

Wallenpaupack Area School District Planned Course Curriculum Guide

BCIT

Sophomore Seminar

Course Description:

Description: This course is designed to engage students in an extensive problem-solving experience. Whether it be service-oriented, entrepreneurial, or scientific, the problem to solve is chosen by the student. This course includes technological applications, career development, and an internet safety and security discussion. The work produced by students will be uploaded to the student's career portfolio, which will serve as a repository that the student may use with future employers/post-secondary education providers to showcase their high school accomplishments and career preparation activities.

Initial Creation Date (if applicable) and Revision Dates:

10/16/2023

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 1: Proposal/Business Plan | TIMEFRAME: Two Weeks |

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| <p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard - 15.5.12.D Create a business plan using appropriate data to support the business concept. • Standard - 15.5.12.E Evaluate legal forms of business entities when considering entrepreneurship (e.g., existing business, franchise, new business, corporation, LLC, partnership, sole proprietorship). • Standard - 13.4.11.B Analyze entrepreneurship as it relates to personal character traits. • Standard - 13.4.11.C Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: <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 Business Development Centers, Entrepreneurial Development Centers) ○ Venture capital |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Generate ideas for business based on personal interests. • Brainstorm and identify appropriate business concepts. • Identify and apply appropriate business legal structure to their business. • Compare information related to their business. • Compose a business plan for their business. |
| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussion • Brainstorming activities • Think-Pair-Share (small groups) • Plan creation • Targeted Feedback |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Product: Business Plan |
| <p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> |
| <p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • Small Business Administration https://www.sba.gov/business-guide/plan-your-business/write-your-business-plan |
| <p>KEY VOCABULARY:</p> |

- Business plan
- Sole Proprietorship
- Partnership
- Corporation
- Regulations
- Products (Goods/Services)
- Products life cycle

Wallenpaupack Area School District Curriculum

COURSE: Sophomore Seminar

GRADE/S: 10th

UNIT 2: Calendar

TIMEFRAME: One Week

PA COMMON CORE/NATIONAL STANDARDS:

- **Standard – 13.3.11.A**

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

- **Standard – 13.3.11.E**

Evaluate time management strategies and their application to both personal and work situations.

- **Standard – 15.3.12.N**

Demonstrate appropriate work ethic in the workplace, community, and classroom.

UNIT OBJECTIVES (SWBATS):

- Identify personal project goals.
- Demonstrate project completion goals.
- Analyze and develop personal project goals.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Discussion
- Modeling
- Student Goal Setting
- Targeted Feedback

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Product: Calendar

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

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

- Microsoft Excel
<https://www.youtube.com/watch?v=.CUnI4NY6c8>

KEY VOCABULARY:

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 3: Logo | TIMEFRAME: One Week |

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| <p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard - 13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals • Standard - 15.3.12.M Critique etiquette skills for building and maintaining a professional image. • Standard - 15.3.12.D Evaluate business materials (including web based resources) for value related to purpose, quality, and appropriateness. |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Recognize the relationship between their business and logo. • Explain why they chose their logo design. • Appraise the effectiveness of their logo design. |
| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discovery • Modeling • Hands-on learning • Peer Collaboration |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Product: Logo • Reflection Question(s) |
| <p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> |
| <p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • Adobe: Creative Express • Canva • Online Logo creators |
| <p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Logo • Professional image |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 4: Business Card and Letterhead | TIMEFRAME: One Week |

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| <p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard - 13.1.11.B Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. • Standard - 13.4.11.A Analyze entrepreneurship as it relates to personal career goals and corporate opportunities. • Standard - 15.3.12.D Evaluate business materials (including web based resources) for value related to purpose, quality, and appropriateness. • Standard - 15.3.12.M Critique etiquette skills for building and maintaining a professional image. |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify content in business card and letterhead. • Locate appropriate location to start business. • Create a business card and letterhead. |
| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Hands-on learning • Discovery • Targeted feedback |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Product: business card • Product letterhead |
| <p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> |
| <p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • Adobe: Creative Express • Canva • Microsoft Word • Peer Collaboration |
| <p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Business card • Letterhead • Business address • Header/footer |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 5: Poster/Flyer/Post Card or Newspaper Ad | TIMEFRAME: One Week |

PA COMMON CORE/NATIONAL STANDARDS:

- **Standard - 13.1.8.A**
Relate careers to individual interests, abilities, and aptitudes.
- **Standard - 15.3.12.U**
Critique the effectiveness of various electronic communication options related to desired outcomes.
- **Standard - 15.3.12.Q**
Analyze communication channels and their effectiveness within the corporate culture.
- **Standard - 15.3.12.M**
Critique etiquette skills for building and maintaining a professional image.

UNIT OBJECTIVES (SWBATS):

- Recognize various methods of effective business communication.
- Identify appropriate media communication for various businesses.
- Choose media type for their business.
- Create media communication.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct Instruction
- Identifying similarities and differences
- Inquiry-based learning
- Targeted feedback

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Product: Poster/Flier/Postcard/Social media Ad or Newspaper Ad
- Reflection question(s)

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- Students may create a social media advertisement.

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

- Adobe: Creative Express
- Canva
- Microsoft Word
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KEY VOCABULARY:

- Poster
- Flier
- Newspaper Ad
- Media communication (digital/physical)

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 6: Website | TIMEFRAME: One-Two Weeks |

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| <p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard - 13.1.8.A Relate careers to individual interests, abilities, and aptitudes. • Standard - 15.3.12.U Critique the effectiveness of various electronic communication options related to desired outcomes. • Standard - 15.3.12.M Critique etiquette skills for building and maintaining a professional image. • Standard - 15.9.12.I Design a comprehensive promotion plan for a product or service. |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Recognize various parts of a website. • Select appropriate information to communicate via their website. • Design/create a website for business. |
| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discovery • Direct instruction • Hands-on learning • Peer Collaboration • Targeted Feedback |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Product: Website |
| <p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Digital product creation |
| <p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • Website builders: Godaddy, Wix, and/or Squarespace • Canva |
| <p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Homepage • Contact page • Shop/Product page • About Us page |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 7: Press Release or Job Description | TIMEFRAME: One Week |

PA COMMON CORE/NATIONAL STANDARDS:

- **Standard - 13.1.8.D**

Explain the relationship of career training programs to employment opportunities.

- **Standard - 13.1.8.E**

Analyze the economic factors that impact employment opportunities, such as, but not limited to:
Competition

- Geographic location
- Global influences
- Job growth
- Job openings
- Labor supply
- Potential advancement
- Potential earnings
- Salaries/benefits
- Unemployment

- **Standard - 15.2.12.D**

Analyze job tasks and responsibilities when working in a virtual versus a traditional work environment.

- **Standard - 15.2.12.M**

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

- **Standard - 15.3.12.U**

Critique the effectiveness of various electronic communication options related to desired outcomes.

UNIT OBJECTIVES (SWBATS):

- Define job description.
- Identify key requirements of a job description.
- Select key requirements for their job descriptions.
- Create job description.
- Define press release.
- Identify purpose of press release.
- Select appropriate information to communicate via their press release.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Discovery
- Direct instruction
- Hands-on learning
- Peer Collaboration
- Targeted Feedback
- Student goal setting

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Product: Job Description(s)
- Product: Press release

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- multiple job descriptions

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

- Microsoft Word
- Canva
- Job Search Website: Indeed, Monster, LinkedIn

KEY VOCABULARY:

- Job description
- Press release
- Roles/responsibilities
- Qualifications
- Skills

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S:10th |
| UNIT 8: Mailing List and Merge | TIMEFRAME: One-Two Weeks |

PA COMMON CORE/NATIONAL STANDARDS:

- **Standard - 13.1.8.A**

Relate careers to individual interests, abilities, and aptitudes.

- **Standard - 13.2.8.C**

Prepare a draft of career acquisition documents, such as, but not limited to:

- Job application
- Letter of appreciation following an interview
- Letter of introduction
- Request for letter of recommendation
- Resume

- **Standard - 15.3.12.U**

Critique the effectiveness of various electronic communication options related to desired outcomes.

- **Standard - 15.3.12.I**

Synthesize information gathered from multiple sources (e.g., digital, print, face to face).

- **Standard - 15.3.12.M**

Critique etiquette skills for building and maintaining a professional image.

UNIT OBJECTIVES (SWBATS):

- Identify businesses to collaborate with.
- Practice writing a business letter.
- Create contact list, identifying business contract address.

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| <p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discovery • Direct instruction • Hands-on learning • Peer Collaboration • Targeted Feedback |
| <p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Product: merged business letter w/contact list |
| <p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> |
| <p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • Microsoft Word • Microsoft Excel • Business Letter Format <p>https://owl.purdue.edu/owl/subject_specific_writing/professional_technical_writing/basic_business_letters/sample_letters.html</p> |
| <p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Business letter • Contact list • Business contact information |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 9: Audio Commercial/Podcast | TIMEFRAME: One Week |

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| <p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • Standard - 13.1.8.A Relate careers to individual interests, abilities, and aptitudes. • Standard - 15.3.12.U Critique the effectiveness of various electronic communication options related to desired outcomes. • Standard - 15.3.12.M Critique etiquette skills for building and maintaining a professional image. • Standard - 15.9.12.I Design a comprehensive promotion plan for a product or service. |
| <p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Defining audio ad/podcast • Relate real audio advertisement/podcasts to the needs of their business. • Identify key message of audio ad/podcast. |

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| <ul style="list-style-type: none"> • Create script and recording of their audio ad/podcast |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Discovery • Identifying similarities and differences • Hands-on learning • Peer Collaboration • Targeted Feedback |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Product: script and audio advertisement or podcast |
| DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): <ul style="list-style-type: none"> • Video competent to pair with audio ad |
| RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> • Real radio ad or podcast analysis • Garage Band • Canva |
| KEY VOCABULARY: <ul style="list-style-type: none"> • Script • Audio advertisement • Podcast |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 10: Budget | TIMEFRAME: One-Two Weeks |

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| PA COMMON CORE/NATIONAL STANDARDS: <ul style="list-style-type: none"> • Standard - 13.3.8.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 • Standard - 15.6.12.N Compare and contrast various suppliers of insurance products and develop criteria to evaluate individual insurance needs. • Standard - 13.4.8.A Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: <ul style="list-style-type: none"> • Benefits |
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| <ul style="list-style-type: none"> • Job security • Operating costs • Wages |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • List items needed for their business. • Recognize start-up versus monthly business costs. • Calculate expense costs for their business. |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Discovery • Hands-on learning • Cooperative learning • Targeted Feedback |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • Product: Excel Budget |
| DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): |
| RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> • Microsoft Excel |
| KEY VOCABULARY: <ul style="list-style-type: none"> • Budget • Expenses • Taxes • Fixed/variable costs |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 11: Reflection Journal | TIMEFRAME: Throughout Project Length |

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| PA COMMON CORE/NATIONAL STANDARDS: <ul style="list-style-type: none"> • Standard - 13.3.8.A Determine attitudes and work habits that support career retention and advancement. • Standard - 13.3.8.E Identify and apply time management strategies as they relate to both personal and work situations. • Standard - 13.4.8.A Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: <ul style="list-style-type: none"> ○ Benefits ○ Job security ○ Operating costs ○ Wages |
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| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> Express daily work completed, identifying areas of struggle and success. Reflect and assess total project. |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Effective questioning Student self-assessment |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Product: Reflection Journal |
| DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): |
| RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> Microsoft Word |
| KEY VOCABULARY: |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 12: Résumé | TIMEFRAME: One Week |

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| PA COMMON CORE/NATIONAL STANDARDS: <ul style="list-style-type: none"> Standard - 13.3.8.A Determine attitudes and work habits that support career retention and advancement. Standard - 13.1.11.F Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to: <ul style="list-style-type: none"> Associate degree Baccalaureate degree Certificate/licensure Entrepreneurship Immediate part/full time employment Industry training Military training Professional degree Registered apprenticeship Tech Prep Vocational rehabilitation centers Standard - 13.1.11.G Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. |
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UNIT OBJECTIVES (SWBATS):

- Recognize personal skills, experience, education, activities, and references to add to their resume.
- Choose relevant personal skills and experience to add to resume.
- Assemble and organize professional resume.
- Apply skills learned in class to resume.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Self-reflection
- Targeted feedback
- Discovery

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Product: Resume

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**RESOURCES (Technology Based Resources, Text Resources, etc.):**

- Microsoft Word
- Resume builders

KEY VOCABULARY:

- Resume
- References
- Job experience

Wallenpaupack Area School District Curriculum**COURSE: Sophomore Seminar****GRADE/S: 10th****UNIT 13: Final Presentation****TIMEFRAME: One Week****PA COMMON CORE/NATIONAL STANDARDS:**

- **Standard - 13.2.8.D**

Develop an individualized career portfolio including components, such as, but not limited to:

- Achievements
- Awards/recognitions
- Career exploration results
- Career plans
- Community service involvement/projects
- Interests/hobbies
- Personal career goals
- Selected school work
- Self inventories

- **Standard - 15.3.12.H**

Evaluate presentations for language, proper techniques and media choices. Reference English Language Arts CC.1.5.11-12.C, CC.111-12.E

- **Standard - 15.3.12.H**

Evaluate presentations for language, proper techniques and media choices. Reference English Language Arts CC.1.5.11-12.C, CC.111-12.E

UNIT OBJECTIVES (SWBATS):

- Describe project using visual aids and project parts.
- Analyze interrelationship between project parts and communication.
- Describe purpose of project parts in relationship to their business.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Student self-reflection
- Student goal setting
- Identifying similarities and differences

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Product: Presentation w/visual aid

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

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

- Microsoft PowerPoint, Sway
- Prezi
- Canva

KEY VOCABULARY:

Wallenpaupack Area School District Curriculum

COURSE: Sophomore Seminar

GRADE/S: 10th

UNIT 14: Time Management Certificate

TIMEFRAME: One Week

PA COMMON CORE/NATIONAL STANDARDS:

- **Standard - 13.3.8.E**

Identify and apply time management strategies as they relate to both personal and work situations.

UNIT OBJECTIVES (SWBATS):

- Define time management.
- Identify time management techniques, styles, and tools.
- Analyze personal time management needs.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

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| <ul style="list-style-type: none"> Modeling Hands-on-learning |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Certificate earned. |
| DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): |
| RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> Career safe |
| KEY VOCABULARY: |

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| Wallenpaupack Area School District Curriculum | |
| COURSE: Sophomore Seminar | GRADE/S: 10th |
| UNIT 15: Time Management | TIMEFRAME: One Week |

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| PA COMMON CORE/NATIONAL STANDARDS: <ul style="list-style-type: none"> Standard - 13.3.11.A Evaluate personal attitudes and work habits that support career retention and advancement. Standard - 13.3.11.E Evaluate time management strategies and their application to both personal and work situations. |
| UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> The Importance of Time Management Components of a Successful Time Management Plan Developing a Personalized Time Management Plan |
| INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> Modeling Hands-on-learning |
| ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> Certificate earned. |
| DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): |
| RESOURCES (Technology Based Resources, Text Resources, etc.): <ul style="list-style-type: none"> Career safe |
| KEY VOCABULARY: |

