

## **Kane Area School District's Chapter 339**

### **K-12 School Counseling Plan**

#### **1. School Counselors and Assignments:**

- Stephen Wolfe – Kane Elementary School
- Jennifer Sleeman – Kane Middle School
- AnnaLisa Ryding – Kane High School

#### **2. School Counseling Department Mission Statement**

- The mission of the Kane Area School District school counseling program is to provide comprehensive and systematic developmental support to each and every student in order to optimize their academic, career, personal, and social development and achievement.

#### **3. Program Goals**

- All students have dignity and worth
- All students have the right to participate in the school counseling program
- All students' ethnic, cultural, racial, sexual differences and special needs are considered in planning and implementing the school counseling program.
- All students K-12 shall have access to a full-time, master's degree level school counselor to deliver the counseling program
- All students have the capacity to learn and be supported academically to reach their maximum potential.
- All students have the right to a safe learning environment and to participate in classroom lessons and activities are based on the Kane Area School District K-12 Comprehensive Curriculum which incorporates the personal/social, academic, and career domains of the Pennsylvania standards.

#### **4. Stakeholders**

- Students
  - Acquire workplace skills to include but not limited to: punctuality, attendance, preparedness, dependability, initiative and time management
  - Develop the skills to handle effective communication
  - Diagram different level of educational achievement and related requirements for each different career choice/interest.
  - Learn effective conflict resolution and team building skills.
- Parents



- Increase awareness of academic and interpersonal skills necessary for success in the world of work
- Increase awareness of career opportunities linked to individual student interests and aptitude
- Increase awareness of academic/educational achievement and related requirements for each career choice/interest
- Educators
  - Work in collaboration with students to promote their life after graduation goals and the career/work standards through classroom and guidance lessons, attending educational workshops and participation on the advisory committee.
  - Connect teachers, staff, administrators and school boards to outside resources such as (businesses, workers, nonprofit organizations, career and technical centers, and post-secondary schools) to help foster career development.
- Business/Community
  - Develop a vehicle for communication of current vocational needs in local community.
  - Provide access to students who opt to enter the workplace upon graduation
  - Provide interface between high school and educational and vocational resources
  - Increase exposure of local businesses and community members to high school graduates entering the local workforce.
- Post-Secondary
  - Post-secondary institutions will recruit and enroll students who benefit from their education programs.
  - The school provides a venue for post-secondary institutions to recruit potential students.

## **5. Role of the School Counselor**

- Leader
  - Participating member of the Kane Intervention Success Team (KISS Team) and Student Assistance Program (SAP)
  - Empower the students to work towards achieving their life and career goals
  - Provide strategies and assist in developing a program to ensure that the academic, personal/social, and career standards are being implemented
- Advocate
  - Act as a liaison between the parents, teachers, students, and outside agencies
  - To support and intercede on behalf of the students to ensure that they receive access to all educational services available to them.





- Provide staff with all relevant information so that they are able to make informed decisions about the students
- Collaborator
  - Work with staff to implement the K-12 Guidance Plan
  - Use networking, problem solving and mediation in the educational community
  - Team with the staff to provide professional development that enhances student success
  - Embrace feedback that supports continual change and improvement in your program.
- Agent of Systematic Change
  - Participate in professional development activities and share relevant information with staff.
  - Use data to make decisions about school wide programs
  - As a resource to provide input when called upon

#### **6. Advisory Council**

- The advisory council will comprise of stakeholders from the areas of post-secondary education, business, community, students, parents, and educators. The purpose of the council will be to increase the collaboration between the school and community in order to enhance career readiness for all students. Meetings will be held in October and May of each year. During the October meeting, new goals will be identified for the upcoming year and progress will be monitored during the May meetings.
  - Students – Current Student Council President, Current NHS President
  - Parents – Freshman Parent, Junior Parent
  - Educators – Career Education Instructor, Vo-Ag Instructor
  - Business/Community – Career Mentor, Drug and Alcohol Counselor
  - Post-Secondary – UPB representative, NPRC representative



## **Kane Area School District's Chapter 339**

### **K-12 School Counseling Plan**

- **Program Calendars:**
  - o Monthly Calendars – see appendix A
- **Program Delivery:**
  - o See appendix B
- **Guidance Curriculum**
  - o K-2 Appendix C
  - o 3-5 Appendix D
  - o 6-8 Appendix E
  - o 9-12 Appendix F
- **Organizing Career/Postsecondary Resources (Appendix H, I, and J)**
  - o Career Cruising
  - o ASVAB Testing and Interpretation Session
  - o Open House College and Career Fair
  - o Field Trips
  - o Job Shadowing Opportunities
  - o College Representative Visits
  - o Military Recruiters
  - o Guest Speakers
- **Individualized Academic/Career Plan**
  - o Results from Career Interest tests
  - o Results from ASVAB tests
  - o Information from 8<sup>th</sup> grade career class
  - o Individual Junior and Senior Meetings
  - o Information from 11<sup>th</sup> grade Career Explorations class
- **Career and Technical Center Strategy**
  - o Describe your activities/events and interventions for increasing awareness for students/parents and educators regarding your local CTC
    - 5<sup>th</sup> grade field trip for all students
    - 9<sup>th</sup> grade field trip
    - Parent Scheduling Meetings
    - Student Scheduling Meetings
    - Open House College and Career Fair



