

Table of Contents

Credits

K-8 Career Framework

Elementary Resources

9-12 Career Framework

Secondary Resources

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INTRODUCTION / PURPOSE

The purpose of this framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area. This framework represents broad consensus among educators, business people, community representatives, and parents about what students should know and be able to do in the area of career development. Career, in this framework, refers to work both for economic gain, as well as work done for family, home, and community.

What is the purpose of this K-12 Career Development Framework? The purpose of the framework is to: (1) establish high standards for career development; and (2) serve as a guide for making local decisions about curriculum development, delivery, and assessment in this important area. It does establish educational standards that define what Pennsylvania students should know and be able to do relative to career development. It is the responsibility of teachers, administrators, and school board members to communicate these standards to students and parents, and to identify and implement methods to enable students to acquire the requisite knowledge and skills. Curriculum decisions, including overall organization, specific grade level and course offerings/activities, and methods, and materials, remain the responsibility of local educators and school board members.

What is career development? Career education prepares students to make informed career decisions through awareness and understanding of individual qualities that contribute to success on the job, the ability to use employment data and other resources to support decision making, and an awareness of the training and post-secondary options available for success. Career development in its broadest perspective is defined as a lifelong process by which an individual defines and refines life and work roles. It includes awareness of individual interests, skills, attitudes, talents, and abilities, particularly as they change and develop during the educational experience. This process provides the context in which students explore a variety of educational and occupational opportunities, learn the realities of the workplace, and identify both the technical skills and individual qualities that they will need to succeed in the modern economy.

Career development begins in the earliest grades with awareness, exploration, and preparation. In the middle school years, students use decision-making skills to merge individual data with their knowledge of the workplace and plan a high school course of study to meet their goals. In High School and beyond, students expand their knowledge, skills, and attitudes through preparation and application. Career development is a continuum of instruction and learning that helps students take advantage of the changing academic and skill requirements of the emerging workplace, make sound decisions about the career development process, and become lifelong learners who seek and use information.

How will this framework be used? This Career Development framework will be used as a guide for making decisions about the design of curriculum, the delivery of instruction, and the development of classroom, school and district assessments. Educators, school board members, and citizens are encouraged to work cooperatively to develop local career education programs. The overall approach used should be cumulative, with benchmarks at each grade level providing the foundation for future learning and development in the areas of career awareness, exploration, and preparation. In summary, this framework is designed to be used as a systematic guide for integrating the processes of career development within the district's overall curriculum plans.

W.A.S.D BROAD GOALS FOR CAREER DEVELOPMENT

These goals establish general expectations of Wallenpaupack students should know and be able to do in the area of career development based on the Pennsylvania Career, Education and Work Standards.

- The student will continuously acquire skills, attitudes, and knowledge that contribute to effective learning.
- The student will make developmentally appropriate decisions about future education and continuing preparation for life and work.
- The student will understand and demonstrate the relationship of academics to careers in civic, social, and everyday settings.
- The student will use information-gathering techniques and technologies in collecting, analyzing, organizing, and presenting information.
- The student will work effectively with others, including people from diverse backgrounds, and contribute to group efforts by sharing ideas, suggestions, and workloads.
- The student will demonstrate individual qualities such as responsibility, self-management, integrity, respect for self and others, flexibility, confidence, and a willingness to explore.
- The student will use a variety of methods, appropriate to the purpose and audience, to communicate effectively.
- The student will plan and prepare for a variety of current and future educational and career opportunities, based upon assessments of individual qualities and interests.
- The student will understand and apply safety concepts in school, work and everyday settings.
- The student will perform mathematical operations with the proficiency required to conduct transactions.

Career Awareness: Kindergarten Through Fifth Grade

Children identify with careers early in life. Career awareness is the first step in the career decision-making process, and it begins in the home, school, and community. The elementary school age period is vital in beginning career awareness. Good career choices are a result of four main elements: self-knowledge, readiness, fit, and support.

Counselors and teachers will work to enhance the career awareness process by involving students in school related career activities. In addition, counselors should create opportunities to educate parents about the career awareness and decision-making process so they may more effectively participate in this life-long process that begins at the elementary level. Beginning in early in the elementary years, it is critical to educate the parents to be good consumer advocates for their students' career guidance K-12. Schools need to insure that they explain to all parents:

- What career guidance is (and is not.)
- Their district's plan to deliver K-12 career guidance.
- The parents' role to monitor progress.
- How K-5 career awareness provides a foundation for the 6-12 career guidance years.

Career Exploration: Grades Six Through Eight

Career exploration in middle school (grades six through eight) begins to engage students in the life-long process of career decision making. The integration of what students know about themselves, their values, their interests and the world of work is explored through the use of career assessments, activities, a variety of career resources, and the establishment of the career portfolio.

The middle school years include two career developmental stages: growth and exploration. Growth is characterized by the development of attitudes, interests, and self-concept. Exploration is defined as the phase in which career choices are narrowed but not finalized. Guidance counselors and teachers should create opportunities for students to experience activities that will expose them to expanded and extended programs of career awareness into career exploration. During these years, all students must be given the necessary assistance that will enable them to begin the process of education and career planning: a process built on effective career exploration activities that are appropriate for the middle school level.

The career portfolio must begin at the seventh grade level. An electronic portfolio will provide a tool to assist young adolescents in establishing educational and career goals.

Career Preparation: Grades 9-12

Career preparation is a cornerstone in our nation's development of a quality workforce for the 21st century. Comprehensive high school career planning programs are essential to this developmental process because they emphasize career preparation in action. Career preparation during grades nine through twelve is most effective when it builds on a district's solid foundation of career awareness (Grades K through 5) and career exploration (Grades 6 through 8). The comprehensive 9-12 plan ensures that all students receive a rigorous and relevant education that prepares and enables them to lead successful lives. Pennsylvania's sixteen career clusters give students a balanced mix of academic preparation, career knowledge, guidance and the flexibility to plan studies in line with career goals and abilities. The electronic career portfolio and its records of a student's academic achievements, interest inventories, assessments, skills and exploration of career clusters, supports accountability and makes learning relevant to high school students. Because each plan is individualized, the portfolio gives each student their personal guide to motivate learning, align postsecondary educational goals and ultimately prepare for career success.

A comprehensive, high school Career Guidance Program (Grades 9 through 12) incorporates all aspects of a developmental, career decision-making process. Students, through the use of formal and informal assessments, must first develop self-awareness. This includes an understanding one's interests, skills, abilities, values and personality traits. Students also need to be exposed to the current world of work. Exploring occupations through avenues such as Career Information Delivery Systems and the Internet is critical to an understanding of the job market today. Mentoring, shadowing, apprenticeships, service learning and volunteering offer unique opportunities for adolescents to gain work related skills through work-based learning. Using information gained through these activities, every student in high school can chose a career goal and a program of study that is appropriate and meaningful for them.

This high school career decision-making process is most effective when it is understood by parents and facilitated systematically by a trained, career guidance professional. The grades nine through twelve career guidance model includes activities and resources that can be utilized in the career planning process.

Pike/Wayne Education Partnership

The future of our communities and of our country, not to mention countless individuals, depends significantly on the ability of educators, business and industry partners to do a far better job of moving students to and through post-secondary institutions toward better jobs and continuing education over a lifetime. The opportunity for guidance and counseling programs to play a critical role in helping students achieve success has never been more urgent and essential. For students to progress through the educational system and to succeed in the workforce, more intensive guidance and counseling services are needed, particularly in the area of career development.

The Pike/Wayne Education Partnership was established to meet these challenges and has flourished as a result of grant money provided through the Wall Street West Gap Grant. Wall Street West is a partnership of more than two dozen economic development agencies, technology investment groups, workforce development organizations, educational and research institutions and private-sector experts from throughout Northeastern Pennsylvania. The program is a federal- and state-funded initiative to develop a total back-up solution for companies in financial services, information technology and related industries through advancements in economic and workforce development.

The success of the Pike/Wayne Education Partnership is evidenced by the development of a Wayne/Pike Career Pathways Model, a comprehensive K-12 Career, Education, and Work Framework, and a Job Shadowing model based on strong relationships with local business and industry. We have also partnered with Workforce Wayne to increase the presence of higher education in our region. As a result, we are pleased to report that full associate degree programs will be offered in Wayne and Pike Counties in the near future.

The framework for career development is comprehensive and developmental in design. The comprehensive framework will be delivered systematically and facilitate student academic development, career development and personal/social development. The four delivery components include:

1. Provide systematic career planning to all students
2. Work with postsecondary and business partners to begin an early career planning process and create meaningful work based learning experiences
3. Provide transition support throughout the secondary and postsecondary education levels
4. Develop rigorous plans of study that include appropriate high level academic and career and technology education courses that support and enhance students' career and educational goals

CAREER & WORK EDUCATION STANDARDS

Grades K – 3

INTRODUCTION

The purpose of this curriculum is to integrate Career and Work Standards across the content subject areas in grades K-3. It includes standards and competencies delineated by the State and coordinates these with potential resources and suggested classroom activities.

The K-3 curriculum is designed to provide students with the opportunities to do the following:

- To examine interests, strengths, abilities, and goals
- To identify types of careers and workforce-readiness skills
- To build self esteem
- To become an independent thinker
- To develop problem solving techniques
- To understand the value of being a team player and the importance of collaboration
- To inspire creativity and innovativeness
- To communicate orally, in written form, and listen to others
- To understand how people's roles change in life (self to global relations)
- To value education and become a life-long learner
- To show the relevance of education to the workplace

13.1.3 Career Awareness and Preparation

Big Ideas

1. Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.
2. Change impacts career options and choices.
3. Career choice and preparation are lifelong processes based on many influences and using many strategies.
4. There is a definitive relationship between education and career planning and choice.

Competencies

1. Identify current personal interests and compare them with others in the class. (13.1.3.A, B)
2. Interview someone at home and identify examples of the role changes that occur when they are home, at work, or in the community. (13.1.3.C)
3. With an individual at home, use the classified ads to identify the types of jobs available in the community. (13.1.3.D)
4. Shadow a school worker or other individual in the workplace and make a list of what they do. (13.1.3.E)
5. Ask five adults how they prepared for their job and compare them. (13.1.3.F)
6. Write a paragraph explaining why training plans are important to getting jobs. (13.1.3.G)
7. Ask an adult how they use what they learned in school in their work and report it to the class. (13.1.3.H)

Resources For Implementation: See Framework

13.2.3 Career Acquisition

Big Ideas

1. Effective speaking, listening and writing are essential in the career acquisition process.
2. Identification and application of sound research practices and networking strategies are essential in the career acquisition process.
3. Comprehensive planning leads to effective career decisions.
4. Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process.

Competencies

1. Identify ways to speak to others in a conversation. (13.2.3.A)
2. Listen to others and retell important facts. (13.2.3.A,B)
3. Compose a personal letter. (13.2.3.C)
4. Name three resources used in looking for a job. (13.2.3.B,D)
5. Construct a list of activities to accomplish a project on time. (13.2.3.D)
6. Demonstrate cooperative behavior in a group setting. (13.2.3.E)
7. Demonstrate knowledge of personal information (telephone number; home address; emergency contact). (13.2.3.E)
8. Search jobs in your community by using technology. (13.2.3.B,E)

Resources For Implementation: See Framework

13.3.3 Career Retention and Advancement

Big Ideas

1. Career retention and advancement is dependent upon student's interpersonal skills, work habits, attitudes and effective time management skills.
2. Personal budgeting is significantly impacted by career choice.
3. Change as a factor and the role of lifelong learning, must be understood from a personal perspective and then as a workplace participant.

Competencies

1. List behaviors that demonstrate cooperation, positive work habits and attitudes that contributes to success across settings. (13.3.3.A,B)
2. Identify and define group behaviors that contribute to positive group interaction including compliment, cooperate, encourage and participate. (13.3.3.C)
3. Handle types of money and list ways that it is used. (13.3.3.D)
4. Plan a weekly schedule for home and school. (13.3.3.E)
5. Describe the role you play in your family, in your classroom and in an extracurricular activity (something you do outside of school). Tell how your role is different in each setting. Do this same activity using a friend or family member. (13.3.3.F)
6. Talk to three adults and generate a list of at least five things they could do that required them to have additional training. (13.3.3.G)

Resources For Implementation: See Framework

13.4.3 Entrepreneurship

Big Ideas

1. Each student will achieve and maintain a personally and professionally rewarding career journey in a diverse and changing world.
2. Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people.
3. Careful planning is fundamental to success.

Competencies

1. Demonstrate honesty and integrity. (13.4.3.B)
2. Demonstrate responsible behavior. (13.4.3.B)
3. Demonstrate ethical work habits. (13.4.3.B)
4. Describe desirable entrepreneurial personality traits. (13.4.3.A,B)
5. Assess risk. (13.4.3.B)
6. Describe types of business activities. (13.4.3.C)

Resources For Implementation: See Framework

Kindergarten Career & Work Education Framework

13.1.3 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Recognize that individuals have unique interests.	Social Studies	5.3.3.H	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • Venn Diagrams • Identify one’s own likes and dislike and share with the class using a graphic organizer • Compare and contrast the various interest of class members • Develop Learning Centers on careers available in the community and work done by school personnel • Play games using different occupations (e.g., matching game – match occupation with attire/tools of the trade) • Recognize how jobs are similar and different • Match simple descriptions of people’s work in a community with pictures illustrating the jobs • Community Representative Day – invite parents/guardians to speak to the class about their occupation, skills/training needed, and how education plays a vital role • Write and illustrate how jobs are done • Tour the school while highlighting the various jobs, skills/training required to be able to do the job • Get to Know Community Helpers and their occupational responsibilities through the use of the Weekly Reader Kindergarten Edition
	Science & Technology	3.8.4.A,B	
B. Identify current personal interests.	Social Studies	5.3.3.H	
		8.2.3.C	
C. Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.	Social Studies		
	Science & Technology	3.6.4.A	
		3.8.4.A	
D. Identify the range of jobs available in the community.	Social Studies	7.3.3.C,D	
		6.1.3.c	
		6.5.3.b	
	Family & Consumer Science	11.1.3.G	
	Science & Technology	3.6.4.A,C	
		3.8.4.B	
E. Describe the work done by school personnel and other individuals in the community.	Social Studies	6.1.3.C	<p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> • Scott Foresman Kindergarten Reading Series – Reading Street
	Science & Technology	3.8.4.B,C	

<p>F. Explore how people prepare for careers.</p> <p>G. Explain why education and training plans are important to careers.</p> <p>H. Explain how workers in their careers use what is learned in the classroom.</p>	Science & Technology	3.8.4.A,B	
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			<ul style="list-style-type: none">• Model and discuss the importance of safety rules and practices in school• Discuss/model cooperative behavior in group settings• Develop team-building activities to discuss the importance of teamwork (e.g., circle time, learning centers, etc.)• Provide opportunities for children to learn how to function in a group situation demonstrating how to work cooperatively through sharing and taking turns, working toward a specific goal, dividing responsibilities within a group and solving problems in an acceptable manner• Provide, encourage, and support opportunities for autonomy and self-direction opportunities (i.e. centers, job chart)• Create an environment that fosters decision-making, autonomy, self-direction, and independence
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13.3.3 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Compliment ○ Cooperation ○ Encouragement ○ Participation <p>D. Explain how money is used.</p> <p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend's roles at home, at school, and in the community.</p> <p>G. Define, discuss and describe the importance of lifelong</p>	<p>Social Studies</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Science & Technology</p>	<p>5.2.3.C</p> <p>5.2.3.C</p> <p>11.2.3.H</p> <p>6.2.3.C,L 6.5.3.G</p> <p>11.1.3.A,B</p> <p>11.2.3.B</p> <p>11.2.3.G</p> <p>3.6.4.A</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • Discuss how one's behavior might affect the feelings of others • Resolve conflict in a positive manner • Discuss feelings and teach students to deal with their emotions in a healthy manner • Discuss why people need to cooperate at home, school, and work and what behaviors and attitudes are needed • Discuss how rules help society • Discuss school related rules (e.g., classroom, lunch room, fire drill procedures, recess, etc.) • Discuss consequences when rules are not followed and discuss the importance of showing respect for authority • Develop opportunities to model and role-play proper behaviors in group settings (e.g., problem-solving, cooperation, etc.) • Role play situations which include problem solving, helping others, and multiple problem solving skills • Discuss the importance of money and how it is used • Create a list of the things people use money to purchase • Develop a wants and needs chart (e.g., T-chart, Venn Diagram) • View and discuss pictures for clarifying the difference between wants and needs • Discuss the process of making wise choices involving wants and needs • Practice exchanging play money for make-believe goods to demonstrate the process of buying and selling • Recognize that goods and services are purchased with money • Discuss the importance of saving money (e.g., saving their allowance in a bank or a piggy bank)

learning.			<ul style="list-style-type: none">• Create a daily schedule at school• Orally discuss daily schedule at home• Develop classroom job chart for school• Discuss chores done in the home• Discuss and demonstrate how to use time wisely• Develop a timeline – sequence pictures of self from birth to present• Orally discuss each child’s role at home, in school, and activities/hobbies he/she is interested in outside of school• Compare and contrast the roles students play in their families, at work/school, and in the community• Discuss/role play/illustrate about what he/she like s to do now, what she/he might like to do in the future and why now, what she/he might like to do in the future and why• Discuss short and long term personal goals <p style="text-align: center;">Literature</p> <ul style="list-style-type: none">• Scott Foresman Kindergarten Reading Series – Reading Street• Weekly Reader – Kindergarten Edition• Kindergarten Guidance Program<ul style="list-style-type: none">○ Rules for Good Listeners Poster○ Bubble Brigade Program
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13.4.3 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Define and discuss entrepreneurship.</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Adaptability ○ Creative Thinking ○ Ethical Behavior ○ Leadership ○ Positive Attitude ○ Risk-taking <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Bake sale ○ Crafts ○ Lemonade stand ○ Pet chare ○ Chores 			<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • When students make mistakes, work to correct the mistake and to prevent the same mistake from happening again • Invite community helpers into the classroom to talk about their businesses • Set up classroom centers that involve the use of pretend money in a business setting (bank, store, restaurant) • Provide “good choice cart” opportunity to make purchases from a selection of materials/items • Discuss the importance of character traits <p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> • Scott Foresman Kindergarten Reading Series – Reading Street • Weekly Reader – Kindergarten Edition • Kindergarten Guidance Program <ul style="list-style-type: none"> ○ Good Choice Cart ○ Behavior Chart • McGraw Hill Everyday Mathematics Kindergarten Edition • Career Awareness Binder <p style="text-align: center;">Websites/Software</p> <ul style="list-style-type: none"> • Essential Skills Mastering Numeration – computer program • www.ben'sguide (A guide to the US Government for kids – interactive lessons to teach students about the government) • http://school.discoveryschool.com/schrockguide/ (Collaboration of websites for K-12 teachers)

Grade 1 Career & Work Education Framework

13.1.3 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Recognize that individuals have unique interest.	Social Studies	5.3.3.H	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart, Venn Diagrams • Create an “All About Me Poster” • List one’s own like, dislikes, strengths and share with class – guided writing • Compare and contrast the interest of the class using a graphic organizer – Pet Graph (class survey of pets) • Discuss how our family members roles change as individuals at home, school/work, and in the community • Visit community workers in town to talk about their jobs • Invite school personnel into the classroom to discuss their jobs and skills needed (i.e., school nurse, secretary, maintenance, etc.) • Recognize community/school personnel workers through their uniforms or equipment • Provide pictures and descriptions of different types of employment in the community and by school personnel • Provide various pictures of community helpers that provide goods • Provide various pictures of community helpers that provide services • Write or illustrate about a profession of interest (i.e., what he/she does, skills/ training needed, etc.) • Wallenpaupack Career Awareness Binder – Elementary Pike-Wayne Partnership
	Science & Technology	3.8.4.A,B	
B. Identify current personal interests.	Social Studies	5.3.3.H	
	Math	2.6.3.A	
C. Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.	Science & Technology	3.6.4.A 3.8.4.A	
	Social Studies	7.3.3.C,D 6.1.3.C 6.5.3.B	
D. Identify the range of jobs available in the community.	Family & Consumer Science	11.1.3.G 3.6.4.A,C	
	Science & Technology	3.8.4.B	
	Social Studies	6.1.3.C	
E. Describe the work done by school personnel and other individuals in the community.			

<p>F. Explore how people prepare for careers.</p> <p>G. Explain why education and training plans are important to careers.</p> <p>H. Explain how workers in their careers use what is learned in the classroom.</p>	<p>Science & Technology</p>	<p>3.8.4.A,B</p>	<p>poems, songs and Big Books that go along with each week's theme. The themes are as follows:</p> <ul style="list-style-type: none"> ▪ Week 1 – What does a family do together? ▪ Week 2 – How do we learn together at school? ▪ Week 3 – What makes our neighborhood a nice place to live? ▪ Week 4 – How do animals work together to survive? ▪ Week 5 – How do plants and animals live together? ▪ Week 6 – How is a community of insects like a community of people? <ul style="list-style-type: none"> • Exploring Where and Why – Neighborhoods Near and Far, Nystrom, Division of Herff Jones, Inc. 1998 • Weekly Reading, Weekly Reader Publishers – www.weeklyreader.com <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • www.careerpathway.org (Elementary Building Blocks to Understand Careers Document – provides lesson plans and activities for First Grade teachers.) • Discover Education (United Streaming) – http://streaming.discoveryeducation.com • www.bls.gov/k12 • www.knowitall.org/kdiswork/ • www.kids.gov/k_careers.htm • www.jobshadow.org • www.careervoyages.gov/students-elementary.cfm • www.usatoday.com/educate/careers/careers.htm • www.pathway-pals.com
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			<ul style="list-style-type: none">• Create an environment that fosters decision-making, autonomy, self-direction, and independence <p style="text-align: center;">Literature</p> <ul style="list-style-type: none">• Scott Foresman Reading Street Grade 1, Pearson Education, Inc. 2008<ul style="list-style-type: none">○ Unit 2 – What is a Community? – There are six weeks included in this unit. Each week has a collection of stories, poems, songs and Big Books that go along with each week’s theme. The themes are as follows:<ul style="list-style-type: none">▪ Week 1 – What does a family do together?▪ Week 2 – How do we learn together at school?▪ Week 3 – What makes our neighborhood a nice place to live?▪ Week 4 – How do animals work together to survive?▪ Week 5 – How do plants and animals live together?▪ Week 6 – How is a community of insects like a community of people?• Exploring Where and Why – Neighborhoods Near and Far, Nystrom, Division of Herff Jones, Inc. 1998• Weekly Reading, Weekly Reader Publishers – www.weeklyreader.com <p style="text-align: center;">Websites</p> <ul style="list-style-type: none">• www.careerpathway.org (Elementary Building Blocks to Understand Careers Document – provides lesson plans and activities for First Grade teachers.)• Discover Education (United Streaming) – http://streaming.discoveryeducation.com
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13.3.3 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as but not limited to:</p> <ul style="list-style-type: none"> ○ Compliment ○ Cooperate ○ Encourage ○ Participate <p>D. Explain how money is used.</p> <p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend's roles at</p>	<p>Social Studies</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Social Studies</p> <p>Math</p> <p>Family & Consumer Science</p> <p>Math</p> <p>Family & Consumer Science</p> <p>Science & Technology</p>	<p>5.2.3.C</p> <p>5.2.3.C</p> <p>11.2.3.H</p> <p>6.2.3.C,L 6.5.3.G</p> <p>2.1.3.E</p> <p>11.1.3.A,B</p> <p>2.3.3.D</p> <p>11.2.3.B</p> <p>3.6.4.A</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Discuss how one' behavior might affect the feelings of others • Resolve conflict in a positive manner • Classrooms meetings to discuss and solve problems • Model and coach problem solving and negotiating conflicts with others • Discuss feelings and teach students to deal with their emotions in a healthy manner • Discuss and list why his/her behavior influence academic and personal attainment of goals • Create a list why people need to cooperate at home, school, and work and what behaviors and attitudes are needed • Provide opportunities and encourage group work • Invite the guidance counselor(s) to class to discuss what it means to treat others fairly and how to get along with each other • Compose a list of classroom rules and consequences • Discuss the importance of money and how it is used • Discuss that goods and services are purchased with money • Identify how wants and needs affect spending • Provide pictures that give examples of wants and needs • Explain how scarcity often prevents us from having everything we want or need • Discuss limitations for purchases (Don't always have enough money to buy something) • Set up dramatic play opportunities that involve the use of pretend money (e.g., bank, grocery store, restaurant, etc.) • Discuss how spending affects our ability to do certain things (e.g., movies, shopping, etc.) and how personal choice influences the decisions to buy certain items

<p>home, at school, and in the community.</p> <p>G. Define and describe the importance of lifelong learning.</p>			<ul style="list-style-type: none">• Discuss what it means to spend wisely• Plan daily and weekly schedules at school• Assign classroom jobs and discuss the responsibilities of each job• Identify goals for academic success and classroom behavior• Discuss how we use time to follow a schedule <p style="text-align: center;">Websites</p> <ul style="list-style-type: none">• www.careerpathway.org (Elementary Building Blocks to Understand Careers Document – provides lesson plans and activities for First Grade teachers.)
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13.4.3 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Define entrepreneurship</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Adaptability ○ Creative thinking ○ Ethical behavior ○ Leadership ○ Positive attitude ○ Risk-taking <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Bake sale ○ Crafts ○ Lemonade stand ○ Pet care 	<p>Social Studies</p>	<p>5.1.3.C</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Discussions concerning good leadership skills/traits as it relates to our Good Citizen Award • When students make mistakes, work to correct the mistake and to prevent the same mistake from happening again • Create an environment that fosters, decision making, autonomy, self-direction, and independence

Grade 2 Career & Work Education Framework

13.1.3 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Recognize that individuals have unique interests.	Social Studies	5.3.3.H	Activities/Strategies
	Science & Technology	3.8.4.A,B	
B. Identify current personal interests.	Social Studies	5.3.3.H	<ul style="list-style-type: none"> • Make an All About Me Collage or Me Bag and have students share with the class (Me Bag contains items or pictures that tell about student) • Invite school personnel to the classroom to discuss how their roles change from home, work, and in the community • Occupation Jingo • Create a list of various community professions and discuss if the professions provide goods, services, or both • Interview community members and make a list of what they do, how they prepared for their job, and how what they learned in school relates to their job. Share results with the class. • Relate everyday instruction to career choices through discussion • Community reading day • Community bank program – bank personnel will visit school and discuss career preparation
	Social Studies	8.2.3.C	
C. Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.	Social Studies	8.2.3.C	<ul style="list-style-type: none"> • Interview community members and make a list of what they do, how they prepared for their job, and how what they learned in school relates to their job. Share results with the class. • Relate everyday instruction to career choices through discussion • Community reading day • Community bank program – bank personnel will visit school and discuss career preparation
	Science & Technology	3.6.4.A 3.8.4.A	
D. Identify the range of jobs available in the community.	Social Studies	7.3.3.C,D 6.1.3.C 6.5.3.B	Literature
	Family & Consumer Science	11.1.3.G 3.6.4.A,C	
	Science & Technology	3.8.4.B	
E. Describe the work done by school personnel and other individuals in the community.	Social Studies	6.1.3.C	<ul style="list-style-type: none"> • Scott Foresman Reading Street Grade 2, Pearson Education, Inc. 2008 <ul style="list-style-type: none"> ○ Unit 1 <ul style="list-style-type: none"> ▪ Exploring Space with an Astronaut ○ Unit 2 <ul style="list-style-type: none"> ▪ Tara and Tiree, Fearless Friends ▪ Ronadl Morgan Goes to Bat ▪ The Bremen Town Musicians ○ Unit 3 <ul style="list-style-type: none"> ▪ A Weed Is a Flower
	Science & Technology	3.8.4.B,C	

<p>F. Explore how people prepare for careers.</p> <p>G. Explain why education and training plans are important to careers.</p> <p>H. Explain how workers in their careers use what is learning in the classroom.</p>	<p>Science & Technology</p>	<p>3.8.4.A,B</p>	<ul style="list-style-type: none"> ○ Unit 4 <ul style="list-style-type: none"> ▪ Helen Keller and the Big Storm ○ Unit 5 <ul style="list-style-type: none"> ▪ Firefighter! ▪ Bad Dog, Dodger! ▪ The Signmaker’s Assistant ○ Unit 6 <ul style="list-style-type: none"> ▪ Just Like Josh Gibson ▪ Cowboys <ul style="list-style-type: none"> ● Exploring Where and Why – Neighborhoods Near and Far, Nystrom, Division of Herff Jones, Inc. 1998 ● Everyday Mathematics, Mc Graw Hill, 2007 ● Weekly Reading, Weekly Reader Publishers – www.weeklyreader.com
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			<p style="text-align: center;">Websites</p> <ul style="list-style-type: none">• www.careerpathway.org (Elementary Building Blocks to Understand Careers Document – provides lesson plans and activities for Second Grade teachers.)• www.kapow.org (A program of the National Child Labor Committee, Kapow is a national network of business and elementary school partnerships which introduces students to career awareness through professionally developed lessons taught by business volunteers in the classroom.)
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13.3.3 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Compliment ○ Cooperate ○ Encourage ○ Participate <p>D. Explain how money is used.</p> <p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend's roles at home, at school, and in the community.</p> <p>G. Define and describe the</p>	<p>Social Studies</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Science & Technology</p>	<p>5.2.3.C</p> <p>5.2.3.C</p> <p>11.2.3.H</p> <p>6.2.3.C,L 6.5.3.G</p> <p>11.1.3.A,B</p> <p>11.2.3.B</p> <p>11.2.3.G</p> <p>3.6.4.A</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Careers Are Everywhere in Pennsylvania Activity Workbook (This workbook has been designed around the building blocks of the elementary National Career Development Guidelines. The various activities are designed to raise awareness of the relationship between work and learning, the awareness of how work relates to the needs and functions of society and the interrelationships of life roles. Copies can be downloaded by going to www.pacareerstandards.com – click resources then click curriculum resources) • Discuss how one's behavior might affect the feelings of others • Resolve conflict in a positive manner – conduct class meetings to solve problems • Discuss feelings and teach students to deal with their emotions in a healthy manner • Provide opportunities for students to work in group settings • Invite the guidance counselor(s) to discuss traits needed to work in group settings at home, in school, and in the community • Develop rules and consequences within the classroom • Discuss the importance of money – earning, spending, and saving • Practice exchanging manipulative money for classroom goods to demonstrate the process of buying and selling • Use graphic organizers to identify wants and needs • Assign classroom duties and discuss the roles and responsibilities of each duty • Discuss the importance of setting goals and ways to obtain them

importance of lifelong learning.			
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13.4.3 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Define entrepreneurship.</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Adaptability ○ Creative thinking ○ Ethical behavior ○ Leadership ○ Positive attitude ○ Risk-taking <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Bake sale ○ Crafts ○ Lemonade stand ○ Pet care 			<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL chart • Create a list of various community professions and discuss if the professions provide goods, service, or both • Group students and have them pretend to be advertisers with the same product and have each group create an ad campaign for that product

