

Southern York County School District Instructional Plan

Name:	Dates: September or January
Course/Subject: Career Seminar	Unit 1 – Self Awareness
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Career Education and Work <ul style="list-style-type: none"> ▪ Analyze career options based on interest, attitudes, achievements, and goals (13.1.11 A) ▪ Evaluate school-based opportunities for connections to the workplace (13.1.11 D) ▪ Analyze the relationship between career choices and career preparation (13.1.11 F) ▪ Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests. (13.1.11 H) 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Career exploration is a lifelong process. 2. Personal interests, attitudes, achievements, and goals are the basis for selecting a career. 3. There are many school-based programs that offer career exploration activities. 	Essential Question(s): <ul style="list-style-type: none"> ▪ To what extent can personal interests, attitudes, and achievements influence career goals? ▪ How can career goals influence an individual’s high school experience? ▪ To what extent does the choice of where an individual lives influence their career goals?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ Key Terms – Job, Work, Occupation, Career ▪ Key Terms - Interests, Attributes, Strengths, Career Values, Transferable Skills, Soft Skills ▪ Key Terms – Introvert vs. Extrovert, Sensing vs. Intuitive, Thinking vs. Feeling, Judging vs. Perceiving 	Students will be able to: <ul style="list-style-type: none"> ▪ Identify their own personal interests and aptitudes ▪ Use Bridges software/internet program to evaluate personal interests and career options
Name:	Dates: September/October or January/February
Course/Subject: Career Seminar	Unit 2 – Career Awareness and Preparation
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Career Education and Work <ul style="list-style-type: none"> ▪ Analyze career options based on interest, attitudes, achievements, and goals (13.1.11 A) ▪ Evaluate school-based opportunities for connections to the workplace (13.1.11 D) ▪ Analyze the relationship between career choices and career preparation (13.1.11 F) ▪ Justify the selection of a career (13.1.11 E) ▪ Assess implementation of an individualized career plan through a career portfolio (13.1.11G) ▪ Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests. (13.1.11 H) 	
Understanding(s):	Essential Question(s):

<p>Students will understand . . .</p> <ol style="list-style-type: none"> 1. Career exploration is a lifelong process. 2. Personal interests, attitudes, achievements, and goals are the basis for selecting a career. 3. There are many school-based programs that offer career exploration activities. 4. All careers require some training, education, and preparation. 5. There are many factors into deciding on a career including, salary, employment outlook, and education requirements. 	<ul style="list-style-type: none"> ▪ To what extent can personal interests, attitudes, and achievements influence career goals? ▪ How can career goals influence an individual's high school experience? ▪ To what extent does the choice where an individual lives influence their career goals?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Key Terms – Job, Work, Occupation, Career ▪ Key Terms - Interests, Attributes, Strengths, Career Values, Transferable Skills, Soft Skills ▪ 16 career clusters ▪ High Priority Occupations ▪ How to research career options 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify their own personal interests and aptitudes ▪ Identify preparation programs for a career choice (certification, college degree, military or industry training, entrepreneurship) using Bridges ▪ Create a career plan using Bridges ▪ Use Bridges software/internet program to evaluate personal interests and career options
<p>Name:</p>	<p>Dates: November or March</p>
<p>Course/Subject: Career Seminar</p>	<p>Unit 3 - Career Acquisition</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Standard(s)/Assessment Anchors Addressed: Career Education and Work</p> <ul style="list-style-type: none"> ▪ Apply research skills in searching for a job (13.2.11 B) ▪ Develop job hunting documents such as a resume and cover letter (13.2.11 C) ▪ Apply effective speaking and listening skills used in a job interview (13.2.11A) ▪ Model the 'soft' skills required to hold a job – punctuality, courtesy, personal, initiative, professionalism – in the process of searching and interviewing for a job 	
<p>Understanding(s): Students will understand . . .</p> <ol style="list-style-type: none"> 1. A thorough job search requires time and effort. 2. First impressions matter. Resumes, cover letters, and interviews help employers to form first impressions. 3. Soft skills are critical in being successful in school, work, and at home. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ To what extent can conducting proper career research aid in a job search? ▪ What message and information should be conveyed through a resume? ▪ What 'soft' skills needed to be successful in the interview process and on the job?
<p>Learning Objectives: Students will know . . .</p> <ul style="list-style-type: none"> ▪ Ways to search for careers including local agencies and websites. ▪ Key elements of a resume and cover letter ▪ Key Terms – soft skills, professionalism, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Create a resume ▪ Create a cover letter ▪ Apply skills needed to be successful in an interview

courtesy, punctuality	
Name:	Dates: December/January or April/May
Course/Subject: Career Seminar	Unit 4 – Career Retention
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: <ul style="list-style-type: none"> ▪ Develop personal attitudes and work habits that support career retention and advancement (13.3.11 A) ▪ Develop and practice team member skills such as active listening, conflict resolution, and time management (13.3.11 B-C) ▪ Develop a personal budget based on personal career choice (13.3.11 D) ▪ Consider and develop strategies for career retention and advancement based on job availability in different fields. (13.3.11 F) ▪ Evaluate the need for ongoing, lifelong learning to support career retention and advancement (13.3.11 G) 	
Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Personal attitudes and the attitudes of others drastically effect success in the world of work 2. Budgeting and money management must start early in life 3. Success is dependent on an individual's ability to continue to grow by being a lifelong learner. 	Essential Question(s): <ul style="list-style-type: none"> ▪ How do individual attitudes and the attitudes of others affect work ethic? ▪ To what degree does effective money management and continued learning influence an individual's future?
Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> ▪ Key Terms – Work ethic, budget, income, expenses, etc. ▪ Ways to continue their education 	Students will be able to: <ul style="list-style-type: none"> ▪ Resolve workplace conflicts ▪ Create a personal budget