### **Guidance 339.32(7)**

Career Guidance Service Activities organized by grade level:

- K-2 – Career Readiness Curriculum
- 3-5 Grades – Career Readiness Curriculum
- 5<sup>th</sup> Grade – Field Trip to Career and Technical Center
- 8<sup>th</sup> Grade – Career Education Class
- 6-12 Grades – Individual Career Planning Meetings
- 9<sup>th</sup> Grade – Field Trip to Career Technical Center
- 10<sup>th</sup> Grade – ASVABs and Career Technical Center
- 11<sup>th</sup> – Career Exploration Class
- 11<sup>th</sup> – Job Shadowing

### **Guidance 339.32(10)**

We will utilize pre-tests and post-tests to evaluate the program scaffolding, program objectives, and delivery systems. The counseling department will meet at the beginning and at the end of each school year to review student performance on each level's pre-test. The following information will provide specific information related to the previous level's programming and effectiveness. We will make programming adjustments as needed.



## Monthly Counseling Calendar Elementary

<u>July</u>	<u>January</u>
Academic:	Academic: Role of mistakes; Asking for & responding to "help"
Career:	Career: Career interest inventory
Personal/ Social:	Personal/ Social: Assertive vs. passive/ aggressive communication
<u>August</u>	<u>February</u>
Academic:	Academic: Planning and organization
Career:	Career:
Personal/ Social: Contact SAP parents and confirm permission	Personal/ Social: Bullying
<u>September</u>	<u>March</u>
Academic: Academic self-image, "student esteem"	Academic:
Career:	Career: Interests; Ed. & training -- careers/ jobs
Personal/ Social: Initiate and facilitate School Wide Positive Beh. Program; "Star Drawing"	Personal/ Social: Problem solving and choices; Conflict resolution; "Star Drawing"
<u>October</u>	<u>April</u>
Academic: Successful Student Skill Dev.	Academic:
Career: Create career interest inventory materials	Career: Personal and interpersonal skills re: world of work
Personal/ Social: I-safe; Start reinforcers for homerooms meeting HR and school wide behavioral/ social goals, "Star Drawing"	Personal/Social:
<u>November</u>	<u>May</u>
Academic: Align personal and academic goals.	Academic: Student of the month celebration
Career:	Career: School Wide Career Challenge
Personal/ Social: Identify and develop understanding of interpersonal skills; "Star Drawing"	Personal/ Social: "Star Drawing"
<u>December</u>	<u>June</u>
Academic: Continue to reinforce positive academic skills. Student of the month celebration	Academic:
Career:	Career:
Personal/ Social: Effects of prosocial skills and interactions; "Star Drawing"	Personal/ Social:





## Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA\*

Counselor Related	Non-Counselor Related
Guidance classroom lessons and programming activities	Create and facilitate discipline programming
Crisis Response	Cover for absent teachers
Collaborate with outside agencies	Leadership Team
Support parents	Parent & Family outreach Committee
Support IEP process	
Positive school wide behavioral programming	
Classroom behavioral support	
Support teachers	
Assess student behavioral needs	
Create student behavioral programming	
Track and document individual behavioral programming	
Support MTSS process	
SAP coordinator	
Facilitate individual reinforcer schedule	



**MIDDLE SCHOOL**  
**Monthly Counseling Calendar**

<b><u>July</u></b>	<b><u>January</u></b>
Academic: Student scheduling	Academic: Semester End- Failure/At-Risk Letters Sent
Career:	Career: Begin career research evidence from each student.
Personal/Social:	Personal/Social: Classroom Lesson – Communication
<b><u>August</u></b>	<b><u>February</u></b>
Academic: Student scheduling Parent Orientation Night	Academic: Classroom Lesson- Follow up to 8 <sup>th</sup> Grade Scheduling Meetings
Career: Review the Career Readiness evidence collection process with students and parents.	Career: 8 <sup>th</sup> Grade Transition with HS Counselors National Job Shadow Day
Personal/Social: Read/document incoming 6 <sup>th</sup> grade files Contact newly enrolled students; offer tour Class meetings by grade level-Expectations	Personal/Social: National School Counseling Week
<b><u>September</u></b>	<b><u>March</u></b>
Academic: Initiate MTSS Program	Academic: PSSA Preparation
Career: College & Career Readiness Month-If I Weren't A Teacher, What Would I Be?	Career: Classroom Lesson – College Knowledge
Personal/Social: Schedule SAP meetings for year Campaign for SAP Team; contact liaisons Open House Classroom Lesson-Body Image and Self- Esteem Issues	Personal/Social:
<b><u>October</u></b>	<b><u>April</u></b>
Academic: Classroom Lesson - School Climate	Academic: PSSA Administration Administer Keystone Exams-Algebra I
Career: IU9 School Counselor Meeting	Career: Classroom Lesson – Conflict Problem Solving in Real-Life and Workplace
Personal/Social: PAYS Survey	Personal/Social: Visit 5 <sup>th</sup> grade classrooms to initiate



