

Course Title **Career Options** Grade Levels 9 Credit Value 1

Description Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.

Unit Title Orientation to Career Clusters

Section I: General Information and Overview

Suggested Number of Lessons: 45 Sixty minute lessons

Unit Overview

This unit focuses on orientation to the 14 career clusters and the fundamental workplace and employability skills that are necessary to successfully enter the world of work

Section II: Learning Targets -- I Can:

- Classify jobs by career clusters
- Locate information about careers
- Determine the level of education required for various jobs.
- Comprehend how a career assessment impacts my career choices.
- Conclude which career cluster(s) interest me.

Section III: Kentucky Academic Standards

Career Awareness, Exploration, Planning
PL-08-4.1.2

Students will identify and explain how jobs and career opportunities in each of Kentucky's Career Clusters (Agriculture, Arts & Humanities, Business & Marketing, Communications, Construction, Education, Health Science, Human Services, Information Technology, Manufacturing, Public Services, Science & Mathematics, Social Sciences, Transportation) vary within and among communities and regions.

Section IV: Major Focus

Technical Content CTE Program of Studies:

Assess interests, aptitudes, personality, and learning styles

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Investigate the different learning styles using reference methods. (e.g. classroom resource text, Internet).</p> <p>Working independently, complete a learning style Inventory.</p>	<p>CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Analyze the information to determine your best learning style based on research.</p>	<p>CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>Initiative and Self-Direction</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Develop a list of possible career based on your learning style.</p>	<p>CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Assess interests, aptitudes, personality, and learning styles

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Complete or update your career interested and aptitudes on your ILP using the Career Cruising website www.careercruising.com.</p>	<p>CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CC.9-10.W.1.a Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Initiative and Self-Direction Communication Leadership and Responsibility Critical Thinking and Problem Solving</p>
<p>Learner Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnership for 21st Century Skills</p>
<p>Choose 10 careers from your ILP results and save them on a document labeled, "It's About Me" (Supplement 1).</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: 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.</p>	<p>Information Literacy Critical Thinking and Problem Solving Initiative and Self-Direction Health Literacy</p>
<p>Learner Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnership for 21st Century Skills</p>
<p>Determine your personality traits by identifying 10 words that describe you.</p>	<p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Initiative and Self-Direction</p>

Technical Content CTE Program of Studies:

Assess interests, aptitudes, personality, and learning styles

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Ask friends, classmates, and parents to add or delete personality traits from your list.	CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.8.SL.1.d Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Communication Collaboration Health Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Rank your top five personality traits. Add to the document labeled, "It's About Me" (Supplement 1).	CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Initiative and Self-Direction Critical Thinking and Problem Solving

Technical Content CTE Program of Studies:

Explain the concept of career clusters

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Participate in a class discussion on Jobs/Careers available in the community.	CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Creativity and Innovation Communication

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Document responses on large sheets of paper.	CC.9-10.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. CC.9-10.W.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	Critical Thinking and Problem Solving Collaboration Productivity and Accountability

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Classify the various jobs/careers into career clusters. Arrange as wall charts for future use.	CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.	Creativity and Innovation Leadership and Responsibility

Technical Content CTE Program of Studies:

Explain the concept of career clusters

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Research the definition for jobs, careers, and career clusters with a partner using reference www.dictionary.com	CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Critical Thinking and Problem Solving Collaboration Information Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Watch the video, "What's School Got to do With It?" Take notes from the video for future reference.	CC.8.SL.2 Comprehension and Collaboration: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Critical Thinking and Problem Solving

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Work with a partner and summarize in writing explaining its importance. Include one fact that each individual discovered from the video.	CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Media Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Review assessment data from Explore in the Individual Learning Plan (ILP) and determine areas for improvement.	CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*	Critical Thinking and Problem Solving Flexibility and Adaptability Financial, Economic, Business and Entrepreneurial Literacy

Technical Content CTE Program of Studies:

Explore and practice basic and related skills in each of the 14 career clusters.

Determine education or training requirements in various jobs in the career clusters

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using various methods explore career clusters:</p> <ul style="list-style-type: none">-Internet-Library-Classroom resources-Hands-on activities <p>Explore one job/career in each of the 14 career clusters to learn about the following:</p> <ul style="list-style-type: none">-Nature of the work-Education/training needed-Working conditions-Earnings-Aptitude, ability, skills needed <p>Share findings with class.</p>	<p>CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>CC.9-12.S.MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*</p>	<p>Media Literacy</p> <p>Information Literacy</p> <p>Productivity and Accountability</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Classify and organize responses from lesson one (wall chart) regarding local jobs according to common characteristics and duties relevant to Kentucky's 14 career clusters.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	<p>Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using a Venn Diagram, illustrate and discuss how some jobs overlap into more than one cluster.</p>	<p>CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CC.8.SL.1.b Comprehension and Collaboration: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p>	<p>Communication</p> <p>Collaboration</p>

Technical Content CTE Program of Studies:

Explore and practice basic and related skills in each of the 14 career clusters.
Determine education or training requirements in various jobs in the career clusters

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research two career clusters by collecting and labeling information from newspaper and magazine articles or a career website.</p>	<p>CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Complete a worksheet on Career Clusters, Supplement 1, It's About Me.</p>	<p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>Initiative and Self-Direction Communication</p>

Technical Content CTE Program of Studies:

Relate assessment results to career planning

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Study information in your ILP relating to interest assessment results and potential career majors. Identify how interests can affect career major(s).	CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Critical Thinking and Problem Solving Creativity and Innovation

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Review research and interest assessment and narrow career options to three. Explore top three career choices to learn about: <ul style="list-style-type: none">-Nature of Work-Working Conditions-Earnings-Aptitude, ability, skills needed-Advantages and disadvantages of various careers-Potential for career paths	CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Initiative and Self-Direction Critical Thinking and Problem Solving

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Watch videos depicting three highest identified career interests. (Note to teacher: Go to Teachertube.com and search for videos and specific career cluster. Additional resources McGraw-Hill. "Career Cluster Series." Career Education, Introduction to Career Clusters. http://www.glencoe.com/sec/careers/cclusters/student/introclusters.shtml)	CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Communication

Technical Content CTE Program of Studies:

Relate assessment results to career planning

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Write a response to an extended response question (e.g. "List three careers that might be suitable for you based on your interest assessment results.")	CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC.9-10.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	Communication Productivity and Accountability

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Discuss with a partner the skills required for each of three careers and how this applies to you.	CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Communication Creativity and Innovation

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Chart the following: Skills--Most Like Me, Least Like Me.	CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	Critical Thinking and Problem Solving Communication Initiative and Self-Direction

Technical Content CTE Program of Studies:

Relate assessment results to career planning

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Record your three highest interest areas in your Individual Learning Plan (ILP), and the "It's About Me" document based on class discussions.	CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.	Communication Critical Thinking and Problem Solving

Section V: Culminating Project and Scoring Guide

Write a career critique for each of the 3 careers that you have selected and decide which career is your best option.

Create a detailed career critique for that one career; then write a two-page essay explaining your choice.

Use information to explain how this career complements your interests, aptitudes, personality, learning styles and your future goals.

Update your Individual Learning Plan to reflect any changes in your career goals following this experience.

Scoring Guide

Category	4	3	2	1
Content	All content is in the student's own words and is accurate.	Almost all content is in the student's own words and is accurate.	At least half of the content is in the student's own words and is accurate.	Less than half of the content is in the student's own words and is accurate.
Required Elements	Includes all required elements: Interests, Aptitudes, Personality, Learning Styles, Future Goals.	Includes all but one of the required elements.	Missing two of the required elements.	Missing three or more of the required elements.
Clarity and Neatness, Spelling and Grammar	<p>Neat and easy to read; all elements are clearly written and labeled.</p> <p>No spelling or grammatical mistakes.</p>	<p>Neat and easy to read; most elements are clearly written and/or labeled.</p> <p>No more than two spelling or grammatical mistakes.</p>	<p>Hard to read or confusing elements.</p> <p>Three or four spelling or grammatical mistakes.</p>	<p>Hard to read and one cannot tell what goes where.</p> <p>More than four spelling and/or grammatical mistakes.</p>
Reflections	Reflections on personal assessment show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the personal assessment.	Shows occasional insight from personal assessment.	Little or no reflection on personal assessment.
Use of Time	Used time well during each class period (as shown by observation by teacher and documentation of progress of essay) with no adult reminders.	Used time well during most class period (as shown by observation by teacher and documentation of progress of essay) with no adult reminders.	Used time well (as shown by observation by teacher and documentation of progress of essay) but required adult reminders on one or more occasions to do so.	Used time poorly (as shown by observation by teacher and/or documentation of progress of essay) in spite of constant adult reminders.
21st Century Skills	Demonstrated complete understanding of 21 Century Skills.	Demonstrated a partial understanding of 21 Century Skills.	Demonstrated an awareness of 21 Century Skills	Complete lack of 21 Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

1. Summative/ End of Unit Assessment

Career Critique which can be completed as a standard report, a presentation, a power point, or a video. Upload the project to your In-dividual Learning Plan.

