COURSE DESCRIPTION

Course Title: Career Management
Course Number: 02631
Course Prerequisites: Recommendation by the IEP Team

Course Description: This course addresses the needs of students in grades 9-12 to assist in a successful transition to adulthood through the development of students' strengths, interests, and goals. The content includes effective communication skills, searching for a job, writing a resume, completing applications, interviewing for a job, meeting job expectations, employee rights and responsibilities, and more. Students will be provided direct instruction on foundational academic skills and in a research-based simulated work environment.

Suggested Grade Level: Grades 9-12
Length of Course: Two Semesters
Units of Credit: 1
PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 61 – Special Education PK-12
To find the CSPG information, go to CSPG
Certification verified by the WCSD Human Resources Department: ☒Yes   ☐No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
             ☒F – Final Average   ☒MP – Marking Period   ☒EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary   ☐ GPAML-GPA for Middle Level   ☒ NHS-National Honor Society
         ☒ UGPA-Non-Weighted Grade Point Average   ☒ GPA-Weighted Grade Point Average

State Course Code: 22998
To find the State Course Code, go to State Course Code, download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title:	The Transitions Curriculum Volume 2: Career Management
Publisher:	James Stanfield Company, Inc.
ISBN #:	9781563040825
Copyright Date:	2015
WCSD Board Approval Date:	Click or tap here to enter text.

Board Approved Textbooks, Software, and Materials:

Title:	Practical Assessment Exploration System (PAES) Lab
Publisher:	Talent Assessment Inc.
ISBN #:	Click or tap here to enter text.
Copyright Date:	2020
WCSD Board Approval Date:	12/19/2022

Curriculum Document

WCSD Board Approval:

Date Finalized:	5/23/2023
Date Approved:	6/12/2023
Implementation Year:	2023-2024 School Year

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

The Scope and Sequence of each Marking Period is divided between students receiving direct instruction from a certified teacher.

Students will receive hands-on experience in the following five industries: Computer Technology, Construction/Industrial, Processing/Production, Consumer/Service, and Business Marketing. Each skill within each industry is assessed with industry-based standards for speed and quality of work. In addition, students are asked to rate each job they complete in the lab to assist them in gaining clarity on which industry suits their career interests. Students are assessed on the soft skills required for successful employment. These skills include professionalism, work ethic, enthusiasm, oral and written communication, teamwork and collaboration, critical thinking, and problem-solving skills.

Marking Period 1

Unit 1: Career Management – 18 Lessons (10-Lesson Preparation Unit Included)
Preparation Unit

- **Lesson 1:** Purpose of the Transition Class
- **Lesson 2:** The Requirements of the Transition Class
- **Lesson 3:** Become a Responsible Class Member
- **Lesson 4:** Keeping a Personal Journal
- **Lesson 5:** Assess Progress and Begin Your Transition Portfolio
- **Lesson 6:** Build a Self-Empowering Vocabulary
- **Lesson 7:** Learning the Benefits of Volunteering
- **Lesson 8:** Practicing Safe Use of the Internet
- **Lesson 9:** Getting the Most Information from a Guest Speaker
- **Lesson 10:** Writing a Thank You Letter

Unit One: Using Effective Communication Skills

- **Lesson 1:** Respond Powerfully to Negative Comments
- **Lesson 2:** Practice Changing Self-Talk from Negative to Positive
- **Lesson 3:** Practice Using Positive Statements
- **Lesson 4:** Learn How to Handle Put-Downs
- **Review of Lessons 1-4:** Assess Progress and Build Your Transition Portfolio
- **Lesson 5:** Evaluate the Impact of Negative Comments
- **Lesson 6:** Practice Using Self-Empowering Language
- **Lesson 7:** Practice Using Effective Listening Sills
- **Lesson 8:** Check Your Listening Skills
- **Review of Lessons 5-8:** Assess Progress and Build Your Transition Portfolio
- **Lesson 9:** Identify the Meaning and Causes of Anger
- **Lesson 10:** Recognize the Physical Responses to Anger
- **Lesson 11:** Practice Controlling the Physical Reactions to Anger
- **Lesson 12:** Learn a Process for Controlling Your Anger
- **Lesson 13:** Control Your Anger on the Job
- **Lesson 14:** Respond Assertively when Blamed
- **Review of Lessons 9-14:** Assess Progress and Build Your Transition Portfolio
- **Lesson 15:** Write a Communication Growth Goal
- **Lesson 16:** Learn How to Resolve Your Conflicts
- **Lesson 17:** Understand Your Reactions to Differences in Others
- **Lesson 18:** Explore the Negative Impact of Stereotyping
- **Review of Lessons 15-18:** Assess Progress and Build Your Transition Portfolio

