



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Career Skills Grade Level(s): 10-12 Units of Credit: .5 Classification: Required	Length of Course: 15 cycles Periods Per Cycle: 6 Length of Period: 43 minutes Total Instructional Time: 64.5 hours
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Course Description

Career Skills is a course designed to allow students to conduct personal research, career research, and post-secondary education/training research. The students will learn basic employability skills, business networking skills, decision-making and planning skills, and customer service skills. The students will also prepare cover letters, employment applications, resumes, and thank-you letters. The students will learn about appropriate dress, as well as interview techniques. Each student will have the chance to demonstrate his/her knowledge in the above areas by participating in a mock interview experience with a businessperson from the community.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Teacher demonstrations Guided Individual Practice Guided Group Practice Small Group Lecture	Independent Work Time Homework Flexible Groups Google Classroom	Constructed Response Learning Objectives Hybrid Learning Strategies Simulations (Be Real Game and Mock Interview)
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Assessments

Independent Projects Flexible Group Projects Mock Interview	Independent and Group Assignments Constructed Responses	Quizzes/Tests/Homework Individual and Partner Simulations
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Materials/Resources

The Be Real Game by National Life/Work Center iPads Teacher-Created Materials and Tutorials	Instructional YouTube Videos Guest Speakers Online Resources (self-assessments, bls.gov, etc.)	Junior Achievement Career Success Lessons Google Classroom
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Adopted: 10/04

Revised: 8/17/09; 5/21/18

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Intro to the Career World	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>The Beginning</p> <p>Making a Neighborhood</p> <p>The Adult World of Work</p> <p>Preparing for Work</p> <p>The World at Work</p> <p>The Bottom Line-Budgeting</p> <p>Out of the Blue</p> <p>High Five Guiding Principles</p> <p><u>Related Vocabulary:</u> job occupation career High Five Guiding Principles Secretary's Commission on Achieving Necessary Skills (SCANS) neighbor dreams goals change networking lifelong learning resume formal education</p>	<p>13.1.11.B ~ Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</p> <p>13.2.11.C ~ Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Postsecondary education/training applications • Request for letter or recommendation • Resume <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Team building. <p>13.3.11.D ~ Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes • Problem solving

Intro to the Career World (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p><u>Related Vocabulary:</u> (continued) volunteer experience transferable skill references classified ad job application budget gross income new income taxes regular expenses mortgage rent discretionary expenses decision making model natural disaster</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Define job, occupation, and career. • Identify the High Five guiding principles. • Demonstrate knowledge of SCANS skills. • Develop and apply team building skills in creating a group neighborhood environment. • Identify how characteristics relate to achieving personal, social, educational, and life/work roles. • Analyze adult life/work experiences. • Identify sections of a resume. • Identify proper individuals to list as a reference. • Prepare a resume based on their character for the game. • Identify job listing resources. • Prepare a job application based on their character for the game. • Identify advantages to budgeting. • Identify components of a budget. • Explain the difference between gross and net income. • Apply math skills to real-life budgeting situations. • Identify the advantages of saving. • Identify a decision making model. • Apply decision making skills. • Identify a variety of responses to challenging events such as emergency situations.

You and the World of Work	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Exploring the World of Work</p> <p>The Changing Workplace</p> <p><u>Related Vocabulary:</u> interests skills transferable skills lifestyle job occupation career paycheck environment economy global economy job market basic skills thinking skills personal qualities outsourcing telecommute team lifelong learning</p>	<p>13.1.11.B ~ Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</p> <p>13.1.11.C ~ Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>13.1.11.D ~ Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: part-time employment.</p> <p>13.1.11.E ~ Justify the selection of a career.</p> <p>13.2.11.E ~ Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Communication • Dependability • Team building • Technology <p>13.3.11.F ~ Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>13.3.11.G ~ Evaluate the impact of lifelong learning on career retention and advancement.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Explain how work life affects lifestyle. • Describe how skills, interests, and desired lifestyle may shape career plans. • Define job, occupation, and career. • Identify examples of a job, an occupation, and a career. • Analyze and identify reasons why people work. • Identify how and why the workplace is affected by forces such as the changing technology and the global economy. • Identify how to evaluate job outlooks when making career plans. • Describe lifelong learning and explain its importance in today's workplace.