2. Formative Assessment

Career portfolio notebook, such as a 3-ring binder, to be used throughout the semester and school career with information on the 14 career clusters

Career cluster worksheets

Quiz – Identify and label career clusters/job articles

It's About Me document

Reflections

Multiple choice questions

Open response items relating to career cluster research and predicting the future of the job

Presentations

Career Cruising/ILP Activities

B. Enabling Skills/Processes (21st Century Skills)

Collaboration

Communication

Creativity and Innovation

Critical Thinking and Problem Solving

Information Literacy

Initiative and Self-Direction

Leadership and Responsibility

Media Literacy

Problem Solving

Productivity and Accountability

C. Vocabulary

Jobs

Careers

Nature of Work

Education

Working Conditions

Earnings

Aptitude

Interests

Personality

Learning Style

Job Outlook

Career Clusters

Section VII: Support Materials (i.e., Resources, Technology, and Equipment

Resource Tools

- Individual Learning Plan, www.Careercruising.com
- Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities, www.Careercruising.com/ILPschool
- Occupational Outlook Handbook, www.bls.gov/oco
- Kentucky's 14 Career Clusters Handout, Kentucky Department of Education; Division of Career and Technical Education
- Career Video, "What's School got to do With It?" Human Relations Media Associates. 1-800-451-5226. <https://www4091.sslidomain.com/smavideo/Store/titledetail.cfm?MerchID=7406> 2-10-12
- * McGraw-Hill. "Career Cluster Series." Career Education, Introduction to Career Clusters. <http://www.glencoe.com/sec/careers/cclusters/student/introclusters.shtml> 2-10-12
- * Teachertube.com
- Dictionary
- Phone book
- Newspaper
- Magazine articles
- "It's About Me" document, Supplement #1

Resource Text

- Burkhardt, Mary Sue, and JIST Publishing (2009 or latest edition) Developing Career and Living Skills, United States of America: JIST Publishing and EMC Publishing, LLC. ISBN 978-1-59357-543-4, ISBN 978-1-59357-544-1
- Glencoe/McGraw-Hill (2003 or latest edition is online resource, please see Resource Tools), Succeeding in the World of Work, Career Clusters, Manufacturing; Retail/Wholesale Sales and Service (Career Clusters) New York, New York: ISBN 0-07-829710-9
- Kimbrell, Grady (2003 or latest edition) Succeeding in the World of Work, New York, New York: Glencoe McGraw-Hill, ISBN 0-07-828033-8 and ISBN 0-07-828-034-6
- Ryan, Jerry and Ryan, Roberta (2009 or latest edition) Preparing for Success, United States of America: JIST Publishing and EMC Publishing LLC, ISBN 978-1-59357-545-8 and ISBN 978-1-59357-546-5
- Wanat, John A., Pfeiffer, E. Weston, Gulik, Richard Van (2009 or latest edition) Learning for Earning, Tinley Park, Illinois: The Goodheart-Wilcox Company, Inc.
- * The 16 Career Clusters: A Project-Based Orientation, 1st Edition. (2009 or latest edition). South-Western Educational Publishing. ISBN: 10-0538449578 ISBN: 13-9780538449571.

Technology

- Computer with internet access and word processing and presentation software
- Digital Camera
- Video Camera
- Printer
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Materials

- Paper
- Pencils
- Markers for posters
- Large paper for posters

Equipment

- Computers
- Projector
- Printer

Supplement

"It's All About Me"

Course Title **Career Options**

Grade Levels 9

Credit Value 1

Description Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.

Unit Title **Employability Skills**

Section I: General Information and Overview

Suggested Number of Lessons: 45 sixty-minute lessons

Unit Overview: This unit focuses on orientation to the 14 career clusters and the fundamental workplace and employability skills that are necessary to successfully enter the world of work

Section II: Learning Targets—I Can:

- Apply fundamental skills required in the workplace.
- Identify resources available to assist me in research job openings.
- Generate documents necessary to apply for a job.
- Explain basic knowledge and skills needed to secure employment.

Section III: Kentucky Academic Standards PL/CS:

PL-HS-4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-HS-4.2.2

Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

PL-HS-4.3.3

Students will explain and apply skills that are used to seek, obtain, and change jobs/careers and postsecondary opportunities: conducting a job search, writing letters, networking, completing an application, securing a letter of reference, preparing a résumé, applying interview techniques (e.g., learn about employer/job, questions to ask, materials to take, answers to questions you may be asked, verbal and nonverbal communication) using proper procedures when changing jobs (e.g., give advance notice, write a letter of resignation)

PL-HS-4.1.6

Students will identify and describe supporting documentation that would be needed for the career portfolio/Individual Learning Plan (ILP): business letters (application, recommendation, follow-up), assessment data (e.g., interest, learning styles, aptitudes and abilities), résumé, certifications/awards, samples of work (e.g., videos, artwork, portfolio entries), records of work experiences, transcripts

Section IV: Major Focus

Technical Content CTE Program of Studies: Explore fundamental workplace skills.		
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Listen to a presentation from the teacher on soft skills.</p> <p>Participate in a group activity on following directions to perform a task giving and following verbal directions.</p> <p>Critique a Case Study of a business situation and follow rules of etiquette.</p> <p>Evaluate etiquette rules in case study.</p> <p>Discuss in small groups proper cell phone etiquette in today's business world.</p> <ul style="list-style-type: none"> ➤ Prepare in your group a list of your top five etiquette guidelines. ➤ Present your results to the class. <p>Work in a team to develop or design a poster illustrating proper business etiquette.</p>	<p>CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p>	<p>Communication</p> <p>Collaboration</p> <p>Leadership and Responsibility</p> <p>Social and Cross-Cultural Skills</p> <p>Critical Thinking and Problem Solving</p> <p>Social and Cross-Cultural Skills</p>

<p>Interview a person in your community about fundamental skills used in the work place setting.</p> <ul style="list-style-type: none"> ➤ Share your findings in a one-minute speech. ➤ Describe work-related situations where participation with diverse populations has created a positive work atmosphere. 	<p>CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.11-12.R.1.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>CC.11-12.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.11-12.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<p>Collaboration</p> <p>Leadership and Responsibility</p> <p>Communication</p>
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Technical Content CTE Program of Studies: Identify ways to locate job openings.		
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Compile sources of employment opportunities in your community.</p> <p>Write responses on poster paper.</p> <p>Discuss and use sources previously identified through the brainstorming process to develop a chart showing people you know through clubs, school, hobbies, church, parents, and other life connections.</p> <p>Develop an employer information card. (Supplement 1)</p>	<p>CC.9-10.R.1.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Information Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Communication Leadership and Responsibility Creativity and Innovation</p> <p>Information Literacy Critical Thinking and Problem Solving Productivity and Accountability</p>

Technical Content CTE Program of Studies: Identify basic documents a person might need when applying for a job.		
Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research the type of documents which are necessary when you apply for a job.</p> <p>Formulate a class list and write it on the board.</p> <p>Journal the reasons these documents are necessary when applying for a job.</p> <p>Complete a personal data sheet containing information you would need when filling out a job application. (Supplement 2 Personal Data Sheet)</p>	<p>CC.9-10.R.1.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Information Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Communication</p> <p>Leadership and Responsibility Creativity and Innovation</p>

Technical Content CTE Program of Studies:

Demonstrate basic knowledge of applying for a job including job applications, resume, interviews, and follow-up letters.

<p>Learner Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnership for 21st Century Skills</p>
<p>Critique a sample of completed job application, circle any mistakes.</p> <p>Explain in writing why there are mistakes.</p> <p>Share your results with a partner.</p> <p>Complete a generic job application. Note the questions that will arise from this attempt.</p> <p>Complete another job application that has been provided by the teacher, yourself, or the internet. Again, note the questions that arise from this attempt.</p> <p>Practice the basics (e.g., greeting, handshake, body language, eye contact, dress, questions) of a job interview with a partner.</p> <p>Produce a résumé and cover letter on the computer and the information from your personal data sheet.</p> <p>Enhance communication skills by participating in interviews with business and industry personnel.</p> <p>Journal the pros and cons of the interview.</p> <p>Write a follow-up letter, thanking the employer for an interview.</p>	<p>CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Critical Thinking and Problem Solving</p> <p>Communication</p> <p>Leadership and Responsibility</p> <p>Creativity and Innovation</p> <p>Information Literacy Communication</p> <p>Leadership and Responsibility Information Literacy</p> <p>Communication Leadership and Responsibility Information Literacy</p> <p>Communication</p>

Section V: Culminating Project and Scoring Guide

Hiring for a Business

Divide class in groups of 3-4 students to participate in the final project, “The Job Interview”. Students will form business groups, which will do hiring. Each group will consist of:

- (1) Employer/personnel director
- (2) Office worker (schedules interviews, contact applicants)
- (3) Office receptionist
- (4) If needed) 2nd office assistant

The applicants will be students from other groups in the class.

Each business group will:

- ✓ Name their mock business.
- ✓ Post a listing on their website.
- ✓ Assign one group member to scan applicant’s information card and résumé and call the applicant to schedule an interview.
- ✓ Prepare for the interviews with roles for each member, costumes, props, and selection of interview questions. Group members will practice with everything except the real applicant (office worker will act in that role).
- ✓ Assign individual group members to videotape the interviews. Digital still photos may also be taken for the career portfolio notebook. These can be used for students to evaluate their own performance.
- ✓ Conduct interviews of all applicants in front of the class.
- ✓ Collaborate to select the applicant best suited to fill the position.
- ✓ Announce the newly hired personnel.

