

**DELAWARE VALLEY SCHOOL DISTRICT**

**PLANNED INSTRUCTION**

**A PLANNED COURSE FOR:**

**Career Exploration**

**Grade Level: 9-12**

**Date of Board Approval: \_\_\_\_\_ 2019 \_\_\_\_\_**

# DELAWARE VALLEY SCHOOL DISTRICT

## Planned Instruction

**Title of Planned Instruction: Career Exploration**

**Subject Area: Business**

**Grade(s): 9-12**

### **Course Description:**

This hands-on preparation course is designed to assist students in choosing their career and college. Students will leave with a personal portfolio that encompasses their education history and personal steps take as part of the course. Each student will develop a career plan based on interests and aptitudes as well as personal exposure to various career choices. College comparisons, college planning calendar, college applications, recommendation letters, FASFA forms, SAT & ACT information, scholarship applications, letters and application, resume writing, interviews, and other career tools will be utilized for students to be better prepared for college and the workforce.

**Time/Credit for the Course:** 1 Semester, ½ Credit

**Curriculum Writing Committee:** JoAnne Yanko

# DELAWARE VALLEY SCHOOL DISTRICT

## Curriculum Map

1. **Marking Period One - Overview with time range in days:**  
Personal interests affect career choices. 45 days

**Marking Period One -  
Goals: Understanding  
of:**

- The Decision-Making Process
- Individual Learning Styles
- Individuals and Decision Making
- Getting Self-information
- Working with Self-Information
- Options Beyond High School
- College Research, Comparison, Preparation
- College Costs and Implications of Costs
- Exploring Occupations
- Listening and Speaking
- Reading and Writing

2. **Marking Period Two -Overview with time range in days:** 45 days

**Marking Period Two -  
Goals: Understanding  
of:**

- The World of Work
- Why People Work
- Work Experience Education
- Work Histories
- Moving Toward a Stable Job
- The Job Ahead
- Looking for and Applying for a Job
- Beginning a New Job
- Expectations of Employers
- Worker Rights and Protections
- Human Relations at Work
- Earnings and Job Advancement
- Citizenship

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## UNIT: 1

### Big Idea # 1:

- Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.

#### Essential Questions:

- What career pathway best fits my unique interests, aptitudes and abilities?

#### Concepts:

- Factors that impact personal career choices.
- Relationship of personal interests, abilities, and aptitudes to career goals.
- Relationship of changing roles in the workplace to new career opportunities.
- Factors that support career selection.

#### Competencies:

- Interview an adult and determine what factors influenced their career choices and how they influenced them.
- Identify personal interests, aptitudes and abilities that influence career choice.
- Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals.
- Write a brief essay or speech that justifies your selection of a career.
- List a variety of traditional and non-traditional occupations.
- Given an example of someone's role change in the workplace, describe how it could open up new opportunities for career choices.
- Locate, evaluate, and interpret career information.
- Use research and information resources to obtain career preparation information about some of your career choices and compare them.

### Big Idea #2:

- Change impacts career options and choices.

#### Essential Questions:

- How do changes in the global economy effect the career world?
- How do changes in the world effect my career options and choices?

#### Concepts:

- Traditional and non-traditional careers.
- Relationship of changing roles in the workplace to new career opportunities.
- Factors that support career selection.
- Career plan maintenance

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### **Competencies:**

- Interview an adult and determine what factors influenced their career choices and how they influenced them.
- Identify personal interests, aptitudes and abilities that influence career choice.
- Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals.
- List a variety of traditional and non-traditional occupations.
- Given an example of someone's role change in the workplace, describe how it could open up new opportunities for career choices.
- Write a brief essay or speech that justifies your selection of a career.
- Identify personal interests, aptitudes and abilities that influence career choice.
- Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals.
- Locate, evaluate, and interpret career information.
- Use research and information resources to obtain career preparation information about some of your career choices and compare them.
- Choose some school-based opportunities for career awareness/preparation that would benefit your career selection.
- Compare your current high school career plan with your current personal goals and make changes where feasible.
- Select colleges and college course work that supports your personal career interests.
- Maintain a career planning portfolio.

### **Big Idea #3:**

- Career choice and preparation are lifelong processes based on many influences and using many strategies.

