



# **Pine Grove Area**

SCHOOL DISTRICT

**BCIT DEPARTMENT**

**CAREER EXPLORATION**

**September 18, 2008**

## **I. PHILOSOPHY**

The Career Exploration course of the Pine Grove Area School District has been structured to introduce, systematically and thematically, the developmental understanding of individual strengths and weaknesses, the ever-evolving requirements of the workplace, and the relationship of lifelong learning to career success. The students will assess personal skills, abilities, and aptitudes for making a good “career fit;” use career resources to explore career opportunities; and develop expectations for workplace-related values. The Career Exploration course begins the process at the introductory level. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Self-Awareness – To identify and discuss individual interests, skills, abilities, aptitudes, and goals.
2. Career Research – To investigate career information and opportunities.
3. Workplace Expectations – To identify and discuss expectations for workplace-related values.
4. Career Strategy – To identify and discuss strategies for individual career plans.
5. School-To-Career Transition – To discuss appropriate strategies for school-to-work transitions.
6. Lifelong Learning – To discuss the importance of continuing education and lifelong learning.

### **III. COURSE OF STUDY**

A. Course Name: Career Exploration

B. Grade Level: 9

C. Length of Course: One Semester

1. Frequency: Daily

2. Duration: 42 Minutes Per Class

D. Academic Level: Post Secondary

E. Credits: 1/2

F. Prerequisites: None

G. Course Description: 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 the skills that are needed to successfully prepare for and obtain employment leading to a successful career. This course will utilize the internet for career research. The students will also learn the importance of working in teams, utilizing proper communication skills, and developing the characteristics needed for future employment.

**IV. CONTENT: Business Computer Information Technology**

**CORE CONCEPT 1: Self-Awareness**

**MAJOR OBJECTIVE:** To identify and discuss individual interests, skills, abilities, aptitudes, and goals.

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard I</b> Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <ul style="list-style-type: none"> <li>Personal skills, abilities, and aptitudes.</li> <li>Personal strengths and weaknesses.</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>Identify personal likes and dislikes.</li> <li>Identify personal strengths and weaknesses.</li> <li>Assess and analyze personal talents, values, and interests as they may relate to a future career.</li> <li>Compare personal skills and aptitudes with various career options.</li> <li>Correlate personal characteristics with the requirements of specific jobs within career clusters.</li> <li>Determine attitudes needed for career success.</li> <li>Reassess transferable competencies and job-specific skills related to career and job options.</li> <li>Match personal strengths to appropriate jobs and careers to maximize career potential.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Oral question and answer</li> <li>Individuals during small group activity</li> <li>Career interest and personality indicator assessments.</li> <li>Independent activities</li> <li>Student exploration</li> <li>Written or oral student descriptions</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic Organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or Notebook</p> <p>Publisher’s Supplemental Materials</p>

**CONTENT:** Business Computer Information Technology

**CORE CONCEPT 2:** Career Research

**MAJOR OBJECTIVE:** To investigate career information and opportunities

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard II</b> Utilize career resources to develop a career information database that includes international career opportunities.</p> <ul style="list-style-type: none"> <li>• Career resources and related information.</li> <li>• International Career Opportunities.</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>• Describe and give examples of career clusters.</li> <li>• Explain advantages of early career exploration and planning.</li> <li>• Explain the concept of transferable skills within and between career clusters.</li> <li>• Evaluate several occupational interests, based on various criteria (e.g., educational requirements, starting salaries, skills and abilities, and career outlook).</li> <li>• Analyze important relocation issues to be considered in making career or job choices.</li> <li>• Identify resources for retraining and career transition.</li> <li>• Describe the impact of the global economy on jobs and careers.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Oral question and answer</li> <li>• Individuals during small group activity</li> <li>• Independent activities</li> <li>• Student exploration</li> <li>• Written or oral student descriptions</li> <li>• Partner Projects</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or notebook</p> <p>Publisher’s supplemental materials</p>

**CONTENT:** Business Computer Information Technology

**CORE CONCEPT 3:** Workplace Expectations

**MAJOR OBJECTIVE:** To identify and discuss expectations for workplace-related values.

**CURRICULUM STANDARD:**

National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard III</b> Relate the importance of workplace expectations to career development.</p> <ul style="list-style-type: none"> <li>• Work Ethic</li> <li>• Workplace Relationships</li> <li>• Workplace Diversity</li> <li>• Workplace Communication Skills</li> <li>• Career and Job Self-Management</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>• Discuss personal qualities related to employability (e.g., promptness, ability to get along with others, dependability, willingness to ask questions, respect for diversity, and communication skills.)</li> <li>• Discuss punctuality, dependability, and ability to work with others.</li> <li>• Illustrate how personal qualities transfer from school to the workplace.</li> <li>• State ways in which the honesty and integrity of coworkers affect work performance.</li> <li>• Discuss and illustrate the positive and negative effects of a well-developed work ethic on worker and workplace productivity.</li> <li>• Discuss the importance of cooperation among people to accomplish a task.</li> <li>• Discuss and demonstrate appropriate interpersonal skills for working with and for others.</li> <li>• Discuss advantages and disadvantages of entering nontraditional occupations.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Oral question and answer</li> <li>• Individuals during small group activity</li> <li>• Career interest and personality indicator assessments.</li> <li>• Independent activities</li> <li>• Student exploration</li> <li>• Written or oral student descriptions</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or notebook</p> <p>Publisher’s supplemental materials</p>

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**CONTENT:** Business Computer Information Technology

**CORE CONCEPT 4:** Career Strategy

**MAJOR OBJECTIVE:** To identify and discuss strategies for individual career plans.

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard IV</b> Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.</p> <ul style="list-style-type: none"> <li>• Self-Assessment and Career Research</li> <li>• Short-and Long-Term Career Goals</li> <li>• Individual Career Plan</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>• Identify likes and dislikes of home and school responsibilities.</li> <li>• Relate information derived from self-assessment to career areas involving data, people, ideas, and/or things.</li> <li>• Demonstrate how the skills and knowledge acquired in school relate to various occupations.</li> <li>• Apply career goals, skills, and interests to the selection of high school courses.</li> <li>• Identify how part-time jobs can contribute to career development.</li> <li>• Apply personal career goals, skills, interests, and values to selection and confirmation of appropriate career and job choices.</li> <li>• Determine how educational achievement impacts one's choice of a college major, further training, and/or entry into the job market.</li> <li>• Demonstrate the ability to set, monitor, and achieve clearly defined goals.</li> <li>• Explain the importance of planning.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Oral question and answer</li> <li>• Individuals during small group activity</li> <li>• Career interest and personality indicator assessments.</li> <li>• Independent activities</li> <li>• Student exploration</li> <li>• Written or oral student descriptions</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or notebook</p> <p>Publisher's supplemental materials</p>

**CONTENT:** Business Computer Information Technology

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**CONTENT:** Business Computer Information Technology

**CORE CONCEPT 5: School-To-Career Transition**

**MAJOR OBJECTIVE:** To discuss appropriate strategies for school-to-work transitions.

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard V</b> Develop strategies to make an effective transition from school to career.</p> <ul style="list-style-type: none"> <li>• Workplace Experiences</li> <li>• Career Development File and Employment Portfolio</li> <li>• Job Search Strategies</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>• Identify high school programs that articulate with postsecondary educational programs, industry-based training, and technical education programs in a chosen career field.</li> <li>• Identify examples of school work to be included in a portfolio.</li> <li>• Demonstrate the ability to describe personal skills.</li> <li>• Prepare paper and electronic resumes and cover letters.</li> <li>• Develop a career portfolio of items including resumes, sample cover letters, letters of recommendation, examples of work and technical skills, awards, and documentation of extracurricular activities and community service activities.</li> <li>• Demonstrate proper etiquette for meeting and greeting people.</li> <li>• Explain the importance of personal appearance and grooming in the workplace.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Oral question and answer</li> <li>• Individuals during small group activity</li> <li>• Career interest and personality indicator assessments.</li> <li>• Independent activities</li> <li>• Student exploration</li> <li>• Written or oral student descriptions</li> <li>• Creating portfolios</li> <li>• Interviews</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or notebook</p> <p>Publisher's supplemental materials</p>

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**CONTENT:** Business Computer Information Technology

**CORE CONCEPT 6: Lifelong Learning**

**MAJOR OBJECTIVE:** To discuss the importance of continuing education and lifelong learning.

<b>CURRICULUM STANDARD:</b>			
National Business Education Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>NBEA Standard VI</b> Relate the importance of lifelong learning to career success.</p> <ul style="list-style-type: none"> <li>• Personal Growth</li> <li>• Career Growth</li> </ul>	<p>Teacher will guide students to:</p> <ul style="list-style-type: none"> <li>• Relate various levels of education to careers.</li> <li>• Relate the importance of education to meeting identified goals.</li> <li>• Identify and assess future job and career trends associated with businesses in a chosen career cluster.</li> <li>• Discuss social and ethical standards of the workplace and their implications for a chosen job/career.</li> <li>• Develop an awareness of how the workplace continues to change.</li> <li>• Identify trends in the changing workplace.</li> <li>• Discuss the importance of flexible career planning and career self-management.</li> <li>• Identify career opportunities resulting from new and emerging technologies.</li> </ul>	<p>Teacher evaluation of:</p> <ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Oral question and answer</li> <li>• Individuals during small group activity</li> <li>• Career interest and personality indicator assessments.</li> <li>• Independent activities</li> <li>• Student exploration</li> <li>• Written or oral student descriptions</li> </ul>	<p>Instructor generated resources</p> <p>Handouts</p> <p>Graphic organizers</p> <p>Library/AV resources</p> <p>Computer programs/Websites</p> <p>Textbook</p> <p>Journal or notebook</p> <p>Publisher’s supplemental materials</p>

**V. EXPECTED LEVELS OF ACHIEVEMENT**

A. Students are expected to demonstrate a level of mastery in the Career Exploration course. These skills include all of those noted in the specific content area of this curriculum.

B. Grading system for Career Exploration classes is as follows:

<b>GRADING SCALE</b>	
90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
50 – BELOW	F

C. Each student's grade will be determined at the conclusion of each marking period.