During the interviews, all other class members will complete interview evaluation forms on each applicant. (These will be given to each applicant at the conclusion of the interview.)

Each student will:

- ✓ Incorporate at least 3 of the Common Core Standards for English/Language Arts
- ✓ View job postings, select at least one of the jobs, and apply by emailing information from his/her employer information card along with a copy of résumé’. Can be attached to the specific job ads for which he/she wishes to apply.
- ✓ Decide whether he/she will do the interview in a professional business manner or in an incorrect way by illustrating “don’t make these mistakes” with improper mannerisms, incorrect dress, and improper responses to interview questions.
- ✓ Explore representing persons from diverse populations.
- ✓ Write a follow-up letter to the business group that interviews him/her.
- ✓ Have the option to make a follow-up telephone call if he/she hasn’t heard anything from the business.
- ✓ Know that the applicant selected will be “called on the telephone”. All other applicants will be notified to reapply for future job openings.
- ✓ Follow standard procedures for accepting or rejecting employment.

Scoring Guide: Hiring for a Business

CATEGORY	4	3	2	1
Participation in Group Work	Assumed a role in group project. Worked hard to make project successful. Team member was cooperative as evident all the time and as observed by teacher.	Assumed a role in group project. Did most of the planning expected of a group member. Team member was helpful as evident most of the time and as observed by teacher.	Assumed a partial role in group project. Expected planning to come from other members. Carried out some tasks. Sometimes worked as a team member and sometimes not, as observed by the teacher.	Did not participate as a group member. Did hardly any of the planning. Did not work well in the team as observed by teacher. Expressed argumentative or passive membership. Offered up no ideas or suggestions.
Participation in Individual Interview	Assumed responsibility for interview. Prepared and did research for possible interview questions. Conducted interview in a way that all could understand. Dressed and acted according to the planned emphasis of the skit. Many "outstanding" peer evaluations.	Assumed responsibility for interview. Did most of the work of researching possible interview questions. Conducted interview in acceptable manner. Gave an acceptable performance according to the planned emphasis of the skit. Many "Good" peer evaluations.	Did some work in preparation for the interview. Not fully prepared with answers to interview questions. Had difficulty responding to many of the interview questions. Seemed uncomfortable in knowledge of how to conduct one's self at the interview. "Acceptable" peer evaluations.	Did little or no preparation for the interview skit. Was not prepared to answer interview questions. "Poor" evaluations by peers.
Required Elements	All documents neat, easy to read. Researched interview procedures and questions. Helped design an ad, prepared information card, responded properly in mock interviews, prepared follow-up letter. Achieved goal using added materials to enhance total effort.	Documents were neat and easy to read with some elaboration missing. Did almost all of the research required. No more than one of the required elements missing. Achieved assigned goal.	Documents were difficult to read and poorly presented. Did some of the research required. Two or more of the required elements missing. Achieved part of goal.	Documents incomplete and poorly organized. Research was only done at the request of teacher or another student. All of the required elements are incomplete or missing. Unable or did not attempt to achieve goal.
Speech	Outstanding oral presentation at interview. Clearly audible, pleasant to listen to, positive tone of voice.	Good oral presentation at interview. No more than one or two mistakes in interview responses. Positive tone.	Acceptable attempt at interview. Several mistakes with interview responses. Attempt at positive tone.	Very little obvious attempt at interview.
Grammar	Written documents without grammatical mistakes.	Written documents with no more than two grammatical mistakes.	Written documents were poorly presented. More than two grammatical mistakes.	Written documents were poorly organized. Many grammar mistakes.
21st Century Skill Application	Demonstrated complete understanding of 21 Century Skills.	Demonstrated a partial understanding of 21 Century Skills.	Demonstrated an awareness of 21 Century Skills	Complete lack of 21 Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

1. Formative Assessment

Career portfolio notebook, such as a 3 ring binder, to be used throughout the semester and school career with information on the:

- 14 career clusters, specific career choices, employer information card, list of job documents, job applications and résumé.
- Related worksheets
- Quizzes
- Reflections
- Multiple choice questions
- Open response items relating to career activities
- Presentations
- Career Cruising/ ILP Activities (résumé)
- Participation in Culminating Project
- Supplement 1: Employer Information Card
- Supplement 2: Personal Data Sheet

B. Enabling Skills/Processes (21 Century Skills)

- Collaboration
- Communication
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

C. Vocabulary

Communication	Teamwork
Cover letter	Time-management
Leadership	Networking
Job Lead	References
Referral	Interview
Résumé	

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- Individual Learning Plan, www.Careercruising.com
- Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities, www.Careercruising.com/ILPschool
- Go Higher Kentucky Council www.Gohigherky.org
- Guidance Counselor
- **Kentucky's 14 Career Clusters**, Kentucky Department of Education; Division of Career and Technical Education

B. Resource Text

- Burkhardt, Mary Sue with Terry, Barb, Contributing Editor, and JIST Publishing (2009) *Developing Career and Living Skills*, United States of America: JIST Publishing and EMC Publishing, LLC. ISBN 978-1-59357-543-4
- Glencoe/McGraw-Hill (2003), *Career Clusters Modules*, New York, New York: ISBN 0-07-829710-9
- Kimbrell, Grady (2008) *Succeeding in the World of Work*, New York, New York: Glencoe McGraw-Hill, ISBN 0-07-828033-8 and ISBN 0-07-828-034-6
- Ryan, Jerry and Ryan, Roberta (2009) *Preparing for Career Success*, Third Edition, United States of America: JIST Publishing and EMC Publishing LLC, ISBN 978-1-59357-545-8 and ISBN 978-1-59357-546-5
- Wanat, John A., Pfeiffer, E. Weston, Gulik, Richard Van (2009) *Learning for Earning, Tinley Park, Illinois: The Goodheart-Wilcox Company, Inc.* ISBN: 978-1-59070-946-7

C. Technology

- Computer with internet access and word processing and presentation software
- Digital Camera
- Video Camera
- Printer

D. Materials

- Pens
- Pencils
- Markers for posters
- Large paper for posters

E. Equipment

- Computers
- Projector
- Printer

F. Supplements

Supplement 1 – Employer Information Card

Supplement 2 – Personal Data Sheet

Course Title **Career Options**

Grade Levels 9

Credit Value 1

Description Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.

Unit Title Self Management

Section I: General Information and Overview

Suggested Number of Lessons: 30 sixty-minute lessons or

Unit Overview

This unit will help students understand necessary individual responsibilities as they prepare to enter the workplace.

Section II: Learning Targets -- I Can:

Secure documents I need when applying for a job.

Utilize basic communications and personal development skills needed to be successful in the job.

Critique appropriate dress and grooming practices in order to boost my chances for job success.

Use goal setting and the decision making process to assist me with career planning.

Scrutinize my Individual Learning Plan (ILP) in order to make important career selections.

Section III: Kentucky Academic Standards

Career Awareness, Exploration, Planning

PL-HS-4.1.1

Students will analyze and evaluate why people work and how a person's career choice impacts life long earning potential, career opportunities and job satisfaction.

PL-HS-4.1.3

Students will describe academic and non-academic benefits (e.g. communication skills, computer/technical skills, mathematical skills, scientific observation and inquiry skills, work experience, professional references, insight into tasks and work environments) acquired from a range of education and training options (e.g. college, apprenticeships, internships, on-the-job training military) and interpret ways education and training can impact life-long earning potential and future career opportunities.

PL-HS-4.1.5

Students will analyze and evaluate a variety of resources (e.g., Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary, benefits, demands of job, location, work environment) of various occupations.

Employability Skills

PL-HS-4.2.2

Students will describe team skills (e.g. setting goals, listening, following directions, questioning, communicating, problem solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

Section IV: Major Focus

Technical Content CTE Program of Studies:

Demonstrate ability to locate or apply for such items as birth certificate, social security card, high school transcript, W-4 and employment eligibility verification.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Research information from a variety of print, non-print, or online sources for documents needed when applying for a job.	CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Civic Literacy Initiative and Self-Direction Critical Thinking and Problem Solving 21st Century Professional Development

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Locate necessary personal information such as birth certificate, social security card, high school transcript, W-4 and employment eligibility verification.	CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Civic Literacy Information Literacy Initiative and Self-Direction

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Critique documents located to insure accuracy.	CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CC.7.W.1.c Text Types and Purposes: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Information Literacy

Technical Content CTE Program of Studies:

Demonstrate communication skills such as positive criticism, listening, speaking and writing.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Distinguish between positive and negative criticism.</p> <p>Chart differences</p>	<p>CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.9-10.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p>	<p>Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Prepare a personal checklist of positive and negative behaviors and attitudes.</p>	<p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CC.8.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Productivity and Accountability Social and Cross-Cultural Skills Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Appraise personal checklist for self-evaluation.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	

Technical Content CTE Program of Studies:

Demonstrate communication skills such as positive criticism, listening, speaking and writing.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write a job scenario demonstrating a situation where one may experience positive criticism. Compare to a situation where you have experienced negative criticism.</p> <p>Journal how this could impact you at a work site.</p>	<p>CC.9-10.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Social and Cross-Cultural Skills Critical Thinking and Problem Solving Communication Flexibility and Adaptability Collaboration</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Using prepared job scenarios, discuss with classmates, "What is meant by positive criticism?"</p>	<p>CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	

Technical Content CTE Program of Studies:

Demonstrate communication skills such as positive criticism, listening, speaking and writing.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Collaborate with selected classmates to determine alternative/ positive ways to engage co-workers who tend to be critical.</p>	<p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>Collaboration Communication Critical Thinking and Problem Solving Flexibility and Adaptability Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>As a class, create a list of poor listening skills. Discuss why those tactics are inappropriate.</p>	<p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Collaboration Communication Flexibility and Adaptability Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Demonstrate communication skills such as positive criticism, listening, speaking and writing.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Identify a minimum of five job titles that require speaking as a major focus of that occupation. (Examples may include salesperson, food service, customer service or product representative.)	CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	Communication Critical Thinking and Problem Solving

Technical Content CTE Program of Studies:

Demonstrate grooming practices appropriate for the workplace.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>In groups of three, discuss why it is important to dress appropriately for the job.</p>	<p>CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Communication Social and Cross-Cultural Skills Collaboration</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Interview employers from a variety of occupations. Identify grooming requirements for these occupations.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CC.8.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>Communication Financial, Economic, Business and Entrepreneurial Literacy 21st Century Learning Environments</p>

Technical Content CTE Program of Studies:

Demonstrate grooming practices appropriate for the workplace.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write a summary of your interviewing experience and include employers interviewed, workplace settings, and various tasks required of the job.</p> <p>Describe typical attire of that workplace. Based upon your findings, evaluate whether or not you would feel comfortable in that job.</p>	<p>CC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC.9-10.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a powerpoint outlining the importance of making a good first impression. (Relate demonstration of grooming practices to appropriate attire for workplaces where you conducted your interviews.)</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Communication ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Explain how success in an academic or technical course of study could assist in obtaining a job, and contribute to enjoying success in that role.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify a career pathway of interest to you. Using your school's course handbook, compare course descriptions for classes available at your school to skills necessary for success in that career pathway.</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Create a document of your choosing that allows for the evaluation of skills needed for your aforementioned career to the pathways and/or courses available at your school. (Example documents may include but are not limited to: ILP charts, tables, brochures.)</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify alternate mediums of communication such as music, art, sign language.</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Information Literacy Communication</p>

Technical Content CTE Program of Studies:

Explain how success in an academic or technical course of study could assist in obtaining a job, and contribute to enjoying success in that role.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research occupations where alternate mediums of communication may be required.</p>	<p>CC.9-10.W.9.b Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p>	<p>Information Literacy Creativity and Innovation Communication Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Discuss the wide variety of communication mediums used in our society today. In a written narrative, explain how those mediums of communication utilize technology and can contribute to our success in both academic and technical courses of study.</p>	<p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>CC.8.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p>	<p>ICT (Information, Communications, and Technology) Literacy Critical Thinking and Problem Solving Media Literacy</p>

Technical Content CTE Program of Studies:

Relate desired lifestyle to career decision-making process.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Listen to and take notes on teacher presentation of the decision-making process.	CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Select a career of interest to you and research the average annual salary of that career.	CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. CC.9-10.W.7 Research to Build and Present Knowledge: 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.	Information Literacy ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Reflecting on your desired lifestyle, create a list of family and social dynamics, material goods and esthetics necessary to fulfill such a lifestyle.	CC.8.W.1.b Text Types and Purposes: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Information Literacy Critical Thinking and Problem Solving

Technical Content CTE Program of Studies:

Relate desired lifestyle to career decision-making process.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research the costs of items on your list. Calculate the annual salary required to accommodate such a lifestyle and present it in a table or excel format. Write a conclusion statement as to whether your desired career will financially support your desired lifestyle.</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: 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.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-12.F.BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.</p>	<p>Productivity and Accountability Information Literacy Financial, Economic, Business and Entrepreneurial Literacy Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Prepare a variety of visuals illustrating the lifestyle one should expect from your initially chosen career and make a class presentation. (Examples of visuals may include but are not exclusive to charts, posters, computer-generated graphics, drawings, pictures secured from publications.)</p>	<p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: 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.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>ICT (Information, Communications, and Technology) Literacy Creativity and Innovation Communication</p>

Technical Content CTE Program of Studies:

Relate desired lifestyle to career decision-making process.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Update Individual Learning Plan. Record career choice information on ILP (sections E, F, G, H, and I) based on new and recent career decision-making.	CC.9-10.W.6 Production and Distribution of Writing: 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.	ICT (Information, Communications, and Technology) Literacy Initiative and Self-Direction

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Arrange an appointment with high school counselor or advisor to share anticipated goals. Question the counselor/ advisor as to high school courses related to specific career choices.	CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.	Initiative and Self-Direction Communication Collaboration

Section V: Culminating Project and Scoring Guide

Style Show

Group Project: Students will present a “Style Show.” Working in groups of two, they will model proper attire and grooming for job interviews/job sites for various occupations.

Each pair will choose three different occupations representing work-site situations where interviews might occur, such as 1) dairy farmer, 2) fast food restaurant, 3) receptionist. The pair will model (demonstrate) proper attire/grooming and improper attire/grooming for each of their three chosen occupation interview situations.

While modeling, each student will give an oral description of the occupational interview situation which he/she is portraying. Class members will respond by stating what is right about this applicant’s appearance or what makes it incorrect dress/grooming for this particular job interview.

This project will take a portion of three different class periods, allowing each pair to illustrate one occupational situation per day.

Scoring Guide
Category

4

3

2

1

Participation	Totally involved.	Involved most of the time.	Involved some of the time.	Hardly involved at all.
Teamwork	Works well with partner, leads and listens.	Works well with partner most of the time.	Works well with partner very little of the time. Either dominates or shirks responsibilities.	Allows/requires partner to do most of the work.
Oral descriptions	Informed speaking	Informed speaking with few prompts from partner.	Informed speaking some of the time. Many prompts from partner.	Reluctant to speak at all.
Dramatic Effect	Outstanding effort to make modeling as a realistic interview situation.	Effort to make modeling as a realistic interview situation.	Some effort to make modeling as a realistic interview situation.	Very little effort to make modeling as a realistic interview situation.
Use of Time, Planning and Preparing	Very wise use of time.	Wise use of time.	Sometimes uses time unwisely.	Most time used unwisely.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

Summative Education

Written presentation

Culminating project

End of unit assessment

Formative

Reflections

Daily work

Class participation

Rubric

B. Enabling Skills/Processes

Analyzing

Computer

Cooperation

Following directions

Listening

Note taking

Group work

Reading

Social skills

Time management

Vocabulary

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

Resources (i.e., Text resources, Technology, and Equipment)

A. Resources

Resource texts—

- Jordan, A. K., Whaley, L. T. (2010). Investigating Your Career. Mason, OH: Thomson South-Western.
- Kimbrell, G. & Vineyard, B. (2010). Succeeding in the World of Work. Columbus, OH: Glencoe/McGraw-Hill.
- Wanat, J. A., Pfeiffer, E. W., & Van Gulik, R. (2010). Learning for Earning. Tinley Park, IL: Goodheart-Willcox.

Other Resources—

- Kentucky's 14 Career Clusters Poster. Kentucky Department of Education.
- Occupational Outlook Handbook. Also at <http://www.bls.gov/oco/>
- Workplace Essentials Employment Video Series - KET; http://litlink.ket.org/begin_wes.aspl

Course Title **Career Options** Grade Levels 9 Credit Value 1

Description Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.

Unit Title Workplace Ethics

Section I: General Information and Overview

Suggested Number of Lessons: 30 Sixty Minute Lessons

Unit Overview

In this unit, students will learn about the personal skills that contribute to success in the workplace.

Section II: Learning Targets -- I Can:

- Identify ethical behaviors that will affect me at the workplace.
- Conclude why it is important to my job success to exhibit ethics in the workplace.
- Identify and develop skills that employers look for in employees.
- Identify grooming practices desired by an employer.
- Define teamwork.

