

CAREER EXPLORATION – GRADE NINE PLANNED COURSE CURRICULUM GUIDE

I. COURSE DESCRIPTION AND INTENT:

Students will complete various school-to-career activities in order to prepare for both post-secondary education and employment. Self-assessment and goal setting activities will prepare a student to explore various career options. Students will learn skills needed to successfully prepare and obtain employment leading to a successful career. Students will learn the importance of working in teams, utilizing proper communication skills, and developing the characteristics needed for future employment.

II. INSTRUCTIONAL TIME:

Class Periods: 90

Length of Class Periods (minutes): 42 minutes

Length of Course: One Semester

Unit of Credit: .5

Course Weight: 1.0

A GREAT PLACE TO LEARN!



PINE GROVE AREA SCHOOL DISTRICT
PINE GROVE, PENNSYLVANIA

PINE GROVE AREA SCHOOL DISTRICT
Pine Grove, Pennsylvania 17963

PLANNED COURSE ADAPTATIONS/MODIFICATIONS
Introduction

The instructional adaptations that follow are provided as suggestions to be implemented with all students, particularly with those in need of special education services including the gifted. This listing is in no way intended to be exhaustive. Rather, it is reflective of some major considerations in the area of curriculum adaptations/modifications.

These instructional adaptations will work with any student, but are especially beneficial to those in need of learning support. Some may argue that these modifications are simply *good teaching*. Indeed, modifications of this type do represent good teaching. These principles of good teaching become instructional modifications whenever: (1) certain students in a particular class require such modifications *above and beyond* what is typically required by *most* students in that class and (2) without these modifications, these same students would not succeed.

PREFACE

Users and information seekers should familiarize themselves with the purpose and terminology of this **Planned Course Curriculum Guide (PCCG)**. We suggest that you first read the following:

- **PCCG PURPOSE AND INTENT**
- **PCCG DEFINITIONS**

The PCCG specifies the unit lesson outcome, essential content, standards, activities, resources, and evaluation of student performance. This sector provides the means to initiate the learning activities to attain the program goal as identified in the course description and intent.

The standards and outcomes are minimal expectations; further embellishment of the course is discretionary with the instructor depending upon the capability of the students.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

The instructional delivery of this curriculum is quality controlled through the lesson plan development of the teacher.

Lawrence J. Mussoline, Jr., Ph.D.
Superintendent of Schools

PLANNED COURSE CURRICULUM GUIDE (PCCG) PURPOSE AND INTENT

The Planned Course Curriculum Guide (PCCG) is a multi-purpose document:

- All staff, particularly new teachers, can understand instructional expectations through the WRITTEN curriculum
- A continuing district-wide instructional process and scope and sequence of subject matter are enhanced. The WRITTEN curriculum is delivered through the TAUGHT curriculum (instructional content and learning activities) and is evaluated through the TESTED curriculum (expected levels of student achievement - learning outcomes)
- Priority student-centered outcomes are identified and attained through suggested learning activities and content designed to help insure a balanced and comprehensive basic curriculum
- Essential content and course standards provide an efficient basis for selecting appropriate instructional materials and resources
- Staff development areas for curriculum improvement are provided
- The PCCG conforms with current Pennsylvania Department of Education curriculum regulations and serves the dual feature of providing both an administrative document and an instructional guide
- Content and subject format remain flexible and adaptable to modification - an "active" document
- Special Pennsylvania Department of Education (PDE) legislation is identified
- Parents and students are provided with an overview of the instructional program and each course in particular

PLANNED COURSE CURRICULUM GUIDE (PCCG) DEFINITIONS

- **Course Description and Intent**: a brief overview of the course and program goals
- **Instructional Time**: frequency of class meetings and time/appropriate credit at the secondary level
- **Special Notes**: emphatic features or highlights and identification of Department of Education mandates found in the course
- **Unit Lesson Outcome**: describes the knowledge, skills, attitudes, student performance behaviors and areas of study that have been identified as appropriate to help the student attain the rigorous standards of a quality education
- **Teaching-Learning Activities**: suggested activities designed to help all students achieve the learning outcomes and standards
- **Standards**: statements establishing the minimal knowledge, skills, performance behaviors, and essential learning (content) a student must attain. A standard defines what students should know and be able to do
- **Expected Levels of Achievement (Learning Outcomes)**: what students will be expected to do as a result of the application of teaching-learning activities and content
- **Evaluation Criteria (Actual Level of Attainment)**: student performance level achieved and measured through specified evaluation criteria

LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #1 Self-Awareness

I. Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development. (Level 3 Performance unless noted)

