

Wallenpaupack Area School District Planned Course Curriculum Guide

Junior Seminar

Course Description: This course is designed to provide students an opportunity to work alongside faculty and career counselors to develop individual opportunities to study areas of potential post-secondary education and career interests outside of the school context. Units of study may include career building and exploration, collaboration and community building and developing soft skills. Students will produce and present a culminating project that outlines a plan describing post-secondary education and career interests and goals, how to meet those goals, as well as a plan for developing and following through on external experiences related to those specific individual career goals.

Initial Creation Date (if applicable) and Revision Dates:

March 18th, 2024

Wallenpaupack Area School District Curriculum	
COURSE: Junior Seminar	GRADE/S: 11
UNIT 1: Why Are You, YOU?	TIMEFRAME: 6-7 classes
<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard Area- 13:1: Career Awareness and Preparation <ul style="list-style-type: none"> ○ Grade Level: 13.1.11: Grade 11 <p>Additional standards could be accessed here: https://www.pdesas.org/Standard/View</p>	
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Evaluate who they are, what they are interested in and determine a vision of a possible career path 	
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Timeline Activity <ul style="list-style-type: none"> ○ Create a timeline showing 10 events that helped make you who you are today ○ Evaluate events as positive or negative ○ Positive events are placed above the timeline / Negative events are placed below the timeline • CD Playlist / Album Cover <ul style="list-style-type: none"> ○ Choose 10 songs that represent your life to this point ○ Create an album cover or picture collage to represent who you are • Future Timeline / Who do you want to become <ul style="list-style-type: none"> ○ 5 traits / characteristics / qualities you would like to have as an individual. ○ 5 positive events you would like to occur before you leave HS. ○ 5 positive events you would like to occur after you leave HS. ○ Written proposal of how they are going to succeed in making these events happen. 	
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Proficient completion of class projects 	
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Encourage students to conduct research beyond the given instructions. • Encourage students to make connections in their life to evaluate cause and effect. <p><i>Struggling</i></p> <ul style="list-style-type: none"> • Provide more feedback and smaller benchmarks with class assignments. 	
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Smart Futures Career Safe College Board Ted x Talks Motivational Videos (Youtube) Movies based on real life experiences</p> <ul style="list-style-type: none"> - Pursuit of Happiness, Unbroken, The Rookie, October Sky 	

Wallenpaupack Area School District Curriculum	
COURSE: Junior Seminar	GRADE/S: 11
UNIT 2: Leadership Development	TIMEFRAME: 6-7 classes

PA COMMON CORE/NATIONAL STANDARDS:

- Standard Area- 13:1: Career Awareness and Preparation
 - Grade Level: 13.1.11: Grade 11

UNIT OBJECTIVES (SWBATS):

- Identify leadership traits and styles

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Leadership styles evaluation worksheet
 - Students will evaluate and analyze different types of leadership strategies to identify what they believe a good leader is.
- Negative leadership examples
 - Students will evaluate negative leadership examples to see the contrast between good leaders and bad leaders.
- Positive leadership examples
 - Students will complete a positive leadership traits worksheet to identify the traits that good leaders possess.
- Leadership Trait Project
 - Students will take what they have learned with identifying leadership styles and will create a project that encompasses leadership styles.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Proficient completion of class projects

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Advanced

- Encourage students to conduct research beyond the given instructions.
- Encourage students to make connections in their life to evaluate cause and effect.

Struggling

- Provide more feedback and smaller benchmarks with class assignments.

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

Smart Futures
 Career Safe
 College Board
 Ted x Talks
 Motivational Videos (Youtube)
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- Pursuit of Happyness, Unbroken, The Rookie, October Sky