	transition to MS
<b><u>November</u></b>	<b><u>May</u></b>
Academic: Parent Teacher Conference Day with MTSS Updates	Academic: Gather teacher recommendations for reading and math placements Attend special ed transition meetings
Career: National Career Development Month	Career: 5 <sup>th</sup> Grade tours of middle school
Personal/Social: Classroom Lesson – Sexual Harassment	Personal/Social: SAP Wrap Cumulative Meeting
<b><u>December</u></b>	<b><u>June</u></b>
Academic: Grade Level Meetings/MTSS Updates	Academic: Failure list/summer school scheduling
Career:	Career:
Personal/Social: Classroom Lesson – Suicide Prevention	Personal/Social: Annual State SAP Report Submission Develop 8 <sup>th</sup> grade student concern list



## Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA\*

Counselor Related	Non Counselor Related
Enrollment/Withdrawal documentation	Cover classes when substitute unavailable
Student Assistance Program coordination	Bus Duty
Crisis Management	Cafeteria monitoring
MTSS tracking and documentation	Obtaining student info for social security
Collect/distribute work for students in placement; Coordinate with teachers	
Attend grade level meetings	
Weekly special education meetings	
Initiate MTSS Meetings	
Truancy elimination plans & meetings	
Crossroads 20 day treatment review mtgs	
Present MTSS info at faculty meetings	
Provide staff trainings (i.e. Childline)	
Coordination with CYS to monitor cases	
Small Groups (i.e. relational aggression)	
Grief/loss	
Suicide Assessment – student	
Weekly academic progress monitoring	
504 Plans – liaise with teachers	
Staff consultation	
Submit weekly counseling abstract (accountability)	
Lunch Bunches	
Maintain counselor resource library for students, parents, and staff	
Individual social skills sessions	
Conduct threat assessments	





## Monthly Counseling Calendar – High School

<u>July</u>	<u>January</u>
<b>Academic:</b> Student scheduling. Monitoring summer school.	<b>Academic:</b> Updating transcripts for first half of the year, reviewing failure list for 2 <sup>nd</sup> marking period. Scholarship meeting for seniors
<b>Career:</b> Confirm CTC rosters and coordinate with CTC administration	<b>Career:</b> Meeting with seniors to discuss scholarships and post-secondary paths.
<b>Personal/Social:</b> Newsletter to students/parents about the upcoming year	<b>Personal/Social:</b> Individual meetings with freshman to discuss adjustment to HS
<u>August</u>	<u>February</u>
<b>Academic:</b> Assisting students with schedule changes. Class Meetings and Freshman Orientation. Coordinating and proctoring SATs.	<b>Academic:</b> Individual meetings with Sophomores to review classes, grades, and attendance.
<b>Career:</b> Discussion about schedules and the relation of their classes to future goals. Coordinating and proctoring SATs.	<b>Career:</b>
<b>Personal/Social:</b> Class meetings and freshman orientation. Meetings about schedules and/or changes	<b>Personal/Social:</b> Transition meeting with 8 <sup>th</sup> grade class.
<u>September</u>	<u>March</u>
<b>Academic:</b> Attending and assisting with Open House. Coordinating the College and Career Fair. Coordinating with AP teachers and students.	<b>Academic:</b> Coordinating and proctoring SATs. Scheduling for the upcoming year with students. CTC field trip. Proctoring Keystone Exams.
<b>Career:</b> Individual meetings with Seniors to review transcripts and future goals. Coordinating the College and Career Fair. Mock Interviews.	<b>Career:</b> Coordinating and proctoring SATs. Career Fair. CTC field trip. Mock Interviews.
<b>Personal/Social:</b> Individual meetings with seniors.	<b>Personal/Social:</b>



