

IAA Curriculum

Content Area	Electives/Career Readiness	Grade	12
Course Name	Career Education		

Unit / Concept	Unit 1: <i>7 Habits of Highly Effective Teens</i> by Sean Covey					
Big Ideas	<ul style="list-style-type: none"> Improving self-image Building friendships Resisting peer-pressure Achieving personal, short-term and long-term goals Overcoming obstacles and challenges 					
Essential Questions	<ul style="list-style-type: none"> Who is in control of your destiny? Why do I need a mission statement? Does it contain useful information for career development? Does it show evidence of growth and learning? (Learning Styles, Multiple Intelligences, how you have changed...) Does it reflect evidence of decisions about your future and your life now? Does it contain evidence of your academic, personal management and teamwork skills? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> demonstrate knowledge of the influence of a positive self-concept communicate and interact positively with others demonstrate knowledge of the importance of individual growth for oneself and others demonstrate responsible choices concerning home, school and the community demonstrate responsible skills that lead a student to become a lifelong learner demonstrate effective problem solving and decision making skills for personal and educational purposes 					
Q1: Augus 29- November 2	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
August/ September	<ul style="list-style-type: none"> Define "habit" Study the 7 highly effective habits as according to Dr. Covey: <ul style="list-style-type: none"> 1. Be Proactive 2. Begin with the End in Mind 3. Put First Things First 4. Think Win-Win 5. Seek First to Understand, Then to be Understood 6. Synergize 7. Sharpen the Saw Read <i>The 7 Habits of Highly Effective Teens</i> and have them identify some of 	<ul style="list-style-type: none"> Guided notes Student discussion Journal entries Small group Open-ended response Physical scenarios Whole group discussion 	CC.1.3.11-12.K CC.1.2.11-12.L CC.1.2.11-12.L.a CC.1.2.9-10.K	LN.1 L.N.3	L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3	Habits, proactive, understand, understood, synergize, paradigm, vision, mission

	<ul style="list-style-type: none"> the bad habits they are practicing Read <i>The 7 Habits of Highly Effective Teens</i> and have them identify some of the good habits they are practicing Understand time management Discuss the importance of a paradigm shift Hold whole group discussions 					
October/ November	<ul style="list-style-type: none"> Create a personal bank account (regarding trust and confidence you have in yourself) Practice restating and reviewing the 7 highly effective habits Begin with the end in mind activity Identify who their hero is Identify what is important to students Practice running through scenarios with students Engage students in example scenarios as each pertains to one of the 7 habits Review the 7 habits Create a project that incorporates the 7 habits and creates a vision board for students 		CC.1.3.11-12.K CC.1.2.11-12.L CC.1.2.11-12.L.a CC.1.2.9-10.K	LN.1 L.N.3	L.N.1.1.1 L.N.1.1.2 L.N.1.1.3 L.N.1.1.4 L.N.1.3.1 L.N.1.3.2 L.N.1.3.3	
Resources	Schoology, Google Applications					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review					

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Unit / Concept	Unit 2: Common Application/FAFSA					
Big Ideas	<ul style="list-style-type: none"> Obtain an understanding of financial aid and what is applicable to each student. Communicate with parents and guidance regarding financial aid status and options for post-secondary education. Complete the Common Application. Complete FAFSA. 					
Essential Questions	<ul style="list-style-type: none"> What is FAFSA? What is the Common Application? How can I benefit from financial aid? What is applicable to my post-secondary education? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> The learner will demonstrate an understanding of what the FAFSA is and why it is an important form to complete. Students will create and execute the Common Application in conjunction with their guidance counselor. Understand financial aid options and what they are eligible to apply for. Distinguish career goals and maintain work ethic 					
Q2: November 3- January 19	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
November	<ul style="list-style-type: none"> Understand the process of how FAFSA and the Common Application work Identify information you need to gather before filling out the FAFSA Identify common Mistakes on the FAFSA Evaluate the Student Aid Report (SAR) Identify the different federal aid types and explain the difference between subsidized and unsubsidized loans interpret financial aid information on a college profile in RaiseMe and weigh that against 	<ul style="list-style-type: none"> FAFSA Micro-scholarship one-pager What's A FAFSA? A complete guide to the application Students will learn exactly what they should gather prior to getting the FAFSA. Have students make a checklist and check off items periodically throughout the week once they've gathered the necessary items. Students will be able to follow the steps in filling out their FAFSA by themselves or with a parent. Students will learn the common mistakes that people make when filling out the FAFSA. 	13.1.11.F 13.1.11.D 13.1.5.D 11.1.9.B 11.1.12.B			Loans, scholarships, grants, work study programs, repayment options, application, etiquette