Section III: Kentucky Academic Standards

Employability Skills

PL-HS-4.2.1

Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

DOK 2

Employability Skills

PL-HS-4.2.2

Students will describe team skills (e.g., setting goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

DOK 3

Section IV: Major Focus

Technical Content CTE Program of Studies:

Demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>View several examples of employee evaluation forms. Discuss the qualities employers find important enough to evaluate.</p>	<p>CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication Collaboration Critical Thinking and Problem Solving Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Develop frequently asked questions. Type research paper on topic, "Questions Frequently Asked at Interviews."</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication Creativity and Innovation Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>In small groups, formulate a work performance evaluation form to be used by supervisor during work-based learning experiences. Create a rubric of ethical skills performance. Share evaluation form with class. Vote on the most inclusive form of all group work. Adopt this form as the standard to be used at work experience assignments. (May use these web sites: http://equity.4teachers.org/index.php?screen=ShowTopic&topic_id=384 or www.technology.com .)</p> <p>(Note: Students will anticipate that the performance evaluation rubric they made will be used during their on-site work-based assignments.)</p>	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Collaboration Communication Creativity and Innovation Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Working in small groups, write a short skit illustrating unethical behavior of an employee.</p>	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CC.9-10.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>CC.9-10.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Collaboration</p> <p>Communication</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Present the skits to the class.</p>	<p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)</p>	

Technical Content CTE Program of Studies:

Demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Summarize in writing 2 concepts you learned from the presentations.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Choose a day at school or your work experience assignment and record the ethical and unethical behaviors you observe. Develop and present an oral report to class on "Observations of Ethical and Unethical Behavior.: Submit findings as a written report. Incorporate digital media, if available, to enhance understanding. Supplement 1: Observation Sheet</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Social and Cross-Cultural Skills</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Creativity and Innovation</p> <p>Communication</p> <p>Initiative and Self-Direction</p> <p>ICT (Information, Communications, and Technology) Literacy</p>

Technical Content CTE Program of Studies:

Demonstrate communication skills such as positive criticism, listening, speaking and writing.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Examine and practice communication skills through stations. Rotate from station to station to examine different forms of communication in the workplace. Station suggestions are as follows:</p> <ul style="list-style-type: none">-create a voicemail message for a business using a recorder-using a karaoke machine, students will read a news script-using written, scripted telephone calls, write messages on phone message pads-charades-create sign language for nursery rhymes.	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p>	<p>Communication Creativity and Innovation Productivity and Accountability Social and Cross-Cultural Skills Leadership and Responsibility</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write a self evaluation of your performance in the stations, citing which skills you need to improve. Create a plan, with tentative deadlines for improvement.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication Critical Thinking and Problem Solving Productivity and Accountability Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Demonstrate grooming practices appropriate for the work place.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Research appropriate and inappropriate dress for a variety of workplace settings. Plan a workplace fashion show to demonstrate findings.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Communication Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Develop a rubric for class members to evaluate the appropriate attire.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Leadership and Responsibility Financial, Economic, Business and Entrepreneurial Literacy Creativity and Innovation</p>

Technical Content CTE Program of Studies:

Demonstrate grooming practices appropriate for the work place.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Participate in the fashion show and model</p> <ul style="list-style-type: none">-appropriate dress-inappropriate dress for the workplace. <p>Score each participant according to the rubric.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Communication</p> <p>Critical Thinking and Problem Solving</p> <p>Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Write a fashion review on various types of dress for different worksites based on the fashion show.</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.c Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Communication</p> <p>Creativity and Innovation</p> <p>Social and Cross-Cultural Skills</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Initiative and Self-Direction</p>

Technical Content CTE Program of Studies:

Explore the role of teamwork.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Work in groups of four and use a “mapping” organizer to develop a written definition of “teamwork”. Discussion questions to consider:</p> <ul style="list-style-type: none">-What is teamwork?-When is teamwork important?-When will teamwork be used?-What can get in the way of good teamwork?-What are the benefits of using teamwork as opposed to doing it by yourself?	<p>CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Collaboration Communication Financial, Economic, Business and Entrepreneurial Literacy Social and Cross-Cultural Skills Initiative and Self-Direction</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Discuss with classmates an example of a bad experience you have had working on a team. Explain how the problem was resolved. Decide if this was an appropriate solution to the problem for all team members.</p>	<p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication Financial, Economic, Business and Entrepreneurial Literacy Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Explore the role of teamwork.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Identify and list characteristics of good teamwork depicted in a movie, such as “Remember the Titans.”</p>	<p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Divide into teams and using teamwork strategies compete in the following games:</p> <ul style="list-style-type: none">-human scavenger hunt-unlock the human knot-write directions for creating a peanut butter and jelly sandwich and then demonstrate whether a sandwich can be made from each set of directions.	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p>	<p>Communication</p> <p>Collaboration</p> <p>Creativity and Innovation</p> <p>Social and Cross-Cultural Skills</p> <p>Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Explore the role of teamwork.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Individually critique in writing, the success of the teamwork exercises, including at least one concept learned.</p> <p>Reflect on how this activity will help you work as a member of a team in the future.</p> <p>Journal reflections</p>	<p>CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Communication</p> <p>Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Initiative and Self-Direction</p> <p>Leadership and Responsibility</p> <p>Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Introductory activity: Listen to CD or audio tape of the song “One Piece at a Time” by country music singer Johnny Cash.	CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Communication Leadership and Responsibility

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Respond by discussion/quiz to questions directed by teacher such as:</p> <ul style="list-style-type: none">-Where did Johnny work?-What company?-What did this company do?-What job cluster is this?-What was his job title”?-What was Johnny doing one piece at a time?-Was that ethical or unethical?-How did Johnny manage to accomplish his plan?-How much money did his little plan cost his company?-What did Johnny risk?-Did anyone else know of this plan?-Did this plan hurt anyone? <p>(Note: Many other ethical inferences/ questions can be pulled from this song.)</p>	CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Communication Critical Thinking and Problem Solving

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
View video in the Workplace Essential Skills Video Series: #109 - The Language of Work.	CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	Communication Critical Thinking and Problem Solving Information Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Discuss effective workplace speaking/listening strategies and skills observed in the video.	CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Communication Creativity and Innovation Critical Thinking and Problem Solving

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Read related resource text and identify employer expectations of employees for unit. Possibilities include: Succeeding in the World of Work (Ch. 9 and 10), Learning for Earning (Ch. 13), or Investigating Your Career (Ch. 12).	CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Communication Critical Thinking and Problem Solving

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Listen to a short set of directions on how to do or create something without being able to ask any questions after the directions have been read. Create the object.</p>	<p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication Critical Thinking and Problem Solving Initiative and Self-Direction</p>
<p>Discuss how questions and clarifications could have helped with the outcome of the project. Relate to real life work activity.</p>	<p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.8.SL.1.d Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	<p>Communication Social and Cross-Cultural Skills Initiative and Self-Direction</p>
<p>Write a list of clichés that relate to work as a class, e. g., "Give an honest day's work for an honest day's pay."</p>	<p>CC.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text. CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication Critical Thinking and Problem Solving Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Define “work ethic” orally, giving an example.	CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	Communication Collaboration Creativity and Innovation Social and Cross-Cultural Skills

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Prepare a list of personal qualities you would require of someone who works for you. Write each quality on a post-it note and place all notes on a discussion sign (will be used in next activity).	CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Collaboration Communication Creativity and Innovation

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Prioritize your list.	CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC.8.SL.1.d Comprehension and Collaboration: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	Communication Critical Thinking and Problem Solving Creativity and Innovation Collaboration

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Discuss and debate your list of personal qualities with others in the class.</p>	<p>CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Communication Social and Cross-Cultural Skills Flexibility and Adaptability Collaboration</p>
<p>Create a sign on the computer (using Print Shop or other graphics program) entitled “The Work Ethic.” Include the list (from your post-it notes) of ethical practices you think are the most necessary standards of conduct and values for good job performance. Post list in classroom.</p>	<p>CC.9-10.W.6 Production and Distribution of Writing: 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. CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Communication Creativity and Innovation Media Literacy</p>
<p>Evaluate yourself as a worker according to your list of desirable qualities. Using a recent work assignment such as schoolwork or parental assignment or from your work experience log, list your strong and weak areas. Explain in writing how you plan to improve and strengthen your weak areas.</p>	<p>CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>Communication Health Literacy Initiative and Self-Direction Productivity and Accountability Critical Thinking and Problem Solving</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Work in groups of two, identify and develop the types of questions to ask employees when conducting an employer interview on "Policies for identifying and honoring outstanding employees." Each group conducts two interviews. Develop a class summary of the results.</p>	<p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>Leadership and Responsibility Initiative and Self-Direction Financial, Economic, Business and Entrepreneurial Literacy Communication Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Work in small groups to compile results of interview and give oral reports of results.</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>Collaboration Creativity and Innovation Communication Financial, Economic, Business and Entrepreneurial Literacy</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Read several workplace scenarios depicting situations where there are ethical issues. Answer questions provided by teacher relating to each of the cases. (See Succeeding In The World of Work student activity workbook, Ch. 9, Workplace Ethics, for several such scenarios.)</p>	<p>CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.9-10.R.I.6 Craft and Structure: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Communication Financial, Economic, Business and Entrepreneurial Literacy Social and Cross-Cultural Skills Critical Thinking and Problem Solving</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Prepare a digital picture collage or create a poster of persons taking pride in their work. Display poster in classroom.</p>	<p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CC.9-10.W.6 Production and Distribution of Writing: 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.</p> <p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Communication Financial, Economic, Business and Entrepreneurial Literacy ICT (Information, Communications, and Technology) Literacy Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Listen to a local “award-winning employee” speak to class on how he/she came to be recognized as an outstanding employee.</p> <p>Participate in a jigsaw type activity and share ideas on "Strategies for Becoming an Award-Winning Employee."</p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Communication Social and Cross-Cultural Skills Initiative and Self-Direction</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Search information from a variety of print and online resources on the definition of work ethics.</p>	<p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Communication Critical Thinking and Problem Solving Financial, Economic, Business and Entrepreneurial Literacy Social and Cross-Cultural Skills</p>

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
<p>Prepare a vocabulary list related to work ethics, such as self-esteem, self-confidence, loyalty, punctuality, good attitude, privileges, penalty, work ethic, honesty and others.</p>	<p>CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>	<p>Communication Financial, Economic, Business and Entrepreneurial Literacy Social and Cross-Cultural Skills</p>

Technical Content CTE Program of Studies:

Identify expectations of employers for employees.

