

9-12 Career Prep. Curriculum

<i>Objectives</i>	<i>Learner Outcomes:</i>	<i>Suggested Assessment</i>	<i>Suggested Activities:</i>	<i>Suggested Resources</i>	<i>Grade</i>	<i>Subject</i>	<i>Unit</i>	<i>Resources</i>	<i>Learning Results Tie-in</i>
<p><b><u>INVESTIGATION, SELF-KNOWLEDGE, &amp; DECISION-MAKING:</u></b></p> <p>1. Students will understand the necessity of making informed choices &amp; preparing for a variety of career opportunities (including personal, career, &amp; education).</p>	<p><b>Students will be able to:</b></p> <p>1.A. analyze the necessary preparation for a variety of career paths and create a personal career plan.</p>	<p>1A. Presentation, report, personal learning plan, portfolio.</p>	<ul style="list-style-type: none"> <li>Identify programs, visit websites, plan visits, etc. of programs pertinent to student interests</li> <li>Identify local resources of student interest</li> <li>I-search</li> <li>Personal learning plans</li> <li>Career presentations</li> <li>Job shadowing</li> <li>Portfolio entries</li> </ul>	<ul style="list-style-type: none"> <li>Choices program</li> <li>Talent search (METS)</li> <li>Future builders</li> <li>Self-directed searches</li> <li>Library</li> <li>Internet</li> <li>Myers-Briggs</li> <li>Kuder preferences</li> <li>Job box</li> <li>What color is your parachute?</li> <li>Guidance dept.</li> </ul>	9-12	Advisors (Academic career coaches)	PLP Career day	Library: Share own information with others. Staff knows resources in school. Resources: Conflict Resolution and setting priorities	1A: A-2, 3, B-1, 2, C-1, D-1
					9-12	Sp/ed	Writing IEP transition PLP		
					9-12	Guidance Waldo County Technical Center (WCTC) speaker	WCTC visit, all students have access	WCTC student resources	
					9-12	Scheduling meetings with H.S. guidance counselor	Meetings to connect courses and career path, all students	Guidance office resources	
					11-12	Junior, and Senior student/parent night, assess tasks and possible career path/college fair	Maine Educational Talent Search (METS) rep. Students Guidance counselor	Guest speakers in evening for Jr./Sr. parents/students: F.A.M.E. , financial aid and college application process	
					12	Senior interviews Senior "Steps" manual	Application tasks Work-military	Technology lab	
					11-12	Jr, /Sr. newsletter mailed to parents 2-4 per year (filled with lots of information)	Students/faculty collaborate on newsletter.	Guidance office technology lab	
					12	Senior transition workshop All Seniors attend (college, military, work reps). College freshman speak	"Prepare for "Next Chapter."	Speakers forum community colleges, and military Guidance Dep't.	
					11-12	College Fair, fall/spring	College exploration	All area colleges	

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2. Students will understand the relationship between their individual assets, & learning experiences & their ability to successfully work with others.	2. Evaluate their communication, negotiation, decision-making, problem solving, conflict resolution & collaboration skills & their impact on their personal career plan.	2. Portfolio, presentation, video tape, review/ critique			12  11-12	Advisors/guidance Seniors present portfolios at senior interview (and other options)  Career /college exploration	All Juniors and Seniors have access to College Fair in spring and fall at University of Maine, Augusta  Career Fair/ College Fair (In process of development with WCTC, Mt. View, Belfast, and Searsport for all students. Involve Many community members.	Guidance Dep't, community identified resources  Choices/Bridges computer programs  Future's Builders  METS	2A: A-1, B-1, 3
					9-12	Student guidance assistants	Increase awareness and demonstrate communication and organization skills	Teach peers about Guidance resources	