	graduation rate and expected salary outcomes for graduates <ul style="list-style-type: none"> Define the 4 types of grants Define the 5 types of loans 					
December/ January	<ul style="list-style-type: none"> Explore the Common Application Register and complete the standardized one-time common application Build a community grid Complete a listening activity Modify your portfolio Complete the essay Communicate with guidance regarding the common application process and details 	<ul style="list-style-type: none"> Have students explore the Common Application website Teaching proper grammar and punctuation when it pertains to formal writing Writing college entry essay Requesting letters of recommendations Proper email etiquette activity Continually add and improve to the common app Take the test associated with the common app Meet and communicate regularly with guidance 	13.1.11.F 13.1.11.D 13.1.5.D 11.1.9.B 11.1.12.B			
Resources	Schoology, Google Applications, http://www.finaid.org/ , https://studentaid.gov/h/apply-for-aid/fafsa , https://www.commonapp.org/					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review					

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Unit / Concept	Unit 3: Career Exploration/Budget Project Financial & Resource Management					
Big Ideas	<ul style="list-style-type: none"> • Personal budgeting is significantly impacted by career choice. • Career choice and preparation are lifelong processes based on many influences and using many strategies. • Change impacts career options and choices. • Comprehensive planning leads to effective career decisions. • Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice. • Personal budgeting is significantly impacted by career choice. • There is a definitive relationship between education and career planning and choice. 					
Essential Questions	<ul style="list-style-type: none"> • How does your personal career influence your budget? • How can you develop a budget for smaller and larger affairs? • How do taxes play a role in budgeting? • Why are training plans important to obtain jobs? 					
Key Learning Objectives & Skills	<ul style="list-style-type: none"> • Construct a list of activities to accomplish a project on time. • Describe the influences that impact personal career choices. • Develop a budget for a preferred activity (i.e. planning a birthday party, purchasing a pet, planning a meal) given an amount of money. • Develop an estimated personal budget based on the average income of a chosen career including variables such as charitable contributions, expenses, income, savings and taxes. • Handle types of money and list ways that it is used. • Identify current personal interests and compare them with others in the class. • Identify gross pay, net pay and taxes in a pay statement and use those figures along with charitable contributions, expenses, other income and savings to determine the feasibility of a provided budget. • Interview someone at home and identify examples of the role changes that occur when they are home, at work, or in the community. • Make a list of the types of factors that influenced career choices by asking individuals at home who are in the workplace. • Use research and information resources to obtain career preparation information about some of your career choices and compare them. • Write a paragraph explaining why training plans are important to getting jobs. 					
Q3: January 20- March 27	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary

<p>January/ February</p>	<ul style="list-style-type: none"> ● Construct a list of activities to accomplish a project on time. ● Describe the influences that impact personal career choices. ● Develop a budget for a preferred activity (i.e. planning a birthday party, purchasing a pet, planning a meal) given an amount of money. ● Develop an estimated personal budget based on the average income of a chosen career including variables such as charitable contributions, expenses, income, savings and taxes. ● Handle types of money and list ways that it is used. 	<ul style="list-style-type: none"> ● Research: <ul style="list-style-type: none"> ○ Job description ○ Salaries/benefits ○ Work schedule ○ Working conditions ● Guided notes ● Student discussion ● Journal entries ● Small group ● Open-ended response ● Outline ● Aptitude tests ● Career research graphic organizer ● Google Slide presentation and rubric 	<p>13.1.5.A 13.1.3.B 13.1.3.C 13.1.3.G 13.1.5.E 13.1.5.F 13.1.11.F 13.1.11.D</p>			<p>Careers, salaries, hourly, benefits, aptitude, budget, gross pay, net pay, contributions, savings</p>
<p>March</p>	<ul style="list-style-type: none"> ● Identify current personal interests and compare them with others in the class. ● Identify gross pay, net pay and taxes in a pay statement and use those figures along with charitable contributions, expenses, other income and savings to determine the feasibility of a provided budget. ● Interview someone at home and identify examples of the role changes that occur when they are home, at work, or in the community. ● Make a list of the types of factors that influenced career choices by asking individuals at home who are in the workplace. ● Use research and information resources to obtain career preparation information about some of your career choices and compare them. ● Write a paragraph explaining why training 	<ul style="list-style-type: none"> ● Research: <ul style="list-style-type: none"> ○ Job description ○ Salaries/benefits ○ Work schedule ○ Working conditions ● Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> ○ 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 ● Guided notes ● Student discussion ● Journal entries ● Small group ● Open-ended response ● Budget Outline 	<p>13.1.3.B 13.1.3.C 13.1.3.G 13.1.5.E 13.1.5.F 13.1.11.F 13.1.11.D</p>			

