

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Personal Management
Course Number: 02633
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 decision-making strategies, self-control strategies, self-empowerment and advocacy, making informed career choices, 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.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: The Transitions Curriculum Volume 1: Personal 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: Personal Management – 29 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: Winning with Personal Power

- **Lesson 1:** Appreciate Similarities and Differences Between People
- **Lesson 2:** Understand a Hierarchy of Human Needs
- **Lesson 3:** Evaluate How Well Your Basic Needs Are Met
- **Lesson 4:** Demonstrate an Understanding of Self-Esteem
- **Lesson 5:** Build a Self-Empowering Vocabulary
- **Lesson 6:** Assess Your Self-Esteem and Empowerment
- **Lesson 7:** Choose Behaviors that Lead to High Self-Esteem
- **Lesson 8:** Begin Your Transition Portfolio
- **Review of Lessons 1-8:** Assess Progress and Build Your Transition Portfolio
- **Lesson 9:** Write a Self-Esteem Growth Goal
- **Lesson 10:** Identify Characteristics that Describe You
- **Lesson 11:** Describe Your Personal Characteristics
- **Lesson 12:** Complete an Outline of Your Successes
- **Lesson 13:** Develop a Resume Describing Personal Successes
- **Review of Lessons 9-13:** Assess Progress and Build Your Transition Portfolio
- **Lesson 14:** Practice Relaxation and Imaging Techniques
- **Lesson 15:** Identify Behaviors that Affect Decision-Making
- **Lesson 16:** Learn the Seven Decision-Making Steps
- **Lesson 17:** Practice the Seven Decision-Making Steps
- **Lesson 18:** Apply Decision-Making Steps to Real-Life Situations
- **Lesson 19:** Evaluate Your Self-Esteem Growth
- **Review of Lessons 14-19:** Assess Progress and Build Your Transition Portfolio

Marking Period 2

UNIT TWO: Choosing the Best Career for You

- **Lesson 1:** Know the Importance of Making an Informed Career Choice
- **Lesson 2:** Begin to Organize Career Information
- **Lesson 3:** Identify Your Dreams for the Future
- **Review of Lessons 1-3:** Assess Progress and Build Your Transition Portfolio
- **Lesson 4:** Learn the Meaning and Value of Work
- **Lesson 5:** Identify and Practice Your Values
- **Lesson 6:** Analyze Information about Occupations and Job Growth
- **Lesson 7:** Identify Traits You admire in Others
- **Review of Lessons 4-7:** Assess Progress and Build Your Transition Portfolio
- **Lesson 8:** Identify Things You Do Well
- **Lesson 9:** Identify Things You Like to Do
- **Lesson 10:** Determine the Work Conditions you Prefer
- **Lesson 11:** Develop Your Work Experience Resume
- **Lesson 12:** Identify Your Career Strengths & Abilities
- **Review of Lessons 8-12:** Assess Progress and Build Your Transition Portfolio
- **Lesson 13:** Understand Your Learning Style
- **Lesson 14:** Identify Accommodations to Help You Succeed
- **Lesson 15:** Learn to Accommodate Your Disability
- **Lesson 16:** List Accommodations for Specific Learning Problems
- **Review of Lessons 13-16:** Assess Progress and Build Your Transition Portfolio
- **Lesson 17:** Review Information from Your Personal Career Profile
- **Lesson 18:** Plan a Job-Shadow Experience
- **Lesson 19:** Learn Research Options to Find Your Career
- **Lesson 20:** Write a Career Growth Goal
- **Review of Lessons 17-20:** Assess Progress and Build Your Transition Portfolio

Marking Period 3

UNIT THREE: Maximizing Your Options & Opportunities

- **Lesson 1:** Debate the Importance of Education for Your Future
- **Lesson 2:** Learn How Job Training Requirements Affect Career Planning
- **Lesson 3:** Understand Your Transition Options
- **Review of Lessons 1-3:** Assess Progress and Build Your Transition Portfolio
- **Lesson 4:** Recognize the Relationship Between School and Job Success
- **Lesson 5:** Understand On-the-Job Training and Apprenticeship Programs
- **Lesson 6:** Learn about Training Available in the Military

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- **Lesson 7:** Describe Vocational and Technical Training Programs
- **Lesson 8:** Identify Jobs that Require Licenses and Certificates
- **Review of Lessons 4-8:** Assess Progress and Build Your Transition Portfolio
- **Lesson 9:** Explore Your Feelings about Going to College
- **Lesson 10:** Examine a Variety of Degree Programs
- **Lesson 11:** Prepare for a College Visit
- **Lesson 12:** Complete Your Post-Secondary Training Guide
- **Lesson 13:** Complete the Process for Choosing a College
- **Review of Lessons 9-13:** Assess Progress and Build Your Transition Portfolio
- **Lesson 14:** Understand the Importance of Learning Throughout Life
- **Lesson 15:** Compare Vocational Training and College Choices
- **Lesson 16:** Set Goals to Develop Your Career Ladder
- **Lesson 17:** Write a Training and Education Growth Goal
- **Review of Lessons 14-17:** Assess Progress and Build Your Transition Portfolio
- **Lesson 17:** Review Information from Your Personal Career Profile
- **Lesson 18:** Plan a Job-Shadow Experience
- **Lesson 19:** Learn Research Options to Find Your Career
- **Lesson 20:** Write a Career Growth Goal
- **Review of Lessons 17-20:** Assess Progress and Build Your Transition Portfolio

Marking Period 4

UNIT FOUR: Advocating for Your Future

- **Lesson 1:** Build Self-Determination Skills
- **Lesson 2:** Practice Expressing Your Career Preference
- **Lesson 3:** Discover the Importance of Having a Career Goal
- **Lesson 4:** Assess Transition Areas
- **Lesson 5:** Make an Action Plan to Reach Your Goal
- **Review of Lessons 1-5:** Assess Progress and Build Your Transition Portfolio
- **Lesson 6:** Practice Self-Determination by Writing Your Goals
- **Lesson 7:** Identify and Access Community Agencies
- **Lesson 8:** Learn How to Identify and Use Resources
- **Lesson 9:** Hear Speakers Talk about Specific Agencies
- **Lesson 10:** Identify the Community Services You Are Using
- **Review of Lessons 6-10:** Assess Progress and Build Your Transition Portfolio
- **Lesson 11:** Practice Being Your Own Best Resource
- **Lesson 12:** Practice a Process to Analyze Your Resources
- **Lesson 13:** Identify Your Transportation Needs
- **Lesson 14:** Use the Steps for a Successful Transition Meeting

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- **Lesson 15:** Plan for Your Transition Meeting
- **Review of Lessons 11-15:** Assess Progress and Build Your Transition Portfolio
- **Lesson 16:** Rehearse Your Transition Meeting
- **Lesson 17:** Write Your Transition Action Plan
- **Lesson 18:** Learn How Practice Can Help You Succeed
- **Lesson 19:** Practice Leading Your Transition Planning Meeting
- **Lesson 20:** Learn to Support Your Choices and Decisions
- **Lesson 21:** Implement Your Transition Plan
- **Lesson 22:** Write a Self-Advocacy Growth Goal
- **Review of Lessons 16-22:** 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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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 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 – <i>Occupational Outlook Handbook, PA Career Guide</i>)	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	13.1.11.F	MP3, MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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		
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