

Teaching Unit: ***Introduction/Portfolio Overview***

Essential Understandings

Realistic view of high school as compared to college.

Classroom and school expectations as they differ from MS

Self-Understanding

Sub Topic: ***Setting the Semester Stage***

Knowledge and Skills

1. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain a realistic comprehensive view of oneself.

2. Demonstrate the leadership and membership skills necessary to succeed as a member of a team.

3. Develop a personal portfolio that contains critical personal, educational, and career information.

Teaching Unit: ***Portfolio Culmination***

Essential Understandings

Have a realistic view of career plans in relationship to education.

Develop an expanded vision of future adult life.

Sub Topic: ***Organizing and drawing connections***

Knowledge and Skills

Students will be able to organize and create a place to store information about themselves which will help them look at career options, identify their skills, and make decisions and plans for the future.

Teaching Unit: ***"What Do I Want? Part 2: Employment***

Essential Understandings

Have a realistic view of career plans in relationship to education.

Develop an expanded vision of future adult life.

Students will be knowledgeable about the world of work, explore careers, and relate personal skills, aptitudes, and abilities to future career decisions.

Sub Topic: ***Career Research/Job Skills***

Knowledge and Skills

Demonstrate the leadership and membership skills necessary to succeed as a member of a team.

Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.

Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.

Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.

Assess personal, educational, and career skills that are transferable among various jobs.

Explain the problems and possible benefits of involuntary changes in employment, including information on what actions the employee can take to make it easier to find a new position or to become self-employed.

Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.

Demonstrate an understanding of how humans change and adapt technology to their benefit.

Teaching Unit: *"What Do I Want" Part 1-Finances*

Essential Understandings

1. Have a realistic view of career plans in relationship to financial considerations.
2. Recognize the impact career choice has on personal lifestyle.
3. Budgeting through the allocation of funds from a cumulative annual salary.
4. Every career/lifestyle has both rewards and sacrifices associated with them.
5. Professional life satisfaction can be found through education and training.

Sub Topic: *Learning How to Determine and*

Knowledge and Skills

1. Analyze skills and abilities required in a variety of career options and relate them to their own skills and abilities.
 2. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.
 3. Use a career planning process that includes self-assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.
 4. Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.
 5. Use knowledge and theories of growth and development to help balance multiple responsibilities.
 6. Demonstrate an understanding of the importance of community involvement to family and community life.
 7. Demonstrate an ability to manage personal resources.
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Teaching Unit: *“Doctor is In” Culminating Project*

Essential Understandings

Individuals must work effectively as part of a team developing both individual skills and group dynamic skills in order to be effective contributors to society.

Sub Topic: *Integrated Groups Dynamics Unit*

Knowledge and Skills

The student develops skills for professional success. The student is expected to:

demonstrate effective verbal, nonverbal, written, and electronic communication skills;

evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;

model characteristics of effective leadership, teamwork, and conflict management;

recognize the importance of a healthy lifestyle, including the ability to manage stress;

explore and model characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and the ability to interact with a diverse population; and

complete activities using project- and time-management techniques.

Teaching Unit: ***"Who Am I?"***

Essential Understandings

Ability to imagine the kind of future that is the most satisfying.

Work is not only a way to make a living, but also personal development, as well as a part of a person's identity.

Recognize the scope and diversity of an individual's accomplishments on a daily basis.

Each individual has a different definition of success and the only one they need to meet is their own.

Sub Topic: ***Personality/Skills/Aptitudes***

Knowledge and Skills

Understand the four types of personalities.

Discover their personality using Hartman Personality Profile.

Explain the advantages of understanding personalities, how it can have a positive effect on their interaction with others during school and the workplace.

How knowledge of other's personality can help conflict resolution.

Use a career planning process that includes self assessment, personal development, and a career portfolio as a way to gain initial entry into the workplace.

Demonstrate an understanding of the integration and application of academic and occupational skills in school learning, work, and personal lives.
