

PLANNED INSTRUCTION

**A PLANNED COURSE FOR:
Careers and Leadership**

Time/Credit for the course- Half Year/One Semester
Curriculum Writing Team-Rick Batista, Mark Van Acker

Grade Level: 7

Date of Board Approval: July 14, 2022

Grading

Quizzes-45%

Projects-40%

Classwork-10%

HW/Participation-5%

Curriculum Map

Overview-This course is designed to assist students in researching careers, and post-secondary education and training. Each student will develop a career plan based on interests and aptitudes as well as personal exposure to various career choices. Post-Secondary education and training, and career comparisons will be utilized for students to be better prepared for choosing post-secondary education and training, and careers. Introduction to financial literacy regarding loans, budgeting, spending, and saving and how they relate to post-secondary education and the workforce will be discussed. This class also focuses on leadership and developing leadership skills.

Marking periods 1 and 2 or 3 and 4 depending on Room Availability-Units 1,2,3, 4-70 Days

Goal:

Marking Period Goals: Introduce and understand the basics of....

- Post-secondary education and training
- Career awareness and preparation
- Career acquisition
- Career retention and advancement
- Entrepreneurship

Marking period 2 or 4 depending on Room Availability - Unit 5-20 Days

Goal:

Marking Period Goals-Students will be able to identify and explain the “7 Habits of Highly Effective Teens” (or similar personal development/leadership book) and develop effective leadership skills.

- Habit 1-Be Proactive-understanding the things in life you can control.
- Habit 2-Begin with the end in mind-Have a big picture and goals. Draw a map of where you want to go, and then get there.

- Habit 3-Put first things first-Do the important things first and plan on how to achieve them.
- Habit 4-Think Win Win-Life is not a competition. There is enough to go around.
- Habit 5-Seek First to Understand then to be Understood
- Habit 6-Synergy-It's not my way or your way, but a better way
- Habit 7-Sharpen the Saw-Take time to renew yourself.

Big Ideas-

- Responsible consumers use effective resource management to accomplish individual, family, and community goals.
- Families are the fundamental unit of society; strong families empower individuals to manage the challenges of living and working in a diverse, global society.
- Comprehensive planning leads to effective career decisions
- Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process.
- There is a definitive relationship between education and career planning and choice.
- Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people.
- Careful planning is fundamental to success.

Textbook and Supplemental Resources:

Materials and Resources

7 Habits of Highly Effective Teens Book –Sean R Covey, Franklink Covey

7 Habits of Highly Effective Teen Workbook- Sean R Covey, Franklink Covey

SmartFutures.com Career Artifact Website

Next Gen Personal Finance website and materials

- Alternative to 4-year college unit
- College
- Career
- Entrepreneurship

Supplemental Reading Material

- Career and Technology articles from Scholastic
- Vocabulary by topic: college, career exploration, financial literacy, entrepreneurship, 7 Habits

Websites/Extensions

- Next Gen Personal Finance
- PBS Two Cents-video lessons
- PA CareerZone
- FBI Safe Online Surfing Website

Supplemental Videos/Materials/Activities

- Dirty Jobs (excerpts)-TV Program
- Shark Tank (excerpts)-TV Program
- Broke (excerpts)-Documentary
- Borrowed Future (excerpts)-Documentary
- Next Gen Personal Finance
 - Saving
 - Budgeting
 - Investing
 - Finding work during high school unit
- School related poster/art decorating contests including April's Autism Awareness Contest, Earth Day poster, Teacher Appreciation Cards, and similar activities,

Curriculum Plan

Unit 1: Alternatives to Four Year Education

Time Range 15 Days

Standards:

- 13.1: Career Awareness and Preparation
- 13.2: Career Acquisition (Getting a Job)
- 13.3: Career Retention and Advancement
- 13.4: Entrepreneurship
- 11.1: Financial and Resource Management
- 11.2: Balancing Family, Work, and Community Responsibility
- CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Objectives:

1. Identify alternatives to a four year college education (DOK 1, 2)
2. Explain what is meant by alternatives to four-year education. (DOK 1, 2)
3. Describe changes in the workplace. (DOK 1, 2)
4. Analyze how the changes in the job market affect education needs in society. (DOK 3, 4)
5. Analyze how to enter the career of your choice and the type of education needed. (DOK 3, 4)

Core Activities:

1. Alternative to Four Year Degree Activity and quiz. Students will read articles, watch videos, and answer questions on the topic.
2. Enlisting in the Military Activity and quiz. Students will read articles, watch videos, and answer questions on the topic.
3. Associates Degree Activity and quiz. Students will read articles, watch videos, and answer questions on the topic.
4. Trade School Activity and quiz. Students will read articles, watch videos, and answer questions on the topic.
5. Alternative to Four Year Education Research Project.
- 6.

Assessments

Diagnostic:

1. In Class assignments and worksheets
2. Class discussions

Formative:

1. In Class assignments
2. Class Discussions
3. Reading assignment

Summative

1. Quiz upon completion of each activity.
2. SmartFutures.com Activities
3. Project

Unit 2: College

Time Range 20 Days

Standards:

- 13.1: Career Awareness and Preparation
- 13.2: Career Acquisition (Getting a Job)
- 13.3: Career Retention and Advancement
- 11.1: Financial and Resource Management
- 11.2: Balancing Family, Work, and Community Responsibility
- CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Objectives:

1. Identify costs and things to consider about a college education. (DOK 1, 2)
2. Explain the personal and financial benefits of college (DOK 1, 2)
3. Describe changes in the workplace. (DOK 1, 2)
4. Analyze how the changes in the job market affect education needs in society. (DOK 3, 4)
5. Analyze how to enter the career of your choice and the type of education needed. (DOK 3, 4)

Core Activities:

1. College Costs Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
2. Scholarships and Grants Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
3. Student Loans Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
4. College Research Project

Assessments

Diagnostic:

1. In Class assignments and worksheets
2. Class discussions

Formative:

1. In Class assignments
2. Class Discussions
3. Reading assignment

Summative

1. Quiz upon completion of each activity.
2. SmartFutures.com Activities
3. Project

Unit 3: Careers

Time Range 20 Days

Standards:

- 13.1: Career Awareness and Preparation
- 13.2: Career Acquisition (Getting a Job)
- 13.3: Career Retention and Advancement
- 11.1: Financial and Resource Management
- 11.2: Balancing Family, Work, and Community Responsibility
- CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Objectives:

1. Identify costs the basics of choosing a career. (DOK 1, 2)
2. Explain the personal and financial benefits of different career choices (DOK 1, 2)
3. Describe changes in the workplace. (DOK 1, 2)
4. Identify how workplace changes affect one's career outlook. (DOK 3, 4)
5. Analyze how the changes in the job market affect education needs in society. (DOK 3, 4)
6. Analyze how to enter the career of your choice and the type of education needed. (DOK 3, 4).

Core Activities:

1. Career Basics Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
2. Choosing a Career and Workplace Skills Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
3. Finding a Job Activity and a Quiz. Students will read articles, watch videos, and answer questions on the topic.
4. Finding a Job Activity and Quiz Students will read articles, watch videos, and answer questions on the topic.
5. Career Research Project

Assessments

Diagnostic:

1. In Class assignments and worksheets
2. Class discussions

Formative:

1. In Class assignments
2. Class Discussions
3. Reading assignment

Summative

1. Quiz upon completion of each activity.
2. SmartFutures.com Activities
3. Project

Unit 4: Entrepreneurship

Time Range 15 Days

Standards:

- 13.1: Career Awareness and Preparation
- 13.2: Career Acquisition (Getting a Job)
- 13.3: Career Retention and Advancement
- 13.4: Entrepreneurship
- 11.1: Financial and Resource Management
- 11.2: Balancing Family, Work, and Community Responsibility
- CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Objectives:

1. Identify opportunity cost of building a business over college and career training. (DOK 1, 2)
2. Explain the personal and financial benefits of different career choices (DOK 1, 2)
3. Describe changes in the workplace. (DOK 1, 2)
4. Identify how workplace changes affect one's career outlook. (DOK 3, 4)
5. Analyze how the changes in the job market affect education needs in society. (DOK 3, 4)
6. Analyze how to enter the career of your choice and the type of education needed. (DOK 3, 4)

Core Activities:

1. What is and Entrepreneur Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
2. How to Start a Business Activity and Quiz. Students will read articles, watch videos, and answer questions on the topic.
3. How to Build a Business Activity and a Quiz. Students will read articles, watch videos, and answer questions on the topic.
4. Entrepreneur Research Project

Assessments

Diagnostic:

1. In Class assignments and worksheets
2. Class discussions

Formative:

1. In Class assignments
2. Class Discussions
3. Reading assignment

Summative

1. Quiz upon completion of each activity.
2. SmartFutures.com Activities
3. Project

Unit 5: Leadership

Time Range 20 Days

Standards:

- 11.2: Balancing Family, Work, and Community Responsibility
- CC.1.2: Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Eligible Content:

- E07.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts
- E07.B-K.1.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Objectives:

1. Identify the 7 Habits of Highly Effective Teens (DOK 1, 2)
2. Identify the areas of your life where you demonstrate 7 Habits of Highly Effective Teens (DOK 1, 2)
3. Analyze how the 7 Habits of Highly Effective Teens can be incorporated into your own life. (DOK 3, 4)
4. Analyze how the 7 Habits of Highly Effective Teens can help you develop a more effective life. (DOK 3, 4)

Core Activities:

1. 7 Habits Study Guide and in class reading and answering of questions.
 - a. Study Guide broken down by habit with page numbers
2. 7 Habits Quizzes
 - a. Principles and Paradigms and RBA quiz
 - b. Habit 1 and 2 Quiz
 - c. Habit 3 and 4 Quiz
 - d. Habit 5, 6, and 7 Quiz

Assessments

Diagnostic:

1. In Class assignments and worksheets
2. Class discussions

Formative:

1. In Class assignments
2. Class Discussions
3. Reading assignment

Summative

1. Quiz upon completion of assigned Habit.

PLANNED INSTRUCTION

A PLANNED COURSE FOR: Computer Literacy

Time/Credit for the course- Half Year/One Semester

Curriculum Writing Team-Rick Batista, Mark Van Acker

Grade Level: 7

Date of Board Approval:

Grading

Projects-45%

Typing test-40%

Classwork-10%

HW/Participation-5%

Curriculum Map

Course Description

This course has been designed to develop computer literacy skills using Desktop Publishing applications. Students will learn how to effectively create and maintain various types of documents including but not limited to business documents, spreadsheets, and desktop publishing designs. Students will also work with desktop computers, and Chromebooks. Comprehensive projects will be used throughout the course. This is a project-based course which relies heavily on successful independent work skills. Typing skills will also be developed using multiple typing programs.

Marking periods 1, 2 or 3, 4 depending on Room Availability Units 1,2,3, 4, 5- 90 Days

Goal:

Marking period 1 or 3 -Develop an understanding of...

- Keyboarding using proper technique with accuracy.
- Using common desktop publishing programs to create...
 - Drawings
 - Documents
 - Slideshows

Marking period 2 or 4-Develop an understanding of...

- Keyboarding using proper technique with accuracy.
- How to use common desktop publishing programs to create...
 - Slideshow
 - Spreadsheets
 - Forms/quizzes/surveys

Big Ideas

- **Error! Hyperlink reference not valid.**
- There are formal and informal processes used to assess the quality of works in the arts.