<u>October</u>	<u>April</u>
<b>Academic:</b> Coordinating and proctoring the PSAT exams. Financial Aid information night. FAFSA Completion Night. Assisting seniors with college applications and completing recommendation letters.	<b>Academic:</b> Individual meetings with Freshman to review classes, grades, and attendance. Coordinating and proctoring AP Exams. Meeting with seniors at risk of not graduating to create intervention plans.
<b>Career:</b> Coordinating and proctoring of the ASVAB tests.	<b>Career:</b>
<b>Personal/Social:</b> Red Ribbon Week, I-Safe Training	<b>Personal/Social:</b>
<u>November</u>	<u>May</u>
<b>Academic:</b> Review students on failure list for the first marking period. Assisting seniors with college applications and completing recommendation letters. Parent/Teacher Conferences	<b>Academic:</b> Meeting with students and parents regarding next year's schedules. Proctoring and assisting with coordinating Keystone exams.
<b>Career:</b> ASVAB Career Exploration and Score Interpretation Lessons. Mock Interviews.	<b>Career:</b> Mock Interviews
<b>Personal/Social:</b> Parent/Teacher Conferences	<b>Personal/Social:</b> Mental Health Awareness Month activities
<u>December</u>	<u>June</u>
<b>Academic:</b> Individual meetings with Juniors to review transcripts, grades, and attendance. Assisting seniors with college applications and completing recommendation letters. Proctoring and assisting with coordinating Keystone exams.	<b>Academic:</b> Graduation. Send final transcripts.
<b>Career:</b> Individual meetings with Juniors to review transcripts and future goals.	<b>Career:</b>
<b>Personal/Social:</b> Individual meetings with juniors	<b>Personal/Social:</b>



## Ongoing Monthly Counseling Activities

List activities or responsibilities that you continually perform over time and categorize which are related to your role as a counselor recommended by ASCA

<b>Counselor Related</b>	<b>Non-Counselor Related</b>
Academic monitoring	Lunch Duty
Behavior monitoring	Covering Classes
Short-term individual counseling	Field Trip Chaperone
Mediation/Conflict Resolution peer sessions	
Coordinating SAP referrals, data retrieval, and meetings	
Crisis response and threat assessments	
Attending IEP and SAIP meetings as needed	
Teach the Career Explorations Class	
Coordinating College/Military/Employer visits	
Coordinating and attending Rotary Student of the Month	
Coordinating student work with teachers, parents, and services during an extended absence	
Coordinating Act 1 graduation plans	
AP Coordinator	
PSAT Coordinator	
Entering and/or maintaining academic records (creating student schedules, entering records for new students, sending records requests, etc.)	
Assisting with planning and attending College/Career Related Field Trips	
Completing referrals for outside agencies and services	
Tracking and collecting evidence for Career Readiness Benchmarks	



# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

(This form can be used at the district, school or individual counselor level.)

<b>Guidance Curriculum</b> Provides developmental, comprehensive guidance program content in a systematic way to all students K-5.	<b>Prevention, Intervention and Responsive Services</b> Addresses school and student needs.	<b>Individual Student Planning</b> Assists students and parents in development of academic and career plans.	<b>System Support</b> Includes program, staff and school support activities and services.
<b>Purpose</b> Student awareness, skill development and application of skills needed to achieve academically and be career and college ready by graduation.	<b>Purpose</b> Prevention, Intervention and Responsive services to groups and/or individuals.	<b>Purpose</b> Individual student academic and occupational planning, decision making, goal setting and preparing for academic transitions.	<b>Purpose</b> Program delivery and support.
<b>Academic</b> <u>Curriculum:</u> classroom lessons every student bimonthly	<b>Academic</b> <u>Responsive Intervention:</u> respond to student dysfunction in class and develop/implement appropriate programming	<b>Academic</b> <u>Individually:</u> member of MTSS team and provide individual support when needed	<b>Academic</b> <u>System Support:</u> consultation, collaboration, and teaming with admin. and faculty
<b>Career</b> <u>Curriculum:</u> classroom lessons every student bimonthly; outside speakers; programs/assemblies	<b>Career</b> <u>Intervention:</u> family, faculty, community partnerships established	<b>Career</b> <u>Individually :</u> individual career portfolio and interest inventory grades 3-5	<b>Career</b> <u>System Support:</u> set the understanding and skill development stage for the middle school and high school
<b>Personal/Social</b> <u>Curriculum:</u> classroom lessons every student bimonthly; outside speakers; programs/assemblies	<b>Personal/Social</b> <u>Intervention – Prevention – Responsive Support:</u> individual, small group, and school-wide behavioral and social education, monitoring, programming, reinforcement, support, referrals to appropriate service	<b>Personal/Social</b> <u>Individually:</u> individual support provided when school-wide or regular classroom support does not provide enough to facilitate functional social or independent skill.	<b>Personal/Social</b> <u>System Support:</u> facilitate all behavioral and social programming and intervention, including discipline
<b>Counselor Role</b> Classroom lessons; support faculty programming	<b>Counselor Role</b> Support academic intervention individually, classrooms, and systemically Career intervention within classroom lessons and through grade levels and throughout community Personal/Social intervention and responsive service at all levels	<b>Counselor Role</b> Provide individual support to students across all areas of concern.	<b>Counselor Role</b> Chairman or member of committees relative to all areas.





# COMPREHENSIVE SCHOOL COUNSELING PROGRAM DELIVERY SYSTEM

(This form can be used at the district, school or individual counselor level.)

