

BERKELEY HEIGHTS PUBLIC SCHOOLS
BERKELEY HEIGHTS, NEW JERSEY

**GOVERNOR LIVINGSTON HIGH SCHOOL
PRACTICAL ARTS DEPARTMENT**

CAREER PLANNING AND DIGITAL PORTFOLIO

Course #PAS0025

Curriculum Guide

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This curriculum may be modified through varying techniques,
strategies, and materials, as per an individual student's
Individualized Educational Plan (IEP)

Approved by the Berkeley Heights Board of Education
at the regular meeting held on August 11, 2022 .

VISION STATEMENT

In today's global society, with access through the Internet to business and educational institutions around the world, it is more important than ever for students to be exposed to Career Ready Practices. Understanding how to gather and organize samples of work and well-being, for business purposes and personal use, has become increasingly complicated, and may, at times, be overwhelming.

Along with the samples of work and well-being come ethical responsibilities and an expectation of ethical behavior. It is the intention of this program to expose students to the theories and practices important to the world of business, which can also be applied to one's personal life.

Along with this information, the program will expose the student to the decision-making process, techniques important to critical-thinking, as well as exposure to the ethical guidelines and values that influence the world of both education and business.

MISSION STATEMENT

Career Planning/Digital Portfolio, a self study and planning process, provides students with a greater understanding of career possibilities and career direction. Students will explore their wants, needs, and values, in a self-assessment process, as they explore career path possibilities. Each will use a variety of approaches in their career exploration, including technology, multimedia, career study tours, and guest speakers to develop an understanding of how to move in a career direction. Students will identify the needs of employers, research career ladders, and investigate occupational clusters as they develop goals and formulate a potential career plan. The completion of the course will lead to more self-confidence having explored career directions and taken responsibility for educational and career decisions that affect their life and direction.

To assess and document a student's progress toward a career, each student will prepare a digital portfolio that exposes his or her accomplishments in a format viewable by college admissions and employers. Their best work including writing samples, audio presentations, video clips, digital images, and computer generated presentations can be presented in an all-inclusive format. This portfolio remains a tool for students to utilize during the four years of high school and beyond.

Career Planning/Digital Portfolio is an essential course for all students. This semester offering is open to 11th-12th grade students earning 2.5 credits. This course addresses standards and strands from the New Jersey Student Learning Standards for 21st Century Life and Careers, as well as selected areas of English Language Arts, and Technology.

COURSE PROFICIENCIES

COURSE OBJECTIVES

1. To understand that creating and maintaining a career portfolio will assist in the employment process by allowing the student to better communicate their education, work experience, accomplishments, skills, and interests.
2. To understand how career planning supports career success.
3. To discuss realistic career expectations.
4. To recognize how personal assessments can help focus on transferable skills necessary for career choices.
5. To identify personal strengths and weaknesses in key skill areas and develop a plan for obtaining the skills the student needs.
6. To set short-term and long-term personal goals that enhance career development.
7. To investigate occupational career clusters and the requirements necessary to become employable in that field.
8. To use practical planning and decision-making tools to develop a personal career plan.
9. To analyze how a digital portfolio can be used as a tool for job search, as well as career advancement.
10. To create a digital presentation as a portfolio of personal and educational accomplishments.
11. To collect, categorize and evaluate work samples.
12. To develop problem-solving skills, decision-making abilities, and critical-thinking skills.
13. To make decisions in a theoretical and practical setting.
14. To develop an understanding of the value of presenting work samples as an enhancement to your application/resume for college entry as well as employment opportunities.
15. To identify self-management and organizational skills needed in career development.
16. To work independently and cooperatively in a safe environment conducive to personal growth.

STUDENT PROFICIENCIES

The students will be able to:

1. Prepare a personal inventory checklist.
2. Identify personal wants, needs, and values through interest inventories online and/or hard copy.
3. Investigate occupational clusters and career ladders.
4. Set short-term and long-term lifestyle goals.
5. Identify career choices.
6. Identify personal key skill areas - soft, hard, and transferable.
7. Assess and acquire career skills.
8. Document work experience, education, group involvement, and activities about Career Portfolios.
9. Write an autobiography.
10. Create/Develop a professional resume.
11. Write a college essay.
12. Complete a sample college application.
13. Participate in a college and/or mock job interviews.
14. Use a career portfolio in an interview setting.
15. Formulate in digital format an educational portfolio to include: writing samples, oral presentations, digital images, video clips, and computer generated presentations.
16. Develop an understanding of the value of presenting work samples as an enhancement to your application/resume for college entry as well as employment opportunities.
17. Practice independent and cooperative activities while practicing safe work habits.

