GRADE LEVEL: 9th & 10th   **SUBJECT: Preparing for College & Careers**   **DATE: 2017-2018**

GRADING PERIOD: Q1   MASTER COPY 5-29-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Exploring Self					

Students evaluate personal characteristics to develop and refine a personal profile.
• Personal and family standards, values and ethics
• Community standards, values, and ethics
	PCC-1.1 Assess personal, family and community standards, values and ethics.
	Example: Trust, loyalty, right vs. wrong
		• Assess personal, family and community standards, values and ethics.	• Personal values inventory
			• Values collage
			• Self-awareness writing/questionnaire
				• Values
				  -Instrumental
				  -Intrinsic
				• Work-related
				• Ethics
				  -Normative
				  -Applied
				• Strengths
				• Weaknesses
				• Character
				• Self-awareness
					IMPORTANT

• Personal aptitudes • Traits • Interests • Skills	**PCC-1.2** Analyze personal aptitudes, traits, interests, attitudes, and skills. **Examples:** Intelligence, emotional, mechanical. Examples: 4 Domains of Personality	• Analyze personal aptitudes, traits, interests, attitudes, and skills.	• Aptitudes inventory • Aptitudes/experience writing • Online aptitude test • Myers-Briggs personality test • 16 personality types inventory	• Aptitude • Personality • Myers- Brigg Indicators • 4 Domains of Personality	IMPORTANT