Percentage of Time	Percentage of Time	Percentage of Time	Percentage of Time
20%	60%	5%	15%



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.1.3 A. Recognize that individuals have unique interests.	C:A1.3- Develop an awareness of personal abilities, skills, interests, and motivation	Student will verbalize differing interests, abilities, skills, and motivations between individuals	Student can describe activities within personal areas of interest	
		C:A1.8- Pursue and develop competencies in areas of interest			
	13.1.3. B. Identify current personal interests.	C:A1.3—Develop an awareness of potential abilities, skills, interests and motivations	Student can identify current personal interests, abilities, skills, and motivations	Student can describe areas of interest and means of developing competency	
		C:A1.8 pursue and develop competency in areas of interest			
	13.1.3. C. Recognize that the roles of individuals at home, in the workplace and in the community are constantly changing.	C:A2.3—Demonstrate knowledge about the changing workplace	Student can describe elements of a changing workplace Student can describe lifelong learning Student can verbalize the role change plays within personal growth Student can identify both personal and social roles		
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			
		PS:A1.4 understand change is a part of growth			
		PS:A1.11 identify and discuss changing personal and social roles			
		PS:A1.12—Identify and recognize changing family roles			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.3.D. Identify the range of jobs available in the community.	C:A1.1—Develop skills to relocate, evaluate and interpret career information	Student understands communities have a range of jobs	Student will be able to describe a range of jobs within their community	
	13.1.3.E. Describe the work done by school personnel and other individuals in the community.	C:A2.3—Demonstrate knowledge about the changing workplace	Student can describe different jobs within the same career/field Student can identify work duties done by different school personnel and community members	Student will make a diagram school jobs and related work duties	
	13.1.3. F. Explore how people prepare for careers.	C:A1.1—Develop skills to locate, evaluate and interpret career information C:B1.3 demonstrate knowledge of the career planning process	Student can identify factors effecting career choice and preparation Student can describe how people prepare for careers		
	13.1.3. G. Explain why education and training plans are important to careers.	C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals C:A1.7—Understand the importance of planning	Student understands the relationship between planning and goals Student can describe how education and training impact career planning		
	13.1.3. H. Explain how workers in their careers use what is learned in the classroom.	A:C1.6—Understand how school success and academic achievement enhance future career and vocational opportunities C:C1.3—Identify personal preferences and interests influencing career choice and success	Student will understand how school success impacts future career opportunities and success Student can describe relationship between classroom knowledge and career/job needs		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.2.3. A. Identify appropriate speaking and listening techniques used in conversation.	PS:A2.6—Use effective communications skills	Student can identify communication skills (speaking, listening, nonverbal)	Student can role play examples of speaking, listening, and nonverbal communication skills	
		PS:A2.7—Know that communication involves speaking, listening and nonverbal behavior			
	13.2.3. B. Discuss resources available in researching job opportunities, such as, but not limited to: --Internet --Magazines --Newspapers	C:B1.5—Use research and information resources to obtain career information	Student understands a research process and what a research resource can provide Student can describe career information	Student can identify job search resources	
		C:A1.1 develop skills to locate, evaluate, and interpret career information			
	13.2.3. C. Compose a personal letter.			Student will compose a personal letter	
	13.2.3. D. Identify the importance of developing a plan for the future.	C:A1.6—Learn how to set goals	Student understands how planning relates to, and leads to meeting goals	Student can create a planning process to meet identified goals	
		C:A1.7—Understand the importance of planning			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.3. E. Discuss the importance of the essential workplace skills, such as, but not limited to: --Dependability --Health/safety --Team building --Technology	C:A1.4—Learn how to interact and work cooperatively in teams C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills	Student understands teamwork Student can name social skills related to cooperative work	Student can role play specific social skills needed when working with others	
		C:A2.2—Apply job readiness skills to seek employment opportunities			
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
	13.3.3. A. Identify attitudes and work habits that contribute to success at home and school.	C:A2.7—Develop a positive attitude toward work and learning C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student can define effort and a positive attitude toward work and learning		
		PS:A1.9—Demonstrate cooperative behavior in groups C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			
	13.3.3. B. Identify how to cooperate at both home and school.		Student can identify specific cooperation skills Student understands the impact of cooperation at both home and school	Student will demonstrate cooperation skills within class activities and identify examples from both home and community	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.3. C. Explain effective group interaction terms, such as, but not limited to: --Compliment --Cooperate --Encourage --Participate	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student can identify positive group interaction social skills	Student will demonstrate group interaction skill within class activities	
		C:C2.3—Learn to work cooperatively with others as a team member	Student understands what a team member is, and how they effect team success		
		PS:A1.6—Distinguish between appropriate and inappropriate behavior			
			Student understands what money is, and how it is used		
	13.3.3. D. Explain how money is used.	A:A2.1—Apply time-management and task-management skills	Student can discuss both time and task management skills	Student will sequence events and outline time management within role played projects	
		C:A2.9—Utilize time-and-task management skills			
	13.3.3. E. Discuss how time is used at both home and school.	C:A2.3—Demonstrate knowledge about the changing workplace	Student can define personal roles within home, school, and community Student can describe how roles can change		
		A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	Student can describe life long learning and it's impact on changing roles		
	13.3.3. F. Identify the changes in family and friend's roles at home, at school and in the community.	C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills		Student can create mock career timelines and describe workplace/career changes and new skills acquired	
	13.3.3. G. Define and describe the importance of lifelong learning.				