Grade 3 Career & Work Education Framework

13.1.3 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Recognize that individuals have unique interests.	Social Studies	5.3.3.H	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • Write a two or three paragraphs to identify a career(s) that would match their talents, interest, and/or hobbies and share with the class • Invite a grandparent to the classroom to discuss their changing roles from childhood to the present • Use the classified ads from a local newspaper to identify the types of jobs available in the community • Use vocabulary words related to community jobs and have students guess the occupation • Partner students and have them make a list of community workers and school personnel workers and discuss descriptions of what each does. • Invite school personnel and community members as guest speakers to discuss their jobs and skills needed to do their job • Interview an adult about how they use what they learned in school in their job and share with class • Discuss environmental careers (compare life and work from the past to present) – field trip • Welcome to 3rd grade packet (All About Me Flipbook) <p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> • Who I AM Developing Self Awareness – Picture Book: <ul style="list-style-type: none"> ○ Polacco, Patricia. Thank You, Mr. Falker. Philomel, 1998. Ages 6-10 • Reading Street Pennsylvania, Scott Foresman, 2006 • Communities Around Us, Silver Burdett Ginn, 1997
	Communications	1.2.3.B	
B. Identify current personal interests.	Social Studies	5.3.3.H	
C. Recognize that the roles of individuals at home, in the workplace, and in the community are constantly changing.	Social Studies	8.2.3.C	
D. Identify the range of jobs available in the community.	Social Studies	7.3.3.C,D 6.1.3.C	
E. Describe the work done by school personnel and other individuals in the community.	Social Studies	6.1.3.C	
F. Explore how people prepare for careers.			
G. Explain why education and training plans are			

<p>important to careers.</p> <p>H. Explain how workers in their careers use what is learned in the classroom.</p>			<ul style="list-style-type: none"> • Scholastic News – 3, Scholastic Inc. <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • www.educationlearninggames.com (Career card games) • www.pacareerstandards.com (This electronic toolkit provides resources, references, crosswalks, and other tools to assist teachers and administrators in implementing the PA Career Education & Work Standards) • www.thefunworks.org (Provides interactive activities for students, resources, quizzes, lesson plans, etc.) • www.thinkfinity.org (Provides lesson plans, interactive games, videos, resources for parents, teachers, and students, homework help, and more. This site provides many different resources in various subject areas.)
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			<p>responsibilities within a group and solving problems in an acceptable manner</p> <ul style="list-style-type: none">• Provide, encourage, and support opportunities for autonomy and self-direction opportunities (i.e., centers, job chart)• Create an environment that fosters decision-making, autonomy, self-direction, and independence• Create How-To flow charts <p>Websites</p> <ul style="list-style-type: none">• www.kidsnewsroom.com (kids interview/questions from kids)
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13.3.3 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify attitudes and work habits that contribute to success at home and school.</p> <p>B. Identify how to cooperate at both home and school.</p> <p>C. Explain effective group interaction terms, such as, but not limited to:</p> <ul style="list-style-type: none"> • Compliment • Cooperate • Encourage • Participate <p>D. Explain how money is used.</p> <p>E. Discuss how time is used at both home and school.</p> <p>F. Identify the changes in family and friend's roles at home, at school, and in the community.</p> <p>G. Define and describe the</p>	<p>Social Studies</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Social Studies</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Family & Consumer Science</p> <p>Science & Technology</p>	<p>5.2.3.C</p> <p>5.2.3.C</p> <p>11.2.3.H</p> <p>6.2.3.C,L 6.5.3.G</p> <p>11.1.3.A,B</p> <p>11.2.3.B</p> <p>11.2.3.G</p> <p>11.2.3.G</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • Discuss how one's behavior might affect the feelings of others • Resolve conflict in a positive manner/conduct class meetings to resolve problems • Discuss feelings and teach students to deal with their emotions in a healthy manner • Model and coach problem solving and negotiating conflicts with others/role play • Develop a list/graphic organizer of behaviors that demonstrate cooperation, positive work habits, attitudes that contribute to success at home, in school, and in the community • Discuss and make a list of behaviors and attitudes one needs for positive group interaction • Develop rules and consequences within the classroom • Develop a list of ways money is used (e.g., earning, spending, saving) • Graphic organizer to describe saving and spending • Make a poster/graphic organizer to show wants and needs • Develop a classroom store to demonstrate the process of buying and selling • Discuss the term allowance (e.g., how money is earned, how you decided what to spend your money on, how one saves money earned, etc.) • Discuss how personal choices influence the decision to buy certain thing, how advertizing influences your decisions, etc. • Discuss time management at home, school, playtime, chores, family time, etc. • Plan daily, weekly, and monthly schedules for home and school to show how time is used in both settings

importance of lifelong learning.			<ul style="list-style-type: none">• Assign classroom jobs and discuss the roles and responsibilities of each• Peer helpers guidance groups (banana splits, stop and think, etc.) <p style="text-align: center;">Literature</p> <ul style="list-style-type: none">• Reading Street Pennsylvania, Scott Foresman – Unit 1 Money – Does it Make Sense?
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13.4.3 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Define entrepreneurship</p> <p>B. Describe the character traits of successful entrepreneurs, such as, but not limited to:</p> <ul style="list-style-type: none"> • Adaptability • Creative Thinking • Ethical Behavior • Leadership • Positive Attitude • Risk-taking <p>C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Bake Sales • Crafts • Lemonade Stand • Pet Care 	<p>Social Studies</p> <p>Communications</p>	<p>11.1.3.B,E 11.2.3.A,C,D</p> <p>1.6.3.A</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL Chart • When students make mistakes, work to correct the mistake and to prevent the same mistake from happening again • Have students volunteer to help PTA/PTO fundraising activities • Pennies for charity – have students collect pennies and donate the money to a charity • Discuss opportunities in which students can earn money (i.e., doing chores at home, walking neighbors’ dogs, etc.) • Create an environment that fosters decision making, autonomy, self-direction, and independence • Describe ways to be a leader/role model in the classroom and in the community • Create authentic experiences for students to practice being leaders in the classroom and in the community (i.e., letter writing, discussion with community leaders, etc.) • Design/draw a planned community • Discuss 4-H, Girl Scouts, Boy Scouts • Good citizen awards <p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> • Reading Street Pennsylvania, Scott Foresman <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • www.ext.vt.edu/resources/4h/virtualfarm/main.html (Virtual field trip showing a variety of farms) • www.moneyinstructor.com (Teach and learn money skills, personal finance, business, careers, life skills, etc. Money lessons, lesson plans, worksheets, interactive lessons, and informative articles for K-12)

CAREER & WORK EDUCATION STANDARDS

Grades 4-5

INTRODUCTION

The purpose of this curriculum is to integrate Career and Work Standards across the disciplines in grades 4-5. It includes standards and competencies delineated by the State and coordinates these with potential resources and suggested classroom activities.

The 4-5 curriculum is designed to provide students with the opportunities to do the following:

- To examine interests, strengths, abilities, and goals
- To identify types of careers and skills needed
- To prepare career acquisition documents
- To examine technology used in the workplace
- To identify health and safety practices
- To demonstrate interviewing techniques
- To analyze personal budgets
- To examine work habits and time management
- To build self esteem
- To become an independent thinker
- To develop problem solving techniques
- To understand the value of being a team player and the importance of collaboration
- To inspire creativity and innovativeness
- To communicate orally, in written form, and listen to others
- To understand how people's roles change in life (self to global relations)
- To value education and become a life-long learner
- To show the relevance of education to the workplace

13.1.5 Career Awareness and Preparation

Big Ideas

5. Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.
6. Change impacts career options and choices.
7. Career choice and preparation are lifelong processes based on many influences and using many strategies.
8. There is a definitive relationship between education and career planning and choice.

Competencies

8. Match some personal interests and abilities to given career choices. (13.1.5.A,B,H)
9. Locate, evaluate, and interpret career information. (13.1.5.C,D)
10. Given some traditional and nontraditional career identify some impacts to them caused by some change that has occurred. (13.1.5.C,D)
11. Make a list of the range of career training programs available in the community. (13.1.5.C,D)
12. Make a list of the types of factors that influenced career choices by asking individuals at home who are in the workplace. (13.1.5.E,F)
13. Given a sample career plan, identify and describe its components. (13.1.5.G)

Resources For Implementation: See Framework

13.2.5 Career Acquisition

Big Ideas

5. Effective speaking, listening and writing are essential in the career acquisition process.
6. Identification and application of sound research practices and networking strategies are essential in the career acquisition process.
7. Comprehensive planning leads to effective career decisions.
8. Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process.

Competencies

9. Respond concisely to questions from another person. (13.2.5.A)
10. Interview parents/family about career and jobs. (13.2.5.B)
11. Identify a speaker's main idea. (13.2.5.A)
12. Draft and compare a business letter to a personal letter. (13.2.5.C)
13. Use the want ads to find three jobs that you would like to pursue. (13.2.5.B)
14. Scan Internet web sites to search three jobs in your community. (13.2.5.B)
15. Establish a list of short and long range academic goals for the future and share this in a group. (13.2.5.D)
16. Develop and collect a list of achievements, awards, recognitions and community service involvements. (13.2.5.D)
17. Complete and organize the results of a career exploration activity. (13.2.5.B,D,E)
18. Design a weekly schedule of activities for planning around school, family and hobbies. (13.2.5.E)
19. Use persistence and perseverance in acquiring knowledge and skills. (13.2.5.E)
20. Apply good health and safety habits to your daily activities. (13.2.5.E)
21. Apply prior technical knowledge to complete a task using a computer. (13.2.5.B,D,E)

Resources For Implementation: See Framework

13.3.5 Career Retention and Advancement

Big Ideas

4. Career retention and advancement is dependent upon student's interpersonal skills, work habits, attitudes and effective time management skills.
5. Personal budgeting is significantly impacted by career choice.
6. Change as a factor and the role of lifelong learning, must be understood from a personal perspective and then as a workplace participant.

Competencies

7. Interview an adult and identify their attitudes and work habits. Describe how positive attitudes and work habits helped them when they were younger at home and in school. Describe how those same attitudes and work habits help them currently in the workplace. (13.3.5.A,B)
8. Demonstrate effective group interaction strategies such as building and establishing consensus, communicating effectively and listening to others. Following a group activity, self-assess effective demonstration of group interactions strategies. (13.3.5.B,C)
9. Develop a budget for a preferred activity (i.e., planning a birthday party, purchasing a pet, planning a meal) given an amount of money. (13.3.5.D)
10. Develop a personal schedule based on activities and responsibilities at home and school. (13.3.5.E)
11. Given a career timeline that describes a person's career journey, identify the necessary role changes that must have occurred during each phase. (13.3.5.F)
12. Given a career timeline with a series of career changes, identify how personal interests and abilities may have driven those changes. (13.3.5.G)

Resources For Implementation: See Framework

13.4.5 Entrepreneurship

Big Ideas

4. Each student will achieve and maintain a personally and professionally rewarding career journey in a diverse and changing world.
5. Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people.
6. Careful planning is fundamental to success.

Competencies

7. Make rational decisions. (13.4.5.A)
8. Assume an informed risk. (13.4.5.A0)
9. Demonstrate initiative. (13.4.5.A)
10. Exhibit passion for goal attainment. (13.4.5.A,B)
11. Recognize others' efforts. (13.4.5.B)
12. Lead others using positive statements. (13.4.5.A,B)
13. Maintain positive attitude. (13.4.5.A,B)
14. Demonstrate interest and enthusiasm. (13.4.5.A,B)
15. Develop an orientation to change. (13.4.5.A,B)
16. Demonstrate problem-solving skills. (13.4.5.A,B)
17. Assume personal responsibility for decisions. (13.4.5.A,B)
18. Use time-management principles. (13.4.5.A)
19. Demonstrate creativity. (13.4.5.A,B)
20. Explain opportunities for creating added value. (13.4.5.C)
21. Determine issues and trends in business. (13.4.5.C)
22. Describe the need for and impact of ethical business practices. (13.4.5.C)
23. Describe marketing functions and related activities. (13.4.5.C)
24. Explain marketing management and its importance in a global economy. (13.4.5.C)

Resources For Implementation: See Framework

<p>E. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Geographic location ○ Job description ○ Salaries/benefits ○ Work schedule ○ Working conditions <p>F. Investigate people’s rationale for making career choices.</p> <p>G. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Beginnings of career portfolio ○ Career goals ○ Individual interest and abilities ○ Training/education requirements and costs <p>H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<p>Social Studies</p> <p>Family & Consumer Science</p> <p>Science & Technology</p> <p>Family & Consumer Science</p>	<p>6.4.6.G,D</p> <p>11.1.6.E</p> <p>3.8.7.A,B</p> <p>11.2.6.A</p>	<p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> ● Scott Foresman Reading Series – Grade 4 <ul style="list-style-type: none"> ○ Because of Winn-Dixie ○ Letters Home from Yosemite ○ What Jo Did ○ Marven of the Great North Woods ○ So You Want to be President? ○ Our National Parks ○ Eye of the Storm ○ Amelia and Eleanor Go For a Ride ○ Antarctic Journal ○ Moonwalk ○ My Brother Martin ○ Jim Thorpe’s Bright Path ○ To Fly: The Story of the Wright Brothers ● Pennsylvania: Adventures in Time and Place <ul style="list-style-type: none"> ○ Economic Growth ○ A Tree-Enterprise Economy ○ Manufacturing and Services ○ Modern Agriculture ○ Our Local Government ○ Our State’s Government ○ Our Nation’s Government <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> ● www.thefunworks.org – interactive quizzes, activities for students, teacher resources
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13.2.5 Career Acquisition

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Internet ○ Magazines ○ Newspapers <p>C. Compose and compare a business and a personal letter.</p> <p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Achievements ○ Awards/recognitions ○ Career exploration results ○ Career plans ○ Community service involvement/projects ○ Interests/hobbies ○ Personal career goals ○ Selected school work ○ Self inventories <p>E. Apply to daily activities, the</p>	<p>Language Arts</p> <p>Science</p> <p>Science</p> <p>Language Arts</p> <p>Science</p>	<p>1.6.5.A,C</p> <p>4.6.4.A</p> <p>4.7.4.B</p> <p>4.3.7.C</p> <p>1.4.5.B</p> <p>4.2.4.C</p> <p>4.3.4.C</p> <p>4.6.4.C</p> <p>4.3.7.A</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Explore “Help Wanted” ads • Use grade appropriate research materials, such as, websites, magazines and newspapers to conduct mock job interview • Use a newspaper and/or websites to identify three jobs one would like to pursue – write an essay (expository) describing the job or (persuasive) why you should be hired • Models presentations: insects, habitats, food chains • Science research projects: ecosystems, endangered species, life cycles • Population growth – apple activity • “Climate Change” – how it is created - pollution

<p>essential workplace skills, such as, but not limited to:</p> <ul style="list-style-type: none">○ Commitment○ Communication○ Dependability○ Health/safety○ Personal initiative○ Scheduling/time management○ Team building○ Technical literacy○ Technology	Science & Technology	3.7.7.A,B	
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13.3.5 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>C. Identify effective group interaction strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Building consensus ○ Communicating effectively ○ Establishing ground rules ○ Listening to others 	Science	3.2.4.D	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Create rules and schedules that can be utilized in the classroom • Provide students with the opportunities to work in group settings with specific goals to be met • Identify procedures and how to appropriately interact within a group or cooperative learning setting. • Discuss how one’s behavior might affect the feelings of others • Resolve conflicts in a positive manner • Discuss feelings and how to deal with emotions in a healthy manner • Discuss how projects that students have completed with their families as a team • Involve students in real-world examples of decision-making and how their decisions impact others • Discuss the importance of rules and schedules in the classroom and home setting • Explain how taxes are collected and what they are used for • Continue to collect for the needy in our communities (i.e., food pantry collections, gently used clothing) • Invite guest speakers to discuss the different activities and responsibilities they hold at work
<p>D. Explain budgeting.</p> <p>E. Develop a personal schedule based on activities and responsibilities at both home</p>	<p>Social Studies</p> <p>Family & Consumer Science</p> <p>Science</p>	<p>6.5.6.E,G</p> <p>11.1.9.B</p> <p>4.3.7.A,B</p>	<ul style="list-style-type: none"> • Explain why work is important, not only as a source of income, but also a way to contribute to society • Planning: discussion with students about not procrastinating – time management skills • Group investigations • “Environment vs. Business” • “Pest Control” – helpful/harmful