Textbook and Supplemental Resources

Materials and Resources

Textbook: *Google Apps 3E Hands on Lessons and Assessments, 3rd edition, BE Publishing 2020*

Supplemental Materials

- Google Applied Digital Skills activities

Websites:

Google Applied Digital Skills- <https://applieddigitalskills.withgoogle.com/s/en/home>

Supplemental Videos/Materials/Activities

- Dirty Jobs (excerpts)-TV Program
- Shark Tank (excerpts)-TV Program
- Broke (excerpts)-Documentary
- Borrowed Future (excerpts)-Documentary
- Gmail- Projects and activities designed to teach and develop the skills of the software
- Google Drive- Projects and activities designed to teach and develop the skills of the software
- Google Applied Digital Skills activities based on skills from the Core Activities
- School related poster/art decorating contests including April's Autism Awareness Contest, Earth Day poster, Teacher Appreciation Cards, and similar activities,

Curriculum plan

Unit 1: Drawings

Time Range 10 Days

Standards:

- 15.3: Communication
- 15.4: Computer and Information Technologies
- 15.8.8.I: Demonstrate communication skills necessary for success within an organization.
- 2.CS.01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2.CS.02: Design projects that combine hardware and software components to collect and exchange data.
- 9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. Identify different formatting tools common with the program to develop a final product (DOK 1, 2)
2. Identify ways in which these skills can be used in the real-world applications. (DOK 1, 2)
3. Analyze which skills and techniques will be best suited for the audience you are trying to communicate with. (DOK 3, 4)
4. Analyze various versions of completed work to determine what best communicates the message you are trying to communicate. (DOK 3, 4)

Core Activities

Drawings- Projects designed to teach and develop the following skills...

1. Basic Drawings Tools
2. Arranging Objects and inserting images
3. Using line tools

Assessment

Diagnostic:

1. In class assignments
2. Demonstration/example
3. Cooperative learning with classmates

Formative:

1. Whole group and small group discussion and review
2. learned in the projects.
3. Final lesson projects

Summative:

1. End of unit projects to test for understanding
2. Grading of individual projects, and end of program assessment to assess the skills

Unit 2: Documents

Time Range 22 Days

Standards:

- 15.3: Communication
- 15.4: Computer and Information Technologies
- 15.8.8.I: Demonstrate communication skills necessary for success within an organization.
- 2.CS.01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2.CS.02: Design projects that combine hardware and software components to collect and exchange data.
- 9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. Identify different formatting tools common with the program to develop a final product (DOK 1, 2)
2. Identify ways in which these skills can be used in the real-world applications. (DOK 1, 2)
3. Analyze which skills and techniques will be best suited for the audience you are trying to communicate with. (DOK 3, 4)
4. Analyze various versions of completed work to determine what best communicates the message you are trying to communicate. (DOK 3, 4)

Core Activities

Documents-Projects designed to teach and develop the following skills...

1. Formatting and Printing a Document
2. Formatting Lists
3. Editing Basics
4. Working with Columns and Capitalization
5. Working with Tables and Links
6. Customizing Tables
7. Retrieving and copying a document
8. Using Shapes and Graphic Tool
9. Formatting and Organizing Text

Assessment

Diagnostic:

1. In class assignments
2. Demonstration/example
3. Cooperative learning with classmates

Formative:

1. Whole group and small group discussion and review
2. learned in the projects.
3. Final lesson projects

Summative:

1. End of unit projects to test for understanding
2. Grading of individual projects, and end of program assessment to assess the skills

Unit 3: Slideshow

Time Range 23 Days

Standards:

- 15.3: Communication
- 15.4: Computer and Information Technologies
- 15.8.8.I: Demonstrate communication skills necessary for success within an organization.
- 2.CS.01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2.CS.02: Design projects that combine hardware and software components to collect and exchange data.
- 9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. Identify different formatting tools common with the program to develop a final product (DOK 1, 2)
2. Identify ways in which these skills can be used in the real-world applications. (DOK 1, 2)
3. Analyze which skills and techniques will be best suited for the audience you are trying to communicate with. (DOK 3, 4)
4. Analyze various versions of completed work to determine what best communicates the message you are trying to communicate. (DOK 3, 4)

Core Activities

Slideshow- Projects designed to teach and develop the following skills...