ESSENTIAL CONTENT PERFORMANCE STANDARD	CONTENT & INSTRUCTIONAL ACTIVITIES/STRATEGIES WITH CORRECTIVES AND EXTENSIONS <i>(individually created teaching activities may be used to achieve the standards; however, listed below are activities which may be helpful) ☺</i>	ACTUAL LEVEL OF ATTAINMENT (EVALUATION CRITERIA) ASSESSMENT	RESOURCES AND MATERIALS
<p>STANDARD</p> <p>A. Personal skills, abilities, and aptitudes.</p> <p>I.A.1 Assess and analyze personal talents, values, and interests as they may relate to a future career based on the completion of standardized career interest and personality indicator assessments.</p> <p>I.A.2 Compare personal skills and aptitudes with various career options.</p> <p>I.A.3 Correlate personal characteristics with requirements of specific jobs within career clusters.</p>	<p>I.A.1 Discuss talents, values, and interests in class. Complete a career assessment on the computer.</p> <p>I.A.2 Discussion on the differences between skills and aptitudes and what careers would best suit their skills and aptitudes. Write and key an essay on their own skills and aptitudes and careers using Microsoft Word.</p> <p>I.A.3 Identify different personal characteristics. Reviewing the list of career clusters. Analyzing which</p>	<p>I.A.1 Discussion on talents, values, and interests, question and answer, and completed assessment.</p> <p>I.A.2 Discussion on skills and aptitudes, question and answer, and creating a document in Microsoft Word.</p> <p>I.A.3 Discussion on personal characteristics and different career clusters and how personality relates</p>	<p>IA.1 Handout on talents, values, interests and computer.</p> <p>I.A.2 Handout on skills and aptitudes and computer.</p> <p>I.A.3 Handout on career clusters.</p>

<p>I.A.4 Determine attitudes needed for career success.</p> <p>B. Personal Strengths and Weaknesses</p> <p>I.B.1 Assess and analyze strengths and weaknesses related to a variety of career options. (Level 2)</p>	<p>personal characteristics would apply to certain jobs in each career cluster.</p> <p>I.A.4 Discuss the difference between positive and negative attitudes. Complete a handout on You and Your Attitude dealing with attitude, self-esteem, confidence, and getting along with others. Complete an exercise on Rating Attitude on the Job.</p> <p>I.B.1 Discuss strengths and weaknesses. Identify the strengths that would be needed in some careers. Identify weaknesses that can be improved. Write an essay describing individual strengths and weaknesses.</p>	<p>to different job options.</p> <p>I.A.4 Question and answer on positive and negative attitudes. Evaluating the results of the You and Your Attitude handout. Reviewing and discussing the exercise on Rating Attitude on the Job.</p> <p>I.B.1 Discussing and identifying strengths and weaknesses. Writing and keying an essay on individual strengths and weaknesses using Microsoft Word.</p>	<p>I.A.4 Handouts on You and Your Attitude and Rating Attitude on the Job.</p> <p>I.B.1 Microsoft Word.</p>
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #II Career Research

II. Utilize career resources to develop a career information database that includes international career opportunities. (Level 3 Performance unless noted)

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<p>STANDARD</p> <p>A. Career resources and related information.</p> <p>II.A.1 Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, and career ladder opportunities.</p> <p>II.A.2 Use available resources for projecting career opportunities and trends.</p> <p>B. International Career Opportunities</p> <p>II.B.1 Describe the impact of the global</p>	<p>II.A.1 Researching careers on the computer. Writing and keying a career report including nature of work, education, skills and talents needed, salaries, and job outlook.</p> <p>II.A.2 While researching the career report, looking at job outlook on COIN and Occupational Outlook Handbook to project career opportunities in that field. Handout on “How Current Trends Affect the Job Market”.</p> <p>II.B.1 Discuss what global economy is</p>	<p>II.A.1 Assessing the career report created in Microsoft Word.</p> <p>II.A.2 Reviewing and discussing the handout on “How Current Trends Affect the Job Market”. Completing and discussing questions on the handout.</p> <p>II.B.1 Use of discussion and</p>	<p>II.A.1 Library, COIN, Occupational Outlook Handbook, and Microsoft Word.</p> <p>II.A.2 Using COIN and Occupational Outlook Handbook on computer. Handout on “How Current Trends Affect the Job Market”.</p> <p>II.B.1 Infocus projector and handout.</p>

<p>economy on jobs and careers. (Level 2)</p> <p>II.B.2 Relate career interests to opportunities in the global economy.</p>	<p>and how what happens in one country has an affect on other countries.</p> <p>II.B.2 Review the career opportunities that are available in the global economy because of technology and outsourcing.</p>	<p>questions and answers to review global economy.</p> <p>II.B.2 Use of discussion and questions and answers to review career opportunities in the global economy.</p>	<p>II.B.2 Infocus projector and handout.</p>
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LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard #III Workplace Expectations