Getting to Know Yourself	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Decision-Making Setting Lifestyle Goals <u>Related Vocabulary:</u> decision making process lifestyle Goals values data aptitude ability personality self-concept learning styles	13.1.11.B ~ Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals. 13.1.11.C ~ Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices. 13.3.11.A ~ Evaluate personal attitudes and work habits that support career retention and advancement. The students will be able to: <ul style="list-style-type: none"> • Identify the decision-making process. • Explain how to use the decision-making process to choose a career. • Explain how to determine your values, interests, aptitudes, and abilities. • Determine personal values, interests, aptitudes, and abilities. • Identify personal learning styles and match them to career choices. • Explain the importance of a good self-concept in choosing a career.

Researching Careers	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Exploring Careers</p> <p>What to Research</p> <p><u>Related Vocabulary:</u> career cluster informal research formal research exploratory interview temp work cooperative program job shadow internship service learning work environment flextime career pathways benefits</p>	<p>13.1.11.D ~ Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing • Part-time employment and registered apprenticeship. <p>13.1.11.E ~ Justify the selection of a career.</p> <p>13.1.11.F ~ Analyze the relationship between career choices and career preparation opportunities.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Describe formal and informal methods of researching careers. • Identify work experiences that can help you explore careers. • Identify characteristics used to develop a career profile. • Develop key questions to ask when researching and assessing careers. • Evaluate sources of career information. • Determine the education and training needed for different careers.

Developing a Career Plan	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Evaluating Career Choices</p> <p>Your Career Plan</p> <p><u>Related Vocabulary:</u> resources evaluation personal career profile individual career plan short-term goals medium-term goals long-term goals online learning on-the-job training apprentice vocational-technical center trade school continuing education associate's degree bachelor's degree</p>	<p>13.1.11.B - Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals.</p> <p>13.1.11.F - Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Associate degree • Baccalaureate degree • Certificate/licensure • Entrepreneurship • Immediate part/full time employment • Industry training • Military training • Professional degree • Registered apprenticeship • Tech prep <p>13.1.11.G - Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Evaluate different career possibilities. • Choose a career that seems right for you. • Develop a career plan and set intermediate career goals. • Determine the education and training you need to reach your career goals.

Finding and Applying for a Job	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Exploring Sources of Job Leads</p> <p>Applying for a Job</p> <p><u>Related Vocabulary:</u> job lead networking contact list referral school-to-work programs temp job temp-to-hire job internet Social Security number work permit Standard English job application personal fact sheet references resume cover letter</p>	<p>13.2.11.B – Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. Occupational Information Network (O-NET)) • Networking • Newspapers • Professional associations • Resource books (i.e. Occupational Outlook Handbook, PA Career Guide) <p>13.2.11.C – Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Resume <p>13.2.11.D – Analyze, revise, and apply an individualized career portfolio to chosen career path.</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Define networking and explain why it is an effective way to develop job leads. • Develop a career network and contact list. • Explain how to use the Internet and other resources to find career opportunities. • Explain how to prepare for and complete a job application. • Write an effective resume and cover letter.

Interviewing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Preparing for the Interview</p> <p>Succeeding in the Interview</p> <p><u>Related Vocabulary:</u> interview body language role-playing problem solving stress</p>	<p>13.2.11.A – Apply effective speaking and listening skills used in a job interview.</p> <p>13.2.11.E – Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Communication. • Problem solving. <p>The students will be able to:</p> <ul style="list-style-type: none"> • List ways to prepare for a job interview. • Develop answers to typical and tough interview questions. • Identify the importance of body language in creating a good impression. • Explain how to project a positive attitude and use good communication skills. • Describe how to follow up after a job interview. • Summarize the best methods for accepting and rejecting employment offers and handling rejection.