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Use a combination of word processing and graphic applications and make a chart illustrating each of the words with clip art or other graphics.	CC.9-10.W.6 Production and Distribution of Writing: 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.	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Use a crossword puzzle maker, create a puzzle using the words relating to work ethics. Share puzzles with class. Place in career portfolio notebook.	CC.9-10.W.6 Production and Distribution of Writing: 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.	Communication Critical Thinking and Problem Solving ICT (Information, Communications, and Technology) Literacy

Learner Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnership for 21st Century Skills
Alternate activity: Create a word wall with vocabulary cards.	CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Communication Creativity and Innovation Social and Cross-Cultural Skills

Section V: Culminating Project and Scoring Guide

Groups of two students design a form/questionnaire/survey to be completed by five employers, asking them to list the top ethical qualities they expect from employees. (Students may also interview school site supervisors.) Students will set up appointments for employer interview, arranging to explain project and asking them to participate in a survey. Note to teacher: Select from a list or choose employers so students will not duplicate interviews.

Collect data and record information obtained from employers on computer spreadsheet or data base program, or record on large sheets of paper. Tabulate the results of the questionnaire. Information should include the ethical practices considered most important to a variety of employers. Students prepare a graph or chart from the results of the employer interviews.

Teams present their results orally to class (including handouts), and draw group conclusions as to employer concerns about ethical issues in the workplace, write thank you letters to all five employers for their participation, enclosing a copy of questionnaire results.

Scoring Guide
Category

4

3

2

1

<p>Participation Requirements</p>	<p>Group participation in all aspects of the project. Evidence of planning and initiation of ideas in all elements of project.</p>	<p>Group participation in most aspects of the project. Evidence of planning and initiation of ideas in the project elements.</p>	<p>Group participation in all but two aspects of the project. Evidence of helping others with project planning but relying on others to take the lead.</p>	<p>Did not participate in group project development. Allowed others to do the work. Assumed the role of observer rather than a participant.</p>
<p>Teamwork</p>	<p>Participates well as a member of a group. Assumes individual and group responsibilities. Shares knowledge with others. Has excellent people skills and works as a link in the chain. Uses time wisely.</p>	<p>Participates adequately as a member of a group. Performed individual responsibilities, but has some trouble sharing with the group. Uses time wisely most of the time.</p>	<p>Exhibits real difficulty participating as a member of a group. Prefers to work independently and does not share ideas with the group. Poor utilization of time.</p>	<p>Allows others in the group to do project work. Does not participate as a team member. Time used very unwisely.</p>
<p>Demonstrates Knowledge of Unit Goals</p>	<p>Works toward finding employers' expectations of workplace ethics.</p>	<p>Has a good bit of interest in the findings of the project.</p>	<p>Has very little interest in the findings of the project</p>	<p>Has no interest in the project.</p>
<p>Participates in Making Employer Contacts</p>	<p>Makes all the proper contacts with employers as decided upon by the group.</p>	<p>Makes most of the employer contacts.</p>	<p>Makes one employer contact and other group members are left with the responsibility.</p>	<p>Does not make any attempt to contact employers.</p>
<p>21st Century Skills</p>	<p>Demonstrated complete understanding of 21st Century Skills.</p>	<p>Demonstrated a partial understanding of 21st Century Skills.</p>	<p>Demonstrated an awareness of 21st Century Skills.</p>	<p>Complete lack of 21st Century Skills.</p>

Section VI: Assessment and Enabling Skills and Processes

Assessment and Enabling Skills and Processes

A. Assessment

Assignments

Quizzes

Work-based learning evaluations

B. Enabling Skills/Processes

Reading

Writing

Listening

Speaking

Computer

Social Skills

Cooperation

Section VII: Support Materials (i.e., Resources, Technology, and Equipment

Resource Texts

Jordan, A. K., Whaley, L. T. (2011 or latest edition). Investigating Your Career, 2nd Edition. Cengage Learning. ISBN-10: 1111430101 ISBN-13: 9781111430108

Kimbrell, G. & Vineyard, B. (2008). Succeeding in the World of Work. Columbus, OH: Glencoe/ McGraw-Hill.

Wanat, J. A., Pfeiffer, E. W., & Van Gulik, R. (2009). Learning for Earning. Tinley Park, IL: Goodheart-Willcox.

Other Print Resources

Supplement 1: Observation Sheet

Kentucky Career Guide. Kentucky Department of Education.

Occupational Outlook Handbook (also at www.bls.gov/oco/home.htm)

Telephone directory

Other Resources

Workplace Essential Skills – Video series: The Language of Work. Kentucky Educational Television, 560 Cooper Drive, Lexington, Ky. 40502-2200 tapes@ket.org or adulted@ket.org.

Johnny Cash song: “One Piece at a Time”

Technology

Digitized texts when available

Computer

Print Shop or other graphic program

Video tape/DVD player

Web Sites (samples of many available)

www.ket.org/ged

www.cio.com/archive/enterprise/061599_feth.html

rubistar.4teachers.org/index.php

www.teach-nology.com

www.louisiana4h.org/ccounts/wpethics.html

www.workplacetoolbox.com

<http://www.asaecenter.org/PublicationsResources/articledetail.cfm?ItemNumber=13073>

www.workplaceethics.ca/article.html

Equipment

Telephone

Overhead projector

Voice Recorder

Karaoke Machine

Materials

Paper

Pencils

Markers for posters

Large paper for posters

Materials for fashion show

Course Title **Career Options**

Grade Levels **9**

Credit Value **1**

Description Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students. Course content focuses on orientation and exploration in 14 career clusters, employability skills and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning through school and work-based learning experiences and exploration.

Unit Title **Developing Work Based Learning Opportunities**

Section I: General Information and Overview

Suggested Number of Lessons: 35 sixty-minute lessons

Unit Overview: This unit will prepare and lead students through a job-shadowing or service-learning experience.

Section II: Learning Targets—I Can:

- Compare and contrast work-based learning, job shadowing, and service learning experiences.
- Evaluate the impact that a job-shadowing or service-learning experience can have on my career.
- Develop a plan prepare for a job-shadowing or service-learning experience.
- Identify child labor laws are relevant for my job-shadowing experience.
- Demonstrate health and safety practices are needed for this experience.

Section III: Kentucky Academic Standards

PL-CS-HS-4.1.5 Students will analyze and evaluate a variety of resources (e.g. Internet, print materials, guest speakers, mentors) that could be used to determine advantages and disadvantages (e.g., preparation, salary benefits, demands of job, location, work environment) of various occupations.

PL-CS-HS-4.1.7 Students will compare post-secondary options (e.g., community technical colleges, 4-year college, military service)

PL –CS- HS -4.2.1 Students will identify individual work habits/ethics (e.g., individual/team responsibilities, willingness to learn, integrity, respect, confidentiality, self-discipline, problem-solving, punctuality, communication skills) and explain their importance in the workplace.

PL-CS-HS-4.2.2 Students will describe team skills (e.g., settling goals, listening, following directions, questioning, communicating, problem-solving, dividing work, conflict resolution, mediation) and evaluate the role of team skills in today's workplace.

Section IV: Major Focus

Technical Content CTE Program of Studies: Explore opportunities for work-based learning experiences.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Research the definition of job shadowing, work-based learning, and service learning using classroom materials, the Internet, and other available resources.</p> <p>Compare findings with two-three classmates and agree on a definition for each, making sure to know the similarities and the differences of each experience.</p> <p>Brainstorm with the classmates and create a list of possible opportunities for job shadowing and service learning. (Be creative; don't forget to utilize the school community, your area community, and the virtual community.)</p> <p>Construct a classroom definition of job shadowing, work-based learning, and service learning.</p> <p>Compile a list of possible opportunities for job shadowing and service learning on the board.</p>	<p>CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Media Literacy Productivity and Accountability ICT Literacy Initiative and Self-Direction</p> <p>Critical Thinking and Problem Solving Communication Collaboration</p> <p>Critical Thinking and Problem Solving Communication Collaboration</p> <p>Collaboration</p> <p>Collaboration</p>

Technical Content CTE Program of Studies:

Explore opportunities for work-based learning experiences.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Complete one of the following from Career Cruising Classroom Activities using your ILP to further determine the best career opportunity for you:</p> <p>Activity 3-- Using Career Matchmaker or Activity 4-- Your Careers and Career Matchmaker or Activity 5-- Using Career Selector</p> <p>Reflect in writing on what you learned from these activities in relation to the career opportunity.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p>	<p>ICT Literacy Information Literacy Media Literacy Productivity and Accountability Flexibility and Adaptability</p> <p>Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Explore opportunities for work-based learning experiences.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Review reflective notes from previous lesson, results of career assessments done in the past, and information from Career Cruising to explore interest areas for job shadowing and service learning,</p> <p>Note to Teacher: Have students use a popcorn share method to share with the class one thing they learned from the previous activity.</p> <p>Group together by Kentucky's 14 Career Clusters using their career interests.</p> <p>Generate a list of ten to fifteen possible job shadowing opportunities in the community. (Consider placement in the community and school shadowing sites. Service-learning experiences and virtual opportunities may also be considered.)</p> <p>Analyze the list of job placement opportunities and develop a list of your top five opportunities that best relate to your career interests. (Be creative.)</p> <p>Research contact information for each of the five opportunities using the Internet, white pages, or other classroom resources.</p> <p>Store this contact information for future reference.</p> <p>Journal in writing what you hope to learn from this experience.</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.L.1.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p>	<p>Communication Collaboration Creativity and Innovation Information Literacy Media Literacy</p> <p>Communication Collaboration Creativity and Innovation Financial, Economic, Business and Entrepreneurial Literacy</p> <p>Critical Thinking and Problem Solving</p> <p>Media Literacy Information Literacy ICT Literacy</p> <p>Productivity and Accountability</p>

Technical Content CTE Program of Studies:

Explore opportunities for work-based learning experiences.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Explore methods to complete your work-based learning activity. Options might include but are not limited to:</p> <ol style="list-style-type: none"> 1. Virtually—through a website such as virtual job shadow. www.jobshadow.com 2. Junior Achievement 3. KETencylomeia—view career videos; www.ket.org/education/encyclomeia 4. Interview someone in the community that currently performs that job. 5. Write a persuasive business letter to the chosen job site or the contact person for service learning for permission to shadow an employee and reflect on the advantages to the business as well as what you will accomplish from the experience. <p>Select a method to complete the work-based learning activity.</p> <p>Justify your reasoning as to why you chose that specific method for this activity. Include the advantages and disadvantages of using this method.</p> <p>Complete and turn in job-shadowing paperwork, such as Parent/Guardian Consent Form and Student/Teacher Consent Form—(Supplements 1 and 2).</p>	<p>CC.9-10.W.7 Research to Build and Present Knowledge: 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.</p> <p>CC.11-12.L.1.b Conventions of Standard English: Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American English) as needed.</p> <p>CC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Creativity and Innovation Information Literacy Media Literacy ICT Literacy Initiative and Self-Direction Productivity and Accountability</p> <p>Critical Thinking and Problem Solving</p> <p>Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Explore opportunities for work-based learning experiences.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Research information regarding the career you chose to shadow. Using the following websites: www.gohigherkentucky.org www.bls.gov/OCO www.careeronestop.com www.careeroverview.com</p> <p>Record the information on the Career Research document –(Supplement 3)</p>	<p>CC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.11-12.L.2.b Conventions of Standard English: Spell correctly.</p> <p>CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>	<p>Information Literacy ICT Literacy Initiative and Self-Direction</p> <p>Productivity and Accountability</p>

Technical Content CTE Program of Studies:
Explore opportunities for work-based learning experiences.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Define and discuss what would be ethical behavior and good work habits are needed on the job site.</p> <p>List at least ten words describing the characteristics of a person whose company you enjoy socially or at work.</p> <p>Categorize the words based on traits they describe, such as responsibility, sociability, self-management, self-esteem, and integrity/honesty.</p> <p>Read ‘Ethics through Self Discipline’ article authored by Mark Putnam – Supplement 4.</p> <p>Summarize the article individually in seven sentences. Discuss your summary with 3-4 classmates and construct a group summary to share with the class.</p> <p>Discuss how these traits are important to career success.</p>	<p>CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.9-10.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10</p>	<p>Communication Collaboration Social and Cross-Cultural Skills</p> <p>Communication Collaboration Social and Cross-Cultural Skills</p> <p>Social and Cross-Cultural Skills Global Awareness Civic Literacy</p> <p>Civic Literacy Information Literacy</p> <p>Communication Critical Thinking and Problem Solving Collaboration Productivity and Accountability</p> <p>Communication</p>

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.9-10.SL.1.a Comprehension and Collaboration:
Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

CC.9-10.SL.4 Presentation of Knowledge and Ideas:
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.11-12.L.1 Conventions of Standard English:
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Technical Content CTE Program of Studies:

Demonstrate appropriate work ethics and work habits in the classroom and in job exploration.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Review Work Readiness Skills that can be developed through work based learning experiences such as building rapport, resolving conflict, negotiating, and team and problem-solving skills.</p> <p>Watch the KET EncycloMedia Video “The World of Work: Getting a Good Start” Colman <u>Communications</u> Time: 13:29. www.ket.org/education/encyclomedia</p> <p>Share with class how these skills apply to your work-based learning experience.</p> <p>Create presentation with visuals, a PowerPoint presentation, or a video illustrating the ethical skills and the work readiness skills you expect to see in the workplace and how those skills apply to the job you are visiting. (This is especially important if you are doing service learning.)</p> <p>Note to teacher: <i>Blackline masters and a facilitator’s guide are available with this video.</i></p>	<p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Communication</p> <p>Media Literacy ICT Literacy</p> <p>Communication</p> <p>Creativity and Innovation Civic Literacy Initiative and Self-Direction Media Literacy ICT Literacy Flexibility and Adaptability</p>

Technical Content CTE Program of Studies:

Demonstrate grooming practices appropriate to the workplace.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Research appropriate dress for sites chosen for job shadowing.</p> <p>Discuss why appropriate dress and behavior are so important for the employee and the employer.</p> <p>Produce a poster with a partner that illustrates appropriate and inappropriate dress for the job shadowing experience.</p> <p>Critique the posters to include bulleted list of appropriate and inappropriate clothing items along with illustrations.</p>	<p>CC.9-10.W.8 Research to Build and Present Knowledge: 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 selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>ICT Literacy Initiative and Self-Direction Global Awareness</p> <p>Communication</p> <p>Collaboration Communication Creativity and Innovation Global Awareness Social and Cross-Cultural Skills Leadership and Responsibility</p> <p>Communication</p>

Technical Content CTE Program of Studies:

Identify labor laws and regulations affecting students.

<p>Learning Activities (Enabling Knowledge and Skills/Processes)</p>	<p>Common Core Standards English/Language Arts/Mathematics</p>	<p>Partnerships for 21st Century Skills</p>
<p>Visit the Labor Cabinet website http://www.labor.ky.gov/ows/employmentstandards/ to find the answers to the following questions:</p> <ol style="list-style-type: none"> 1) What is the current minimum wage? 2) What is the minimum age students can be employed? 3) How many hours a day can students between the age of 14 and 15 work on a school day? 4) How many hours a week can students between the age of 14 and 15 work when school is not in session? 5) What are the time restrictions for students between the age of 14 & 15? 6) What is the purpose of child labor laws? 7) How are they relevant to your chosen job shadowing or service learning experience? <p>Develop three questions to ask your job shadowing/work experience host regarding child labor laws.</p> <p>Produce a brochure illustrating what child labor laws are, how they help employees, and how they directly relate to your job-shadowing or service- learning site. Cite your sources.</p> <p>Note to teacher: Visit http://www.labor.ky.gov/ows/employmentstandards/childlaborlaw/forms.htm for forms regarding Parental/Guardian Consent, Certificate of Academic Standing.</p>	<p>command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.9-10.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Critical Thinking and Problem Solving Communication Information Literacy Media Literacy ICT Literacy Initiative and Self-Direction</p> <p>Creativity and Innovation</p> <p>Critical Thinking and Problem Solving Information Literacy Media Literacy ICT Literacy Initiative and Self-Direction</p>

	<p>CC.9-10.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
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Technical Content CTE Program of Studies: Demonstrate general on the job safety practices.		
Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Use the Internet or other reference materials to learn about OSHA.</p> <p>Explore the website http://www.osha.gov/comp-links.html to determine the types of services provided by OSHA is involved in.</p> <p>Watch a demonstration on safety skills.</p> <p>Discuss and practice skills for lifting properly, wearing safety goggles, and other general practices.</p>	<p>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Health Literacy Information Literacy ICT Literacy Social and Cross-Cultural Skills</p> <p>Health Literacy Information Literacy ICT Literacy Social and Cross-Cultural Skills</p> <p>Communication</p>

Technical Content CTE Program of Studies:

Demonstrate general on the job safety practices.

