



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: Career Exploration Internship Grade Level(s): 11-12 Units of Credit: .5 Classification: Elective	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

This course is designed to provide practical experience for students to explore their career goals in the workplace or classroom. The students will be responsible for arranging their transportation and establishing their workplace intern sites, but may solicit ideas from Career Center staff or school counselors. Assistance will be given to students to locate classroom sites in the district if they are considering the teaching profession as a career goal. Students will be required to keep a journal and check in with the school representative once per cycle during period 11. Students will use these periods as compensatory time if the internship is after school hours. Students who cannot schedule career exploration internships during period 11 due to scheduling conflicts may still take the course and intern after school hours.

Instructional Strategies, Learning Practices, Activities, and Experiences

Hands-on experience in Student's Chosen Field Personal Productivity Charting	Cooperative Team Challenges Sharing Internship Experiences with Class	Journal Writing/Recording
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Assessments

Weekly Experience Questionnaire Bell Ringer/Closure Response Sheets	Career Exploration Internship Final Exam Myers - Briggs Personality Assessment	Time Management Quiz Team Formation Quiz
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Materials/Resources

<u>Succeeding in the World of Work</u> by Glencoe 2008 edition Human Resource employee benefit handouts <u>Activities that Teach</u> by Tom Jackson	<u>More Activities that Teach</u> by Tom Jackson <u>Who Moved My Cheese?</u> by Spencer Johnson	Teacher Handouts on Mentor/Mentee Relationship <u>Showing Our True Colors</u> by Mary Miscisin (Book and Assessment) <u>Still More Activities that Teach</u> by Tom Jackson
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Adopted: 9/28/2009

Revised: 5/21/18

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Internship Requirements, Guidelines, Procedures, and Paperwork	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Internship Requirements, Procedures and Paperwork</p> <p><u>Related Vocabulary:</u> experiential internship expectations individual career plan interview interests skills</p>	<p>13.1.11.A ~ 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>13.2.11.A ~ Apply effective speaking and listening skills used in a job interview.</p> <p>13.2.11.B ~ Apply research skills in searching for a job.</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"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, Occupational Safety and Health Administration (OSHA), Material Safety Data Sheets (MSDS) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>CAR.1 ~ Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>CAR.2 ~ Career Research – Utilize career resources to develop a career information database that includes international career opportunities.</p> <ul style="list-style-type: none"> • Organize personal schedule. • Contact employers to set up internship. • Determine employment areas of interest to guide internship search. • Complete internship paperwork with family member. • Guide and assist employer to complete internship paperwork.

Mentor/Mentee Relationship	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Internship Mentors and Mentees</p> <p><u>Related Vocabulary:</u> mentor intern Specific, Measurable, Achievable, Relevant, Time-bound (SMART) Goals orientation</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.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"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, Occupational Safety and Health Administration (OSHA), Material Safety Data Sheets (MSDS) • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology <p>CAR.3 ~ Workplace Expectations – Relate the importance of workplace expectations to career development.</p> <p>CAR.4 ~ Career Strategy – Apply knowledge gained from individual assessment to a comprehensive set of goals and an individual career plan.</p> <p>CAR.5 ~ School-To-Career Transition – Develop strategies to make an effective transition from school to career.</p> <ul style="list-style-type: none"> • Identify responsibilities of an internship mentor. • Identify responsibilities of a mentor. • Identify expectations of an intern. • Understand and identify SMART goals. • Set career goals for internship experience. • Recognize the importance of orientation activities.

Desirable Workplace Characteristics	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Dependability Passion Initiative Safety Communication Skills Integrity/Honesty Cooperativeness Responsibility Self-Management</p> <p><u>Related Vocabulary:</u> dependable passion initiative safety integrity cooperativeness self-management</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and demonstrate the skills and personal qualities employers want will help you to succeed in the workplace. <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"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets • Personal initiative • Self-advocacy • Scheduling/time management • Team building • Technical literacy • Technology