<p>and school.</p> <p>F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.</p> <p>G. Describe how personal interests and abilities impact lifelong learning.</p>			
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13.4.5 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify the risks and rewards of entrepreneurship.</p> <p>B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.</p> <p>C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Marketing ○ Production ○ Research and development ○ Selection of goods and services 	<p>Science</p> <p>Social Studies</p> <p>Social Studies</p>	<p>3.6.4.C</p> <p>8.2.6.A 8.3.6.A 8.4.6.A 6.5.6.F</p> <p>6.1.6.B 6.2.6.A,B,E,F,G 6.3.6.C,F 6.4.6.D,F,G</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Acknowledge citizen of the month and student of the week • Labor laws • Business organizations • When students make mistakes, work to correct the mistake and to prevent the same mistake from happening again • Provide opportunities for students to look at problems from different ways of doing things • Identify and develop a list of achievements, awards, etc. that one has received • Discuss various careers and skills workers use in their jobs (e.g., a reporter needs writing skills; a veterinarian uses math, etc.) • Inventions/copyrights/patents <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> • www.coolmath-games.com/lemonade - interactive game where students set up a virtual lemonade stand

Grade 5 Career & Work Education Framework

13.1.5 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Describe the impact of individual interests and abilities on career choices.</p> <p>B. Describe the impact of personal interest and abilities on career choices.</p> <p>C. Relate the impact of change to both traditional and nontraditional careers.</p> <p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Two-and-four year colleges ○ Career and technical education programs at centers (formally AVTS) and high schools ○ Career Links ○ Community/Recreation Centers ○ Faith-based Organizations ○ Local Industry Training Centers ○ Military ○ Registered Apprenticeship ○ Vocational Rehabilitation Centers ○ Web-based Training 	Science & Technology	3.6.4.C	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> ● KWL Chart ● Discuss student’s likes, dislikes, interest, talents and abilities and relate the items to careers and skills needed in the workplace ● Research traditional and non-traditional careers and provide examples of each ● Create and present a PowerPoint presentation on a career of their choice ● Research report based on a career of choice ● Have students write about life activities and how skills learned in school are needed to complete the life activities (e.g., paying bills, shopping, etc.) ● Guest speakers ● Student created career day in which students dress the par and present information – Dress for Success, Red Ribbon Week ● Interview an adult and make a list of the factors that influenced career choices – share with class <p style="text-align: center;">Literature</p> <ul style="list-style-type: none"> ● Scott Foresman Reading Series – Grade 5 <ul style="list-style-type: none"> ○ Measuring Tornadoes ○ Shutting Out the Sky ○ Passage to Freedom ○ Jan Goodall’s 10 Ways to Help Save Wildlife ○ Leonardo’s Horse ○ A Model Scientist ○ Mahalia Jackson

<p>E. Describe the factors that influence career choices, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Geographic location ○ Job description ○ Salaries/benefits ○ Work schedule ○ Working conditions <p>F. Investigate people’s rationale for making career choices.</p> <p>G. Identify the components of a career plan, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Beginnings of career portfolio ○ Career goals ○ Individual interest and abilities ○ Training/education requirements and costs <p>H. Connect personal interests and abilities and academic strengths to personal career options.</p>	<p>Social Studies</p> <p>Family & Consumer Science</p> <p>Science & Technology</p> <p>Family & Consumer Science</p>	<p>6.4.6.G,D</p> <p>11.1.6.E</p> <p>3.8.7.A,B</p> <p>11.2.6.A</p>	<ul style="list-style-type: none"> ○ Special Effects in Film and Television ○ Searching for Animation ○ Stretching Ourselves ○ All About Gymnastics ○ Shipwreck Season ○ Talk With an Astronaut ○ Women Astronauts <p style="text-align: center;">Websites</p> <ul style="list-style-type: none"> ● www.pacareerstandards.com – this electronic toolkit provides resources, references, crosswalks, and other tools to assist elementary, middle, and high school teachers and administrators in implementing the PA Career Education & Work Standards
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13.2.5 Career Acquisition

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Apply appropriate speaking and listening techniques used in conversation.</p> <p>B. Identify and review resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Internet ○ Magazines ○ Newspapers 	Language Arts	1.6.5.A,C	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL chart • Present a project based on his/her career choice to the class • Provide grade appropriate research materials such as, websites, magazines, newspapers • Use a newspaper and/or websites to identify three jobs that one would like to pursue. Write a report explaining why you choose each job, what skills/training would be required, etc. • Compare and contrast business and personal letters • Discuss various careers and skills workers use in their jobs (e.g., a reporter needs writing skills, a veterinarian uses math to calculate medicine, etc.)
<p>C. Compose and compare a business and a personal letter.</p> <p>D. Identify individualized career portfolio components, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Achievements ○ Awards/recognitions ○ Career exploration results ○ Career plans ○ Community service involvement/projects ○ Interests/hobbies ○ Personal career goals ○ Selected school work ○ Self inventories 	Language Arts	1.4.5.B	
<p>E. Apply to daily activities, the essential workplace skills, such as,</p>	Science & Technology	3.7.7.A,B	

but not limited to:

- Commitment
- Communication
- Dependability
- Health/safety
- Personal initiative
- Scheduling/time management
- Team building
- Technical literacy
- Technology

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13.3.5 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Explain how student attitudes and work habits transfer from the home and school to the workplace.</p> <p>B. Explain the importance of working cooperatively with others at both home and school to complete a task.</p> <p>C. Identify effective group interaction strategies, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Building consensus ○ Communicating effectively ○ Establishing ground rules ○ Listening to others <p>D. Explain budgeting.</p> <p>E. Develop a personal schedule based on activities and responsibilities at both home and school.</p>	<p>Social Studies</p> <p>Family & Consumer Science</p>	<p>6.5.6.E,G</p> <p>11.1.9.B</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • KWL chart • Discuss how one’s behavior might affect the feelings of others • Resolve conflicts in a positive manner • Involve students in real-world examples of decision-making and how their decisions impact others • Discuss the importance of rules and schedules in the classroom and home settings • Create rules and schedules that can be utilized in the classroom • Provide students with the opportunity to work in group settings with specific goals to be met • Identify procedures and how to appropriately interact within a group or cooperative learning setting • Provide students with opportunities to earn money based on classroom jobs and actions and use it to purchase items (e.g., pencils, extra bathroom breaks, drinks, etc.) • Guest speakers to discuss the different activities and responsibilities they hold at home, school and work • Explain why work is important – not only for a source of income but also a way to contribute to society

<p>F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.</p> <p>G. Describe how personal interests and abilities impact lifelong learning.</p>			
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CAREER & WORK EDUCATION STANDARDS

Grades 6-8

INTRODUCTION

This curriculum is designed to integrate Career and Work Standards into the middle grades. It includes standards and competencies delineated by the State and coordinates these with potential resources and suggested classroom activities. A recent article in the Spring 2009 issue of Activity explains the importance of this work. A summary of this article is provided below.

“Preparation by Eighth Grade Critical to College and Career Readiness”

Students’ level of achievement by eighth grade is a clear indicator of later academic success. It also suggests their future success in both college and career. Even high school remediation is not as effective in improving students’ performance as early intervention in the middle grades. Academic discipline and orderly conduct are the two behaviors that are a necessary component for academic readiness and accomplishment. Four recommendations to educators on how to improve college and career readiness among high school graduates include the following:

- *Focus K-8 on knowledge and skills essential for college and career readiness*
- *Monitor student progress beginning in the upper elementary grades*
- *Improve academic behaviors*
- *Increase federal & state support for intervention programs*

For more information, see www.act.org/reasearch, “The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School.”

13.1.8 Career Awareness and Preparation

Big Ideas

9. Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.
10. Change impacts career options and choices.
11. Career choice and preparation are lifelong processes based on many influences and using many strategies.
12. There is a definitive relationship between education and career planning and choice.

Competencies

14. Describe the influences that impact personal career choices. (13.1.8.A,B)
15. Locate, evaluate, and interpret career information. (13.1.8.A,B,C)
16. Given examples of traditional and nontraditional careers, explain how they might offer or hinder career opportunities of an individual. (13.1.8.c)
17. Compare the types of employment opportunities available after graduation from several different training programs. (13.1.8.D)
18. Given an occupation, identify some economic factors that would have an impact on it. (13.1.8.E)
19. Given an occupation, identify some school subjects, extracurricular activities, and community experiences that would positively affect your career preparation. (13.1.8.F)
20. Create an individualized career plan such as a career portfolio. (13.1.8.G)
21. Identify several personal electives and extracurricular activities that match your personal career interests, abilities and academic strength. (13.1.8.H)
22. Select course work that supports career interests (13.1.8.H)

Resources For Implementation: See Framework

13.2.8 Career Acquisition

Big Ideas

9. Effective speaking, listening and writing are essential in the career acquisition process.
10. Identification and application of sound research practices and networking strategies are essential in the career acquisition process.
11. Comprehensive planning leads to effective career decisions.
12. Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process.

Competencies

22. Identify effective delivery techniques in a mock interview such as: eye contact, body language and enunciation. (13.2.8.A)
23. Identify three important listening skills or attending behaviors during a sample job interview. (13.2.8.A)
24. Draft a letter of introduction and sample resume. (13.2.8.C)
25. Complete a sample job application. (13.2.8.C)
26. Locate community job agencies and internet web sites and compare their usefulness by asking adults for their preference in the job search process. (13.2.8.B)
27. Network with family, community or business people related to your career field of interest. (13.2.8.B)
28. Create a high school academic plan connected to developing career goal. (13.2.8.D)
29. Construct a career portfolio including personal components, academic history and self-assessment activities. (13.2.8.D)
30. Using a weekly planner, designate specific periods of time to complete homework, projects, family responsibilities and personal activities. (13.2.8.D)
31. Describe the importance of responsibility, dependability, integrity and team building in the work setting. (13.2.8.E)
32. Demonstrate health, safety and labor laws in daily activities. (13.2.8.E)
33. Demonstrate technical literacy skills/knowledge in a job search. (13.2.8.E)

Resources For Implementation: See Framework

13.3.8 Career Retention and Advancement

Big Ideas

7. Career retention and advancement is dependent upon student's interpersonal skills, work habits, attitudes and effective time management skills.
8. Personal budgeting is significantly impacted by career choice.
9. Change as a factor and the role of lifelong learning, must be understood from a personal perspective and then as a workplace participant.

Competencies

13. Given a job description and a list of related career advancements, develop a list of attitudes, work habits and teamwork roles that support retention of that career and advancement in that setting. (13.3.8.A)
14. Analyze the role of each participant in a group activity in relation to their contribution to the final product. (13.3.8.B)
15. Define and demonstrate conflict resolution skills including constructive criticism, group dynamics, managing/leadership, mediation, negotiation and problem solving. Given a problem solving scenario, utilize four or more of the conflict resolution skills to solve the problem. (13.3.8.C)
16. Identify gross pay, net pay and taxes in a pay statement and use those figures along with charitable contributions, expenses, toehr income and savings to determine the feasibility of a provided budget. (13.3.8.D)
17. Given a hypothetical list of personal and work-related responsibilities, develop an effective weekly schedule. (13.3.8.F)
18. Identify five characteristics of the changing workplace and explain the impact of each characteristic on jobs and employment. (13.3.8.F)
19. Choose a career and identify three formal and three informal lifelong learning opportunities that would support retention or advancement in that career. (13.3.8.G)

Resources For Implementation: See Framework

13.4.8 Entrepreneurship

Big Ideas

7. Each student will achieve and maintain a personally and professionally rewarding career journey in a diverse and changing world.
8. Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people.
9. Careful planning is fundamental to success.

Competencies

25. Apply knowledge to new settings and situations. (13.4.8.A,B)
26. Challenge the present. (13.4.8.A,B)
27. Contribute as a member of a team. (13.4.8.C)
28. Develop team spirit. (13.4.8.C)
29. Enlist others in working toward a shared vision. (13.4.8.C)
30. Describe marketing functions and related activities. (13.4.8.C)
31. Explain the concept of management. (13.4.8.C)
32. Explain the nature and scope of operations management. (13.4.8.A,B)
33. Explain the concept of financial management. (13.4.8.C)
34. Explain the concept of human resource management. (13.4.8.C)

Resources For Implementation: See Framework

Grade 3 Career & Work Education Framework

13.1.8 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Relate careers to individual interests, abilities, and aptitudes.	Math	2.5.B	<ul style="list-style-type: none"> • Video: “Stand & Deliver” – demonstrates how math is used in all careers • Real Life Math Mysteries: A Kids’ Answer to the Question, “What Will I Ever Use this For?” by Math Ford Washington • Library research – project related to careers • www.pacareerzone.com • Careerchoices.com • How science experiments translates to job opportunities
	Reading, Writing, Speaking & Listening	1.2.A 1.6.D	
	Science	3.3.7.B	
B. Relate careers to personal interests, abilities, and aptitudes.	Music	NA.5-8.4 NA.5-8.8 NA.5-8.9	<ul style="list-style-type: none"> • www.musicalive.com • Broadway musicals • Star Spangles Banner • Music technology as a career • Videos: Professional Artists in their field of work • Writing club • Current events relating to careers • PowerPoint presentations • COIN Jr.
	Art	9.1.B,F	
	Reading, Writing, Speaking & Listening	1.4.A,B 1.5.A,B,C,D,E,F,G	
	Careers Class	13.1.8.B	
C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.	Careers Class	13.1.8.C	<ul style="list-style-type: none"> • Videos: “Dirty Jobs” • STEM – Career Camps • www.kizengineering.org

<p>D. Explain the relationship of career training programs to employment opportunities.</p>	<p>Careers Class</p>	<p>13.1.8.D</p>	<ul style="list-style-type: none"> • Monster.com • Rockportinstitute.com
<p>E. Analyze the economic factors that impact employment opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Competition • Geographic location • Global influences • Job growth • Job openings • Labor supply • Potential advancement • Potential earnings • Salaries/benefits • Unemployment 	<p>Social Studies</p>	<p>7.3.A</p>	<ul style="list-style-type: none"> • Research projects related to careers in a given geographical location • www.salary.com • O*Net
<p>F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.</p>	<p>Tech Ed English Spanish German</p>	<p>1.6.A,C,D,E 1.2 1.3 3.1</p>	<ul style="list-style-type: none"> • Field trip • Roles of an author, publisher, and illustrator • The benefits of being bi-lingual in the workplace • Goodwill community foundation – gcflearnfree.org • www.pacareerstandards.com
<p>G. Create an individual career plan including, such as, but</p>	<p>Careers Class Social Studies</p>	<p>13.1.8.F 6.5.A,B,C</p>	<ul style="list-style-type: none"> • Career fail • Career Cruising

