

Preparing for College and Careers Bundle 1

Essential Outcome: Exploring Self: Students evaluate personal characteristics to develop and refine a personal profile

Standards & Indicators:

- PCC-1.1** Assess personal, family and community standards, values and ethics.
- PCC-1.2** Analyze personal aptitudes, traits, interests, attitudes, and skills.
- PCC-1.3** Determine personal priorities and goals for life and career.
- PCC-1.4** Determine learning style preferences and their application to lifelong learning.
- 9-10.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.WT.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.WT.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.
- 9-10.WT.8** 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 selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-10.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.
- 9-10.RT.3** Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to complete a personal assessment of values and ethics. Complete an interest inventory. Determine personal career goals. Complete a learning styles inventory. Analyze the results of all inventories and develop a personal profile. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read texts Complete inventories Analyze results Write responses
Organizing Ideas	(The Concepts taught) Each student discovers and clarifies their own unique strengths and interests		

Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify the facets of yourself that will help you create a personal profile 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Reading Writing Critical thinking Active listening Follow rules of discussion Online computer assessments
Vocabulary	(Words <u>essential</u> to this bundle.) Active listening Personal profile Aptitude Poverty Attitude Priority Ethics Rules of discussion Goals Skills Interests Talent Inventory Values Learning style Lifelong learner Lifestyle Middle class		

1st Quarter: 2 Weeks

Resources	(What Materials do you use?) <ul style="list-style-type: none"> Values assessment LearnMoreIndiana-exploring careers Learning styles exploration Possibly Kiersy inventory, Myers Briggs and COPS, CAPS, COPEs Computer Internet Text Personal profile 	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Read text Vocabulary activity Read and respond to ethics prompt Kiersey Personality Test http://www.keirsey.com/sorter/instruments2.aspx?partid=0 <ul style="list-style-type: none"> Meyers-Briggs Test http://www.humanmetrics.com/cgiwin/JTypes2.asp <ul style="list-style-type: none"> LearnMoreIndiana-Exploring careers http://www.learnmoreindiana.org/careers/exploring/Pages/Home.aspx <ul style="list-style-type: none"> Values assessment http://www.myplan.com/assessess/values/pg1.php
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			<ul style="list-style-type: none">• Assessment and composite of who I am vocabulary quiz• Writing exercises- read and respond to an ethic's prompt (example: What do you stand for?"")
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Preparing for College and Careers Bundle 2

Essential Outcome Exploring Careers: Students investigate one or more Career Clusters and Indiana's College and Career Pathways based on individual interests to define career goals.

Standards & Indicators:

- PCC-2.1** Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.
- PCC-2.2** Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways.
- PCC-2.3** Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.
- PCC-2.4** Use appropriate technology and resources to research and organize information about careers.
- FL12-1.2.1** Analyze financial information for objectivity, accuracy, relevancy to given needs and currency.
- FL12-2.1.1** Analyze ways economic, social, cultural, and political conditions can affect income and career potential.
- FL12-2.1.2** Analyze the financial risks and benefits of entrepreneurship as a career choice.
- FL12-3.1.1** Create a budget a basic budget with categories for income, taxes, planned savings, and fixed and variable expenses.
- FL12-3.1.2** Demonstrate budgeting to manage spending and achieve financial goals.
- 9-10.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 9-10.RT.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
- 9-10.RT.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to determine roles, function, education, earning potential and training requirements of various career options within one or more career clusters or pathways. Analyze career trends, options and opportunities, for employment and entrepreneurial endeavors for selected career clusters and pathways. Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change. Use appropriate technology and resources to research and organize information about careers. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read text Write responses Research requirements for various career options Explore career clusters and pathways Analyze career trends Evaluate selected careers Organize and integrate information into personal profile

Organizing Ideas	(The Concepts taught) Exploring careers		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> • Use several guides and government websites to identify requirements for various career options • Update personal profile 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Reading • Writing • Online computer research • Analytical thinking
Vocabulary	(Words <u>essential</u> to this bundle.) Budget Working conditions Career clusters Benefits Opportunities Career pathways DOT Entrepreneur GOE OOH Working conditions		