Marking Period 2

UNIT TWO: Getting the Job for You
- **Lesson 1:** **Learn the Reasons Why People Work**
- **Lesson 2:** **Where Are the Jobs?**
- **Lesson 3:** **Know the Phases of a Job Opening**
- **Lesson 4:** **Play an Active Part in Your Job Search**
- **Lesson 5:** **Identify Helpful People**
- **Review of Lessons 1-5: Assess Progress and Build Your Transition Portfolio**
- **Lesson 6:** **Develop a Network of People to Help with Job Leads**
- **Lesson 7:** **Practice a Job Search Networking Process**
- **Lesson 8:** **Use the Networking Tree to Contact Job Leads**
- **Lesson 9:** **Determine Exactly Where You Want to Work**
- **Lesson 10:** **Use Other Resources to Find the Right Employer**
- **Review of Lessons 6-10: Assess Progress and Build Your Transition Portfolio**
- **Lesson 11:** **Identify Your Skills**
- **Lesson 12:** **Research the Job**
- **Lesson 13:** **Interview Effectively**
- **Lesson 14:** **Make a Good First Impression**
- **Lesson 15:** **Prepare for Difficult Interview Questions**
- **Lesson 16:** **Meet an Employer's Expectations**
- **Lesson 17:** **Analyze Answers to Common Interview Questions**
- **Review of Lessons 11-17: Assess Progress and Build Your Transition Portfolio**
- **Lesson 18:** **Answer Common Interview Questions**
- **Lesson 19:** **Practice Closing the Job Interview**
- **Lesson 20:** **Practice Your Interviewing Skills**
- **Lesson 21:** **Take Part in Practice Interviews**
- **Lesson 22:** **Follow Up Your Interview with a Thank You**
- **Lesson 23:** **Learn How to Handle Rejection when Applying for a Job**
- **Review of Lessons 18-23: Assess Progress and Build Your Transition Portfolio**
- **Lesson 24:** **Prepare Resume Cards**
- **Lesson 25:** **Write Your Resume**
- **Lesson 26:** **Learn to Present Yourself Well on a Job Application**
- **Lesson 27:** **Plan Your Job Search**
- **Lesson 28:** **Write a Goal for Training and Education**
- **Review of Lessons 24-28: Assess Progress and Build Your Transition Portfolio**

Marking Period 3

UNIT THREE: Succeeding as an Employee
- **Lesson 1:** Learn Why All Jobs Are Important
- **Lesson 2:** Identify Reasons Why You Want to Work
- **Lesson 3:** Learn the Skills You Need to Succeed in a New Job
- **Lesson 4:** Practice Using Positive Self-Talk for Work Success
- **Lesson 5:** Practice Effective Listening Skills
- **Lesson 6:** Practice Positive Communication Skills
- **Review of Lessons 1-6:** Assess Progress and Build Your Transition Portfolio
- **Lesson 7:** Practice Resolving Conflicts at Work
- **Lesson 8:** Understand Workplace Rules
- **Lesson 9:** Understand Employer Expectations for New Employees
- **Lesson 10:** Know the Duties of Your New Job
- **Review of Lessons 7-10:** Assess Progress and Build Your Transition Portfolio
- **Lesson 11:** Evaluate Your Work Skills
- **Lesson 12:** Know Valuable Job Skills
- **Lesson 13:** Identify Ways to "Go the Extra Mile" at Work
- **Lesson 14:** Avoid Problem Work Behaviors
- **Lesson 15:** Understanding Basic Employee Rights and Protections
- **Lesson 16:** Leave Your Job Positively
- **Lesson 17:** Promote Your Positive Skills
- **Lesson 18:** Write Growth Goal for Keeping a Job
- **Review of Lessons 11-18:** Assess Progress and Build Your Transition Portfolio

Marking Period 4

UNIT FOUR: Participating in Your Community
- **Lesson 1:** Be a Responsible Community Member
- **Lesson 2:** Use the Newspaper as a Community Resource
- **Lesson 3:** Practice Finding Information on the Internet
- **Lesson 4:** Becoming a Member of a Community Organization
- **Lesson 5:** Plan and Participate in an Election
- **Lesson 6:** Register to Vote
- **Lesson 7:** Exercise Your Right to Vote
- **Review of Lessons 1-7:** Assess Progress and Build Your Transition Portfolio
- **Lesson 8:** Learn to Protect the Environment
- **Lesson 9:** Participate in a Volunteer Activity
- **Lesson 10:** Know Your Legal Rights and Responsibilities