<p>not limited to:</p> <ul style="list-style-type: none"> • Assessment and continued development of career portfolio • Career goals • Cluster/pathway opportunities • Individual interests and abilities • Training/education requirements and financing 	<p>Careers Class</p>	<p>13.1.8.G</p>	<ul style="list-style-type: none"> • www.careerclusters.org • Career Pathways – Middle School Planner • Careerplanningabout.com • My10-yearplan.com
<p>H. Choose personal electives and extracurricular activities based upon personal career interests, abilities, and academic strengths.</p>	<p>Science</p>	<p>3.6.7.B,C 3.7.7.A,B</p>	<ul style="list-style-type: none"> • NEIU NASA Program • Science Olympiad • www.careerclusters.org

13.2.8 Career Acquisition

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Identify effective speaking and listening skills used in a job interview.</p> <p>B. Evaluate resources available in researching job opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career links • Internet (i.e. (O-NET) • Networking • Newspapers • Professional associations • Resource books (Occupational Outlook Handbook, PA Career Guide). <p>C. Prepare a draft of career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> • Job application • Letter of appreciation following an interview • Letter of introduction • Request for letter of recommendation • Resume 	<p>Careers Class</p> <p>Reading, Writing, Speaking & Listening</p> <p>Careers Class</p> <p>Reading, Writing, Speaking, & Listening</p> <p>English/Reading</p> <p>Careers Class</p>	<p>13.2.8.A</p> <p>1.6.A,C,D,E</p> <p>13.2.8.B</p> <p>1.8.A,B,C</p> <p>1.1.A,B,C,D,F 1.2.A,B 1.4.B 1.5.A,B,C,D,E,F,G 1.8.A,B</p> <p>13.2.8.C</p>	<ul style="list-style-type: none"> • Role play – job interviews • Biz Town – job interviews • Pre-Employment Inquiries: What May I Ask? What May I Answer? www.phrc.state.pa.us • Occupational Outlook Handbook • www.kizenginerring.org • Research projects • Weekly Reader • Current events relating to careers • Business letters • Job applications • Resume writing

<p>D. Develop an individualized career portfolio including components, such as, but not limited to:</p> <ul style="list-style-type: none"> • Achievements • Awards/recognitions • Career exploration results • Career plans • Community service involvement/projects • Interests/hobbies • Personal career goals • Selected school work • Self inventories 	<p>Careers Class</p> <p>Reading, Writing, Speaking & Listening</p>	<p>13.2.8.D</p> <p>1.1.A,D</p> <p>1.4.B</p> <p>1.8.A,B,C</p>	<ul style="list-style-type: none"> • Career Cruising • Http://efoliopa.com – Free! For PA students and job seekers.
<p>E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> • Commitment • Communication • Dependability • Health/safety • Laws and regulations (Americans with Disabilities Act, Child Labor Laws, Fair Labor Standards, OSHA, Material Safety Data Sheets) • Personal initiatives 	<p>Social Studies</p> <p>Science Technology</p>	<p>8.3.6.A</p> <p>3.6.7.B,C</p> <p>3.7.7.A,B</p>	<ul style="list-style-type: none"> • www.lols.gov – Bureau of labor Statistics • www.heretohelp.pa.gov

<ul style="list-style-type: none">• Self-advocacy• Scheduling/time management• Team building• Technical literacy technology			
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13.3.8 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
A. Determine attitudes and work habits that support career retention and advancement.	Social Studies Career Class	8.4.A 13.3.8.A	<ul style="list-style-type: none"> • How civilizations have contributed • How not be a good employee – www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf
B. Analyze the role of each participant’s contribution in a team setting.	Family & Consumer Science Social Studies	11.2.C 8.4.D	<ul style="list-style-type: none"> • Junior Achievement Biz Town • Teambuilding – www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf
C. Explain and demonstrate conflict resolution skills: <ul style="list-style-type: none"> • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving 	Reading, Writing, Speaking & Listening Civics	1.6.A,B,C,D 5.2.G	<ul style="list-style-type: none"> • Junior Achievement Biz Town and Finance Park • Role playing and conflict resolution - www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf
D. Analyze budgets and pay statements, such as, but not limited to: <ul style="list-style-type: none"> • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes 	Career Class Mathematics	13.3.8.D 2.5.A,B,C	<ul style="list-style-type: none"> • www.moneyinstructor.com • Finance Park • What Happened to My Paycheck? - www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf

<p>E. Identify and apply time management strategies as they relate to both personal and work situations.</p>	<p>Careers Class</p>	<p>13.3.8.E</p>	<ul style="list-style-type: none"> • Work place lessons • Time Management - www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf
<p>F. Identify characteristics of the changing workplace including Americans with Disabilities Act Accommodations, and explain their impact on jobs and employment.</p>	<p>Social Studies</p>	<p>8.3.6.C 8.2.6.D</p>	<ul style="list-style-type: none"> • ADA Compliant - www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf • Understanding the Americans with Disabilities Act – www.unitedspinal.org/pdf/understanding_the_ada.pdf www.access-board.gov/about/laws/ADA.htm#overview www.ada.gov/g&aeng02.htm
<p>G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.</p>	<p>Civics Reading, Writing, Speaking & Listening</p>	<p>5.2.G 1.1.A,D,E 1.4.A,B 1.8.A,B,C</p>	<ul style="list-style-type: none"> • Learning Takes a Lifetime - www.pheaa.org/kthru12/pdf/8thretentionenglish.pdf

ELEMENTARY RESOURCES

- 1. Glossary**
- 2. Websites**
- 3. Publications**

Elementary Career Awareness Binder

The Wallenpaupack School District's goal is for students, families, and schools to create realistic career expectations based on achievement, personal choice, and future labor market demands. Therefore, elementary guides have been developed that will teach students about a broad range of careers and activities to heighten their awareness. It is our hope to broaden their perspectives of what career will be available to them in the future. The guides contain supplemental activities aligned with Pennsylvania Career, Education, and Work Standards that can be integrated into the elementary classroom.

Junior Achievement *BizTown*

This year the sixth graders at the Wallenpaupack Middle School participated in a career education program called *BizTown*, a unique experiential opportunity sponsored by Junior Achievement of Northeastern Pennsylvania. Junior Achievement, founded in 1919, is the world's largest organization dedicated to the business and economic education of millions of young people throughout the world. As one of the concluding activities, the students engaged in tasks that encompassed important elements of community and economy, work readiness, financial literacy, and business management at the Junior Achievement site in Pittston, Pennsylvania. While visiting *BizTown*, each student became a Town Citizen and assumed a job in one of the Town businesses. Students experienced economics firsthand by producing or selling products, receiving a paycheck, working as a member of a business team, repaying a business loan, shopping, and managing a personal bank account. At the heart of the program, volunteers from the business community, parents, and educators facilitated the businesses and provided guidance as the students operated their businesses. This experience fosters not only real world skills, but also problem-solving, teamwork, critical thinking skills that will be useful to them for the rest of their lives.

Junior Achievement *Finance Park*

Junior Achievement is the world's largest organization dedicated to educating our youth in the areas of business and finance. The Finance Park program, sponsored by Junior Achievement, is an eighth grade economic education program that incorporates personal financial decisions and career exploration. The classroom teachers immerse students in a series of lessons and hands-on activities that focus on personal finance, budgeting, taxes, credit, debit, investments, social security, and more. Once students grasp these concepts, they spend a day at the Junior Achievement facility, located in Pittston, Pennsylvania. Inside is a mock city, complete with twenty-four colorful storefronts, street signs, and realistic scenery. There, students receive a life situation card stating their marital status, family scenario, and income. They need to create a monthly budget, compute their net monthly income, gather information at each business as consumer, determine what options they can afford, and deduct their expenses. They may also receive lucky chance cards or unlucky chance cards to factor into their budgets. They learn the value of accurate record-keeping which impacts their entire money management system. At the heart of the program are volunteers from our community: business members, educators, parents, grandparents, and college students who facilitate the businesses. Last year, approximately thirty volunteers provided their knowledge and expertise as students gained real world experience in managing and budgeting finances. This experience leaves students with a deeper understanding of personal economic issues, from which they can draw on the rest of their lives.

Elementary Guidance Curriculum

Suggested Topics

Bullying

- Developing Understanding of Yourself and others K-2
- Social skills (Listening) K-2
- Understanding and Expressing Feelings K-2
- Making choices K-2
- Self esteem K-5
- Problem solving K-5
- Valuing others (acceptance) K-5
- Conflict resolution K-5
- Getting along with others K-5
- Peer pressure 2-5
- Friendship K-5
- Refusal skills 2-5

NORTH PRIMARY SCHOOL
CLASSROOM GUIDANCE K-2

The purpose of guidance counselor classroom instruction is educational, pro-active and preventative. Student Development is sought in the following areas. Personal, social, educational and career through this direct counselor involvement and instruction. Furthermore, the students become comfortable with the school counselor as the counselor also gets to observe them in their learning environment.

The following is the sequence, starting with K. of classroom lessons and their content. All lessons are approximately 30 minutes in duration. K. classes are visited individually, when possible but 1st and 2nd grade classes are taught in groups of 2 because of time constraints: HOMEROOM TEACHERS ARE IN CLASS DURING PRESENTATIONS FOR THE FOLLOWING REASONS:

1. to help with classroom management.
2. to reinforce skills and lessons taught
3. for input, especially for classroom or individual student problems specific to their room.

KINDERGARTEN

Lesson 1- Discussion about who I am, what I do, definition of “problem”, difference between “big& little” problems, problem “quiz”; Read the “tricky” book- The One That Got Away, Magic Trick & Shoe Tying Secret. Form Letter Sent Home

Lesson 2- Discussion about how we learn (seeing, doing, listening (not just hearing), teach 4 Steps to Listening; Play K-Listening Game; Give Listening Assessment (Dina the Dinosaur). K-Listening Contest

Lesson 3- Teach Stop & Think Problem Solving System; K-"Problem Patrol; Teach Steps on How to Handle a Feeling Problem

Teach How to Protect Yourself ("Brave Talk"); Personal Space lesson & formation of Buckhorn Bubble Brigade

Lesson 4- Read The Thing-a-majig Book of Manners; Nice Talk; Making Friends; Play Raise Your Hand Game

Lesson 5- "DUSO" Peeper Story- Treat other people the way you want to be treated (remind them about bubbles & how to handle a feeling problem.)

*

Lesson 6- End of Year Visits- Review all Social Skills taught and how important it is to remember them: Tell them when I visit next I'll read them a neat book (Leo the Late Bloomer, tell them a secret about me & learn about 1st grade

Lesson 7- Last Visit- Talk about 1st grade- differences & similarities. ("Is anyone scared or worried about 1st grade.") Read Leo the Late Bloomer - tell them about our clocks, about my retentions; 1st grade safari

*Monthly visits with different themes.

1ST GRADE

Visit 1- 4 Steps to being a good listener; Explain 1st grade Listening Competition, Individual Listening Assessment (Penguin coloring); Form Letter Sent Home

Visit 2- Review Personal Space Lesson, “Buckhorn Bubble Brigade”; No-Go-Tell

Stop& Think Problem Solving System, How to Protect Yourself, How to Handle a Feeling Problem; Introduce “DUSO”.

UNIT 1- DEVELOPING UNDERSTANDING OF SELF

Knowing Oneself

Lesson 1- Story- (The Underwater Problem Solvers) Purpose: To introduce the 5 rules of group discussion. (new words- feeling words sad, happy, etc.) *Explain Listening & Thinking Game*

PICTURE #29

Lesson 2-Story- (Samantha Plans Ahead) Purpose: To help children recognize that successful events require planning. (new words- great, terrific, proud, etc,) Hand out Mr. Martin’s homework plan for students to take home and discuss with parents.

PICTURE #15

Lesson 3- Story- (A New Friend) Purpose: To encourage children to think of themselves as unique individuals. Discussion about differences and similarities and tolerance of same. (new words- different, marvelous, unique, magnificent, etc.)

PICTURE #21

Lesson 4 – Story- (The Mistake) Purpose: To help children recognize that everyone makes mistakes. To help children understand that we can learn from our mistakes. To accept mistakes and failures as learning experiences. (new word- perfect)

PICTURE #3

Lesson 5- Story- (DUSO and Squeaker) Purpose: To help children recognize their own growth and achievements. To be able to cope with rejection. “Perfect practice makes perfect” (new words- patience, revelation)

Lesson 6- Story-(Runaway Ruby) Purpose: To help children recognize that some physical limitations can change but that others are unlikely to change. To clearly express one’s feelings. Things we can’t change, we can change how we feel about them. (new words- jealous, disappointed)

PICTURE #19

Lesson 7- Story- (Frowny Brown)- Purpose: It’s not as important how we look, but how we act-if you act friendly, people are friendly back. (new word- melancholy)

PICTURE #17

Lesson 8- Story- (The Pirate in the Cowboy Hat) - Purpose: to help children recognize that personal likes and dislikes are part of individual uniqueness. To help children understand that they don’t have to like what everyone likes. To help children understand some of the feelings associated with conflicts. To help children recognize the importance of talking about their feelings. (new word-difference)

Lesson 9- Story- (Dizzy Terry) Purpose: There is a purpose behind everything we do. We need to be trustworthy so people believe us. (new word-pretend)

UNDERSTANDING & EXPRESSING FEELINGS

Lesson 10 – Story- (Duso and the Worrywart) Purpose: To help children recognize the futility of worrying. To encourage children to recognize alternatives to worrying. Discussion: differences between what we can change and what we can't (new word – experience)

Picture #13

Lesson 11- Story- (You Don't Love Me Anymore) Purpose: to be conscious of feelings- to help children understanding some of the feelings associated with conflicts. To help children recognize the importance of talking about their feelings. Tie in “Stop & Think”, consequences to good choices & bad choices and we control our own feelings, no one else does! (new word- pouting)

PICTURE #7

Lesson 12- Story- (The Box) Purpose: To help children consider ways to cope with rejection by peers. To be able to cope with rejection. Don't mope around; come up with a plan to solve your problem. (new words- frustrated, etc)

PICTURE #26

Lesson 13- Story- (All the Colors of Lefty) Purpose: To encourage children to communicate their feelings. To clearly express one's feelings-Body language discussion and demonstration. (new word- relieved)

PICTURE #24

Lesson 14- Story- (The Jogger) Purpose: To recognize and cope with stress and anxiety. (new words- stress, anxiety)

Lesson 15- Story- (The Monster) Purpose: To encourage children to act on their beliefs even when others disagree. To act on one's feelings with courage. "Be a Superhero" (new words- worried, unsure)

PICTURE #5

EXPLORING ONE'S WORLD

Lesson 16- Story- (The Best Way to Learn) Purpose: To children identify their own interest. To help children see the relationship between interest and achievement. To develop an inquiring attitude. (new word- important)

PICTURE #18

Lesson 17- Story- (The Clay Snake) Purpose: To encourage children to be willing to try new things. To help children recognize that they discover their capabilities by trying new things. To be willing to try new or difficult tasks. (new word- nervous)

PICTURE #27

Lesson 18- Story- (The Bike) Purpose: To help children recognize that they are responsible for their actions. (new word- responsibility)

PICTURE #6

Lesson 19- Story- (Bo to the Rescue) Purpose: To encourage children to act on their own instead of waiting for others to act. (new word- tremendous)

SOLVING PROBLEMS

Lesson 20- Story- (A Close Call for Ruby) Purpose: To help children distinguish between times when help is needed and times when it's unwanted. To know when and how to ask for or offer help. (new word- grateful)

Lesson 21- Story- (Lefty's Hamburger Stand) Purpose: To help children develop resourcefulness in solving problems. To be resourceful in solving problems. (new word- excited)

PICTURE #28

VALUING OTHERS

Lesson 22- Story- (Pudge Swims Alone) Purpose: To help children develop positive attitudes toward individual differences. To recognize and accept differences in others. "Looks Can Be Deceiving" (new word- embarrassed)

PICTURE #4

Lesson 23: Story- (Tiwa and the Miracle Pot) Purpose: To help children recognize that other people are important resources. To recognize the capabilities, special talents, and preferences of others. (new words- daring, experts, knowledge)

PICTURE #9

UNDERSTANDING OTHERS' FEELINGS

Lesson 24- Story- (The Outsider) Purpose: To help children recognize that friends sometimes hurt each other. To help children recognize the effect of their behavior on others. To recognize and respect the feelings and needs of others. “Our actions can hurt other people’s feelings. (new words- guilty, upset)

PICTURE #36

Lesson 25- Story- (Captain Blooper’s Helper) Purpose: To increase children’s awareness of effective and ineffective ways of working with others. To understand one’s effect on the feelings and behavior of others. (new words- effective, important)

PICTURE #22

Visit 4- End of Year- Read Little Louie the Baby Bloomer (discussion of retention, the “clocks” we all inside us- the secret about me

Visit 5- Review all Social Skills taught. Give out B.B.B. awards, talk about 2nd grade & go on 2nd grade Safari

2ND GRADE

Visit 1- Review Buckhorn Bubble Brigade rules and lesson. Send individual classes back to homerooms and administer to each classroom separately 2nd grade listening assessment/competition (after reviewing listening steps) (Cat coloring): Send Form Letter Home

Visit 2- Review “Stop & Think” procedure and all social skills plans (How to Protect Yourself, Nice Talk, How to Handle a Feeling Problem, reintroduce DUSO.