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.3. A. Define entrepreneurship.		Student can pronounce and define entrepreneurship		
	13.4.3. B. Describe the character traits of successful entrepreneurs, such as, but not limited to: --Adaptability --Creative thinking --Ethical behavior --Leadership --Positive attitude --Risk-taking		Student will identify and describe traits and skills related to successful entrepreneurs		
	13.4.3. C. Describe age-appropriate entrepreneurial opportunities, such as, but not limited to: --Bake sale --Crafts --Lemonade stand --Pet care			Student will design age appropriate entrepreneurial activities	



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
16.1.K.A Distinguish between emotions and identify socially accepted ways to express them.		PS:A1.5 identify and express feelings PS:A1.6 distinguish between appropriate and inappropriate behavior	Student will be able to identify feelings and appropriate expressions per situations	Student will be able to roleplay appropriate expressions within situations	
16.1.K.B Recognize that everyone has personal traits which guide behavior and choices.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person PS:A1.2 identify values, attitudes and beliefs PS:A1.10 identify personal strengths and assets PS:A2.2 respect alternative points of view PS:A2.3 recognize, accept, respect and appreciate individual differences	Student can identify different personality traits Student understands relationship between personality traits and behavior/choices Student can recognize individual differences		
16.1.K.C Recognize that everyone makes mistakes and that using positive coping skills can result in learning from the experience.		PS:A1.4 understand change is a part of growth PS:B1.2 understand consequences of decisions and choices PS:B1.3 identify alternative solutions to a problem PS:B1.4 develop effective coping skills for dealing with problems	Student will understand consequences of decisions/choices Student will recognize mistakes as consequences of decisions/choices Student will be able to identify coping skills for solving problems/"mistakes"		
16.1.K.D Establish goals independently and recognize their influence on choices.		PS:A1.3 learn the goal-setting process	Student will understand goal setting process	Student will be able to create goals for identified challenges/problems	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.K.A Interact with peers and adults in a socially acceptable manner.		PS:A2.8 learn how to make and keep friends	Student will learn how to initiate, maintain, and conclude social interactions	Student will model appropriate social skills within roleplay and classroom settings	
16.2.K.B Identify similarities and differences between self and others.		PS:A2.2 respect alternative points of view	Student can identify personality and behavioral similarities and differences between self and others		
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
16.2.K.C Engage in reciprocal communication with adults and peers.		PS:A2.6 use effective communications skills	Student will be able to name communication skills - speaking, listening, and nonverbal	Student will utilize communication skills with adults and peers within roleplay and classroom settings	
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
16.2.K.D Recognize that conflict occurs and distinguish between appropriate and inappropriate ways to resolve conflict.		C:C2.2 learn how to use conflict management skills with peers and adults	Student will learn conflict resolution skills/steps Student will understand consequences of both appropriate and inappropriate resolutions to conflict	Student will demonstrate appropriate conflict resolution skills within roleplay and classroom settings	
		PS:B1.6 know how to apply conflict resolution skills			
16.2.K.E Ask for and accept offers of help when needed or appropriate.		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	Student can identify when, where, and how to ask for help Student can identify appropriate people to seek out for help Student can identify stress management skills	Student can demonstrate both the ability to seek and accept help	
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluat 7 - How do we know?
16.3.K.A Interpret the consequences of choices.		C:A1.5 learn to make decisions PS:B1.2 understand consequences of decisions and choices	Student understands relationship between cause and effect (choice, behavior, consequence)		
16.3.K.B Recognize there are socially acceptable ways to behave in different places.		PS:A1.6 distinguish between appropriate and inappropriate behavior PS:A1.8 understand the need for self-control and how to practice it	Student understands appropriate and inappropriate behavior can be situation specific		
16.3.K.C Actively engage in assisting others when appropriate.			Student recognizes the value and need to assist others Student understands respect and consideration of self and others	Student engages independently in assisting others	