- **Lesson 11:** **Understand the Tax System**
- **Review of Lessons 8-11: Assess Progress and Build Your Transition Portfolio**
- **Lesson 12: Identify and Locate Community Agencies**
- **Lesson 13: Develop Your Support System**
- **Lesson 14: Contact Community Organizations and Agencies**
- **Lesson 15: Identify Your Transportation Resources**
- **Lesson 16: Write a Growth Goal for Community Participation**
- **Review of Lessons 12-16: Assess Progress and Build Your Transition Portfolio**

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Pennsylvania Career Education and Work Standard Area 13.1: Career Awareness and Preparation		
Pennsylvania Career Education and Work Standard Area 13.2: Career Acquisition (Getting a Job)		
Pennsylvania Career Education and Work Standard Area 13.3: Career Retention and Advancement		
Pennsylvania Career Education and Work Standard Area 13.4: Entrepreneurship		
Pennsylvania Family Consumer Science Standard Area 11.2 Balancing Family, Work, and Community Responsibility		
Assess the implementation of the individualized career plan through the ongoing development of the career portfolio	13.1.11.G	**MP1, MP2, MP3, MP4**
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal Initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology	13.2.11.E	**MP1, MP2, MP3, MP4**
Evaluate personal attitudes and work habits that support career retention and advancement	13.3.11.A	**MP1, MP2, MP3, MP4**
Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing	13.3.11.B	**MP1, MP2, MP3**
Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing leadership, mediation, negotiation, and problem solving	13.3.11.C	**MP1, MP2, MP3**
Analyze, revise, and apply an individualized career portfolio to chosen career path	13.2.11.D	**MP 1, MP2, MP3, MP4**
Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to commitment, communication, dependability, health/safety, laws and regulations (that is Americans With Disabilities Act, child labor laws,	13.2.11.E	**MP1, MP2, MP3, MP4**

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Fair Labor Standards Act, OSHA, Material Safety Data Sheets), personal Initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology		
Evaluate time management strategies and their application to both personal and work situations	13.2.11.E	MP1, MP2
Evaluate strategies for career retention and advancement in response to the changing global workplace	13.3.11.F	MP1, MP2, MP3
Evaluate the impact of lifelong learning on career retention and advancement	13.3.11.G	MP1, MP2, MP3
Evaluate the effectiveness of using interpersonal communication skills to resolve conflict.	11.2.12.H	MP1, MP2
Relate careers to individual interests, abilities, and aptitudes	13.1.11.A	MP2
Analyze career options based on personal interests, abilities, aptitudes, achievements, and goals	13.1.11.B	MP2
Justify the selection of a career	13.1.11.E	MP2
Apply research skills in searching for a job. (CareerLink, Internet, Networking, Newspapers, Professional associations, Resource books – *Occupational Outlook Handbook, PA Career Guide*)	13.2.11.B	MP2
Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to job application, letter of appreciation following an interview, letter of introduction, postsecondary education/training applications, request for letter of recommendation, and resume	13.2.11.C	MP2
Analyze, revise, and apply an individualized career portfolio to chosen career path	13.2.11.D	MP2, MP3, MP4
Develop a personal budget based on career choice, such as, but not limited to: charitable contributions, fixed/variable expenses, gross pay, net pay, other income, savings, taxes	13.2.11.D	MP2, MP3
Analyze teamwork and leadership skills and their application in various family and work situations.	11.2.12.C	MP2, MP4
Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices	13.1.11.C	MP3
Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to: career days, career portfolio, community service, cooperative education, graduation/senior project, internship, job shadowing, part-time employment, registered apprenticeship, and school-based enterprise	13.1.11.D	MP3
Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to associate degree, baccalaureate degree, certificate/licensure, entrepreneurship, immediate part/full time employment, industry training, military training, professional degree, registered apprenticeship, tech prep, and vocational rehabilitation centers	13.1.11.F	MP3, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Review personal high school plan against current personal career goals and select postsecondary opportunities based upon career interests	13.1.11.H	MP3, MP4
Apply effective speaking and listening skills used in a job interview	13.2.11.A	MP3
Analyze entrepreneurship as it relates to personal career goals and corporate opportunities	13.4.11.A	MP3, MP4
Analyze entrepreneurship as it relates to personal character traits	13.4.11.B	MP4
Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to 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), and venture capital	13.4.11.C	MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include:

Each lesson is embedded with various formative assessments that the teacher can use to collect data, evaluate outcomes, and drive instruction. These assessments include, but are not limited to an updated daily journal, roundtable discussions, advance organizer, instructional activities, evaluate outcomes activity, connecting activity, and key words.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include:

- Student Transition Portfolio
- Performance-Based Assessments
- Final Exam