

Through rrese

Wallenpaupack Area School District Planned Course Curriculum Guide

Department

Freshman Seminar

Course Description: Freshman Seminar is a required 0.5 credit course for all 9th grade students in which students will complete a series of workshops and activities that help them learn more about themselves and help them start planning for their future education and careers.

Initial Creation Date (if applicable) and Revision Dates:

Wallenpaupack Area School District Curriculum	
COURSE: Freshman Seminar	GRADE/S:9
UNIT 1: Self-Awareness and Career Exploration	TIMEFRAME: Two weeks-84-minute blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement.</p> <p>13.1.11.A: Relate careers to individual interests, abilities, and aptitudes.</p> <p>13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.</p> <p>13.1.11.C: Evaluate opportunities for career exploration.</p> <p>13.1.11.D: Analyze the relationship between career choices and career preparation opportunities, such as educational requirements, skills training, and experiential learning.</p> <p>13.1.11.D: Analyze the relationship between career choices and career preparation opportunities, such as educational requirements, skills training, and experiential learning.</p>
<p>UNIT OBJECTIVES (SWBATS): Through assessments, research and guest speakers from various professions, students will explore a wide range of career options.</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Personality inventories Career inventories Career pathway mapping</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Career Safe Smart Futures (Inventories and Portfolio Documentation) ONet</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Independent Study Advanced reading materials Scaffolded reading assignments</p>

RESOURCES (Technology Based Resources, Text Resources, etc.):

Career Safe
Smart Futures
ONet
EbscoHost Database (Current Articles)

KEY VOCABULARY:

Metacognition, self-awareness, career analysis, work-life balance, workplace flexibility stages of career path, certificate programs, associate's degree, bachelor's degree, master's degree, doctoral, career advisor, guidance counselor

Career acquisition: getting a job

Career portfolio: An ongoing, individualized collection of materials (electronic or hard copy) that documents a student's educational performance, career exploration and employment experiences over time. While there is no standard format that a career portfolio must take, it typically includes a range of work, containing assignments by the teacher/counselor and selections by the student. It serves as a guide for the student to transition to postsecondary education or the workplace, or both.

Essential workplace skills: abilities, aptitudes, or proficiencies that are beneficial in a work environment

UNIT 2: Public Speaking and Skills Development

TIMEFRAME: 2 weeks – 84-minute blocks

PA COMMON CORE/NATIONAL STANDARDS:

13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

13.1.11.D: Analyze the relationship between career choices and career preparation opportunities, such as educational requirements, skills training, and experiential learning.

13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace.

13.1.11.C: Evaluate opportunities for career exploration.

13.2.11.B: Apply research skills in searching for a job.

13.2.11.C: Develop and assemble, for career portfolio placement, career acquisition documents, such as working papers, job application, letter of appreciation following an interview, letter of introduction, and resume.

13.1.11.E: Justify the selection of a career.

13.2.11.A: Apply effective speaking and listening skills used in a job interview.

13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques.

13.1.11.F: Analyze the relationship between career choices and career preparation opportunities, such as educational requirements, skills training, and experiential learning.

13.3.11.D: Develop a personal budget based on career choice, such as anticipated income, taxes, and lifestyle expenses.

13.2.11.D: Analyze, revise, and apply an individualized career portfolio to include components, such as career exploration results, career plans, interests, and abilities.

13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques.

CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on career-based and societal topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

UNIT OBJECTIVES (SWBATS):

Students will locate and describe current Child Labor Laws and Working Papers according to teacher criteria with 100% accuracy, develop team-building and decision-making strategies in a simulated

business environment, create a resume, a cover letter and a follow-up thank you letter according to current industry standards as covered by the instructor with 100% accuracy, demonstrate appropriate interview behaviors in a simulated job interview according to teacher criteria (based on corporate standards for the job interview). Through interactive presentations, debates, and impromptu speaking exercises, students will build confidence and proficiency in public speaking.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Techniques for effective delivery, student engagement, and managing emotions will be practiced and refined throughout the course. The students explore areas that support their personal interests and are given practical opportunities to practice their application and interview skills. Students are involved in simulations that involve in part observation and critique, sometimes with “real world” employers. Students are asked to reflect upon and respond to the critiques that they receive for their applications, interviews and letters. Students prepare applications and letters and are involved in interviews. They participate in reviews and critiques regarding all processes, and they are introduced to job application strategies and required to develop and prepare for meeting those requirements. Simulation gives students “real life” opportunities to practice and refine their skills.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Individual presentations/interviews
Group presentations
Small and large group discussion

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES (Technology Based Resources, Text Resources, etc.):

Career Safe
SmartFutures
School Counselor, High School Guidance Department/webpage resources
Website: Internet articles – Getting and Keeping a Job, www.careerbuilder.com, Click on “Advice & Resources” (far right of the horizontal menu bar). Scroll to the bottom center of the Advice & Resources page for a wealth of short articles on getting and keeping a job.
Help Wanted Ads, School Library
Resume/cover letter samples, Any search engine or www.careerbuilder.com “Advice & Resources” page
Website: Thank You letter samples, Any search engine or www.careerbuilder.com
Website: www.pacareerzone.com

KEY VOCABULARY: Job interview: a formal consultation usually to evaluate qualifications

Letter of application/cover letter: a letter sent with another document or package providing necessary or additional information
Networking: the act of exchanging information, materials or services
Resume: a summary of one's personal qualifications, education/training and employment experience

UNIT 3: Digital Literacy and Certificates	TIMEFRAME: 2 weeks – 84-minute blocks
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PA COMMON CORE/NATIONAL STANDARDS:

UNIT OBJECTIVES (SWBATS):

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES (Technology Based Resources, Text Resources, etc.):

KEY VOCABULARY:

UNIT 4: Community Service and Awareness	TIMEFRAME:
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13.1.9.A: Relate careers to individual interests, abilities, and aptitudes.

13.1.9.B: Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals.

13.1.9.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.

CC.1.4.9-10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.1.4.9-10.W: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

UNIT OBJECTIVES (SWBATS):

In this project-based learning unit, students will research and identify a problem in their local community that they are passionate about solving. They will work in teams to develop a plan of action, implement it, and reflect on their success. The goal of this unit is to empower students to take ownership of their learning and become active agents of change in their community. Students will engage in simulated community service projects to develop empathy, social responsibility and understanding of local issues.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

Introduction of Community Service, Guest Speakers from the Community, Research identifying community needs, project planning, Implementation role-model organizations, Field Trips
Large/small group discussions

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Project Plan and Presentation

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

RESOURCES

KEY VOCABULARY: (Technology Based Resources, Text Resources, etc.): Community Service, Volunteer, Non-Profit Organization, Altruism, Empathy, Collaboration, Impact, Advocacy, Sustainability, Civil Engagement.