GETTING ALONG WITH OTHERS

Lesson 1- Story- (Captain Blooper’s Pirates) Purpose: To increase children’s awareness of the groups they belong to and of the importance of cooperation within a group. (new word- stupendous) *Explain Listening & Thinking Game*

PICTURE #33

Lesson 2- Story- (DUSO Talks about Friends) Purpose: To increase children’s awareness of the value of friendship. And valuable information on friends. (new words- nervous, weird)

PICTURE #25

Lesson 3- Story- (Gordo & Molly) Purpose: To help children recognize sharing as a way to resolve conflict. (new word- conflicts)

PICTURE #32

Lesson 4- Story- (The Selby's Roll Up Their Sleeves) Purpose: To help children recognize that family goals can be achieved by working together. To recognize the advantages of working together (new words- efficiently, enthusiastic)

PICTURE #42

Lesson 5- Story- (Just a Little Peek) Purpose: To help children understand what happens when the rules of a game are broken. To see the need for rules and agreements. The 3-headed monster called dishonesty (cheating, lying, stealing)

(new words- mediation, agreement)

PICTURE #39

Lesson 6- Story- (Captain's Blooper's Cake) Purpose: To help children recognize the importance of dependability. To be able to make rules and agreements and live by them. Discussion of the meaning of T.E.A.M. (Together Everyone Accomplishes More) (new word- team)

PICTURE #40

Lesson 7- Story- (The Swinger Slinger Train) Purpose: To encourage children to think for themselves when they are being pressured to follow the group. To learn how to handle peer pressure. And role play and demonstrate how to get out a problematic peer pressure situation. (new words- anger- one letter away from danger)

PICTURE #35

Lesson 8- Story- (Thaddeus Platypus) Purpose: To encourage children to be willing to try. To face new situations courageously. (new word- try)

PICTURE #20

Lesson 9- Story- (The New House) Purpose: To help children recognize that changes often turn out positively. (new words- optimist, pessimist)

PICTURE #30

Lesson 10- Story- (The Watermelon Contest) Purpose: To help children recognize the importance of patience in achieving a goal. (new word- outstanding, consequences)

PICTURE #2

RECOGNIZING AND MAKING CHOICES

Lesson 11- Story- (The Swimming Kangaroo) Purpose: To accept your capabilities and be yourself (new word – realistic)

PICTURE #31

Lesson 12- Story- (Prince Lazy Bones) Purpose: To help children distinguish between times when help is needed and times when it's unwanted. To know when and how to ask for or offer help. (new work- grateful)

Lesson 13- Story- (The Big Race) Purpose: To encourage children to look for alternatives when a particular goal is unrealistic. (new word- astounding)

What do you want to be when you grow up? 2nd grade career survey and chart.

PICTURE #10

Lesson 14- Story- (The List) Purpose: To help children recognize that choices are sometimes based on practical considerations and sometimes on emotional considerations. To set priorities (new words- concerned, worried)

PICTURE #14

Lesson 15- Story- (Good Guy and Old Lazy) Purpose: To learn to do our best, not just enough to get by (new word- dependable)

PICTURE #8

Lesson 16- Story- (The Invitation) Purpose: To increase children's awareness of how feelings can affect choices. To see how feelings influence choices (new word-splendid)

PICTURE #16

Lesson 17- Story- (Kooky's Collection) Purpose: To help children recognize that fears of rejection are often exaggerated. (new word- discouraged)

PICTURE #23

SEEING EFFECTS OF DECISION

Lesson 18- Story- (The Traffic Light Song) Purpose: To increase children's awareness that things they learn in school are important outside of school.

Connecting school "subjects" to the real world! (new word-petrified)

Career A-B-C list – contest (Homework assignment)

PICTURE #11

Lesson 19- Story- (The Loafers) Purpose: To help children recognize that to get a job done, one must keep working. To help children recognize the consequences of procrastination. (new word-procrastination)

PICTURE #12

Lesson 20- Story- (The Box from Rainbow Lake) Purpose: To increase children's awareness of the consequences of taking something that doesn't belong to them. Review 3 headed monster dishonesty and teach alternatives to stealing (new word-barter) From just a little peek
PICTURE #34

Lesson 21- Story- (Bleop's Basket) Purpose: To help children recognize that they must do their share of the work if they expect to share in the rewards. (new word-exasperated)
PICTURE #41

Lesson 22- Story- (It's a Free Country) Purpose: To show there is a reason for rules and laws. To show with freedom comes responsibility (new words- free, understand)
PICTURE #37

RESOLVING CONFLICTS

Lesson 23- Story- (First in Line) Purpose: To help children recognize that each person is equally important. (new word- equal)
PICTURE #38

Lesson 24- Story- (A Spoonful of Sugar) Purpose: It can be wise to compromise. (new words- compromise, diplomacy, tact)
PICTURE #1

Visit 3- End of Year Visit- Review all skills taught: Read- Oh, All the Places You'll Go; discuss transition to 3rd grade. Hand out GOOD CHOICE AWARDS

During spring, we also conduct the Great 2nd Grade Class Spelling competition. It is physically active game that stresses not only spelling, but also teamwork and cooperation in which all students get the opportunity to participate.

Glossary

ability	a skill or talent
alternative	one of two or more things from which to choose
career	a profession for which one trains
career awareness	the knowledge one has of careers
Career Cluster	one of four groups of related careers; Arts & Humanities, Business & Communication Technology, Engineering & Industrial Technology, Health & Human Services
Career Pathway	one of two educational routes one follows within a Career Cluster in order to prepare for a specific job; Traditional Academic, Technical Academic
consequence	something produced by a cause or decision
decision	a determination arrived at after consideration
goal	an aim or purpose
hobby	something that one pursues outside of one's occupation
interest	something about which one is curious
job	ongoing work undertaken for a certain wage
job shadow	a job observation done by following a person working in the job
lifestyle	one's way of life as indicated by one's job, hobbies, behavior, possessions, etc.
need	a lack of something important or necessary for survival
obstacle	something that stands in the way of achieving a goal occupation a job
profession	an occupation requiring advanced study
risk	a chance of loss or injury

quality	a characteristic or distinguishing attribute
salary	fixed compensation paid regularly for services
self-concept	the mental image one has of oneself
self-esteem	a confidence and satisfaction in oneself
skill	a learned ability
talent	a natural ability
Technical Academic	a Career Pathway that requires specialized training at a vocational-technical high school and a two-year technical or trade school
timeline	a table listing important events and their dates
trade	an occupation requiring a specific skill
Traditional Academic	a Career Pathway that requires four or more years of education at a college or university trait a quality or characteristic value something that is important to someone want something that one would like but is unnecessary for survival

Career and Job Information Resources on the Internet (free)

Sources of Job Information

100 Hot Jobs
America's Job Bank
Career City
Career Magazine
Career Mosaic
Career Net
Career Path
Career-nSite
Edgar Stern @ NYU
ERISS (San Diego based)
E-Span
JobBank USA
JOBTRAK `
Monster Board
My Future
Online Career Center
Summer Jobs
Yahoo Classifieds

Internet Address

<http://www.100hot.com/jobs>
<http://www.ajb.dni.us>
<http://www.careercity.com>
<http://www.careermag.com>
<http://www.careermosaic.com>
<http://www.careers.org>
<http://www.careerpath.com>
<http://www.career-nsite.com>
<http://www.edgar.stern.nyu.edu>
<http://www.eriss.com>
<http://www.espan.com>
<http://www.jobbankusa.com>
<http://www.jobtrak.com>
<http://www.monster.com>
<http://www.myfuture.com>
<http://www.occ.com>
<http://www.summerjobs.com>
<http://www.classifieds.yahoo.com>

Description

The Web's Most popular jobs and career sites
Links also to America's Talent Bank and Career Info Net
Professional/Technical job listings
Career magazine with internet site connections
Up-to-date career information
Online career resource center
Search a listing of jobs from newspapers and web sites
Connections to 10 "jobs available" databases
Research businesses
Detailed information on surveyed occupations
Locate the right job
Provides employment and resume information
Partnership with 750 college career centers
Provides job search tools
High school career assistance
Comprehensive career center
World-wide listing of summer jobs
Search classifieds locally or nationally

Job Clearinghouses

Career Paradise
Career Resources Homepage
The Catapult
Creative Job Search
Job Hunt
JobSmart
The Riley Guide
What Color is Your Parachute?

<http://www.emory.edu/CAREER/index.html>
<http://www.rpi.edu/dept/cdc/homepage.html>
<http://www.jobweb.org/catapult/catapult.html>
<http://mn.jobsearch.org>
<http://www.job-hunt.org>
<http://www.jobsmart.org>
<http://www.dbm.com/jobguide>
<http://www.washingtonpost.com/parachute>

Imaginative and colorful Web site
Meta-index of internet career resources
Springboard to career and job-related sites
Emphasizes job application skills
Meta-list of online job search resources
Job search tips and leads
Comprehensive clearinghouse
Richard Bolles' best-seller

State Government Resources

Assoc. of Independent Colleges & Univ.
NC Community College System
NC Department of Commerce
NC Department of Public Instruction

<http://www.nccihe.org/>
<http://www.ncccs.cc.nc.us>
<http://www.commerce.state.nc.us>
<http://www.dpi.state.nc.us>

Provides access to private colleges and info
Provides access to college and system information
Workforce and economic development
Public school information

NC Division Employment & Training <http://www.jtpa.state.nc.us>
NC Employment Security <http://www.esc.state.nc.us>
NC Job Link (One-Stop Centers) <http://www.joblink.state.nc.us>
NC Office of Personnel <http://osp.state.nc.us/OSP>
NC SOICC <http://soicc.state.nc.us/soicc/>
North Carolina School-to-Career <http://www.jobready.state.nc.us>
University of North Carolina <http://www.ga.unc.edu>

JTPA programs and links to local sites
Provides job listings and applications
Access to job link sites
North Carolina government jobs
Career and planning information

Provides access to each university

Federal Resources & Initiatives

America's Career Info Net <http://www.acinet.org>
America's Learning Exchange <http://www.alx.org>
Bureau of Labor Statistics <http://www.stats.bls.gov>
NOICC <http://www.noicc.gov>
National Skills Standards Board <http://www.nssb.org>
National Center for Education Statistics <http://www.ed.gov/pubs/stats/html>
NCRVE <http://www.vocserve.berkeley.edu>
Office of Vocational and Adult Education <http://www.ed.gov/offices-OVAE>
School-to-Work Gateway/office <http://www.stw.ed.gov>
Training Technology Resource Center <http://www.ttrc.doleta.gov>
US Department of Education <http://www.ed.gov>
US Department of Labor <http://www.dol.gov>

Occupational and labor market information
"yellow pages" of short term training
Info & access to OOH
NOICC/CDTI network and resources
Work/report on/by industry standards

National Center for Research on Vocational Education
Reports and policies
Primary source of STW information
Public employment and training system
Education Reports

Internet Resources for Counselors

About Work <http://www.aboutwork.com>
American Counseling Assoc <http://www.counseling.org>
American Vocational Assoc <http://www.avaonline.org>
American Psychological Assoc <http://www.apa.org>
Amer. Soc. Of Association Exec <http://www.asaenet.org>
Center for Occupational R&D <http://www.cord.org>
Chronicle of Higher Education <http://www.chronicle.com>
College View <http://www.collegeview.com>
Counselor's Information Central <http://www.dades.tec.il.us/counselor.html>
Educational Resource InfoCenter <http://www.aspensys.com/eric>
ERIC Counseling <http://www.uncg.edu/-ericcas2>
Financial Aid <http://www.ed.gov/inputs/stm/finaid.html>
FAFSA <http://www.fafsa.ed.gov>

Student center for career exploration
Up-to-date counseling information
Professional organization information
Professional organization information
Professional organization information
Features curriculum development
News and information for higher education
College information
Targeted at high school guidance
Educational literature resources
Counseling digests and publications
Financial aid assistance
Free Application for Federal Student Aid

ICESA
Military Careers
National Assoc. of School Psych
National Career Dev Assoc
NC Counseling Association
Peterson's Education Center

<http://www.icesa.org>
<http://www.militarycareers.com>
<http://www.uncg.edu/~ericcas2/nasp>
<http://www.ncda.org>
<http://www.greensboro.com/ncca>
<http://www.petersons.com>

Interstate Conference of ESC
Military careers
NASP information
Professional organization information
State Association News
College and career information

Subscription Service

NC Career Explorer
Center on Education and Work
University of Wisconsin

<http://www.tour.bridges.com>
<http://www.cew.wisc.edu>

Career development library and services
School to Career Catalog 2001

Job Descriptions

Occupations
Professions
Lehigh Valley Destinations

<http://www.whatdotheydo.com>
<http://aol.com/workplace/profession>
<http://www.markalbright.com/lvlinks.htm>

Kids educational site
Careers and work
List of Lehigh Valley Businesses

ADDITIONAL RESOURCES – Publishers

ACT Career Planning Services	319-337-1566
Educational Services Division	404-231-1952
Post Office Box 168	
Iowa City, IA 52243	
American Guidance Services	800-328-2560
4201 Woodland Road	612-786-5603
Circle Pines, MN 55014	FAX 612-786-4343
American Vocational Association	800-286-9972 ext. 317
Department 93C	
1410 King Street	
Alexandria, VA 22314	
Cambridge Job Search	800-468-4227
Post Office Box 2153, Department J01	
Charleston, WV 25328-2153	
Career Communications, Inc.	800-669-7795
6701 West 64 th Street	
Overland Park, Kansas 66202	
Careers, Inc.	800-726-0441
Post Office Box 135	813-584-7333
Largo, FL 34649	
Center on Education and Work	800-442-4612
University of Wisconsin, Madison	FAX 608-262-3063
964 Educational Sciences Building	
1025 West Johnson Street	
Madison, WI 53706	
C-F-K-R Career Materials	800-525-5626