1st Quarter: 2 Weeks

Resources	(What Materials do you use?) <ul style="list-style-type: none"> • Text • Computer • Internet • DOT • GOE • OOH • Personal profiles 	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Read text • Vocabulary assignments computer research • Research using DOT, GOE,OOH • Update personal profile • Vocabulary quiz • Unit test • Create a budget
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Preparing for College and Careers Bundle 3

Essential Outcome: Students explore college and post secondary options.			
Standards & Indicators:			
PCC-3.1	Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two-and four-year college programs.		
PCC-3.3	Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.		
PCC-3.4	Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options.		
9-10.WT.8	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 selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		
9-10.WT.9	Draw evidence from informational texts to support analysis, reflection, and research.		
9-10.WT.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
9-10.RT.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a technical problem.		
FL12-2.1.1	Analyze ways economic, social, cultural, and political conditions can affect income and career potential.		
FL12-2.1.2	Analyze the financial risks and benefits of entrepreneurship as a career choice.		
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> 1. Students will be able to demonstrate understanding of post secondary educational options. 2. Demonstrate knowledge of resources available for post-secondary options. 3. Explore the cost of postsecondary education and various financial aid options. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Read • Write • Research postsecondary options • Update personal profile
Organizing Ideas	(The Concepts taught) Exploring post secondary options		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> • Identify postsecondary options • Determine costs • Explore financial aid options • Update personal plan 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Online computer research • Read • Write

Vocabulary	(Words <u>essential</u> to this bundle.) ACT Apprentice ship ASVAB Bachelors FAFSA Financial aide Master PHD Postsecondary PSAT SAG Scholarship Trade school		
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1st Quarter: 1 Week

Resources	(What Materials do you use?) <ul style="list-style-type: none"> • Text • Computer • Internet • Personal Profile 	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Navigate related websites-LearnMoreIndiana, College board .com • Update personal profile • Vocabulary quiz • Unit test
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Preparing for College and Careers Bundle 4

Essential Outcome: Students make decisions and create a plan regarding education, life and career paths.

Standards & Indicators:

PCC-4.1	Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision.
PCC-4.3	Apply a decision-making process to identify short-and long-term life and career goals.
FL12-2.1.1	Analyze ways economic, social, cultural, and political conditions can affect income and career potential.
FL12-3.4.1	Evaluate impact of external factors on spending decisions.
FL12-3.4.2	Apply knowledge of external factors to justify a consumer buying decision.
FL12-3.4.3	Compare the benefits and costs of owning a house versus renting a house.
9-10.WT.1	Write arguments focused on <i>discipline-specific content</i> .
9-10.WT.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9-10.WT.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
9-10.RT.3	Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.
9-10.RT.7	Translate technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to demonstrate thought provoking questioning skills. Communicate with clarity and precision. Apply decision making process to career goals. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read Write Create a poster of questioning techniques Research decision making and questioning techniques Compare and contrast decision making models
Organizing Ideas	(The Concepts taught) <ul style="list-style-type: none"> Decision making Questioning techniques 		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Explore questioning techniques Compare and contrast two decision making models 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read Write Compare

Vocabulary	(Words <u>essential</u> to this bundle.) Clarity Communicate Decision making Fact Long term goals Opinion Problem-solving Questioning techniques Short term goals Socratic method		(Applied knowledge the student will execute) <ul style="list-style-type: none"> • Read • Write • Compare • Contrast • Questioning appropriately • Arrive at a decision regarding career goals • Use a decision-making process to justify a consumer buying decision • Research and compare the benefits and costs of owning a house vs. renting
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1st Quarter: 2 Weeks

Resources	(What Materials do you use?) <ul style="list-style-type: none"> • Text • Computer • Internet • Personal profile • Poster board • Markers • Glue • Magazines 	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> • Read text • Create a poster illustrating a question technique • Compare and contrast two decision making models • Vocabulary quiz • Unit test • Update personal profile • Create a written justification for a consumer –buying decision
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Preparing for College and Careers Bundle 5

Essential Outcome: Create flexible plans of action.