III. Relate the importance of workplace expectations to career development. (Level 3 Performance unless noted)

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<p>STANDARD</p> <p>A. Work Ethic</p> <p>III.A.1 Illustrate how personal qualities transfer from school to the workplace.</p> <p>III.A.2 State ways in which the honesty and integrity of coworkers affect performance.</p>	<p>III.A.1 Explain personal qualities. Discuss that how you behave and act in school will most likely transfer to how you will behave and act in the workplace. Write and key on the computer an essay on their personal qualities and the negative and positive affects in the workplace.</p> <p>III.A.2 Explain personality traits such as honesty and integrity. Discuss how these traits can affect the performance of coworkers. Review the handout on personality traits. Get into groups and list as many positive and negative personality traits as possible. Discuss the findings of each group.</p>	<p>III.A.1 Discussion and questions and answers on personal qualities. Essay on their personal qualities and the negative and positive affects in the workplace.</p> <p>III.A.2 Discussion and questions and answers on personality traits. List of personality traits from each group.</p>	<p>III.A.1 Handout and Microsoft Word.</p> <p>III.A.2 Handout on personality traits.</p>

<p>B. Workplace relationships</p> <p>III.B.1 Describe how the workplace environment influences behavior.</p> <p>III.B.2 Demonstrate appropriate interpersonal skills for working with and for others.</p>	<p>III.B.1 Discuss the soft skills such as being prompt, attitude, cooperation, and interpersonal skills can affect the behavior of co-workers and employers.</p> <p>III.B.2 Junior Achievement representative will discuss building rapport and influencing others in the workplace – Lessons 5 and 6 in Success Skills Student Workbook.</p> <p>Complete the worksheet on “Evaluating Your Work Habits and Interpersonal Skills”.</p>	<p>III.B.1 Discussion, questions and answers, and handouts such as “Getting to Work on Time”.</p> <p>III.B.2 Discussion and questions and answers with JA representative. Reviewing workbook pages 22 & 26.</p> <p>Review and discuss the worksheet on “Evaluating Your Work Habits and Interpersonal Skills”.</p>	<p>III.B.1 Handouts</p> <p>III.B.2 JA representative, JA Student Workbook, and handout.</p>
<p>C. Workplace Diversity</p> <p>III.C.1 Describe techniques for eliminating gender bias and stereotyping.</p>	<p>III.C.1 Define gender bias and stereotyping. Complete the handout on “Choosing a Nontraditional Career”. Discuss ways of eliminating gender bias and Stereotyping.</p>	<p>III.C.1 Discussion and questions and answers. Reviewing the handout on “Choosing a Nontraditional Career”.</p>	<p>III.C.1 Handout</p>
<p>D. Workplace Communication Skills</p> <p>III.D.1 Demonstrate techniques for responding to and working with individuals under stress.</p>	<p>III.D.1 Read the handout on “Working With Difficult People”.</p> <p>Complete the questions on Testing Your Coping Skills.</p>	<p>III.D.1 Discuss the techniques listed for coping with difficult people in the workplace.</p> <p>Review and discuss the answers on Testing Your Coping Skills.</p>	<p>III.D.1 Handouts</p>

LEARNING STANDARDS AND CONTENT ACTIVITIES

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Academic Content Standard # IV Career Strategy

IV. Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan. (Level 3 Performance unless noted)

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<p>STANDARD</p> <p>A. Self-Assessment and Career Research</p> <p>IV.A.1 Apply career goals, skills, and interests to the selection of high school courses. (Level 2)</p> <p>IV.A.2 Explain how decisions regarding education and work impact other major life decisions. (Level 2)</p>	<p>IV.A.1 Complete handouts on career goals, skills, and interests.</p> <p>Discuss how these things should influence the high school courses they should select.</p> <p>IV.A.2 Define lifestyle. Explain how the amount of education and type of work can affect their lifestyle.</p> <p>Write and key an essay on where they think they will be in ten years and what type of lifestyle they would want.</p>	<p>IV.A.1 Review and discuss the handouts on career goals, skills, and interests.</p> <p>IV.A.2 Discussion on lifestyles.</p> <p>Writing and keying the essay.</p>	<p>IV.A.1 Handouts</p> <p>IV.A.2 Handout</p>

<p>IV.A.3 Identify how part-time jobs can contribute to career development.</p>	<p>IV.A.3 Watch the video “Part Time Jobs for Teens”.</p> <p>Discuss the information in the video that can help the transition from part time jobs to careers.</p>	<p>IV.A.3 Watching the video and discussing the information.</p>	<p>IV.A.3 Video</p>
<p>B. Short-and Long-Term Career Goals</p> <p>IV.B.1 Determine how educational achievement impacts one’s choice of a college major, further training, and/or entry into the job market.</p>	<p>IV.B.1 Discuss how school subjects and careers are closely connected, and that how well you do in school will determine the career choices you make.</p> <p>Complete the handout on school subjects and career choices.</p>	<p>IV.B.1 Discussion and questions and answers.</p> <p>Review the handout to determine careers with level of education.</p>	<p>IV.B.1 Handout</p>