11860 Kemper Road, Unit 7 <i>FAX</i> Auburn, CA 95603	916-889-0433
Chronicle Guidance Publications 66 Aurora Street Moravia, NY 13118	800-622-7284 315-497-0492
COIN Education Products 3361 Executive Parkway, Suite 302 Toledo, OH 43606	800-274-8515 <i>FAX</i> 415-536-7056
Consulting Psychologists Press, Inc. Post Office Box 10096 Palo Alto, CA 94306	800-624-1765
Creative Educational Video Post Office Box 66265 Lubbock, TX 79424-5265	800-992-9965 <i>FAX</i> 800-243-6398
Drake/Beam/Morin, Inc. 100 Park Avenue New York, NY 10017	212-692-7329
Enter Here L.L.C. 1620 Central Street Evanston, IL 60201	800-577-2271 <i>FAX</i> 847-866-7207
EDITS 619-488-1666 Post Office Box 7234 San Diego, CA 92167	619-222-1666

Fearon/Janus Education	800-877-4283
500 Harbor Boulevard Belmont, CA 94002	415-592-7810
Glencoe/MacMillian/McGraw-Hill Regional Office – Southeast USA 6510 Jimmy Carter Boulevard Norcross, GA 30071	800-983-3992 404-446-7493
Impact Publications Careers Department 9204-N Manassas Drive Manassas Park, VA 22111	703-361-7300 <i>FAX</i> 703-335-9486
Job Jargon 1027 Broadway Avenue Bowling Green, KY 42104	800-736-0288
JIST – The Job Search People 720 North Park Avenue Indianapolis. IN 46202-3431	800-648-5478
Lakeshore Learning Materials 2695 East Dominguez Street Carson, CA 90749	800-421-5354 <i>FAX</i> 310-537-5403
MacMillian New Media 124 Mount Auburn Street Cambridge, MA 02138	800-328-8830 617-661-2955 <i>FAX</i> 607-868-7738

National Association of Trade and Technical Schools 2251 Wisconsin Avenue, NW Washington, DC 20006	202-333-1021
NC State Occupational Information Coordinating Committee (NC SOICC) Post Office Box 25903 Raleigh, NC 27611	919-733-6700 FAX 919-733-8662
Oklahoma Dept. of Vocational & Technical Education 1500 West Seventh Street Stillwater, OK 74074	405-743-5404 FAX 405-743-5142
Opportunities for Learning, Inc. 941 Hickory Lane, Dept. XG467 Mansfield, OH 44091-8103	800-243-7116 419-589-1700
Orchard House, Inc. 46 Love Lane Concord, MA 01742	800-423-1303 FAX 508-368-9472
Peterson's Guides Post Office Box 2123 Princeton, NJ 08543-2123	800-EDU-DATA 609-924-5338
Piney Mountain Press, Inc. Post Office Box 86 Cleveland, GA 30528	800-255-3127 FAX 706-864-6712
Psychological Assessment Resources, Inc. Post Office Box 998 Odessa, FL 33556	800-331-TEST

Rick Trow Productions, Inc. Post Office Box 291 New Hope, PA 18938	800-247-9404 215-862-0900
Smylie Educational Enterprises Post Office Box 37333 Charlotte, NC 28237	704-366-0019
Southwestern Publishing Company 5101 Madison Road Cincinnati, OH 45227	800-543-7972
Sunburst Communications, Inc. Post Office Box 40 Pleasantville, NY 10570	800-431-1934
Superintendent of Documents US Government Bookstore First Union Plaza, Suite 120 999 Peachtree Street, NE Atlanta, GA 30309-3964 Note: Free Catalogue. Payment required with orders.	404-347-1900 FAX 404-347-1897
TESI – The Educational Specialists, Inc. Post Office Box 1222 Bonita Springs, FL 33959	800-633-6625
VGM Career Horizons 4255 West Touhy Avenue Lincolnwood, IL 60646-1975	800-323-4900 708-679-5500 FAX 708-679-2494
Walch J. Weston Publisher 321 Valley Street Portland, Maine 04104-0658	800-341-6094 FAX 207-772-3105

CAREER & WORK EDUCATION STANDARDS

Grades 9-12

INTRODUCTION

This curriculum is designed to integrate Career and Work Standards into grades 9-12. In High School, students apply career readiness skills. They experience the world of work and come to value the standards and behaviors that support success in the workplace. Students begin to understand the demands of a changing workplace, and apply various skills involved in locating and using career related resources. Some of the goals outlined in the 9-12 benchmarks include:

- understanding the value of ethical standards and behavior in education and the workplace
- Understand how work and leisure interests can help to achieve personal success and satisfaction
- apply decision making skills to career planning educational resources, including the internet
- demonstrate skills involved in locating, using , and interpreting a variety of educational resources, including the internet
- understand how the changing workplace requires lifelong learning, flexibility, and the acquisition of new employment skills

The high school uses a career pathways model to help guide students for their future career planning and course selection. Students have the opportunity to participate in job shadowing and internships. Through the use of Career Cruising, all graduating seniors will have completed an electronic career portfolio which outlines their post-secondary career and/or education plans.

13.1.11 Career Awareness and Preparation

Big Ideas

13. Interests, aptitudes, and abilities are unique for each individual and play a key role in career choice.
14. Change impacts career options and choices.
15. Career choice and preparation are lifelong processes based on many influences and using many strategies.
16. There is a definitive relationship between education and career planning and choice.

Competencies

23. Interview an adult and determine what factors influenced their career choices and how they influenced them. (13.1.11.E)
24. Identify personal interests, aptitudes and abilities that influence career choice. (13.1.11.A,B)
25. Select some career options that are based on your personal interests, abilities, aptitudes, achievements and goals. (13.1.11.A,B)
26. Locate, evaluate, and interpret career information. (13.1.11.A,B,C)
27. List a variety of traditional and non-traditional occupations. (13.1.11.C)
28. Given an example of someone's role change in the workplace, describe how it could open up new opportunities for career choices. (13.1.11.C)
29. Choose some school-based opportunities for career awareness/preparation information about some of your career choices and compare them. (13.1.11.D)
30. Write a brief essay or speech that justifies your selection of a career. (13.1.11.E)
31. Use research and information resources to obtain career preparation information about some of your career choices and compare them. (13.1.11.D)
32. Compare your current high school career plan with your current personal goals and make changes where feasible. (13.1.11.H)
33. Select colleges and college course work that supports your personal career interests. (13.1.11.F)
34. Maintain a career planning portfolio. (13.1.11.D,G)
35. Assess and modify your educational plan to support career goals. (13.1.11.G,H)

Resources For Implementation: See Framework

13.2.11 Career Acquisition

Big Ideas

13. Effective speaking, listening and writing are essential in the career acquisition process.
14. Identification and application of sound research practices and networking strategies are essential in the career acquisition process.
15. Comprehensive planning leads to effective career decisions.
16. Understanding and demonstrating workplace skills and knowledge is paramount in the career acquisition process.

Competencies

34. Employ effective speaking and attending behaviors in a job interview. (13.2.11.A)
35. Offer appropriate, relevant responses in a job interview by listening attentively to the questions asked. (13.2.11.A)
36. Complete and assemble final career acquisition documents such as letter of application and resume. (13.2.11.C)
37. Prepare post-secondary applications and draft requests for letters of recommendation. (13.2.11.C)
38. Use the internet to locate and research career fields of interest. (13.2.11.B)
39. Analyze, synthesize, organize and present information to assist in the job acquisition process. (13.2.11.D)
40. Build networking relationships with teachers, employers and community representatives for future career acquisition possibilities. (13.2.11.B)
41. Analyze past experiences, revise goals and crystallize post-secondary career plans. (13.2.11.D)
42. Analyze, revise and apply the individual components of the career portfolio to a chosen career path or destination. (13.2.11.D)
43. Create a series of short and long term goals for a project and organize your actions. (13.2.11.D)
44. Acquire and demonstrate employability skills such as working on a team, problem solving and personal initiative. (13.2.11.E)
45. Recognize and cite how health, safety and labor laws impact career acquisition and the workplace. (13.2.11.E)
46. Using a variety of technical applications, develop a cover letter and resume for use in an actual job search. (13.2.11.E)

Resources For Implementation: See Framework

13.3.11 Career Retention and Advancement

Big Ideas

10. Career retention and advancement is dependent upon student's interpersonal skills, work habits, attitudes and effective time management skills.
11. Personal budgeting is significantly impacted by career choice.
12. Change as a factor and the role of lifelong learning, must be understood from a personal perspective and then as a workplace participant.

Competencies

20. Recognize your personal attitudes and work habits that support career retention and advancement such as attendance, punctuality, appearance, communication, initiative, and flexibility and recognize those areas that need to be further developed. (13.3.11.A)
21. Demonstrate active listening techniques including clarifying, encouraging, reflecting, restating and summarizing within a team problem-solving scenario. (13.3.11.B)
22. Apply constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving when diffusing a workplace conflict scenario. (13.3.11.C)
23. 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. (13.3.11.D)
24. Given a hypothetical weekly schedule that includes a list of conflicts, make necessary modifications to resolve the conflicts. (13.3.11.E)
25. Given a hypothetical career, identify three changes that have occurred in the last decade. List two necessary strategies for career retention and advancement relating to each change. (13.3.11.F)
26. Given a career journey anecdote, identify three positive and three negative lifelong learning decisions that may have impacted career retention and advancement. (13.3.11.G)

Resources For Implementation: See Framework

13.4.11 Entrepreneurship

Big Ideas

10. Each student will achieve and maintain a personally and professionally rewarding career journey in a diverse and changing world.
11. Entrepreneurs tend to exemplify unique combinations of personal characteristics that tend to distinguish them from other people.
12. Careful planning is fundamental to success.

Competencies

35. Recognize opportunity. (13.4.11.A,B)
36. Analyze and conceptualize. (13.3.11.A,B)
37. Create, innovate and self criticize. (13.3.11.B)
38. Evaluate a situation and assess risk. (13.3.11.C)
39. Share authority, when appropriate. (13.3.11.C)
40. Value diversity. (13.3.11.B)
41. Determine personal biases and stereotypes. (13.3.11.B)
42. Determine interests. (13.3.11.A,B)
43. Evaluate personal capabilities. (13.3.11.C)
44. Conduct self-assessment to determine entrepreneurial potential. (13.3.11.B)
45. Make decisions. (13.3.11.C)
46. Develop tolerance for ambiguity. (13.3.11.C)
47. Use feedback for personal growth. (13.3.11.B)
48. Set personal goals. (13.3.11.A)
49. Explain the concept of risk management. (13.3.11.C)

Resources For Implementation: See Framework

Grades 9-12 Career & Work Education Framework

13.1.11 Career Awareness and Preparation

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Career days ○ Career portfolio ○ Community service 	Family & Consumer Science	11.2.12.A,B	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Career research paper • Complete activities in Career Cruising for ECP – see <i>Resources</i> section of framework • ASVAB/PSAT/SAT/ACT • Wachovia Career Fair • WHAS Career & Technical Day • Junior College Panel • Junior Parent Night • Job fair • Scheduling presentations • Test prep • Career Linking Academies • Graduation Project Class • Making It Count Presentation • Senior homeroom bulletin • College admissions visitations • Family career counseling • Guest speakers • 9th grade Lake Wallenpaupack Trip • Engineering Day • Science Olympiad • Science Career Project • Personal Budget – ICT Literacy class • Career Brochure – ICT Literacy class • Career PowerPoint Presentation – ICT Literacy class • Cooperative Education class
	Health Safety & Physical Education	10.1.12.A	
	Reading, Writing, Speaking & Listening	1.2.11.A 1.8.11.A,B,C	
	Civics & Government	5.2.12.E	
	Math	2.7.11.C,D	
	Health Safety & Physical Education	10.1.12.A	
	History	8.2.12.A	
	Reading, Writing, Speaking & Listening	1.2.11.A 1.8.11.A,B,C	
	History	8.2.3.A,B 8.3.12.A,C	
	Family & Consumer Science	11.1.6.E	
Reading, Writing,	1.8.11.A,B,C		

H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	Reading, Writing, Speaking & Listening	1.4.11.D,E 1.6.11.E	
	Reading, Writing, Speaking & Listening	1.8.11.B	

i. Career Acquisition

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Apply effective speaking and listening skills used in a job interview.</p> <p>B. Apply research skills in searching for a job.</p> <ul style="list-style-type: none"> ○ Career Links ○ Internet (i.e. O*NET) ○ Networking ○ Newspapers ○ Professional associations ○ Resource books <p>C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Job application ○ Letter of appreciation following an interview ○ Letter of introduction ○ Postsecondary education/training applications ○ Request for letter of recommendation ○ Resume <p>D. Analyze, revise, and apply an individualized career portfolio</p>	<p>Reading, Writing, Speaking & Listening</p>	<p>1.6.11.E</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> ● Complete activities in Career Cruising for ECP – see <i>Resources</i> section of framework ● Interview streaming ● Career Linking Academies ● Graduation Project Class ● College admissions visitations ● College/job application process ● Guest speakers

<p>to chosen career path.</p> <p>E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Commitment ○ Communication ○ Dependability ○ Health/safety ○ Laws and regulations ○ Personal initiative ○ Self-advocacy ○ Scheduling/time management ○ Team building ○ Technical literacy ○ Technology 	<p>Family & Consumer Science</p>	<p>11.2.12.A,B,C,E,H</p>	
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13.3.11 Career Retention and Advancement

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>B. Evaluate team member roles to describe and illustrate active listening techniques:</p> <ul style="list-style-type: none"> ○ Clarifying ○ Encouraging ○ Reflecting ○ Restating ○ Summarizing <p>C. Evaluate conflict resolution skills as they relate to the workplace:</p> <ul style="list-style-type: none"> ○ Constructive criticism ○ Group dynamics ○ Managing/leadership ○ Mediation ○ Negotiation ○ Problem solving <p>D. Develop a personal budget based on career choice, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Charitable contributions ○ Fixed/variable expenses ○ Gross pay ○ Net pay ○ Other income 	<p>Family & Consumer Science</p> <p>Family & Consumer Science</p>	<p>11.2.12.H</p> <p>11.1.12.B</p>	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> ● Career Linking Academies ● Graduation Project Class ● Soft skills integration in all classes ● Test prep ● JA Finance Park ● Making It Count Presentation ● Senior homeroom bulletin ● Senior workplace seminar ● Job fair ● WAHS Career & Technical Day ● Environmental Club ● Astronomy Club ● Diversity of Life class ● Business Law class ● Consumer Math class

<ul style="list-style-type: none">○ Savings○ Taxes <p>E. Evaluate time management strategies and their application to both personal and work situations.</p> <p>F. Evaluate strategies for career retention and advancement in response to the changing global workplace.</p> <p>G. Evaluate the impact of lifelong learning on career retention and advancement.</p>	Family & Consumer Science	11.2.12.B	
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13.4.11 Entrepreneurship

Performance Content Descriptor	Academic Area	Academic Standard	Resources
<p>A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities.</p> <p>B. Analyze entrepreneurship as it relates to personal character traits.</p> <p>C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to:</p> <ul style="list-style-type: none"> ○ Community based organizations (That is chambers of commerce, trade/technical associations, Industrial Resource Centers) ○ Financial institutions ○ School-based career centers ○ Small Business Administration services (that is SCORE, Small 	Economics	6.5.12.C	<p style="text-align: center;">Activities/Strategies</p> <ul style="list-style-type: none"> • Career Linking Academies • Graduation Project Class • Independent Study – gifted students

<p>Business Development Centers, Entrepreneurial Development Centers)</p> <ul style="list-style-type: none">○ Venture capital			
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9-12

RESOURCES

Wallenpaupack Area School District
CAREER CRUISING/ECP INITIATIVE
CONTINUOUS IMPROVEMENT CHECKLIST
Activities Listed in Sequential Order

