cover letter as part of an application for part-time or summer employment.
		9.3.8.B.12	Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant.
	State and federal agencies are responsible for regulating workplaces to ensure that employees are safe and free from harm or exploitation.	9.3.8.B.13	Locate information for working papers, what is required to obtain them, and who must sign them.
		9.3.8.B.14	Use online state and federal agency resources to identify jobs that are permitted or prohibited for minors.
	There are professional, legal, and ethical responsibilities for both employers and employees in the workplace and in the global marketplace.	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.
	There is a relationship between personal behavior and employability.	9.3.8.B.16	Relate academic achievement as represented by high school diplomas, college degrees, and industry credentials to employability and level of income.
		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.
		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).

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<b>Strand</b>	<b>C. Career Preparation</b>

<b>By the end of grade</b>	<b>Content Understandings</b>	<b>CPI #</b>	<b>CPI</b>
<b>12</b>	Career preparation requires purposeful planning based upon research, self-knowledge, and informed choices.	9.3.12.C.1	Assess and modify Personalized Student Learning Plans to support declared career goals.
		9.3.12.C.2	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including course selections, assessments, and extra-curricular activities.
		9.3.12.C.3	Develop personal interests and activities that will support declared career goals and plans.
		9.3.12.C.4	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.
		9.3.12.C.5	Identify transferable skills in career choices and design alternative career plans based upon those skills.
		9.3.12.C.6	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
		9.3.12.C.7	Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, apply for training grants, higher education grants and loans).
		9.3.12.C.8	Interpret how changing economic and societal needs influence employment trends and future education.
		9.3.12.C.9	Investigate career opportunities that include working with people from diverse cultures in the U.S. or abroad that require knowledge of another world language(s) or culture(s).

By the end of grade	Content Understandings	CPI #	CPI
		9.3.12.C.10	Differentiate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning a business.
	State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure workers are free from exploitation and to ensure a safe and healthy work environment.	9.3.12.C.11	Evaluate the responsibility of employers and employees for maintaining workplace safety and health rights related to a particular occupation/career.
		9.3.12.C.12	Determine the impact of past and/or current lawsuits and/or court decisions regarding employment laws.
		9.3.12.C.13	Comply with workplace child labor regulations and safety and health policies during structured learning experiences.
		9.3.12.C.14	Determine the extent of the relationship between academic achievement as represented by high school diplomas, college degrees, and industry credentials on employability and level of income.
	There are professional, legal, and ethical responsibilities for both employers and employees in the workplace and in the global marketplace.	9.3.12.C.15	Interpret and justify written employer organizational policies and procedures for job performance.
		9.3.12.C.16	Propose solutions for current workplace ethics court cases involving multinational companies.
		9.3.12.C.17	Determine the consequences of quality control failures in the U.S. and in another country based on issues reported in the media.
		9.3.12.C.18	Analyze the relationship between companies and the communities where they are located and how their presence in the community may have a positive or negative impact.
	There is a relationship between personal behavior and employability.	9.3.12.C.19	Determine how an individual's driving record (tickets/ points, driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
		9.3.12.C.20	Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector.
		9.3.12.C.21	Analyze employment trends by industry sector to determine how employment and training requirements change over time.

By the end of grade	Content Understandings	CPI #	CPI
		9.3.12.C.22	Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings), may impact opportunities for employment, job retention or job advancement.
		9.3.12.C.23	Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).
		9.3.12.C.24	Determine the job entrance criteria used by employers in various industry sectors (e.g., education credentials, math/writing/reading comprehension tests, drug tests).
		9.3.12.C.25	Analyze why different interview strategies are used by employers.

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