

CURRICULUM MAP TEMPLATE

Teacher: Courter/Stiger

Grade: 10

Course: Career Planning Year: 2021-22

The course is built on approximately 52 instructional days built on lessons and units developed at the CAREERwise Curriculum in consortium with local school districts and AMBE. Additional units may be added at the teacher's discretion once these are completed.

Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	Who are you?	<p><b><u>Getting to Know Ourselves</u></b></p> <ul style="list-style-type: none"> <li>Students will find their personality strengths and weaknesses to help them understand themselves.</li> <li>Students will understand the values they may have for themselves, and how those values can impact their future employment.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Learning Agility – The student desires to continuously learn new information and skills.</li> <li>Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
13 days	How do my personal attributes translate to my future career?	<p><b><u>Career Cluster</u></b></p> <ul style="list-style-type: none"> <li>Students will become familiar with the 16 Career Clusters.</li> <li>Students will research and present information on various career clusters.</li> <li>The students will complete a Career Cluster Inventory.</li> <li>The students will research and present information on various career clusters.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How do my personal attributes</p>	<ul style="list-style-type: none"> <li>Creativity/Innovation – The student is original and inventive. He or she communicates new ideas to others, drawing on knowledge from different fields to find solutions.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> </ul>	Refer to lessons in Google Classroom Master Class

Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How does setting goals drive who you will become?	<p><b><u>Goal Setting and Career Assessment</u></b></p> <ul style="list-style-type: none"> <li>Students will understand the purpose of a goal and how it is linked to their future success.</li> <li>Students will explore various types of values that they may have themselves, and how their values can impact their future employment.</li> <li>Students will find their personality strengths and light it with a career assessment.</li> </ul>	<p>translate to my future career?</p> <p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How does setting goals drive who you will become?</p>	<ul style="list-style-type: none"> <li>Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>Critical Thinking/Problem Solving – The student exercises strong decision-making skills, analyzes issues effectively and thinks creatively to overcome problems.</li> <li>Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral forms.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
5 days	How do you want people to perceive you?	<p><b><u>Developing Your Brand</u></b></p> <ul style="list-style-type: none"> <li>Students understand what branding is, what personal branding is and how it affects employability, employment retention, college admissions, and scholarship awards.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p>	<ul style="list-style-type: none"> <li>Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> </ul>	Refer to lessons in Google Classroom Master Class

			Short Answer- How do you want people to perceive you?		
<b>28 days</b>	What steps do I need to take to prepare for the job hunting process?	<p style="text-align: center;"><b><u>Employability</u></b></p> <ul style="list-style-type: none"> <li>• Discuss important items to include in a resume and cover letter.</li> <li>• Learn how to properly format a resume and cover letter.</li> <li>• Prepare for a job interview.</li> <li>• Learn the importance of a thank you letter.</li> <li>• Learn how to format a thank you letter.</li> <li>• Define and demonstrate soft skills.</li> <li>• Explore careers through job shadowing (career class only learns to construct the request, job shadowing happens in WIN program).</li> <li>• Understand the importance of ethical behavior.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What steps do I need to take to prepare for the job hunting process?</p>	<ul style="list-style-type: none"> <li>• Reliability – The student has integrity and responsibility in professional settings.</li> <li>• Work Ethic – The student has effective work habits, personal accountability and determination to succeed.</li> <li>• Punctuality – The student arrives at commitments on time and ready to contribute.</li> <li>• Discipline – The student abides by guidelines, demonstrates self-control and stays on task.</li> <li>• Professionalism – The student demonstrates honesty. He or she dresses and acts appropriately and responsibly. He or she learns from mistakes.</li> <li>• Oral and Written Communications – The student articulates thoughts and ideas clearly and effectively in written and oral form</li> </ul>	Refer to lessons in Google Classroom Master Class
<b>Timeframe</b>	<b>Essential Questions</b>	<b>Content/Unit</b>	<b>Assessments Formative (F) and Summative (S)</b>	<b>Standard(s)</b>	<b>Resources</b>
<b>7 days</b>	How is your paycheck calculated and how do you manage that money?	<p style="text-align: center;"><b><u>Personal Finance</u></b></p> <ul style="list-style-type: none"> <li>• Students understand the components of personal finance; compensation, payroll deductions, W2, W4, budgeting and banking.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p>	<ul style="list-style-type: none"> <li>• Work Ethic – The student has effective work habits, personal accountability and a determination to succeed.</li> <li>• Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and</li> </ul>	Refer to lessons in Google Classroom Master Class

			<p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- How is your paycheck calculated and how do you manage that money?</p>	<p>experiences relevant to success in a job or postsecondary education.</p>	
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
2 days	What does it mean to be a collaborative worker?	<p><b><u>Working with Others</u></b></p> <ul style="list-style-type: none"> <li>Students will promote flexibility, nonverbal communication, negotiation and cooperation amongst team members and other teams.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative: At the end of the unit they evaluate their success on goals.</p> <p>Short Answer- What does it mean to be a collaborative worker?</p>	<ul style="list-style-type: none"> <li>Teamwork/Collaboration – The student builds collaborative relationships with others and can work as part of a team.</li> <li>Leadership – The student leverages the strengths of others to achieve common goals. He or she coaches and motivates peers and can prioritize and delegate work.</li> </ul>	Refer to lessons in Google Classroom Master Class
Timeframe	Essential Questions	Content/Unit	Assessments Formative (F) and Summative (S)	Standard(s)	Resources
7 days	What is your plan for preparing for a career?	<p><b><u>After Graduation</u></b></p> <ul style="list-style-type: none"> <li>Students will understand after high-school options, explore the benefits companies have to offer, how to become involved, and learn how to cope with stress and anxiety.</li> </ul>	<p>Formative: At the beginning of each unit students are given the objectives (listed in the content/unit column) and set goals for achievement.</p> <p>Summative:</p>	<ul style="list-style-type: none"> <li>Global/Intercultural Fluency – The student values, respects and learns from diverse groups of people.</li> <li>Career Management – The student is a self-advocate. He or she articulates strengths, knowledge and experiences relevant to success in a job or postsecondary education.</li> </ul>	Refer to lessons in Google Classroom Master Class

			<p>At the end of the unit they evaluate their success on goals.</p> <p>Short Answer-What is your plan for preparing for a career?</p>		
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**SEAL SIGNATURE REQUIREMENTS:**

- School Signature
  - Career Teacher
    - Students will not receive the signature if he/she fails the class.
- Work Signature
  - WIN Program – Laura Mears
  - Work Study Program – Laura Mears
  - Apollo – Program Teacher/Advisor
    - Students will not receive the signature if he/she fails the lab class in correlation with the Apollo program requirements.
- Community Signature
  - Volunteer Work Advisor
  - Interviewers from Career Class Mock Interviews.
  - Club Advisor (must be skills observed between grades 9-12)