	plans are important to getting jobs.	<ul style="list-style-type: none"> • Budget final project • Whole group discussion 				
Resources	Schoology, Google Applications, https://www.pacareerzone.org/ https://www.pacareerzone.org/budget/					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
Strategies for ELL and IEP Support	1:1 support, chunking, shortened essay and questions, translations offered, adapted texts provided, push-in/pull-out support, word banks, curtailed multiple-choice questions and options, choice of a partner/group, guided notes, co-teaching, communication with ESL & special education teachers, visuals to correspond with notes/activities, use sentence frames, word webs, flashcards, numbered heads, carousel, summarizations, module review					

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Unit / Concept	Unit 4: Job Shadowing/Internship Program
Big Ideas	<ul style="list-style-type: none"> ● Job-Shadowing ● Internship ● Communication Etiquette ● Dress Etiquette ● Reflection
Essential Questions	<ul style="list-style-type: none"> ● What is job-shadowing? ● What is an internship? ● How can I obtain an internship or job-shadow? ● What can an interview tell me about someone? ● What is proper dress representation?
Key Learning Objectives & Skills	<ul style="list-style-type: none"> ● Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: <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 ● Understand proper communication and dress etiquette in accordance with specific jobs. ● Job-shadow or partially intern with effective communication established with teacher and guidance.

Q4: March 28- June 2	Smart Objectives (SWBAT):	Instructional Strategies and Activities	PA CC Standards	Keystone Anchors	Keystone Eligible Content	Vocabulary
March/April	<ul style="list-style-type: none"> ● Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: <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 ● Effectively communicate with a prospective job for shadowing purposes ● Understand proper email and phone etiquette 	<ul style="list-style-type: none"> ● Interview an individual with a prospective career interest ● Write an essay regarding the findings of the career interest ● Shadow an individual in the student's field of interest ● Write a reflective paper on the experience of job shadowing ● Create a presentation on the job prospect desirable to the student ● Teach students proper email and phone etiquette 	13.1.11.D 13.1.11.E 13.1.11.F 11.1.9.B 11.1.12.B			Job shadowing, internship, career, etiquette, apprenticeship, enterprise, interpersonal communication
May/June	<ul style="list-style-type: none"> ● Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: <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 ● Learn how to dress in specific job fields 	<ul style="list-style-type: none"> ● Interview an individual with a prospective career interest ● Write an essay regarding the findings of the career interest ● Shadow an individual in the student's field of interest ● Write a reflective paper on the experience of job shadowing ● Create a presentation on the job prospect desirable to the student ● Teach students proper dress etiquette 	13.1.11.D 13.1.11.E 13.1.11.F 11.1.9.B 11.1.12.B			

	<ul style="list-style-type: none"> • Dress accordingly and reflect • Job shadow 1-3 times per approval from job 					
Resources	Schoology, Google Applications, http://www.youcandealwithit.com/					
Formative Assessments	Teacher check for understanding, whole group discussion, think-pair-share, station activities (jigsaw, carousel), at-the-bells, exit tickets, writing tasks, check your understanding, selection quizzes/tests, essay scoring, visual representations (web or concept maps), analogy prompts, oral questioning, follow-up probes, misconception check, independent reading and reflecting					
Summative Assessments	Selection quizzes/tests, essay scoring, analyze the text comprehension questions, writing tasks					
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