### **Essential Questions:**

- What training opportunities will best prepare me for my chosen career pathway?
- How will lifelong learning play a part in my career journey?

### **Concepts:**

- Factors that impact personal career choices.
- Relationship of personal interests, abilities, and aptitudes to career goals.
- Varied sources of career information.
- Traditional and non-traditional careers.
- Relationship of changing roles in the workplace to new career opportunities.
- Factors that support career selection.
- Post-secondary career preparation opportunities.
- Relationship between educational achievement and career success.

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### Competencies:

- Interview an adult and determine what factors influenced their career choices and how they influenced them.
- Identify personal interests, aptitudes and abilities that influence career choice.
- Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals.
- Write a brief essay or speech that justifies your selection of a career.
- Locate, evaluate, and interpret career information.
- Use research and information resources to obtain career preparation information about some of your career choices and compare them.
- Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals.
- List a variety of traditional and non-traditional occupations.
- Given an example of someone's role change in the workplace, describe how it could open up new opportunities for career choices.
- Select colleges and college course work that supports your personal career interests.
- Maintain a career planning portfolio.
- Choose some school-based opportunities for career awareness/preparation that would benefit your career selection.
- Compare your current high school career plan with your current personal goals and make changes where feasible.
- Select colleges and college course work that supports your personal career interests.

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## Curriculum Plan

**Unit:** 1

**Time Range in Days:** 45

**Standard(s):** PA Academic Standards

**Standards Addressed:**

15.2.12.A, 15.2.12.B, 15.2.12.E, 15.2.12.J, 13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.1.11.H

**Anchor(s):**

R11.B.3 Understand concepts and organization of nonfictional text.  
R11.A.2 Understand nonfiction appropriate to grade level.  
R11.B.3 Understand concepts and organization of nonfictional text.

**Overview:**

Personal interests affect career and college choices.

**Focus Question(s):**

What does one do to find a college and occupation?

**Goals:**

- Students will learn to use a five step process for decision making.
- Students will learn to make better choices about what they want to be by use of interests, aptitudes, and work values.
- Students will learn how to use various electronic career research sources including but not limited to the Occupational Outlook Handbook, Pacareerzone.com, Major Clarity, and Bigfuture.com to conduct an occupational and college search.
- Students will create Section 1 of their career portfolio.

**Objectives:**

- List and summarize each step in the decision making process. (DOK – 1, 2)
- Understand and use the decision making process in making an occupational decision. (DOK – 2, 3)
- Identify and describe different decision-making styles. (DOK – 2)
- Investigate the need to accept responsibility for career planning. (DOK – 3)
- Identify and explain three factors that can influence decision making. (DOK – 1, 2)
- Investigate various skill essential to students beyond high school (DOK-3)
- Investigate various individual learning styles and identify a best match (DOK-3)
- Investigate how self-information can help you make more satisfying occupational decisions. (DOK – 3)

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- Name and describe the three types of self-information and how they are measured. (DOK – 1, 2)
- Summarize and compare how interests, aptitudes, and work values may be similar or different. (DOK – 2, 3)
- Illustrate and show how interests, aptitudes, and work values may be expressed outside one's job. (DOK – 1, 2)
- Show how occupations and industries are grouped. (DOK – 2)
- Describe, compare and investigate employment trends in occupations. (DOK – 1, 2, 3)
- Use the Occupational Outlook Handbook to conduct an occupational search. (DOK – 3)
- Use Pa Career Zone, and Big Future to locate occupational information. (DOK – 3)
- Create career research section – interest profile, career data (salary, outlook, duties, etc.), and college comparison. (DOK – 1, 2, 3, 4)
- Create college comparison section - Use the Occupational Outlook Handbook, Major Clarity, Pacareerzone.com, and Bigfuture.com to conduct a college search. (DOK – 1, 2, 3, 4)
- Use communication skills to create College and Scholarship essays (DOK – 1, 2, 3, 4)
- Students will explore FAFSA and Common Application Forms (DOK – 1, 2)