Internship Experiences and Problems	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Employer's Business-Type Job Duties Pros and Cons of the Job Conflict Management Styles</p> <p><u>Related Vocabulary:</u> employee evaluation sole proprietor partnership corporation entrepreneur service –oriented business product-oriented business job duties manufacturing leadership styles directing coaching supporting delegating conflict management styles conflict management styles dominate co-exist collaborate smooth release yield bargain decide-by-rule maintain</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Understand and explain the business operations of this employer. • Describe the job duties and responsibilities for this job. • Analyze and discuss the pros and cons of this type of employment. • Learn how to troubleshoot job-related issues. • Identify and utilize the nine styles of managing conflict. <p>13.3.11.C ~ Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving <p>13.4.11.A ~ Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p>

Positive Attitude	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Signs of a Positive Attitude</p> <p><u>Related Vocabulary:</u> attitude self-esteem enthusiasm assertiveness arrogant</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify why a positive attitude, high self-esteem, and enthusiasm contribute to career success. • Learn to think positively, overcome doubt, and deal with mistakes constructively. • Demonstrate how to assert yourself on the job. <p>CAR.1 ~ Self-Awareness – Assess personal skills, abilities, and aptitudes and personal strengths and weaknesses as they relate to career exploration and development.</p> <p>COM.1 ~ Foundations of Communication – Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.</p> <p>COM.2 ~ Social Communication – Apply basic social communication skills in personal and professional situations.</p>

Self-Assessment	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Personal Interests Personal Values Personal Skills/Abilities Desired Lifestyle <u>Related Vocabulary:</u> self-awareness self-assessment interests skills transferrable skills lifestyle	The students will be able to: <ul style="list-style-type: none">• Describe how skills, interests, desired lifestyle and values may shape career plans.• Explain how work life affects lifestyle. 13.1.11.A ~ 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.

Personality and Learning Styles	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Personality Type Learning Styles <u>Related Vocabulary:</u> personality type learning styles	The students will be able to: <ul style="list-style-type: none">• Identify personality and learning styles and match them to career choices.• Use formal and informal methods to research careers.• Evaluate sources of career information.• Identify work experience that help explore careers. 13.1.11.A ~ Analyze career options based on individual interests, abilities, aptitudes, achievements, and goals. 13.1.11.D ~ Justify the selection of a career.

Career Exploration	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Career Clusters Exploratory Interview Job Shadowing Service Learning Cooperative Education <u>Related Vocabulary:</u> career exploration career cluster exploratory interview job shadow service learning cooperative education job market job outlook	The students will be able to: <ul style="list-style-type: none">• Use formal and informal methods to research careers.• Evaluate sources of career information.• Identify work experienced that help explore careers. 13.1.11.C - Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

Job and Employer Exploration	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Research local employers and corresponding employment opportunities Employee benefits overview</p> <p><u>Related Vocabulary:</u> pay commission bonuses incentive programs (rewards) medical insurance dental and vision insurance prescription insurance disability insurance 401K retirement fund and employer match profit sharing flex time cafeteria plan life insurance employment web sites</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Learn various methods of researching employers and employment opportunities. • Identify five local employers, their purpose and functions, and typical job opportunities in each. • Recognize and explain at least four employee benefits offered by most local employers. • Analyze which two to three employee benefits are most desirable to them. <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 • Registered apprenticeship • School-based enterprise <p>13.2.11.B - Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is Occupational Outlook Handbook, PA Career Guide)

Ethics in the Workplace	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Ethical behavior at work and at home Workplace diversity's importance</p> <p><u>Related Vocabulary:</u> ethics honesty integrity confidentiality prejudice unethical diversity stereotype</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify the importance of ethical behavior in the workplace. • Apply ethical principles in the workplace. • Use strategies for handling unethical practices. • Learn what diversity is and how to work with a diverse group of people. <p>CAR.3 - Workplace Expectations – Relate the importance of workplace expectations to career development. MGT.5 - Ethics and Social Responsibility – Examine the role of ethics and social responsibility in decision making.</p>

Pre-Employment Testing and Temporary Employment	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Pre-Employment Testing Temporary Employment Agencies</p> <p><u>Related Vocabulary:</u> temporary employment agency hiring criteria drug testing background checks skill testing equal opportunity employer CareerLinks networking references</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify advantages and disadvantages of gaining employment through a temporary employment agency. • Practice completing pre-employment tests. • Become familiar with criteria used to hire new employees. <p>13.2.11.B – Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> • CareerLinks • Internet (i.e. O*NET) • Networking • Newspapers • Professional associations • Resource books (that is 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 • Postsecondary education/training applications • Request for letter of recommendation • Resume