• Personal priorities
• Goals for life and careers
	PCC-1.3 Determine personal priorities and goals for life and career.
	Examples: Goal- get an 85% on next math test
		• Determine personal priorities and goals for life and career.	• Goals for school
			• Goals for personal life
			• Goals for career
				• Goals
				  -Personal
				  -Professional
					IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Learning styles: Visual, Auditory, Tactile, Kinesthetic • Lifelong learning	**PCC-1.4** Determine learning style preferences and their application to lifelong learning. **Examples:** Personal learning styles, characteristics of learning styles.	• Determine learning style preferences. • Apply learning styles to lifelong learning.	• Personal learning styles inventory • Life-long learning strategies	• Learning style -Visual -Auditory -Tactile/Kinesthetic • Life-long learning	IMPORTANT
Exploring Careers					
Students investigate one or more Career Clusters and Indiana's College and Career Pathways, based on individual interests, to further define career goals. • Roles, functions, education, and training requirements of various career options • Career clusters • Career cluster pathways	**PCC-2.1** Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.	• Determine roles, functions, education, and training requirements of various career options within one or more career clusters and pathways.	• Career clusters & career pathway road map -Roles of selected careers -Education & training -Benefits	• Career clusters -16 Career Clusters • Career pathways	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Career trends, options and opportunities for employment • Career trends, options and opportunities for entrepreneurial endeavors	**PCC- 2.2** Analyze career trends, options and opportunities for employment and entrepreneurial endeavors for selected career clusters and pathways.	• Analyze career trends, options and opportunities for employment for selected career clusters and pathways. • Analyze career trends, options and opportunities for entrepreneurial endeavors for selected career clusters and pathways.	• Career trend research • Entrepreneur research	• Career trends • Entrepreneur	IMPORTANT
• Careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change	**PCC-2.3** Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change.	• Evaluate selected careers and pathways for education requirements, working conditions, benefits, and opportunities for growth and change. • Compare and contrast opportunities for growth and change in selected careers and pathways with individual personality traits identified in PCC Domain 1.	• Career cluster project with rubric, comparing and contrasting 1 or more career and/or pathway.		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Technology and resources to research and organize information about careers	**PCC-2.4** Integrate appropriate technology and resources to research and organize information about careers. **Examples:** Important use of authentic/quality research sources	• Integrate appropriate technology and resources to research and organize information about careers.	• Compile research from approved sources to use in a research project.	• Authentic/quality research • Governmental resources • Occupational Outlook Handbook • O*Net • Indiana Career Explorer	CRITICAL
Exploring College & Career and Postsecondary Options					
Students analyze college and other postsecondary options to know what educational opportunities are available after high school. • Postsecondary educational options • Technical programs • Apprenticeships • Military	**PCC-3.1** Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs.	• Demonstrate understanding of postsecondary educational options including technical certificate programs, apprenticeship, military and two- and four-year college programs. • Compare and contrast postsecondary education options.	• Assignment: Compare and contrast postsecondary education options	• Postsecondary • Military • Community/Junior College • Trade/ Technical Schools • Technical Certificate Options • Apprenticeship	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Public college • Private college • Other educational options	**PCC-3.2** Examine public and private colleges and other postsecondary educational options. .	• Examine public and private colleges and other postsecondary educational options.	• Online virtual college tours • Online scavenger hunt • Technical program vs apprenticeship		IMPORTANT
• Statewide resources available to explore college and postsecondary options	**PCC-3.3** Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.	• Demonstrate knowledge of the statewide resources available to explore college and postsecondary options.	• College resource project		IMPORTANT
• Cost of postsecondary educational options and various financial aid options	**PCC-3.4** Demonstrate knowledge of the cost of postsecondary educational options and various financial aid options.	• Demonstrate knowledge of the cost of postsecondary educational options. • Demonstrate knowledge of the various financial aid options.	• Cost of living at 4 year university vs 2 year/community college	• Financial aid • Scholarship • Grant • Public vs private loans • Subsidized loans • Unsubsidized loans • Perkins loans	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Making Decisions					
Students apply higher order thinking and problem solving processes to make decisions about education, life and career. • Skills for questioning and posing problems • Skills for thinking independently • Skills for communicating decisions with clarity and precision	**PCC-4.1** Demonstrate skills for questioning and posing problems, thinking independently, and communicating decisions with clarity and precision.	• Demonstrate skills for questioning and posing problems. • Demonstrate skills for thinking independently. • Demonstrate skills for communicating decisions with clarity and precision.	• Steps to the decision-making process for individual and collaborative decisions	• Decision Making Process	CRITICAL
• Choices, options and consequences of life • Choices, options and consequences of career decisions	**PCC-4.2** Analyze choices, options and consequences of life and career decisions.	• Analyze choices, options, and consequences of life. • Analyze choices, options, and consequences of career decisions.	• Options and choices that influence life and career decisions -Family working tree • Consequences of what if I did this or that. -Positive & Negative	• Consequences • Opportunity cost	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Decision-making process to identify short- and long-term life and career goals	**PCC-4.3** Apply a decision-making process to identify short- and long-term life and career goals.	• Apply a decision-making process to identify short- and long-term life and career goals.	• Decision making process of short- term goal • Decision making process of long-term goal	• SMART Goals -Specific -Measurable -Attainable -Realistic -Time • Short & long term	CRITICAL
Making a Plan					
Students create flexible plans of action for achieving personal goals through secondary education, college, career and life. • Core 40 Diploma • Honors Diploma • Graduation plan	**PCC-5.1** Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.	• Apply knowledge of Core 40 and Honors diploma requirements to create a high school graduation plan.	• Create a high school graduation plan	• Core 40 Diploma • Core 40 with Academic Honors Diploma • Core 40 with Technical Honors	CRITICAL
• Decision- making process to make a plan for postsecondary education • Decision-making process to make a plan for a career	**PCC-5.2** Apply decision-making processes to making a plan for postsecondary education and career.	• Apply decision-making processes to making a plan for postsecondary education. • Apply decision-making processes to making a plan for a career.	• Create a postsecondary plan for education and/or career while using past graduation plan		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Career plan • Life-long learning • Advancement options	**PCC-5.3** Design a flexible career plan that incorporates life-long learning and career advancement options.	• Design a flexible career plan that incorporates life-long learning and career advancement options.	• Create a career plan using one of the careers with your list of aptitudes	• Life-long learning • Career advancement • Career technical education (CTE) • Dual-credit	IMPORTANT
• High school graduation plan • Post-secondary plan • College & career pathways options	**PCC- 5.4** Evaluate high school graduation plan, post-secondary plan and career plans in light of decisions about college and career pathways and options.	• Evaluate high school graduation plan in light of decisions about college and career pathways and options. • Evaluate post-secondary plan in light of decisions about college and career pathways and options. • Evaluate career plans in light of decisions about college and career pathways and options.	• Revise previous plans to show growth throughout the semester		IMPORTANT

GRADE LEVEL: 9th & 10th   **SUBJECT: Preparing for College & Careers**   **DATE: 2017-2018**

MONTH/GRADING PERIOD: Q2   **MASTER COPY 5-29-18**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Personal Skills					
Students demonstrate personal skills needed for success in personal, family, community, and career aspects of life. • Roles, responsibilities, relationships, and changing priorities • Strategies for incorporating feedback	**PCC-6.1** Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities. -Evaluate strategies for incorporating feedback and change in a variety of contexts.	• Integrate roles, responsibilities and relationships in a climate of ambiguity and changing priorities. • Evaluate strategies for incorporating feedback and change in a variety of contexts.	• Role playing activity	• Ambiguity	ADDITIONAL
• Tactical goals • Strategic goals • Past experiences • Lifelong learning opportunities	**PCC-6.2** Prioritize tactical (short-term) and strategic (long-term) goals. -Demonstrate initiative to assess past experiences, plan future progress, and expand lifelong learning opportunities to advance skill levels towards a professional level.	• Prioritize tactical (short-term) and strategic (long-term) goals. • Demonstrate initiative to assess past experiences. • Demonstrate initiative to assess plan future progress. • Demonstrate initiative to expand lifelong learning opportunities to advance skill levels towards a professional level.	• Teacher observation of independent work • Create plans (educational, life and career) based on past experiences for the future	• Tactical • Strategic	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