METHODS OF EVALUATION

1. Completion of textbook exercises and problems
2. Teacher provided assessment tests and exercises
3. Teacher prepared worksheets
4. Activities and Projects
5. Computer generated presentations
6. Observation of student work habits
7. Manipulation of software/digital platform used to create digital portfolio
8. Completion of digital portfolio

MODIFICATIONS & ACCOMMODATIONS

Modifications and Accommodations for Special Education students, students with 504s, English Language Learners and Gifted and Talented students may include but are not limited to the following:

Special Education

- Individualized Education Plans (IEPs)
- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Use of the special education teacher to re-instruct in flexible small groups for the struggling learner
- Manipulatives
- Flipped Instruction
- Word banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Independent projects
- Contracts/behavior support plans
- Open-ended responses
- Project-based learning

- Group activities
- Guided Notes
- Functional learning incorporated into each lesson
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Gifted & Talented

- Provide one-to-one teacher support
- Curriculum Compacting
- Advanced problems to extend the critical thinking skills of the advanced learner
- Supplemental reading material for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Curriculum Compacting
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Manipulatives
- Tiered Lessons
- Flipped Instruction
- Multimedia Presentations
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Conclusions and analysis of exploratory activities
- Career based learning incorporated into each lesson

- Exploration Activities
- Student choice

ELLs

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Consultation with ESL teachers
- Manipulatives
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Modified homework
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Manipulatives
- Flipped Instruction
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process

- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

504s

- Exemplars of varied performance levels
- Multimedia presentations
- Sheltered instruction
- Tiered/Scaffolded Lessons
- Mnemonic devices
- Visual aids
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Manipulatives
- Words banks
- Reduced choice on assessments
- Preferential seating
- Modified time requirements
- Modified notes
- Modify lesson, assessment and study guide format
- Modified homework
- Independent projects
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
- Small group assessments
- Organizational Support
- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Content-focused assessment (not grading for spelling/grammar)

- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Students at Risk of Failure

- Exemplars of varied performance levels
- Multimedia presentations
- Tiered/Scaffolded Lessons
- Modeling
- Guided note-taking
- Study Guides
- Differentiated pre-typed class notes and example problems
- Individualized instruction plans
- Words banks
- Reduced choice on assessments
- Preferential seating
- Choice activities
- Modified time requirements
- Modified notes
- Modified lesson, assessment and study guide format
- Modified homework
- Provide an enriched curriculum and activities
- Contracts/management plans
- Open-ended responses
- Project-based learning
- Group activities
- Guided Notes
- Exploration Activities
- Assessment read aloud
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- Oral questioning assessments to supplement written response
- Pre-writing Structural Supports for extended writing tasks
- Ongoing teacher feedback as part of the writing process
- Interactive Study Guides
- Multi-sensory approach to instruction
- Written and spoken step-by-step directions
- Graphic organizers
- Non-verbal cues to begin task/remain on task/refocus
- Individual monitoring for understanding/reinforced instruction
- Printed copies of class readings for application of Active Reading Strategies

Diversity, Equity, and Inclusion Curriculum Statement

Berkeley Heights public schools are committed to recognizing diversity and promoting equity, tolerance, and inclusion in our classrooms. We encourage a safe, welcoming, and inclusive environment for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs. Our curriculum infuses teaching of these principles and addresses all associated standards and laws. This includes, but is not limited to:

C.18A:35-4.35 - History of disabled and LGBT persons

A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

18A:35-28. Instruction on Holocaust, genocides required in elementary, secondary school curriculum

a. Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils.

b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Section: 52:16A-88: Responsibilities, duties of Amistad Commission

g. to develop, in consultation with the Department of Education, curriculum guidelines for the teaching of information on the African slave trade, slavery in America, the vestiges of slavery in this country, and the contributions of African-Americans to our country. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students;

Examples of how these concepts and principles are infused into this curriculum include:

- Spotlight- Students discuss and share information regarding clubs and organizations that they can participate in at GL (such as Help for Her, SAGA, and Understanding Asian Cultures Club- **Unit 2: Career Skills; Unit 3: Career Portfolio; Unit 4: Resume**)
- Discussion of the importance of (and focus on) Diversity Equity and Inclusion training courses (certificates) offered by universities (like Cornell) as well as consulting firms who can be hired by corporations and businesses to educate and train human resource management- **Unit 2: Career Skills; Unit 3: Career Portfolio; Unit 4: Resume**

