



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: School Counseling Grade Level(s): 6 Units of Credit: N/A Classification: Required	Length of Course: full year Periods Per Cycle: 3x per year Length of Period: 30 minutes Total Instructional Time: 90 minutes
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Course Description

The course will introduce students to the career selection process through individual personality type identification and related careers. In addition, students will participate in focused career exploration and make relevant connections between school and the workplace in order to assimilate skills and traits needed to be successful in school and in a future career.

Objectives:

- Students will develop self-awareness and assess their dominant personality type through the use of a brief Interest Inventory.
- Students will use their dominant personality type to identify potential careers and research one of those careers to complete a career information activity.
- Students will understand the connection between school and career, and identify the five soft skills that employers value most in their employees.

Instructional Strategies, Learning Practices, Activities, and Experiences

Group Discussion
Video

Interest Inventory
Career Information Worksheet

Individual Career Portfolio
Student Reflection

Assessments

Discussions
Post-test

Teacher Observations

Oral and Written Student Responses

Materials/Resources

Personality Types Video
School-to-Work Video
Interest Inventory

Occupational Outlook Handbook (online)
iPads/Computer Based Programs

Career Information Worksheet
Project TEAM Character Education Program

Adopted: 2/27/07
Revised: 5/15/2017

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CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Self-awareness</p>	<p>American School Counselor Association Standards (ASCA):</p> <ol style="list-style-type: none"> 1. Students will describe the connection between their interests and aptitudes and their potential career choices. <ul style="list-style-type: none"> ● C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice. 2. Students will complete a brief Interest Inventory to assess their dominant personality type. <ul style="list-style-type: none"> ● C:A1.3 Develop an awareness of personal abilities, skills, interests and Motivations. 3. Students will name three potential careers that are indicated by their dominant personality type. <ul style="list-style-type: none"> ● C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice.
<p>Career Exploration</p>	<ol style="list-style-type: none"> 1. Students will evaluate resources available in researching information about careers. <ul style="list-style-type: none"> ● C:A1.1 Develop skills to locate, evaluate and interpret career information. 2. Students will investigate one career indicated by their dominant personality type. <ul style="list-style-type: none"> ● C:B1.5 Use research and information resources to obtain career information. 3. Students will complete a Career Information Worksheet about their chosen career. <ul style="list-style-type: none"> ● C:B1.6 Learn to use the Internet to access career-planning information.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>School-to-Work Connection</p>	<ol style="list-style-type: none"> 1. Students will describe the connection between school skills and work skills. <ul style="list-style-type: none"> • A:C1.3 Understand the relationship between learning and work. • A:C1.5 Understand that school success is the preparation to make the transition from student to community member. • A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities. 2. Students will identify the five skill areas that employers seek in their workers. <ul style="list-style-type: none"> • C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace.