

Wilson Area School District Planned Course Guide

Title of planned course: School-to-Work

Subject Area: Business

Grade Level: 12th

Course Description: *Prerequisite: Designed for seniors going directly into the workforce upon graduation.*
This course is designed for seniors that will be graduating HS and heading directly into the workforce. It is for students that are not interested in continuing their education at the college level or through a trade school. Students will examine career choices, prepare documents necessary for getting a job, and practice interviewing skills. Different career clusters will be reviewed and examined. Once students choose a career cluster of interest, students will work independently with the help of the course instructor to study a specific career cluster ineptly and each student will work toward earning at least one Industry Based Certification in the career field of interest.

Certification Topics:

- Construction
- General Industry
- Agriculture
- Automotive
- Cosmetology
- Culinary
- Healthcare
- Law Enforcement, Corrections, Security
- Manufacturing
- Public Safety
- Public Safety: EMS
- Veterinary

Time/Credit for this Course: 0.5 Credits

Curriculum Writing Committee: Daniel Loudenslager; Kari Maskalis

Wilson Area School District Curriculum Map

August: Self-Exploration

September: Self-Exploration/Career Readiness

October: Preparing for a Job

November: OSHA Online Training

December: OSHA Online Training/Entering the Workforce

January: Financial Foundations/Self-Exploration (Sem 2)

February: Self-Exploration/Career Readiness

March: Preparing for a Job

April: OSHA Online Training

May: OSHA Online Training/Entering the Workforce

June: Financial Foundations

Wilson Area School District Planned Course Materials

Course Title: School-to-Work

Teacher Resources:

- Employability Skills Curriculum
- Job Readiness Curriculum
 - https://www.masscap.org/wp-content/uploads/2020/08/MASSCAP-CurriculumGuide-JobReadiness_Rev-2019.pdf

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: Self Exploration

Time frame: 2-3 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.1.11.A: Relate careers to individual interests, abilities, and aptitudes
- 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
- 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices
- 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations
- 13.3.11.F: Evaluate strategies for career retention and advancement in response to the changing global workplace

Essential content/objectives: At end of the unit, students will be able to:

- Identify their personal vision for a career and life.
- Identify their personal values.
- Describe the concept of being economically self-sufficient.
- Create a list of influences in their life, both controllable and uncontrollable.
- Analyze both positive and negative experiences with people performing in their occupation.
- Explain the term professionalism, as it relates to work.

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Create a list for a personal vision
- Make a list of personal values and discuss how it relates to work
- Complete a living wage worksheet
- Develop a circle of influences
- Compose a personal vision story
- Draw a family and friends job tree
- Present real life positive and negative experiences with workers in various types of jobs

Extensions:

- Create a personal vision story with images using paper or Google Slides
- Write a paragraph explaining personal vision
- Conduct a personal interview with a classmate about their personal vision
- Rank personal values on their importance to being in the workforce
- Identify via a paragraph, the one important thing within their control

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP

- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: Career Readiness

Time frame: 2-3 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.1.11.A: Relate careers to individual interests, abilities, and aptitudes
- 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals
- 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices
- 13.1.11.E: Justify the selection of a career
- 13.1.11.F: Analyze the relationship between career choices and career preparation opportunities
- 13.1.11.G: Assess the implementation of the individualized career plan through the ongoing development of the career portfolio
- 13.2.11.B: Apply research skills in searching for a job
- 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11.F: Evaluate strategies for career retention and advancement in response to the changing global workplace
- 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement

Essential content/objectives: At end of the unit, students will be able to:

- Identify individual interests, life experiences, and skills that may be related to particular careers.
- Determine desired job values.
- Summarize different potential career paths best suited to their characteristics.
- Compare different methods of gathering information about careers.
- List steps in the career ladder in a particular career field.
- Describe the educational options in a particular career.
- Write effective personal and career goals.

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- List interests, experiences, and skills
- Relate interests, experiences, and skills to types of work
- Create a list of desired job values
- Complete various online career tests and analyze the results in order to determine possible career fields
- Use various online sources for researching information about types of work
- Create a column comparison of possible post-high school educational options
- S.M.A.R.T. Goal making
- Create a plan to further career goals

Extensions:

- Create a collage of interests, experiences, and skills
- Summarize job values inventory
- Create a list of short-, intermediate, and long-term personal and career goals
- Conduct an interview with a worker who has, or is currently, climbing the career ladder in a particular field and share results with the class
- Provide a presentation to the class about the specific details on a chosen career
- Organize career information within a Google Sheets
- Identify hobbies, skills used in those hobbies, and two jobs that require those skills
- Deconstruct long term goals into multiple short term goals

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: Preparing for a Job

Time frame: 4-5 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.1.11.G: Assess the implementation of the individualized career plan through the ongoing development of the career portfolio
- 13.2.11.A: Apply effective speaking and listening skills used in a job interview
- 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, not limited to: Job application, Letter of appreciation, Letter of introduction, Postsecondary education/training applications, Request for letter of recommendation, Resume
- 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path
- 13.2.11.E: Demonstrate, in the career acquisitions process, the application of essential workplace skills/knowledge

Essential content/objectives: At end of the unit, students will be able to:

- Complete job applications
- Create a working job résumé
- Compose a job cover letter
- Create a job reference sheet
- Complete various work forms: W-4, I-9, and others
- Describe effective interview techniques
- Search for job openings

Core Activities: Students will complete/participate in the following:

- Fill out job applications for different types of work
- Create a current working job résumé
- Discuss the concept of updating job résumés
- Create a traditional 3 paragraph cover letter for a desired job
- List the rules for using job references
- Create a job reference page
- View work forms online, discuss, and/or complete the forms (work permit, W-4, I-9)
- Create a plan for preparing for job interviews
- Explain and demonstrate how to make a good impression at a job interview
- Describe DOs and DON'Ts for interviewing
- Write professional communication for the job search process
- List and describe various sources/services in job searching
- List pros and cons of the various sources/services in job searching
- Visit company websites, career websites, and employment agency websites

Extensions:

- Find and complete an online job application
- Practice mock interviews for a current job opening
- Conduct informational interviews and create an interview log

- Interview a worker in the hiring department of a local business to determine what it is they desire most in a cover letter/résumé/interviewee
- Prepare a 60-second introduction
- Participate in job shadowing

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: OSHA Online Training

Time frame: 4-5 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.1.11.D: Evaluate school-based opportunities for career awareness/preparation
- 13.1.11.E: Justify the selection of a career
- 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path
- 13.2.11.E: Demonstrate, in the career acquisitions process, the application of essential workplace skills/knowledge
- 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations
- 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement

Essential content/objectives: At end of the unit, students will be able to complete an online OSHA certification program.

Core Activities: Students will complete/participate a certification assessment via the online OSHA certification program

Extensions: Complete another program option offered by Career Safe

Remediation: Project/activity assistance

Instructional Methods:

- Student-paced/teacher monitored
- Project related to content

Materials & Resources: Internet

Assessments: Certification upon completion

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: Entering the Workforce

Time frame: 1-2 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices
- 13.2.11.E: Demonstrate, in the career acquisitions process, the application of essential workplace skills/knowledge
- 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement
- 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques
- 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace

Essential content/objectives: At end of the unit, students will be able to:

- Identify the major employer expectations.
- Demonstrate the proper work attitude.
- Differentiate between proper and improper behavior at work.
- Describe how to resolve conflicts in the workplace.
- Identify proper methods of communication in the workplace.

Core Activities: Students will complete/participate in the following:

- Describe the proper response/action, given various situations in the workplace
- Create a list of, and how to meet, major employer expectations
- List the steps of conflict resolution
- Role play to determine professional versus unprofessional behavior
- Analyze and solve critical thinking brain teasers
- Practice several problem solving models
- Identify what new workers need to know
- Identify positive work attitudes and behaviors

Extensions:

- Create an employer expectations handbook for employees
- Write an essay defining what skills need to be improved and why
- Develop an essay detailing expectations from former employers
- Conduct an attitude self-awareness assessment
- Conduct a character skills self analysis
- Practice utilizing listening skills in the workplace
- Complete a body language activity
- Identify how to improve work relationships
- Understand how to receive and effectively utilize feedback in the workplace
- Create workplace scenarios that involve conflict and present to the class

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies
- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

- Library sources from district library site
- Online sources
- Newspapers
- Nightly newscasts
- Textbook
- Student/teacher experiences
- Guest speakers
- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays

Curriculum Scope & Sequence

Planned Course: School-to-Work

Unit: Financial Foundations

Time frame: 1-2 Weeks

State Standards: Academic Standards for Career Education and Work

- 13.3.11.D: Develop a personal budget based on career choice
- 13.3.11.E: Evaluate time management strategies and their application to both personal and work situations
- 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement

Essential content/objectives: At end of the unit, students will be able to:

- Describe the basics of financial planning
- Establish a personal budget
- Describe different uses and services offered by owning a checking account
- Utilize services offered by a checking account
- Set up a checking account at a local bank

Core Activities: Students will complete/participate in the following:

- Notes/discussion of related terms and concepts
- Identify the basics of financial planning
- Create a list of various bills most people are responsible for paying
- Identify the key components to creating a personal budget
- Describe the steps involved in budgeting
- Define checking account and savings account
- List services included with having a checking account
- Research details of setting up bank accounts by visiting bank websites
- Describe and practice proper use of checks, debit cards, ATMS, EFTs, and keeping records
- Discuss various ways to deposit money and fill out a deposit slip
- Write checks and endorsements

Extensions:

- Complete an activity that showcases one's feelings and values about money
- Create their own "envelope system" for budgeting
- Identify and describe the differences between credit and debit
- Understand information contained in a paycheck and explain in writing work benefits
- Analyze and compare credit card agreements

Remediation:

- Utilization of notes and vocab for test study
- Modified extensions and tests based on IEP
- Review exercises at end of section/chapter
- Homework
- Notes
- Review of chapter terms
- Application of principles through case studies

- Project/activity assistance

Instructional Methods:

- Higher order questioning
- Internet research webbing
- Direct lecturing
- Teacher modeling and visual aids
- Referencing through current events and news
- Project related to content

Materials & Resources

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- Field trips

Assessments:

- Objective/subjective testing
- Rubric guided projects
- Homework
- Essays