### **Core Activities and Corresponding Instructional Methods:**

- Identify terminology related to decision making.
- Apply the decision making step process to a real part-time job process. Create a chart with the steps.
- Analyze a checklist of the seven styles of decision making and list pros/cons of each.
- Use the decision making process in case scenarios and personal reflection.
- Research important skills recommended for students beyond high school.
- Reflect upon students' own skill levels and identify strengths, weaknesses, and make a plan for development.
- Identify various learning styles and relate to current courses.
- Students will identify their individual learning styles and make a plan for improving academics.
- Students will explore available options after high school including military, world of work, college, trade schools, and taking a gap year.
- Students will compare the advantages and disadvantages of each option.
- Students will complete interest surveys and career finder surveys using various online career and skill interest portals.
- Students will take practice aptitude tests.
- Students will prepare summary report on what they see their future lifestyle and life roles being.
- Identify terminology related to exploring occupations.
- Students will use Occupational Outlook Handbook to research and create a presentation on three potential occupations -summarize occupation, skills/classes needed, education and job outlook, potential growth, and through the completion of an occupational search form.
- Reflect upon researched careers and create a written rationale for choices.



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- Use the Bigfuture.com to explore and compare six colleges/university/trade schools.
- Students will explore FAFSA and Common Application forms.
- Students will explore Bigfuture.com and various articles related to creating successful college application essays.
- Students will create College application essays through a step-by-step process.
- Students will learn about the financial aid process, scholarships, and student loans.
- Students will learn about the implications of student loan debt.
- Students will further explore the cost of various college/trade school degrees through comparison and calculating a full range degree program.

**Instructional Methods:** Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

### **Assessments:**

#### **Diagnostic:**

Discussion of student's prior knowledge  
Oral responses during class discussion

#### **Formative:**

Daily preparation and maintenance of a folder  
Participation in classroom discussions and activities

#### **Summative:**

Graded activities and projects associated with topics  
Graded maintenance of folder and documents

### **Extensions:**

Peer tutoring

Have students work with a partner to develop their own lesson on decision making with scenarios.

Students should create a visual aid to assist them in teaching their lesson.

Have students work with a partner to develop their own lesson on results of interest survey and life roles.

Extended research of careers of colleges beyond minimum.

### **Correctives:**

Individual tutoring

Provide students with seven large note cards that they can use to create vocabulary flash cards.

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### Materials and Resources:

PA Career Zone: <http://pacareerzone.com>

Big Future: <https://bigfuture.collegeboard.org/>

Occupational Outlook Handbook (Bureau of Labor Statistics)  
<http://www.bls.gov/ooh/>

Major Clarity: [platform.majorclarity.com](http://platform.majorclarity.com)

College Scorecard: <http://collegescorecard.ed.gov>

FAFSA [www.fafsa.gov](http://www.fafsa.gov)

Various news articles relating to aforementioned topics

Teacher-prepared presentations and note handouts

Guest speakers

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**Unit:** 2

**Time Range in Days:** 45

**Standard(s):** PA Academic Standards

**Standards Addressed:**

15.2.12.A, 15.2.12.B, 15.2.12.E, 15.2.12.J,  
13.1.11.A, 13.1.11.B, 13.1.11.C, 13.1.11.D, 13.1.11.E, 13.1.11.F, 13.1.11.G, 13.1.11.H

**Anchor(s):**

R11.B.3                      Understand concepts and organization of nonfictional text.  
R11.A.2                      Understand nonfiction appropriate to grade level.  
R11.B.3                      Understand concepts and organization of nonfictional text.

**Overview:**

Personal interests affect career choices.

**Focus Question(s):**

What does one do to prepare for the world of work?  
What one needs to be aware of while working on the job?

**Goals:**

- Students will learn why people work
- Students will learn how to look for a job/occupation
- Students will learn new job policies
- Students will learn expectations of employers
- Students will learn worker rights and protections
- Students will learn relations at work
- Students will learn about earning and job advancement
- Students will learn about citizenship

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### Objectives:

- Describe the reasons why people work (DOK 1, 2)
- Define and classify the terms work, occupation, and job. (DOK 1, 2)
- Name and compare three types of work experience education. (DOK 1, 2, 3)
- Identify the benefits of work experience education (DOK 1, 2)
- Explain what is meant by a work history (DOK 1, 2, 3)
- Describe how knowing about work histories can aid career planning (DOK 1, 2)
- Describe how different work histories can lead to a stable job. (DOK 1, 2)
- List characteristics of stable jobs (DOK 1)
- Explain the benefits of building a good school record (DOK 1, 2, 3)
- Identify what you can do to shape your own career (DOK 1, 2)
- Describe the importance of clarifying job goals before looking for employment (DOK 1, 2)
- Explain how to get a Social Security number and work permit (DOK 1, 2, 3)
- Identify different sources of job leads (DOK 1, 2)
- Describe and prepare a job-lead card (DOK 1, 2, 3, 4)
- Create a personal data sheet (DOK 1, 2, 3, 4)
- Complete a job application form (DOK 1,2)
- Summarize the parts of a resume (DOK 1,2)
- Explain four methods of contacting employers about a job (DOK 1, 2, 3)
- Describe the two most common types of pre-employment tests (DOK 1, 2)
- Explain the purpose of a job interview (DOK 1, 2, 3)
- Name and describe the five things to do in preparation for a job interview (DOK 1, 2, 3)
- Describe last minute preparations (DOK 1, 2)
- Summarize how you should act during a job interview (DOK 1, 2)
- Name and describe the two things to do after an interview (DOK 1, 2, 3)
- Describe how to respond to a job offer (DOK 1, 2)
- Describe what to expect from an employer when beginning a new job (DOK 1, 2)
- Describe how an organization chart shows the flow of authority and responsibility within an organization (DOK 1, 2)
- List areas for which employers have policies and rules (DOK 1)
- Identify ways to work effectively with a supervisor (DOK 1, 2)
- Name and describe the five things that employers expect regarding job performance (DOK 1,2, 3)
- Name and describe the seven things that employers expect regarding work habits and attitudes (DOK 1,2, 3)
- Describe the purposes of performance evaluation (DOK 1,2)
- List three fair employment practices (DOK 1)
- Explain workers' rights regarding protections against discrimination (DOK 1,2, 3)
- Explain the roles of employers and workers regarding safety and health in the workforce (DOK 1,2, 3) Identify the most common reasons for changing jobs (DOK 1,2)
- Explain what to do when voluntarily leaving a job (DOK 1,2)
- Create a letter of resignation (DOK 1,2, 3,4)

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### Core Activities and Corresponding Instructional Methods:

- Students will use the skills and qualities of careers to create a career goal statement for use on a resume.
- Students will create a high school resume through a step-by-step process that will be based on current involvement and academics.
- Students will reflect on the resume and create goals to improve upon throughout their academic journey.
- Students will learn the purpose and creation of a work history.
- Students will explore tips on looking for part-time jobs as well as long-term careers.
- Students will create and complete job lead cards that will enhance actual job search activities.
- Students will take sample pre-employment assessments on basic spelling, grammar, math and clerical skills.
- Students will complete several job applications.
- Students will complete sample job interview questions and prepare answers.
- Students will participate in mock job interviews.
- Students will learn about key tasks for the first week on the job.
- Students will learn about various labor laws that apply to teenagers and other adults concerning hours, hazardous tasks, and driving restrictions.
- Students will explore cases about teen injured at work.
- Students will learn about conflict resolution and working with others in professional settings.
- Students will complete sample self-evaluations in the workplace.
- Students will explore benefits, retirement plans, insurance plans, and the overall incentives that accompany long-term careers.
- Students will learn about professional development in and out of companies.
- Students will explore the various companies consistently ranked as “the best” as well as the top-paying employers in the country as well as PA.
- Students will practice creating resignation letters and learn about why people leave companies.
- Students will learn about microbusinesses that apply to teens and young entrepreneurs.
- Students will create a sample microbusiness.
- Students will learn about the minimum wage and the implications of raising it.
- Students will prepare an argument to either raise the minimum wage or keep it the same. The argument will be supported by facts.
- Students will learn about contributing to their communities through various acts of citizenship that include voting, jury duty, volunteering, and serving in positions of leadership.
- Students will make a preliminary plan of developing their own leadership skills and increasing community involvement.
- Students will complete a sample cost-of-living project using a budget in a major US city.
- Students will create an online professional social media account that will enhance their professional connections in college and the workplace.
- Students will complete a second self-reflection essay based on their progress throughout the school year and semester.