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<p><b>GOAL SETTING:</b></p> <p>1. Students will understand the value of ongoing aspirations, planning, &amp; goal setting in their lives &amp; careers.</p>	<p><b>Students will be able to:</b></p> <p>1.A. set, reflect, assess, evaluate &amp; modify short &amp; long-term personal, academic, work &amp; career goals &amp; dreams.</p>	<p>1A. Portfolios, personal career plans</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>• Job shadowing</li> <li>• Ten years from now activity</li> <li>• College fair</li> <li>• Post-secondary workshop</li> <li>• Webbing of career clusters</li> <li>• “How do you get their from here?”</li> <li>• I-Search</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Future is now</i> talk show script</li> <li>• Colleges</li> <li>• Voc-tech</li> <li>• Guidance dept.</li> </ul>	11	English	Goal setting to start year, Journal responses Self-oriented at end of one semester.	Aids develop PLP library media experiences	1A: A-3, B-1, 3, 4	
					10	English	Goal setting and journal responses continued throughout the year	“I Search” Guidance/library/community resources		
					10	Advisory	PLP-Portfolio			
					9-12	Special Ed	Student self-assessment on long and short term goals of IEP			
					9-12	Business	Power point career search project and desk-top publishers career brochure			
					9-12	Advisory	Sit down and reassess every progress report with every student			
					9-12	PARC	All students are asked to set goals, document progress, monitor goals, seek feedback and celebrate accomplishments			
	<p>1B. Compare &amp; contrast their skills, knowledge, &amp; interests with the requisites for possible careers or career clusters.</p>	<p>1B. Journal, conference, portfolio, presentations</p>				11	English	Graduating, graduation and post graduation plans		1B: A-2, 3, B-1, 3, C-1
						10	Advisory	PLP-Portfolio		
						10	Social Studies	Future builders	Guidance/library/community resources	
						9-12	Special Ed	IEP		
						11	Chemistry	Demonstrates interdependence between math and science careers	Teacher assistance Computer resources	
						9-12	Business	Power point career search project and desk-top publishers InPro Services	Resume writing help available in the library	

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					10-12	PARC	Career Groove, (students fill out interest and skills inventories, use CHOICES/Bridges program, do learning styles inventory)		
<b>GOAL SETTING: (cont)</b> 1. Students will understand the value of ongoing aspirations, planning, & goal setting in their lives & careers	1C. Demonstrate an understanding that their expansive dreams may have practical applications.	1. Story writing, webs, predictions, presentation			11	English	American Dream Unit	Vocational materials available CHOICES/Bridges Program has student interest component Available in library	
					11	Social Studies	Future Builders		
					9-12	Guidance	Substantial time is spent with personal goal setting, evaluating progress and options and resources are offered.	METS CHOICES and Bridges Programs	
					11-12	Economics	Investments		
					9-12	Business	Power point career search project and desk-top publishers		
					9-12	PARC	Independent studies, Students asked to align independent studies with learning results. Encouraged to develop real life problems and projects		
					12	English	College Application Unit	Guidance resources	
					11-12	Guidance	The meaning and use of standardized tests	MEA, PSAT and SAT results  Guidance/advisors conferences	

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<p><b><u>ASPIRATIONS &amp; APPLIED LEARNING:</u></b></p> <p>1. Students will understand the value of a wide variety of learning experiences for accessing continued personal &amp; career opportunities throughout their lives.</p>	<p><b>Students will be able to:</b></p> <p>1.A. evaluate their job shadowing, co-op, &amp;/or internship experiences in relation to their aspirations &amp; future plans.</p>	<p>1A. Personal learning plan, portfolio, journal, demonstrations, Senior assessment</p>	<p>Job shadowing Aped performances or demonstration Create power point presentation</p>	<p><i>Future builders</i> <i>Power point program</i> Electronic portfolios Guidance dept. CHOICES/Bridges software</p>	9-12	Business	Power point career project	PPLP or Portfolios	1A: A-1, 2, B-1, 2, C-1,	
					9-12	Guidance	Explore paths/options and necessary training to attain goals.	<p>College search self-assessment, career interest inventories (Guidance)</p> <p>WCTC visit (Guidance)</p> <p>Bridges/CHOICES program Career interest inventory, college search aptitude assessment. (Guidance)</p> <p>Jr./Sr. newsletter mailed to parents (Guidance) twice a year</p> <p>In fall all Seniors have access to University of Maine College Fair Post secondary, community/career fair, guest speakers come to SDHS (Guidance)</p> <p>Multitude of Senior interviews, discussion of many tasks. (Guidance)</p>		
					9-12	PARC	Career Groove, job interning			
	<p>1B. Analyze the relationship between their life values, education &amp; personal/career path.</p>	<p>1B. Journal, personal learning plan, portfolio</p>				11	English	Discussion and syllabus for English 11 goals of Reading/writing/speaking/listening		1B: A-2, 3, B-1, 3, C-1, D-4
						9-122	Special Ed	IEP/transition		
						10	Social Studies	Future Builders		