• Cultural differences
• Social and cultural backgrounds
	PCC-6.3 Interact effectively with others in a respectable, professional manner being mindful of cultural differences.
	    -Respect cultural differences and work effectively with people from a range of social and cultural backgrounds.
	    -Respond open-mindedly to different ideas and values.
		• Respond open-mindedly to different ideas and values.
		• Leverage social and cultural differences to create new ideas and increase both innovation and quality of work.
			• Compare and contrast social differences between the United States and other countries.
			• Compare and contrast cultural differences in work ethic between the United States and other countries.
			• Compare and contrast quality of work in the United States to other countries.
				• Cultural difference	IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY

• Attributes associated with producing high quality products including the abilities to:
-Work positively and ethically
-Manage time and projects effectively
-Participate actively, as well as be reliable and punctual
-Present oneself professionally and with proper etiquette
-Collaborate and cooperate effectively in teams
-Be accountable for results
	PCC-6.4 Demonstrate additional attributes associated with producing high quality products.
	   -Work positively and ethically
	   -Manage time and projects effectively
	   -Participate actively, as well as be reliable and punctual
	   -Present oneself professionally and with proper etiquette
	   -Collaborate and cooperate effectively in teams
		• Work positively and effectively.
		• Manage time and projects effectively.
		• Participate actively, and be reliable and punctual.
		• Present oneself professionally.
		• Collaborate and cooperate effectively in teams.
			• Teacher observation		IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Interpersonal and problem-solving skills • Integrity and ethical behavior • Influence and power	**PCC-6.5** Demonstrate interpersonal and problem-solving skills to influence and guide others toward a goal. -Demonstrate integrity and ethical behavior in using influence and power.	• Demonstrate interpersonal and problem-solving skills to influence and guide others toward a goal. • Demonstrate integrity and ethical behavior in using influence and power.	• Group project-working with others to encourage goal setting toward a common goal (graduation). • Group project-working with others to encourage integrity and ethical behavior to reach your goals. Example: not cheating on class assessments		IMPORTANT
Employability Skills					

Students demonstrate knowledge and skills needed to navigate life and work environments in the global economy.
  -Career opportunity research
  -Personal and career portfolio
  -Interviewing
  -Networking
	PCC-7.1 Demonstrate knowledge, skills, and attitudes needed for seeking employment.
	    -Career opportunity research
	    -Personal and career portfolio
	    -Interviewing
	    -Networking
		• Demonstrate knowledge needed for seeking employment.
		• Demonstrate skills needed for employment.
		• Demonstrate attitudes needed for seeking employment.
			• Indiana Career Explorer checklist		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Skills needed for effective communication in school • Skills needed for effective communication in life • Skills needed for effective communication in career settings	**PCC- 7.2** Demonstrate knowledge and skills needed for effective communication in school, life and career settings.	• Demonstrate knowledge and skills needed for effective communication in school. • Demonstrate knowledge and skills needed for effective communication life. • Demonstrate knowledge and skills needed for effective communication in career settings.	• Presentation of college/career research in front of class		IMPORTANT
• Understanding of employer expectations • Understanding of employee expectations	**PCC- 7.3** Demonstrate understanding of employer and employee expectations.	• Demonstrate understanding of employer and employee expectations	• Indiana Career Explorer checklist		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Standards of legal and ethical behavior in human issues • Standards of legal and ethical behavior in cultural issues • Standards of legal and ethical behavior in societal issues	**PCC- 7.4** Demonstrate standards of legal and ethical behavior in human, cultural, and societal issues related to technology and digital citizenship.	• Demonstrate standards of legal and ethical behavior in human issues related to technology and digital citizenship. • Demonstrate standards of legal and ethical behavior in cultural issues related to technology and digital citizenship. • Demonstrate standards of legal and ethical behavior in societal issues related to technology and digital citizenship.	• Compare and contrast the differences between the United States and other countries legal and ethical issues related to technology and digital citizenship		ADDITIONAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
• Personal appearance, attire, grooming, and etiquette for special school, life, and career settings	**PCC- 7.5** Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special school, life and career settings.	• Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special school settings • Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special life settings. • Demonstrate standards of personal appearance, attire, grooming, and etiquette appropriate for special career settings.	• Professional business attire presentation	• Etiquette	ADDITIONAL