Standards & Indicators:

- PCC-5.1** Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.
- PCC-5.3** Design a flexible career plan that incorporates lifelong learning and career advancement options.
- PCC-5.4** Evaluate high school graduation plan, postsecondary plan and career plans in light of decisions about college and career pathways and options.
- 9-10.RT.3** Follow precisely a complex multistep procedure when performing technical tasks, attending to special cases or exceptions defined in the text.
- 9-10.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-10 texts and topics*.
- 9-10.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> Students will be able to align graduation plans to career options. Identify requirements for high school graduation. Design a flexible career plan. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> Read planning materials Integrate graduation plan with existing career pathways information (10 year, 4 year) Listen to counselors
Organizing Ideas	(The Concepts taught) Making plans		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Use course guides and information to create a graduation plan aligned to career options Create a flexible career plan 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Read Create graduation plan Listen counselors Connect prior pathway decisions with graduation plans: 10 year, 4 year,
Vocabulary	(Words essential to this bundle.) Advanced placement Career advancement Core 40 Course guides Dual credit Flexible plan Honors diploma Ten-year plan		

1st Quarter: 1 Week

Resources	(What Materials do you use?) Computers Course guides Guidance counselors Internet Text	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read course guides and text• Vocabulary quiz• Discuss course guides• Listen to guidance counselors• Update personal profile• Complete two plans
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Preparing for College and Careers Bundle 6

Essential Outcome: Demonstrate personal skills needed for success in personal, family, community and career aspects of life.

Standards & Indicators:

PCC-6.1 Flexibility and Adaptability

- Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities
- Evaluate strategies for incorporating feedback and change in a variety of contexts

PCC-6.2 Initiate and Self-Direction

- Prioritize tactical (short-term) and strategic (long-term) goals
- Work independently and complete tasks without supervision
- Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level

PCC-6.3 Social and Cross-Cultural skills

- Interact effectively with others in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and value
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PCC-6.4 Productivity and Accountability

- Work positively and ethically
- Manage time and projects effectively
- Participate actively, as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively in teams
- Be accountable for results

PCC-6.5 Leadership and Responsibility

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power
- Receive and give constructive criticism
- Act responsibly with the interests of the larger community in mind

FL12-3.5.1 Demonstrate budgeting financial and other resources to make contributions to a charitable organization.

FL12-3.6.3 Analyze a plan to secure funding for a financial goal.

9-10.WT.2 Write informative/explanatory texts, including technical processes.

9-10.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

9-10. RT.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

9-10.RT.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to <i>grades 9-10 texts and topics</i> .																						
9-10.RT.8	Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a technical problem.																						
Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)																					
Learning Goals	(What the students should be learning) 1. Students will be able to identify roles played in a variety of life situations. 2. Evaluate strategies for incorporating feedback. 3. Research local job shadowing opportunities related to career plan. 4. Interact effectively with others in a respectful, professional manner. 5. Update personal profile in a reliable and punctual manner. 6. Create a community service project that demonstrates positive work ethics, time management, active, reliable and punctual participation. Professional presentations of project demonstrating cooperative and collaborative team work. 7. Implement public service project.	Processes	(The actions the students will perform) <ul style="list-style-type: none">• Read• Job search• Brainstorm a list of unacceptable internet behaviors• Job application• Create a script for an interview including employer, employee expectations																				
	Organizing Ideas			(The Concepts taught) Personal skills for success																			
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none">• Identify roles played in life situations• Practice professional behavior• Develop a service learning project	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none">• Reading• research• Demonstrate where your finance skills, or time allow for contribution to the community or charitable organizations.																				
Vocabulary	(Words <u>essential</u> to this bundle.) <table><tr><td>Accountable</td><td>Flexibility</td></tr><tr><td>Charity</td><td>Initiative</td></tr><tr><td>Collaborate</td><td>Integrity</td></tr><tr><td>Community</td><td>Leadership</td></tr><tr><td>Community service</td><td>Professional</td></tr><tr><td>Constructive criticisms</td><td>Respect</td></tr><tr><td>Cooperate</td><td>Responsibility</td></tr><tr><td>Diversity</td><td>Stewardship</td></tr><tr><td>Empathy</td><td>Success</td></tr><tr><td>Etiquette</td><td>Time management</td></tr><tr><td>Feedback</td><td>Tolerance</td></tr></table>			Accountable	Flexibility	Charity	Initiative	Collaborate	Integrity	Community	Leadership	Community service	Professional	Constructive criticisms	Respect	Cooperate	Responsibility	Diversity	Stewardship	Empathy	Success	Etiquette	Time management
Accountable	Flexibility																						
Charity	Initiative																						
Collaborate	Integrity																						
Community	Leadership																						
Community service	Professional																						
Constructive criticisms	Respect																						
Cooperate	Responsibility																						
Diversity	Stewardship																						
Empathy	Success																						
Etiquette	Time management																						
Feedback	Tolerance																						