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	
<p>List the OSHA and safety regulations that relate to your chosen job-shadowing or service-learning location.</p> <p>Create a poster illustrating a possible scene you may experience at your job shadow work site. Label at least twelve safety hazards that you may encounter while at work and identify the category of safety hazard for each using a key. (For example, you may illustrate spilled cleaning products on the floor and then label a “Biological Hazard”).</p> <p>Develop and perform a twenty line skit that dramatizes the poster and ways to eliminate the safety hazards or the process that needs to occur once a safety regulation has taken place. (For example, you may illustrate the proper steps needed to clean up the spilled chemicals so that it is no longer a safety hazard.)</p>	<p>CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.9-10.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>CC.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.</p> <p>CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p>Health Literacy</p> <p>Critical Thinking and Problem Solving Communication Collaboration Creativity and Innovation Health Literacy Information Literacy Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility</p> <p>Critical Thinking and Problem Solving Communication Collaboration Creativity and Innovation Health Literacy Information Literacy Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility</p>

Technical Content CTE Program of Studies:

Explore opportunities for work-base learning experiences

Learning Activities (Enabling Knowledge and Skills/Processes)	Common Core Standards English/Language Arts/Mathematics	Partnerships for 21st Century Skills
<p>Participate in the planned job-shadowing or service-learning experience. (Ask if photos may be taken during the job shadowing experience.) Dress appropriately and be on time; observant; polite; follow safety rules; complete evaluation forms. Thank the host or hostess before leaving the work place. Arrange for transportation to be on time to ensure prompt departure. Turn in evaluation and other forms to teacher.</p> <p><i>Note: This shadowing/service-learning experience needs to be designed according to school policies in regard to off-campus activities.</i></p> <p>Write a thank you letter and formally thank your host for your job-shadowing or service-learning experience.</p> <p>Evaluate yourself on the job-shadowing experience. Use Reflections and the Student Job Shadowing Self-Evaluation Form—(Supplement4).</p> <p>Update Individual Learning Plan. Upload reflections to My Documents in the Individual Learning Plan (ILP).</p>	<p>CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.9-10.L.2.c Conventions of Standard English: Spell correctly.</p> <p>CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p>	<p>Critical Thinking and Problem Solving Communication Collaboration Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy Information Literacy Media Literacy ICT (Information, Communication, and Technology) Literacy Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility</p> <p>Communication</p> <p>Flexibility and Adaptability Initiative and Self-Direction Productivity and Accountability</p>

Section V: Culminating Project and Scoring Guide

Create a final report or presentation on the job-shadowing experience; include information about the company, information/graphics about safety practices used on the site, evaluations, photos, if applicable, a copy of your thank you letter, and other information requested by the teacher. Update your Individual Learning Plan to reflect any changes in career goals following this experience. If your report is electronic, you may upload it to your Individual Learning Plan in Career Cruising. If you choose to create a video presentation, convert it to the correct format to upload to I-tunes or other video-hosting systems to play on an I-pod or mp3 player.

Scoring Guide: Job Shadowing/Service Learning Report

CATEGORY	4	3	2	1
Content	All content is the student's own words (where appropriate) and is accurate.	Almost all content is the student's own words and is accurate.	At least half of the content is the student's own words and is accurate.	Less than half of the content is in the student's own words and/or is accurate.
Required Elements	Includes all required elements: <ol style="list-style-type: none"> 1. description of your experience at the site 2. evaluation 3. reports and graphics 4. thank you letter 5. answers to questions asked 6. labor law and safety information 7. reflections on what you learned from the experience 	Includes all but two of the required elements.	Missing three-four of the required elements.	Missing more than four of the required elements.
Clarity and Neatness, Spelling and Grammar	Neat and easy to read; all elements are clearly written and labeled. No spelling or grammatical mistakes.	Neat and easy to read; most elements are clearly written and/or labeled. No more than two spelling or grammatical mistakes.	Hard to read or confusing elements. Three or four spelling or grammatical mistakes.	Hard to read and one cannot tell what goes where. More than four spelling and/or grammatical mistakes.
Reflections	Reflections on experience show thoughtfulness and insight.	Comments and reflections show some thoughtfulness and awareness of the experience.	Showed occasional insight about the experience.	Little or no reflective thinking evident.
Use of Time	Used time well during each class period (as observed by teacher and documentation of progress) with no adult reminders.	Used time well during most class periods (as observed by teacher and documentation of progress) with no adult reminders.	Used time well (as observed by teacher and documentation of progress) but required adult reminders on one or more occasions to do so.	Used time poorly (as observed by teacher and/or documentation of progress) in spite of constant adult reminders to do so.
21st Century Skills	Demonstrated complete understanding of 21 st Century Skills.	Demonstrated a partial understanding of 21 st Century Skills.	Demonstrated an awareness of 21 st Century Skills.	Complete lack of 21 st Century Skills.

Section VI: Assessment and Enabling Skills and Processes

A. Assessment

1. Summative/End of Unit Assessment

Job Shadowing/Service which can be completed either as a standard report, a presentation, or a video which can then be uploaded to an I-pod. Upload your project to your Individual Learning Plan

2. Formative Assessment

List of job-shadowing/service-learning opportunities

Career Cruising Activities:

Activity 3: Using Career Matchmaker

Activity 4: Your Careers and Career Matchmaker

Activity 5: Using Career Selector

Reflections

Career Research worksheet

Business letter requesting an opportunity to do a job-shadowing or service-learning project

Job-shadowing paperwork

Microsoft PowerPoint or other presentation of ethical skills and work readiness skills

Appropriate Dress Posters

Labor law questions

Questions for shadowing/service learning day

Child labor law brochure

Job safety poster and skit

Thank you letter

Job-shadowing reflection and evaluation

B. Enabling Skills/Processes (21st Century Skills)

Critical Thinking and Problem Solving

Communication

Collaboration

Creativity and Innovation

Global Awareness

Financial, Economic, Business and Entrepreneurial

Literacy

Flexibility and Adaptability

Initiative and Self-Direction

Civic Literacy

Health Literacy

Environmental Literacy

Media Literacy

Information Literacy

Social and Cross-Cultural Skills

Productivity and Accountability

Leadership and Responsibility

ICT (Information, Communications, and Technology)

C. Vocabulary

Job shadowing
Service Learning
Work-based learning
Ethical behavior
Responsibility
Sociability
Self-management
Self-esteem
Integrity

Honesty
Building rapport
Resolving conflict
Negotiating
Team skills
Problem-solving skills
OSHA
Child labor laws

Section VII: Support Materials (i.e., Resources, Technology, and Equipment)

A. Resource Tools

- **Individual Learning Plan**, www.Careercruising.com.
- **Career Cruising Resources for Career Advisors and Teachers Individual Classroom Activities**, www.Careercruising.com/ILPSchool.
- **Work-Based Learning Manual 2008**, Kentucky Department of Education, Division of Career and Technical Education, Office of Career and Technical Education, 21st Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, KY 40601 Phone: 502-564-4286.
- **Kentucky Labor Cabinet**, <http://www.labor.ky.gov/ows/employmentstandards>.
- **Job Shadowing in Pathway to Careers**, Kentucky Department of Education, Division of Secondary Vocational Education, Frankfort, Kentucky, July 1998.
- **Linking Learning and Serving: Teaching Learning and Serving**, High School Version (2000). Kentucky Department of Education
- Local telephone book and local newspaper
- National labor law charts:
 - U.S. Department of Labor, Wage, & Hour Division
 - Gene Snyder U.S. Courthouse and Customhouse
 - Room 31
 - 6001 W. Broadway
 - Louisville, KY 40202
 - 502-582-5226
 - <http://www.dol.gov>
- State labor law charts:
 - Division of Employment Standards, Apprenticeship, and Training
 - 1047 U.S. 127 South
 - Suite 4
 - Frankfort, KY 40601
 - 502-564-2784
 - <http://www.kylabor.net> and click on "Employment standards"
- KETencyclomedia <http://www.ket.org/education/encyclomedia.htm> if you do not have a free username and password, contact your school's media specialist. KETencyclomedia has a wealth of videos related to different careers.
- <http://www.virtualjobshadow.com> (site has a cost of \$595 per year at the time of writing)
- <http://www.Jobshadow.org>
- <http://www.ja.org/programs/programs.shtml>
- <http://www.acteonline.org> Lesson plans
- United States Department of Labor Occupational Safety and Health Administration <http://www.osha.gov/comp-links.html>
- Kentucky Labor Cabinet <http://www.labor.ky.gov/ows/employmentstandards/> click on Child Labor Laws and on Forms
- Article on Occupational Safety and Health Administration in KETencyclomedia.
<http://player.discoveryeducation.com/index.cfm?guidAssetId=DF155EB6-3858-48E8-AB55-74652D64D75C&blnFromSearch=1&productcode=US>
Occupational Safety and Health Administration. Funk & Wagnalls. 2005.
Discovery Education.
- <http://www.dol.gov> National labor information.

B. Resource Text

- Jordan, A.K., Whaley, L. T. (2011 or latest edition). Investigating Your Career. Mason, OH: Cengage. ISBN-10:1111430101, ISBN-13:9781111430108
- Wanat, J. A., Pfeiffer, E. W., & Van Guilik, R. (2009 or latest edition). Learning for Earning. Tinley Park, IL: Goodheart-Wilcox. ISBN-978-1-59070-946-7

C. Technology

- Computer with Internet access and word processing and presentation software.
- Digital camera
- Video camera
- Printer (local printer if you want to print your posters)
<http://www.media-convert.com> can be used to convert different video formats to mp4 for I-pod. (Many samples are available)

D. Materials

Paper
Pencils
Markers for posters and book marks
90 lb. paper for book marks
Large paper for posters (or see technology)

E. Equipment

Items to use in practicing correct lifting and carrying
Projector
Safety equipment

F. Supplements

Supplement 1 - Parent / Teacher Consent Form
Supplement 2 – Student / Teacher Consent Form
Supplement 3 – Career Research Form
Supplement 4 – Student Job Shadowing Self-Evaluation Form