Additionally, components of this are tagged throughout the curriculum as appropriate (i.e. standards, objectives, activities). Tagging convention is outlined below:

- **DEI** - Diversity, Equity and Inclusion Learning

- AM - Learning associated with Amistad
- HG - Learning associated with Holocaust and Genocide
- SEL - Social-Emotional Learning
- L+ - Learning associated with LGBTQ+ and Neurodiverse communities

Climate Change Curriculum Statement

With the adoption of the [2020 New Jersey Student Learning Standards \(NJSLS\)](#), New Jersey became the first state in the nation to include climate change across content areas. These standards are designed to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways.

Districts are encouraged to utilize the NJSLS to develop interdisciplinary units focused on climate change that include authentic learning experiences, integrate a range of perspectives and are action oriented. While the [2016 NJSLS-English Language Arts \(ELA\) and Mathematics](#) do not have specific climate change standards, districts may want to consider how they can design [interdisciplinary climate change units](#) that incorporate relevant ELA and mathematics standards. Likewise, it may be helpful to review the [2020 NJSLS documents](#) to identify other relevant standards that might be incorporated as well as to understand the role of core ideas, performance expectations and practices in curriculum development and lesson planning.

Standards and/or activities addressed in this curriculum includes:

- 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
- 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.

Components of this are tagged throughout the curriculum as appropriate: CC - Climate Change.

*** Climate Change Curriculum Statement section highlighted in yellow gets deleted (by the teacher or supervisor) if the course does not explicitly involve climate change units, activities, or standards. ***
This statement gets deleted on every curriculum guide upon completion.

Career Readiness, Life Literacies, and Key Skills Practices

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increased college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

2020 NJSL - Career Readiness, Life Literacies, and Key Skills Practices	
CLKS-P1	Act as a responsible and contributing community member and employee.
CLKS-P2	Attend to financial well-being.
CLKS-P3	Consider the environmental, social and economic impacts of decisions
CLKS-P4	Demonstrate creativity and innovation.
CLKS-P5	Utilize critical thinking to make sense of problems and persevere in solving them.
CLKS-P6	Model integrity, ethical leadership and effective management.
CLKS-P7	Plan education and career paths aligned to personal goals.
CLKS-P8	Use technology to enhance productivity, increase collaboration and communicate effectively.
CLKS-P9	Work productively in teams while using cultural/global competence.

Pacing Guide

Unit Number	Unit Name	Suggested Pacing
1	Introduction	1 week
2	Career Skills	5 weeks
3	Career Portfolio	5 weeks
4	Resume and Online Presence	2 weeks
5	Career Portfolio Project	4 weeks
6	Using Your Career Portfolio	3 weeks

SCOPE AND SEQUENCE

COURSE OUTLINE/STUDENT OBJECTIVE

Unit 1: Introduction

Duration: 1 week

Overview: Career Portfolios

Standards: 9.2.12.C.1,2

Technology: 8.1.12.A.1,3

21st Century: 9.2.12.C.1,2

CLKS: P2, P7, P8

Cross-Curricular Connections: 2.1.12.A.1

Essential Questions:

- What is a Career Portfolio?
- What are the benefits of having a Career Portfolio?
- What goes into the process of creating a Career Portfolio?

Student Learning Objectives:

Students will know and be able to...

- Explain the concept of a Career Portfolio.
- Define who they want to be or become.
- List and explain the five major areas of well-being.
- Develop personal well-being in order to lead toward increasing workplace engagement.
- Determine a current assessment of well-being.

Possible Activities

- Career Transition Workbook; 1A - Who do I want to be?
- College Prep Workbook; 1 - Your College Prep Portfolio Planner
- Exploration of the five major areas of well-being
- Current Assessment of well-being.

Unit 2: Career Skills

Duration: 5 weeks

Overview: Identify Your Skills & Plan Your Career

Standards: 9.2.12.C.1,2,3

Technology: 8.1.12.A.1,3

21st Century: CRP1,4,10,11; 9.2.12.C.1,2,3,4,5

CLKS: P1, P7, P8

Cross-Curricular Connections: MP3

Essential Questions:

- Where do I want to be?
- Where am I now, and how to reach my target career/job?
- What skills do I currently have that are necessary for my career path?
- What skills should I acquire to increase my Career Readiness?