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Academic Content Standard #V School-To-Career Transition

V. Develop strategies to make an effective transition from school to career. (Level 3 Performance unless noted)

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<p>STANDARD</p> <p>A. Workplace Experiences</p> <p>V.A.1 Identify high school programs that articulate with postsecondary educational programs, industry-based training, and technical education programs in a chosen career field.</p> <p>B. Job Search Strategies</p> <p>V.B.1 Demonstrate proper etiquette for meeting and greeting people.</p> <p>V.B.2 Discuss and demonstrate the importance of appropriate dress in an interview situation.</p> <p>V.B.3 Discuss the significance of nonverbal communication in the</p>	<p>V.A.1 Explain articulation and how it can help them.</p> <p>Handout on the articulation programs with McCann School of Business and Technology and Central Penn. Also talk about coop programs and vo-tech.</p> <p>V.B.1 – V.B.6 These topics will be discussed by the Junior Achievement representatives.</p> <p>Lesson 8 dealing with Communicating Your Values through resume examination, cover letter examination, and job application examination.</p>	<p>V.A.1 Discussion and questions and answers pertaining to articulation, coop programs, and vo-tech.</p> <p>V.B.1 – V.B.6 Discuss and demonstrate meeting and greeting people and appropriate dress, including make up, color hair, earrings, and tattoos.</p> <p>Discuss and demonstrate how the way you act in an interview (nonverbal) can affect the outcome.</p>	<p>V.A.1 Handouts</p> <p>V.B.1 Junior Achievement Representatives.</p> <p>JA Success Skills student workbook Lesson 8 – Communicating Your Values Lesson 9 – Presenting Yourself Lesson 10 – Applying Your Skills</p>

<p>interviewing process.</p> <p>V.B.4 Identify appropriate sources of job leads (e.g., newspapers, trade journals, Internet job banks, and personal networking)</p> <p>V.B.5 Demonstrate appropriate interviewing techniques through participation in mock or actual interviews.</p> <p>V.B.6 Explain the importance of appropriate interview follow-up techniques.</p>	<p>Lesson 9 dealing with presenting yourself with your resume, documents you may need at a job interview, preparing for a job interview, how to behave during a job interview.</p> <p>Lesson 10 dealing with job interview. The JA representatives will have people from their workplace come into school to conduct mock interviews. Identify follow-up techniques.</p>	<p>Fill in a personal history worksheet and prepare, format, and key a resume.</p> <p>Taking part in a mock interview.</p>	<p>Handouts</p> <p>Interviewers</p>
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LEARNING STANDARDS AND CONTENT ACTIVITIES

Statement of student learning expectations achieved through suggested teaching-learning activities and selected content to help reach standards and graduation requirements.

Academic Content Standard #VI Lifelong Learning

VI. Relate the importance of lifelong learning to career success. (Level 3 Performance unless noted)

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<p>STANDARD</p> <p>A. Personal Growth</p> <p>VI.A.1 Relate various levels of education to careers. (Level 2)</p> <p>VI.A.2 Relate the importance of education to meeting identified goals.</p>	<p>VI.A.1 Discuss how different careers need different levels of education.</p> <p>Review handout on school subjects and career choices.</p> <p>VI.A.2 Identify and list specific goals.</p> <p>Discuss what levels of education will be needed in order to accomplish these goals.</p> <p>Write essay on goals and education needed.</p>	<p>VI.A.1 Discussion and questions and answers.</p> <p>Reviewing handout.</p> <p>VI.A.2 Discussion and questions and answers.</p> <p>Writing and keying an essay.</p>	<p>VI.A.1 Handout</p> <p>VI.A.2 Computer - Microsoft Word.</p>

B. Career Growth

VI.B.1 Identify trends in the changing workplace. (Level 2)

VI.B.1 Reviewing the handout on the three major changes in the workplace. These changes are Teams, Outsourcing, and Telecommunicating.

Writing and keying an essay indicating which of the three changes would best suit them, and careers that apply to each of the changes.

VI.B.1 Discussion and questions and answers.

Essay on changes in the workplace.

VI.B.1 Handout, Computer, Microsoft Word.

VI.B.2 Discuss the importance of flexible career planning and career self-management.

VI.B.2 Discussing the importance of leaving room for change when looking into future plans. Changes could be need for a different career, marriage, divorce, children, layoffs, etc.

Making a list of reasons for change in the future.

VI.B.2 Discussion and questions and answers.

Reviewing the list of reasons for changes.

VI.B.2 Handout and List