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**Instructional Methods:** Direct instruction, Demonstration, Discussion, Questioning, Cooperative learning

### **Assessments:**

#### **Diagnostic:**

- Discussion of student's prior knowledge
- Oral responses during class discussion

#### **Formative:**

- Daily preparation and maintenance of a folder
- Participation in classroom discussions and activities

#### **Summative:**

- Graded activities and projects associated with topics
- Graded maintenance of folder and documents.
- Final reflection essay

### **Extensions:**

- Peer tutoring
- Have students work with a partner to develop their own lesson on decision making with scenarios.
- Students should create a visual aid to assist them in teaching their lesson.
- Have students work with a partner to develop their own lesson on results of interest survey and life roles.
- Extended research of careers of colleges beyond minimum

### **Correctives:**

- Individual tutoring
- Provide students with seven large note cards that they can use to create vocabulary flash cards.

### **Materials and Resources:**

- Indeed Job Search: [www.indeed.com](http://www.indeed.com)
- Pre-employment assessments from Home Depot, Legends, and clerical examples
- Department of Labor and Youth Rules: [www.dol.gov](http://www.dol.gov) and [youthrules.gov](http://youthrules.gov)
- Microbusiness video by Carol Topp accessible through You Tube and accompanying website [www.microbusinesses.org](http://www.microbusinesses.org)
- Numbeo Cost of Living website: [www.numbeo.com](http://www.numbeo.com)
- Teacher prepared notes and handouts
- Various articles relating to aforementioned topics

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### Appendix

**Subject Area - 15: Business, Computer and Information  
Technology Standard Area - 15.2: Career Management  
Grade Level - 15.2.12: GRADES 9 - 12**

**15.2.12.A:** Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations. Reference Career Education and Work

13.1.11.A - B

**15.2.12.B:** Analyze a specific occupation within a career cluster.

**15.2.12.C:** Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity.

**15.2.12.D:** Analyze job tasks and responsibilities when working in a virtual versus a traditional work environment.

**15.2.12.E:** Compare and contrast career interests with post-secondary opportunities. Reference Career Education and Work 13.1.12.D

**15.2.12.F:** Evaluate various methods for financing a post-secondary education.

**15.2.12.G:** Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner.

**15.2.12.H:** Demonstrate appropriate behavior for an interview.

**15.2.12.I:** Compare and contrast employment laws including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA).

**15.2.12.J:** Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school. Reference Career Education and Work 13.1.11.G, 13.1.11.H

**15.2.12.K:** Apply networking skills as a resource for further career portfolio development and career opportunities.

**15.2.12.L:** Analyze how personal qualities and behavior apply in the workplace.

**15.2.12.M:** Evaluate the impact of workplace expectations on job performance. Reference Career Education and Work 13.3.12.A - B

**15.2.12.N:** Reference Business, Computer and Information Technology 15.3.12.X

**15.2.12.O:** Formulate and demonstrate strategies for working with diverse populations. **15.2.12.P:** Evaluate conflicts within the workplace and demonstrate procedures to acquire a positive resolution. Reference Career Education and Work 13.3.12.C

**15.2.12.Q:** Evaluate the impact of change, work/life balance, and lifelong learning on one's life. Reference Career Education and Work 13.3.12.F



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### **Subject Area - 13: Career Education and Work** **Standard Area - 13.1: Career Awareness and** **Preparation Grade Level - 13.1.11: GRADE 11**

#### **Standard:**

**13.1.11.A:** Relate careers to individual interests, abilities, and aptitudes.

**13.1.11.B:** Analyze career options based on personal 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.

**13.1.11.D:** Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:

- Career days
- Career portfolio
- Community service
- Cooperative education
- Graduation/senior project
- Internship
- Job shadowing
- Part-time employment
- Registered apprenticeship
- School-based enterprise

**13.1.11.E:** Justify the selection of a career.

**13.1.11.F:** Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:

- Associate degree
- Baccalaureate degree
- Certificate/licensure
- Entrepreneurship
- Immediate part/full time employment
- Industry training
- Military training
- Professional degree
- Registered apprenticeship
- Tech Prep
- Vocational rehabilitation centers

**13.1.11.G:** Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.

**13.1.11.H:** Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

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