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PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. A. Describe the impact of individual interests and abilities on career choices	C:A1.3—Develop an awareness of potential abilities, skills, interests and motivations	Students can differentiate abilities, skills, interests, and motivations Student can discuss the link between individual interests/abilities and career choices	Student can connect possible interests/abilities with different career clusters	
		C:A2.5—Learn to respect individual uniqueness in the workplace			
		C:B1.2—Identify personal skills, interests, and abilities and relate them to current career choice			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
	13.1.5.B. Describe the impact of personal interest and abilities on career choices	C:A2.5—Learn to respect individual uniqueness in the workplace	Student can identify personal interests and abilities Student can discuss the value and need for individual uniqueness in the workplace and regarding career choice	Student can independently list career clusters/choices related to personal interests/abilities	
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. C. Relate the impact of change to both traditional and nontraditional careers	C:A1.2—Display a positive interest in learning	<p>Student will be able to define lifelong learn.</p> <p>Student will understand traditional and nontraditional careers</p> <p>Student can describe a changing workplace</p>	<p>Student can discuss and create scenarios within which a changing workplace is impacted by lifelong learning and the development of traditional/nontraditional careers</p>	
		C:A2.3—Demonstrate knowledge about the changing workplace			
		C:B1.7—Describe traditional and nontraditional career choices and how they relate to career choice			
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	<p>D. Describe the range of career training programs in the community such as, but not limited to:</p> <ul style="list-style-type: none"> <li>--Two-and-four year colleges</li> <li>--Career and technical education programs at centers (formerly AVTS) and high schools</li> <li>--CareerLinks centers</li> <li>--Faith-based organizations</li> <li>--Local industry training centers</li> <li>--Military</li> <li>--Registered apprenticeship</li> <li>--Vocational rehabilitation centers</li> <li>--Web-based training</li> </ul>	<p>C:A1.1—Develop skills to relocate, evaluate and interpret career information</p>	<p>Student can identify a full range of career training programs and resources</p> <p>Student can describe skills/resources needed to interpret career information</p>	<p>Student will outline personal interests/abilities, training/education, with possible career goals</p>	
		<p>A: B2.7—Identify post-secondary options consistent with interests, achievement, aptitude and abilities</p>			
		<p>C:B2.1 demonstrate awareness of the education and training needed to achieve career goals</p>			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5.E. Describe the factors that influence career choices, such as, but not limited to: --Geographic location --Job description --Salaries/benefits --Work schedule --Working conditions	C:A2.3—Demonstrate knowledge about the changing workplace	Student will be able to identify demographic and lifestyle factors and how they influence career choice  Student will understand career choice/work as a means of personal expression		
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C1.7 understand that work is an important and satisfying means of personal expression			
	13.1.5. F. Investigate people's rationale for making career choices	C:A1.1—Develop skills to locate, evaluate and interpret career information	Student will understand decision making process Student will understand goal setting and planning	Student will be able to name factors leading to career choices (demographics, lifestyle, interests, abilities, education, training) and create diagram of career choice factors and related careers	
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:B2.1 demonstrate awareness of the education and training needed to achieve career goals			