Wallenpaupack Area School District Curriculum	
COURSE: Junior Seminar	GRADE/S: 11
UNIT 3: Career Exploration	TIMEFRAME: 6-7 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard Area- 13:1: Career Awareness and Preparation <ul style="list-style-type: none"> ○ Grade Level: 13.1.11: Grade 11
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Understand how to research and evaluate career fields. • Understand the process behind pursuing a desired career. • Identify career fields of interest.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • How to choose a career path research assignment <ul style="list-style-type: none"> ○ teaches students how to go about choosing a career path. <ul style="list-style-type: none"> ▪ Identifying what to look for and how to look for it. • Career research workshop <ul style="list-style-type: none"> ○ Students will conduct a career survey on smart futures which will give them multiple career options and clusters. The students will then be tasked with filling out a career research sheet which will force them to analyze and reflect on <u>3</u> possible careers. • Hard Skills Vs. Soft Skills <ul style="list-style-type: none"> ○ Students will be tasked with identifying the skills they will need in the workforce, and more specifically for their potential career field. They will evaluate and analyze the difference between measurable skills (hard skills) and immeasurable skills (soft skills). <ul style="list-style-type: none"> ▪ Hard Skills V. Soft Skills PowerPoint ▪ Hard Skills V. Soft Skills article and questions ▪ Soft Skills cartoon analysis
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Proficient completion of class projects
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Encourage students to conduct research beyond the given instructions. • Encourage students to make connections in their life to evaluate cause and effect. <p><i>Struggling</i></p> <ul style="list-style-type: none"> • Provide more feedback and smaller benchmarks with class assignments.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Smart Futures Career Safe College Board Ted x Talks Motivational Videos (Youtube) Movies based on real life experiences</p> <ul style="list-style-type: none"> - Pursuit of Happiness, Unbroken, The Rookie, October Sky

Wallenpaupack Area School District Curriculum	
COURSE: Junior Seminar	GRADE/S: 11
UNIT 4: Professionalism	TIMEFRAME: 6-7 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard Area- 13:1: Career Awareness and Preparation <ul style="list-style-type: none"> ○ Grade Level: 13.1.11: Grade 11
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Evaluating career specific professionalism • Build a resume
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Resume Workshop <ul style="list-style-type: none"> ○ Career counselors will assist students in updating resumes. • Career Safe Online Class: Interview Skills <ul style="list-style-type: none"> ○ Students will complete class and earn a certificate. • Professionalism <ul style="list-style-type: none"> ○ Students will learn about professional dress, appearance and behavior for their designated workplace through class activities. • Interviewing workshops <ul style="list-style-type: none"> ○ Students will fill out real world interview questionnaire, participate in mini mock interviews during class, and be offered the opportunity to participate in mock interviews with community business members.
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Proficient completion of class projects
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <p><i>Advanced</i></p> <ul style="list-style-type: none"> • Encourage students to conduct research beyond the given instructions. • Encourage students to make connections in their life to evaluate cause and effect. <p><i>Struggling</i></p> <ul style="list-style-type: none"> • Provide more feedback and smaller benchmarks with class assignments.
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Smart Futures Career Safe College Board Ted x Talks Motivational Videos (Youtube) Movies based on real life experiences</p> <ul style="list-style-type: none"> - Pursuit of Happiness, Unbroken, The Rookie, October Sky

Wallenpaupack Area School District Curriculum	
COURSE: Junior Seminar	GRADE/S: 11
UNIT 5: Culminating Project	TIMEFRAME: 4-5 Classes

PA COMMON CORE/NATIONAL STANDARDS:

- Standard Area- 13:1: Career Awareness and Preparation
 - Grade Level: 13.1.11: Grade 11

UNIT OBJECTIVES (SWBATS):

- Students will take the knowledge and skills that they built throughout the course and combine them in the culminating project.
- For this project, students will create a presentation on a career they have chosen to pursue. They will follow directions to describe the career, and how they will plan to pursue that career. With this project they should address every step necessary in pursuing their desired career.
- Students will present their culminating projects to the class. Counselors, Administrators, and other guests are encouraged to attend.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- **Culminating Project**
 - Students will take the knowledge and skills that they built throughout the course and combine them in the culminating project.
 - For this project students will be tasked with creating a presentation on a career that they have chosen to pursue. They will follow directions to describe the career, and how they will plan to pursue that career. With this project they should address every step necessary in pursuing their desired career.
- **Presentation**
 - Students will present their culminating projects to the class. Counselors, Administrators, and other guests are encouraged to attend.

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Proficient Completion of class projects.

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

Advanced

- Encourage students to conduct research beyond the given instructions.
- Encourage students to make connections in their life to evaluate cause and effect.

Struggling

- Provide more feedback and smaller benchmarks with class assignments.

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

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