1. Formatting Text and Images
2. Using Shapes
3. Working with Images
4. Preparing to present-
5. Applying Animation
6. Linking Slides
7. Using Charts and Diagrams
8. Arranging Shapes and Objects

Assessment

Diagnostic:

1. In class assignments
2. Demonstration/example
3. Cooperative learning with classmates

Formative:

1. Whole group and small group discussion and review
2. learned in the projects.
3. Final lesson projects

Summative:

1. End of unit projects to test for understanding
2. Grading of individual projects, and end of program assessment to assess the skills

Unit 4: Spreadsheets

Time Range 25 Days

Standards:

- 15.3: Communication
- 15.4: Computer and Information Technologies
- 15.8.8.I: Demonstrate communication skills necessary for success within an organization.
- 2.CS.01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2.CS.02: Design projects that combine hardware and software components to collect and exchange data.
- 9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. Identify different formatting tools common with the program to develop a final product (DOK 1, 2)
2. Identify ways in which these skills can be used in the real-world applications. (DOK 1, 2)
3. Analyze which skills and techniques will be best suited for the audience you are trying to communicate with. (DOK 3, 4)
4. Analyze various versions of completed work to determine what best communicates the message you are trying to communicate. (DOK 3, 4)

Core Activities

Spreadsheets- Projects designed to teach and develop the following skills...

1. Creating and formatting a spreadsheet
2. Using spreadsheets to calculate data
3. Using functions
4. Working with hyperlinks
5. Creating pie, column, and bar charts
6. Creating a line chart
7. Sorting data
8. Importing data
9. Using data validation and filters
10. Naming and protecting ranges

Assessment

Diagnostic:

1. In class assignments
2. Demonstration/example
3. Cooperative learning with classmates

Formative:

1. Whole group and small group discussion and review
2. learned in the projects.
3. Final lesson projects

Summative:

1. End of unit projects to test for understanding
2. Grading of individual projects, and end of program assessment to assess the skills

Unit 5: Forms/Quizzes/Surveys

Time Range 10 Days

Standards:

- 15.3: Communication
- 15.4: Computer and Information Technologies
- 15.8.8.I: Demonstrate communication skills necessary for success within an organization.
- 2.CS.01: Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices.
- 2.CS.02: Design projects that combine hardware and software components to collect and exchange data.
- 9.1.3.D: Use knowledge of varied styles within each art form through a performance or exhibition of unique work.
- 9.1.3.E: Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.

Objectives:

1. Identify different formatting tools common with the program to develop a final product (DOK 1, 2)
2. Identify ways in which these skills can be used in the real-world applications. (DOK 1, 2)
3. Analyze which skills and techniques will be best suited for the audience you are trying to communicate with. (DOK 3, 4)
4. Analyze various versions of completed work to determine what best communicates the message you are trying to communicate. (DOK 3, 4)

Core Activities

Forms/quizzes/surveys- Projects designed to teach and develop the following skills...

1. Creating and sending a form
2. Viewing Responses and Data
3. Customizing a form
4. Creating a Quiz
5. Integrating Applications with Spreadsheets

Assessment

Diagnostic:

1. In class assignments
2. Demonstration/example
3. Cooperative learning with classmates

Formative:

1. Whole group and small group discussion and review
2. learned in the projects.
3. Final lesson projects

Summative:

1. End of unit projects to test for understanding
2. Grading of individual projects, and end of program assessment to assess the skills

Resources

Chromebook or Desktop computer

Internet Access

Google Apps 3E Learn by Doing