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					9-12	Guidance	Individual meetings with students and group meetings Current and future schedule and graduation requirements	“Steps” manual given to each Senior (college application procedure (work/military))	
					9-12	Guidance	METS program Talent search U. of M. representative available 2 days/week	Jrs./Srs. (with H.S. guidance counselor facilitator) hold workshops for 8 <sup>th</sup> graders and under class to guide them through needed tasks and strategies for success.	
					10	Guidance	Sophomore awareness, all sophomores Kieve program, 2 full days.	Advisors and counselors	
					11	Guidance	PSATS, group assessment of scores and purpose-connection to future college plans  SAT Kaplan course through MBNA available to all students	Guidance Dep’t resources	
					12	Guidance	Senior interviews One/one assess H.S. path and future plans  Student transition workshop, guests from college, military and work, college freshman return to speak	Community resources College community CHOICES/Bridges software Guidance suite resources	
	1C. Demonstrate an understanding of the ethical application of the changing technologies in their chosen future path.	1C. Create news reports, create scenarios, debates, portfolios			11	World history	Salon on the enlightenment. Many ethical issues are debated, some dealing with technology, others dealing with human and societal issues.	Bridges and CHOICES software Classroom resources Library/technology to assist research	1C: C-3, 4, 5

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<p><b><u>WORK, SELF, &amp; OTHERS:</u></b></p> <p>1. Students will understand the importance of balancing their personal, career, local &amp; world community roles.</p>	<p><b>Students will be able to:</b></p> <p>1.A. evaluate their personal &amp; career choices using time management strategies, personal interest &amp; abilities, social priorities, job satisfaction &amp; family commitments</p>	1A. Portfolio	<ul style="list-style-type: none"> <li>Local speakers</li> <li>Personal learning plan</li> <li>Advisor/advisee team activities</li> </ul>	<ul style="list-style-type: none"> <li>Chamber of Commerce</li> <li>Rotary</li> <li>Senior Citizens mentoring program</li> <li>Website</li> <li>Student advisors</li> <li>Advisor/advisee teams</li> <li>Media center</li> <li>Guidance dept</li> </ul>	11	English	American dream unit	Material, management study skills, balancing rules in life, problems with families and self Help corner (Library)	1A: A-2, B-1, C-1, D-2, 3	
					10	Guidance	Sophomore awareness, 2 day workshop (Kieve facilitates, all soph advisors also attend)			
					12	Guidance	Senior interviews, discuss tasks necessary for H.S. graduation and future plans.	Guidance resources CHOICES/Bridges software Counselors		
					9-12	PARC	Five Jive Career Groove, self assessment inventory			
							Independent studies in teen parenting			
	<p>1B. Evaluate their personal learning portfolio in the context of changing career &amp; job markets and world economy and identify resources to achieve changing goals.</p>	1B. PLP with write up								1B: A-2, 3, 4, B-1, 3, 4, C-3
						9-12	Advisor/advisee	Career planning and portfolio work is on- going	CHOICES/Bridges software Guidance resources Library Technology lab	
						11	Chemistry	Job markets in ME in chemistry, engineering and paper industry		
						9-12	PARC	Career Groove 1 Inventory and assessment Career Groove 2 Job shadowing and internships		

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<u><b>WORK, SELF, &amp; OTHERS:</b></u> 1. Students will understand the importance of balancing their personal, career, local & world community roles.	1C. As a team, identify a community need, propose a solution, and carry it out to community satisfaction.	1C. Press release, community feedback			9-12	Advisor/Advisee	Service learning as a group  16 hours of community service learning required for graduation	Advisors Library Technology lab Guidance resources	1C: A-1, C-2, 4, D-3	
					9-12	Advisor/Advisee	Independent studies can offer this opportunity			
	1D. Evaluate personal & business budgets in real & simulated situations & identify financial & other resources needed to achieve stated goals.	1D. Presentations  Self assessment				9	Math	Accounting classes, banking units, research throughout the math curriculum		1D: A-4, D-1, 4
						11	English	Classified ads activity		
						11-12	Economics	Budgets, personal, family and business		