REQUIRED GRADE LEVEL ACTIVITY

Grade 7 Personal Profile
<input type="checkbox"/> Complete Personal Profile information
<input type="checkbox"/> Matchmaker (first 39 questions saved to ECP)
<input type="checkbox"/> Investigate your top ten careers and save the results to your ECP
<input type="checkbox"/> Complete a minimum of one entry in each category in the Activities and Abilities File
<input type="checkbox"/> Add work or volunteer experience if applicable
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year
<input type="checkbox"/> Under the Career preparation Tab record one Career Planning activity that you completed in grade 7
Comments:
Grade 8 Personal Profile
<input type="checkbox"/> Update Personal Profile information
<input type="checkbox"/> Complete the next round of questions under the Improve Results tab in Matchmaker
<input type="checkbox"/> Investigate your top 5 careers and save results to your ECP
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File
<input type="checkbox"/> Add work or volunteer experience if applicable
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year
<input type="checkbox"/> Under the Career Preparation Tab record one Career Planning activity that you completed in grade 8
<input type="checkbox"/> Under the Career Preparation Tab investigate Career Pathways and save your top two pathways.
<input type="checkbox"/> Under the Post-Secondary Plan tab save your top two Career Clusters
Comments:
Grade 9 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Class)
<input type="checkbox"/> Complete the next round of questions under the Improve Results tab in Matchmaker (English Class)
<input type="checkbox"/> Investigate your top 3 careers and save results under the under Post-Secondary Plans in the Career Preparation Tab (English Class)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Class)
<input type="checkbox"/> Add work or volunteer experience if applicable (English Class)

<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and one long term S.M.A.R.T goal for your 4 year high school career (English Class)
<input type="checkbox"/> Under the Career Preparation Tab record one Career Planning activity that you completed in grade 9 (English Class)
<input type="checkbox"/> Complete and upload the Grade 9 Career research paper into your EDP (English Class)
<input type="checkbox"/> Take the Practice PSAT in the FALL and record your results under the Career Preparation Tab (Guidance)
<input type="checkbox"/> Attend the Winter College and Career Planning night with your parents and record under the Career Preparation Tab (Guidance)
Grade 10 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Class)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Class)
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and refine your long term HS goal (English Class)
<input type="checkbox"/> Under the Career Preparation Tab, record a minimum of one Career Planning activity that you completed in grade 10. (English Class)
<input type="checkbox"/> Under the Career Preparation Tab add your job shadowing experience (Career Liaison)
<input type="checkbox"/> Sign up for the Fall PSAT and record dates and practice sessions under the Career Preparation Tab (Guidance)
<input type="checkbox"/> Add work or volunteer experience if applicable (English Class)
<input type="checkbox"/> Under Schools that Interest Me find a minimum of five schools that provide training or education for your top three careers and save them to your EDP (English Class)
Comments:
Grade 11 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Class)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Class)
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and refine your long term HS goal (English Class)
<input type="checkbox"/> Under the Career Preparation Tab record a minimum of one Career Planning activity that you completed in grade 11 in addition to job shadowing or internship experiences (English Class)
<input type="checkbox"/> Sign up for the Fall PSAT and record dates and practice sessions under the Career Preparation Tab (Guidance)
<input type="checkbox"/> Review PSAT results with your guidance counselor and sign up for practice SAT program. Record your guidance meeting under the Career Preparation Tab. (Guidance)
<input type="checkbox"/> Sign up for Fall ASVAB (Guidance)
<input type="checkbox"/> Sign up for the Spring SAT if required for your saved schools. Record dates under the Career Preparation Tab (Guidance)
<input type="checkbox"/> Sign up for the Spring College Fair at Wachovia Arena (Guidance)
<input type="checkbox"/> Sign up for the WAHS College Fair in May (Guidance)
<input type="checkbox"/> Attend Financial Aid program with your parents and record under the Career Preparation Tab (Guidance)
<input type="checkbox"/> Over the summer narrow your school choices, schedule visits and interviews, investigate entrance requirements and deadlines and save in EDP (Guidance)
<input type="checkbox"/> If required, complete college essays, have them reviewed by a teacher or parent, and upload them into your EPD.

- Schedule an appointment with your Guidance counselor to make sure requirements are in place for graduation (Guidance)

Comments:

Schedule your senior project presentation

Grade 12 Personal Profile

- Finalize your school choices, schedule visits and interviews, investigate entrance requirements and deadlines and save in EDP (guidance)
- If required, complete college essays, have them reviewed by a teacher or parent, and upload them into your EPD.
- Complete all sections of the Resume Builder. (English Class)
- If needed obtain letters of reference and upload them to your EDP (English Class)
- If recommended by your guidance counselor sign up for the FALL SAT Prep program and retake the SAT in October (Guidance)
- Complete College or Certification applications as recommended by your selected schools
- If you have not completed your senior project - schedule an appointment with Mr. Garm
- Complete the FAFSA application after January first

Career Cruising Graduation Requirement

Beginning with the class of 2013, all students will be required to complete an Electronic Career Portfolio (ECP) as part of their Senior Project. Listed below are the activities for each grade.

Grade 9 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Department)
<input type="checkbox"/> Complete the next round of questions under the Improve Results tab in Matchmaker (English Department)
<input type="checkbox"/> Investigate your top 3 careers and save results under the under Post-Secondary Plans in the Career Preparation Tab (English Department)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Department)
<input type="checkbox"/> Add work or volunteer experience if applicable (English Department)
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and one long term S.M.A.R.T goal for your 4 year high school career (English Department)
<input type="checkbox"/> Under the Career Preparation Tab, record a minimum of one Career Planning activity that you completed in grade 9. (English Department)
<input type="checkbox"/> Complete and upload the Grade 9 Career research paper into your ECP (English Department)
Grade 10 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Department)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Department)
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and refine your long term HS goal (English Department)
<input type="checkbox"/> Under the Career Preparation Tab, record a minimum of one Career Planning activity that you completed in grade 10. (English Department)
<input type="checkbox"/> Add work or volunteer experience if applicable (English Department)
<input type="checkbox"/> Under Schools that Interest Me find a minimum of five schools that provide training or education for your top three careers and save them to your ECP (English Department)
Grade 11 Personal Profile
<input type="checkbox"/> Update Personal Profile information (English Department)
<input type="checkbox"/> Add a minimum of one entry in each category in the Activities and Abilities File (English Department)
<input type="checkbox"/> Under the Career and Life Goals tab enter one short term S.M.A.R.T. goal for current school year and refine your long term HS goal (English Department)
<input type="checkbox"/> Under the Career Preparation Tab record a minimum of one Career Planning activity that you completed in grade 11 in addition to job shadowing or internship experiences (English Department)
<input type="checkbox"/> If applicable, under schools that interest me list the school where you will be submitting applications (English Department)
<input type="checkbox"/> If required, complete college essays, have them reviewed by a teacher or parent, and upload them into your ECD. (English Department)
Grade 12 Personal Profile
<input type="checkbox"/> Complete all sections of the Resume Builder. (English Department)
<input type="checkbox"/> Under the Career Preparation tab record your post-secondary and financial plans (English Department)
<input type="checkbox"/> If needed obtain letters of reference and upload them to your ECP (English Department)
<input type="checkbox"/> Successfully complete your Senior Project (English Department)

Glossary

CareerLink Centers:	A first-in-the-nation “one-stop” system to link Pennsylvania workers with good jobs and to help Pennsylvania employers get the people they need. CareerLink is “one-stop” decision-making for employment and training services.
Child Labor Laws:	Legislation governing the employment of children under the age of 18.
Competition:	The rivalry among people or business firms for resources and customers.
Decision-making:	Method to specify goals and constraints, generate alternatives, coordinate their high school studies with a job in a field related to their academic or occupational objectives.
Demand:	The different quantities of a resource, goods or services that will be purchased at various possible prices during a specific time period.
Employment trends:	The direction or movement of job availability or employment needs.
Entrepreneurs:	Individuals who begin and manage the factors of a business, including risks.
Hazardous Occupations:	Occupations defined in Child Labor Laws where the employment of minors (under age 18 or 16) is prohibited unless they meet exceptions through a training program.
Internship:	Situation where a student works for an employer for a specified period of time to learn about a particular industry or occupation.
Intervention plan:	A strategy for an intentional entry into an ongoing system for the purpose of initiating or introducing change.
Investing:	Using time or capital (money) to increase assets or productivity.
Manipulate:	To control objects with body parts and implements, causing an object to move from one place to another.
Mediating:	Acting as an agent between parties in order to reconcile them.
MSDS:	Material Safety Data Sheets. These sheets contain required information regarding the health and safety of workers in the use of hazardous materials in the workplace.

Negotiating:	Arranging for or bringing about agreement through conference, discussion and compromise.
Networking:	The exchange of information or services among individuals, groups or institutions.
Non-traditional Occupations:	Fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprises less than 25 percent of the individuals employed in each such occupation or field of work.
Opportunity costs:	The highest valued alternative given up when a decision is made.
OSHA:	Occupational Safety and Health Administration. OSHA is a national agency with representatives in each state to monitor safety and health issues in the workplace.
Portfolio:	A collection of work that documents a student's education performance over time.
Profit:	The remainder after all costs of production has been deducted from the revenue derived from the sale of goods and services.
Registered Apprenticeship:	A joint initiative designed to link employers in need of an educated workforce with local education agencies, post-secondary institutions, technical schools, and other training facilities to provide quality work-based education.
Responsibility:	The exertion of a high level of effort and perseverance toward goal attainment: excellence at performing tasks, outstanding attendance standards and punctuality, enthusiasm, vitality and optimism in approaching and completing tasks.
Resume:	A summary of one's personal history and employment experience.
Right to know:	OSHA mandated safety training for any business or organization that has hazardous chemicals present in the workplace. Employees who are exposed to any kind of hazardous chemicals or work with or near hazardous chemicals must be trained within 30 days of their hire date and, in many states, annually thereafter.
School-based Enterprise:	The production of goods or services as part of a school program.

Shadowing:	Following or observing someone to learn from that person.
Summarizing:	Relating information by concise rewording.
Supply:	The different quantities of a resource, good or service that will be offered for sale at various possible prices during a specific time period.
Tech Prep:	The name given to programs that offer at least four years of sequential course work at the secondary and postsecondary levels to prepare students for technical careers.
Time Management:	The process of directing or controlling activities with regard to use of time.
Unemployment rate:	The percentage of workers without jobs seeking employment.
Work habits:	Customary manner or practice at your job.
Work permit:	A document, required under Child Labor Laws, filed when persons under the age of 18 are employed. School authorities issue these permits.

CAREER EDUCATION RESOURCES

HIGH SCHOOL

COLLEGE GUIDES

ARCO Field Guide to Colleges, Macmillan Publishing USA.

BARRON'S Profiles of American Colleges.

COLLEGE BOARD Guide to 150 Popular Majors.

COLLEGE BOARD Index of Majors and Graduate Degrees.

COLLEGE BOARD Internet Guide for College-Bound Students.

PETERSON'S Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorders.

PETERSON'S 2-Year Colleges.

PETERSON'S Vocational and Technical Schools, East Edition.

THE PRINCETON REVIEW Complete Book of Colleges.

FINANCIAL AID

PETERSON'S Scholarships, Grants and Prizes.

PETERSON'S Sports Scholarships and College Athletic Programs.

PHEAA (PA Higher Education Assistance Agency) High School Counselors Financial Aid Resource Manual.

The Scholarship Book, Daniel J. Cassidy, Prentice Hall.

CAREER PLANNING

ACT Plan Test (sophomore)

- * Includes academic testing in English, Mathematics, Science and Reading.
- * Includes Career Planning Component with the ACT Interest Inventory based on John Holland's Theory of Careers.

ASVAB (Armed Services Vocational Aptitude Battery)

- * Includes aptitude testing and provides an academic ability score.
- * Includes Exploring Careers—The ASVAB Workbook—with an interest inventory based on John Holland's Self-Directed Search, and also a work values inventory.
- * Includes the Occu-Find Career Chart—chart which matches interests, abilities and personal preferences (work values) to find appropriate career options.

Career Tests, Louis Janda, Ph.D., Adams Media Corporation.

COIN Educational Products, 3361 Executive Parkway, Suite 302, Toledo, Ohio 43606

- * Computer Research System—computer search system for occupations, colleges, financial aid, and PA trade and technical schools. Also includes an assessment file for selected interest inventories.
- * COIN Career Targets Workbook—includes interest inventory.

How to Choose a College Major, Linda Landis Andrews, VGM Career Horizons.

How to Choose the Right Career, Louise Welsh Schrank, VGM Career Horizons.

The O*Net Dictionary of Occupational Titles, 1998, Just Work Inc., Indianapolis, IN.

Electronic Enhance O*NET Dictionary of Occupational Titles, 1998, Just Works, Inc., Indianapolis, IN.

Guidance Information Systems

Improving Career Counseling Services: A Guide to Planning & Implementing Effective Development Programs for School-to-work Transition (E, M, H, A).

The Unofficial Guide to Hot Careers for the Year 2000.

Great Careers in Two Years: The Associate Degree Option.

Choices for the High School Graduate.

Occupational Outlook Handbook 2000-2001 Edition.

The Enhanced Occupational Outlook Handbook, Third Edition.

Life Skills Activities for Secondary Students with Special Needs.

Social Skills Activities for Secondary Students with Special Needs.

Tech Prep Careers of the Future Video Series

Business and Management

Family, Social and Human Services

Environmental, Physical and Health Sciences

Communication

Production and Technology

HELPFUL INTERNET SITES

COLLEGE AND CAREER PLANNING

COLLEGE SEARCH

www.collegeboard.com – SAT test registration, college search, application information

www.act.org – ACT test registration

www.pheaamentor.org – college information – PA schools, career schools – PA, financial aid information

www.allaboutcollege.com – provides links to colleges' official WEB sites

www.gocollege.com – college majors and careers, college searches, applications and financing

www.bestschoolsuse.com – college admissions interviews, writing college application essays, letters of recommendation information, college search, financial aid

www.collegenet.com – college search, scholarship search, financial aid, 3D campus VRML Tour

www.embark.com – research schools, prepare for tests, apply online, financing your education

www.usnews.com – provides rankings of colleges by region and majors

www.review.com/college – the Princeton Review's latest survey of the best 331 colleges

www.petersons.com – one-stop shopping for college and career information

www.careerpathway.org – overview of Lehigh County Career Pathways Model/Resources

CAREER INFORMATION SEARCH

www.sba.gov – Small Business Administration

www.score.org – Service Corp of Retired Executives

www.ye.entreword.org - A magazine for teen entrepreneurs

www.colzoo.org - I want to work in the zoo – interest survey

www.teched101.com – Job interviewing site

www.state.pa.us – Keyword “labor market information”

www.nccte.org – National Center for Career & Technical Education

www.deca.org – EntrepreNews and Views

www.biztech.nfte.com - BizTech online curriculum

www.entre-ed.org – The Consortium for Entrepreneurship Education

www.nyie.org – The Institute for Entrepreneurship

www.theeplace.org – Institute for Entrepreneurship

www.kidsway.com – YoungBiz/EDGE

www.realenterprises.com – REAL Enterprises

www.lehigh.edu/jpd - Technical Entrepreneurship

www.juniorachievementtcp.org – Junior Achievement

www.businessdisc.com – The Business Disc program including computerized simulation

www.entreworld.org – Y & E Magazine for Tech Entrepreneurs

www.youngbiz.com - Y & E Magazine for Tech Entrepreneurs

www.emkf.org - Y & E Magazine for Tech Entrepreneurs

www.ffvf.org – Freedoms Foundation at Valley Forge Private Enterprise Education

www.lehighvalleyatwork.com – Job bank