Student Learning Objectives:

Students will know and be able to...

- Explore the job market
- Analyze at least three careers/jobs and the skills that each require.
- Determine what majors may be best suited for my current skills.
- Form a connection between well-being, skills, and competencies.
- Identify the skills the student currently possess.
- Identify skill gaps and areas the student can focus on developing.
- Define and Set Career Goals.
- Create a work philosophy.

Possible Activities

- Explore the job market (careers) through different web resources. DEI L+
- Researching skills necessary for a particular job/career.
- Research and Investigate what employers are looking for in a candidate.
- Conducting a skills assessment and analyzing the results.
- College Prep Workbook; 2 - Class Skills Inventory.
- College Prep Workbook; 3 - Transferable Skills Inventory.
- College Prep Workbook; 4 - Soft Skills Inventory.
- Taking inventory of one's skills from various resources (jobs/education/training/other sources).
- Conducting a personal S.W.O.T. analysis.
- Selecting a major field of study.
- College Prep Workbook; 5 - Choosing Your Major.
- Creating a work philosophy and setting goals.

Unit 3: Career Portfolio

Duration: 5 weeks

Overview: Collect and Organize Work Samples

Standards: NJSLSA.R7; RI.9-10.7; RI.11-12.7; NJSLSA.SL2; ITSE 6; ITSE 6a

Technology: 8.1.12.A.1,3

21st Century: 9.2.12.C.2,3,5

CLKS: P1, P7, P8

Cross-Curricular Connections: MP3; 2.1.12.A.1

Essential Questions:

- What types and sources of work samples can a student use to build a career portfolio?
- Where can samples of work and personal well-being be found?
- What message does each type of work and personal well-being sample convey to a prospective college or employer?
- How does one create and capture samples of their work and well-being?
- What systems are available to organize and track samples?

Student Learning Objectives:

Students will know and be able to...

- Document work experience, education, group involvement, and activities about Career Portfolios. DEI L+
- Formulate in digital format an educational portfolio to include: writing samples, oral presentations, digital images, video clips, and computer generated presentations.
- Develop an understanding of the value of presenting work samples as an enhancement to your application/resume for college entry as well as employment opportunities.
- Practice independent and cooperative activities while practicing safe work habits.

Possible Activities

- Career Transition Workbook; 6- Job Matching and My Career Path.
- College Prep Workbook; 1 - Your College Prep Portfolio Planner.
- College Prep Workbook; 6 - Focusing Your Skills Using Job Listings.
- Research and gathering of purpose driven samples.
- Research and gathering of social samples.
- Research and gathering of community samples. DEI L+
- Explore extra-curricular activities and decide to become an active member.
- Research and gathering of financial samples.
- Research and gathering of physical samples.
- Career Transition Workbook; 7 - Planning for the Skills I Need
- College Prep Workbook; 7 - Planning for the Skills I Need
- College Prep Workbook; 7A - College Plan of Study
- College Prep Workbook; 7B - Jobs
- College Prep Workbook; 7C - Transferable Skills
- Request Letters of Support/Recommendations

Unit 4: Resume and Online Presence

Duration: 2 weeks

Overview: Create Your Resume and Your Online Presence

Standards: ITSE 6,6d

Technology: 8.1.12.A.1,3; 8.1.12.B.1

21st Century: 9.2.12.C.2,3,5

CLKS: P1, P7, P8

Cross-Curricular Connections: MP3; 2.1.12.A.1; NJSLSA.W2; NJSLSA.W3; W.11-12.3; NJSLSA.W4; NJSLSA.W5; NJSLSA.W6; NJSLSA.W10; W.9-10.6; L.11-12.6

Essential Questions:

- What information should you include on your resume?
- Why is a resume important?
- What are the key elements of a resume?
- What is an online profile and bio?
- Why is having an online profile and bio important in today's society?

Student Learning Objectives:

Students will know and be able to...

- Document work experience, education, group involvement, and activities about Career Portfolios. [DEI L+](#)
- Create/Develop a professional resume.
- Write an autobiography.
- Develop an understanding of the value of presenting work samples as an enhancement to your application/resume for college entry as well as employment opportunities.
- Practice independent and cooperative activities while practicing safe work habits.