2nd Quarter: 4 Weeks

Resources	(What Materials do you use?) <ul style="list-style-type: none">• Text• Internet• Newspapers• Career plan	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none">• Read• Vocabulary quiz• Create a letter of inquiry to a shadowing prospect, submit for peer review, integrate desired changes, submit for teacher review, integrated teacher feedback, and submit final draft• Research local job shadowing opportunities related to career plan and submit your proposal for approval• Job shadow –employer feedback, student completes a summary including examples diversity encountered in the work place• Design a community service project, (MCHS)• Implement community service project- receive and give constructive criticism.• Evaluate service project impact using a rubric
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Preparing for College and Careers Bundle 7

Essential Outcome: Skills needed to navigate in a work environment.

Standards & Indicators:

PCC-7.1	Demonstrate knowledge, skills, attitudes needed for seeking employment <ul style="list-style-type: none"> • Career opportunity research • Personal and career portfolio • Interviewing • Networking
PCC-7.3	Demonstrate understanding of employer and employee expectations.
PCC-7.4	Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship.
PCC-7.5	Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for specific school, life and career settings.
9-10.WT.8	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 selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9-10.RT.1	Cite specific textual evidence to support analysis of technical texts, attending to the precise details of explanations or descriptions.
FL12-6.1.1	Compare saving strategies, including “pay yourself first,” payroll deduction, and comparison shopping to spend less.
FL12-3.6.1	Analyze ways to modify spending practices to achieve financial goals.
FL12-3.6.2	Develop a personal financial plan that shows allocation of income, spending, saving/investing, and sharing/giving over a year-long time span.
FL12-3.6.3	Analyze a plan to secure funding for a financial goal.

Declarative Knowledge (What they will know)		Procedural Knowledge (What they will do)	
Learning Goals	(What the students should be learning) <ol style="list-style-type: none"> 1. Students will be able to demonstrate knowledge, skills, and attitudes needed for seeking employment. 2. demonstrate understanding for employer and employee expectations. 3. Demonstrate standards of legal and ethical behavior. 4. Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for life and career settings. 	Processes	(The actions the students will perform) <ul style="list-style-type: none"> • Read • Brainstorm a list of unacceptable internet behaviors • Job search • Job application • Create a script for an interview including employee and employer expectations

Organizing Ideas	(The Concepts taught) Employability skills		
Details	(Activities or actions -write, use, identify) <ul style="list-style-type: none"> Identify skills needed for employment Write expectations of employees and employers Identify appropriate dress and behavior for employment 	Skills	(Applied knowledge the student will execute) <ul style="list-style-type: none"> Reading Research Apply for a job
Vocabulary	(Words essential to this bundle.) Attendance Citizenship Cooperation Dependable Dress for success Expectations Honesty Internet safety Interview Networking Punctual Teamwork		

2nd Quarter: 4 Weeks

Resources	(What Materials do you use?) <ul style="list-style-type: none"> Internet Text Guest presenters TV-DVD Videos 	Activities	(The actual assignments, projects, and learning activities you use to teach the bundle. Also, list the assessments for the Bundle here by Title) <ul style="list-style-type: none"> Create a cover letter, resume, and job application Participate in a mock interview Guest presenters
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