Possible Activities

- Resource Guide; 3-6 Action Verbs, SCANS, Transferable Skills.
- Creation of a Hard Copy Resume, e-resume, uploadable resume, and a cover letter.
- College Prep Workbook; 9A - Resume Development - Resume Organizer.
- College Prep Workbook; 9B - Resume Development - Using Keywords in Your Resume.
- Career Transition Workbook; 10 - My Professional Profile on LinkedIn.
- Writing an online bio.
- Use/Navigation of LinkedIn.

Unit 5: Career Portfolio Project

Duration: 4 weeks

Overview: Assembling Your Career Portfolio

Standards: ITSE 6a,b,c,d

Technology: 8.1.12.A.1,3; 8.1.12.B.1

21st Century: 9.2.12.C.2,3,5

CLKS: P1, P7, P8

Cross-Curricular Connections: NJSLSA.SL2; NJSLSA.SL5; SL.11-12.4; SL.11-12.5; RI.11-12.7; W.9-10.6; W.11-12.7

Essential Questions:

- What are the best samples of my work?
- Is it better to have a hard copy or digital copy of my career portfolio?
- What is the best digital platform for my digital portfolio based of my career path?

Student Learning Objectives:

Students will know and be able to...

- Explain how the additional resources section of the career portfolio demonstrates well-being.
- Showcase social and community well-being by using references and memberships.
- Utilize Faculty and Employer bios and Academic Plan of Study to show the student's purpose (career path).
- Navigate an ePortfolio with well-being in mind.

Possible Activities

- Career Transition Workbook; 8 - Gathering and Sorting Work Samples.
- Career Transition Workbook; 8A - Setting My Tabs and Organizing Samples.
- Career Transition Workbook; 8B - Creating Overview Cards for Work Samples.
- Career Transition Workbook; 11 - Assembling My Career Portfolio.
- College Prep Workbook; 10 - Gathering, Sorting, and Refining Work Samples.
- College Prep Workbook; 11 - Creating Your College Prep Portfolio - Assembly Checklist.
- Career Transition Workbook; 10 - My Professional Profile on LinkedIn.
- Time to work independently to create, organize, develop work samples and create a hard copy and a digital portfolio.

Unit 6: Using Your Career Portfolio

Duration: 3 weeks

Overview: Using Your Career Portfolio

Standards: 9.2.12.C.1,2

Technology: 8.1.12.A.1,3

21st Century: 9.2.12.C.1,2

CLKS: P1, P2, P7, P8

Cross-Curricular Connections: NJSLSA.SL1; W.9-10.6

Essential Questions:

- What colleges and universities are the best suited to prepare me for my career path/line of work?
- How does your experience make you better prepared for your future line of work?

- How do your work samples communicate your well-being?

Student Learning Objectives:

Students will know and be able to...

- Demonstrate how they interact and engage with others by using their work samples.
- Showcase teamwork, soft skills, and well-being..
- Explain how their experiences make them an excellent candidate for continuing their education and/or entering the workforce in their chosen job/career path.
- Utilize effective ways to communicate well-being through work samples.

Possible Activities

- In person interviews.
- Phone Interviews.
- Application Essays.
- Job Applications.
- Mock Interviews.
- Practicing using career and digital portfolios in different settings.
- Reflection Essay.

SUGGESTED MATERIALS AND RESOURCES

Creating Your Career Portfolio At-a-Glance Guide for Students, 4th Edition, Text, Anna Graf Williams, Ph.D. & Karen J. Hall, Learnovation, LLC, 2017.

ISBN 978-0-9796434-9-1

College Prep Portfolio Development Workbook, 2nd Edition, Text, Anna Graf Williams, Ph.D. & Karen J. Hall, Learnovation, LLC, 2017.

ISBN 978-0-9705790-8-9

United States Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook at <https://www.bls.gov/ooh/>

Web Sites

- <https://www.onetonline.org>
- About.com Job Searching - Topics related to the job search process
<http://jobsearch.about.com/>
- Brazen Careerist - A career management blog for students and young professionals
<http://blog.brazencareerist.com/>
- www.myfuture.com
- <https://bigfuture.collegeboard.org>
- <http://ww17.careerpathsonline.com>
- <https://uwaterloo.ca/career-action/resources>
- Storytelling and Social Change: A Strategy Guide -
<https://workingnarratives.org/story-guide/>
- www.acinet.org/acinet/
- www.census.gov/
- Teacher Resource - Supplemental Textbook Activities -
www.investigatingyourcareer.com

*Or other literature, video, or digital materials of equal academic worth