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. G. Identify the components of a career plan, such as, but not limited to: --Beginnings of career portfolio --Career goals --Individual interests and abilities --Training/education requirements and costs	C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	Student will understand career planning process Student will be able to identify career planning components	Student will begin to create individual career portfolio (take and document interest inventory)	
		C:A1.7—Understand the importance of planning			
		C:B1.3—Demonstrate knowledge of the career-planning process			
		C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals			
		C:B2.5—Maintain a career planning portfolio			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.5. H. Connect personal interests and abilities and academic strengths to personal career options	C:A1.8—Pursue and develop competency in areas of interest	<p>Student will identify personal preferences and interests</p> <p>Student will describe how interests, abilities, and achievement relate to career options</p> <p>Students can identify strategies to foster areas of interest</p>		
		C:A1.9—Develop hobbies and vocational interests			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
	13.2.5. A. Apply appropriate speaking and listening techniques used in conversation	C:A2.2—Apply job readiness skills to seek employment opportunities	<p>Student will be able to describe expressive and listening communication skills</p> <p>Student will understand nonverbal behavior</p>	<p>Student will utilize communication skills in classroom activities/lessons</p>	
		PS:A2.6—Use effective communications skills			
		PS:A2.7—Know that communication involves speaking, listening and nonverbal behavior			
	13.2.5. B. Identify and review resources available in researching job opportunities, such as, but not limited to: --Internet --Magazines --Newspapers	C:B1.5—Use research and information resources to obtain career information	<p>Student will be able to list resources related to a job/career search</p>		
		C:B1.6—Learn to use the Internet to access career-planning information			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.5. C. Compose and compare a business and a personal letter		Student will be able to compare the format and purpose of a personal and business letter		
	13.2.5. D. Identify individualized career portfolio components, such as, but not limited to: --Achievements --Awards/recognitions --Career exploration results --Career plans --Community service involvement/projects --Interests/hobbies --Personal career goals --Selected school work --Self inventories	C:A1.6—Learn how to set goals  C:A1.7—Understand the importance of planning  C:C1.1—Understand the relationship between educational achievement and career success	Student will be able to describe planning and goal setting skills Student can describe the relationship between educational achievement and career success	Student will create career portfolio components outlining educational and personal achievement	
	13.2.5. E. Apply to daily activities, the essential workplace skills, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Personal initiative --Scheduling/time management --Team building --Technical literacy --Technology	C:A1.4—Learn how to interact and work cooperatively in teams  C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills  C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace	Student can list and describe interpersonal and intrapersonal workplace skills	Student can utilize workplace skills within role play activities and within natural classroom setting	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.5. A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	C:A2.7—Develop a positive attitude toward work and learning	Student will describe a positive attitude toward work and learning Student will identify attributes of integrity and effort Student will be able to identify work habits and skills that transfer to home, school, and work		
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			
	13.3.5. B. Explain the importance of working cooperatively with others at both home and school to complete a task.	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student will identify and describe benefits of cooperative social skills	Student will demonstrate specific cooperative social skills within class activities/lessons	
		PS:A1.9—Demonstrate cooperative behavior in groups			
	13.3.5. C. Identify effective group interaction strategies, such as, but not limited to: --Building consensus --Communicating effectively --Establishing ground rules --Listening to others	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Student will be able to discuss group interaction strategies and their effects on group efficiency	Student will utilize group interaction strategies during roleplay and small group activities	
		C:C2.3—Learn to work cooperatively with others as a team member			
		PS:A1.6—Distinguish between appropriate and inappropriate behavior			
		PS:A1.7—Recognize personal boundaries, rights, and privacy needs			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.5. D. Explain budgeting.		Student will understand what a budget is	Student will create a mock budget	
	13.3.5. E. Develop a personal schedule based on activities and responsibilities at both home and school.	A:A2.1—Apply time-management and task-management skills  C:A2.9—Utilize time-and-task management skills	Student will understand the need for time/task management	Student will create a personal schedule based on home and school responsibilities	
	13.3.5. F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	C:A2.3—Demonstrate knowledge about the changing workplace	Student will describe home, school, and work roles Student understand the effect of role changes and adaptive responsive		
	13.3.5. G. Describe how personal interests and abilities impact lifelong learning.	A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals  C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills	Student will understand lifelong learning. Student will understand relationship between lifelong learning and personal interests and abilities Student will understand the impact of lifelong learning on achieving career goals		
	13.4.5. A. Identify the risks and rewards of entrepreneurship.		Student will understand entrepreneurship and it's risks and rewards		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.5. B. Discuss the entrepreneurial character traits of historical or contemporary entrepreneurs.			Student will create biography of historical or contemporary entrepreneur	
	13.4.5.C. Discuss the steps entrepreneurs take to bring their goods or services to market, such as, but not limited to: --Marketing --Production --Research and development --Selection of goods and services		Student will identify means by which entrepreneurs develop and present their good/services to market		

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.5.A Examine the impact of emotions and responses on view of self and interactions with others.		PS:A1.5 identify and express feelings	<p>Student will be able to identify feelings and appropriate and inappropriate</p> <p>Student can understand impact of emotions/reactions on self and others</p> <p>Student can identify coping skills both when experiencing emotions and the reactions of others</p>	Student can demonstrate coping skills related to feelings expression and reactions of others	
		PS:A1.6 distinguish between appropriate and inappropriate behavior			
		PS:A1.7 recognize personal boundaries, rights, and privacy needs			
		PS:A1.8 understand the need for self-control and how to practice it			
		PS:A1.9 demonstrate cooperative behavior in groups			
16.1.5.B Understand the impact of personal traits on relationships and school achievement.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person	<p>Students can identify different personality traits</p> <p>Student understands the impact of personality traits on relationships and school success</p> <p>Student can recognize individual differences and understands diversity</p>		
		PS:A1.5 identify and express feelings			
		PS:A2.2 respect alternative points of view			
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
		PS:A2.5 recognize and respect differences in various family configurations			

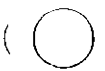
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.5.C Identify adverse situations which all people encounter and healthy ways to address.		A:A1.4 accept mistakes as essential to the learning process	<p>Student will learn problem solving steps</p> <p>Student will understand relationship between mistakes, consequences, and choices</p> <p>Student will learn conflict resolution steps</p> <p>Student can identify challenging situations and interactions that influence decision making</p>	<p>Student can role play problem solving steps per social and school situations</p> <p>Student can role play conflict resolution skills per identified adverse situations</p>	
		PS:B1.2 understand consequences of decisions and choices			
		PS:B1.3 identify alternative solutions to a problem			
		PS:B1.4 develop effective coping skills for dealing with problems			
		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions			
16.1.5.D Describe the effect of goal setting on self and others.		PS:B1.6 know how to apply conflict resolution skills	<p>Student will understand goal setting process</p> <p>Student can discuss effect of goal setting on self and others</p> <p>Student can identify alternative goals and means of achieving them</p>	<p>Student can create realistic goals and action plans per role played situations</p>	
		PS:B1.8 know when peer pressure is influencing a decision			
		PS:C1.11 learn coping skills for managing life events			
		PS:A1.3 learn the goal-setting process			
		PS:B1.9 identify long- and short-term goals			
		PS:B1.10 identify alternative ways of achieving goals			
		PS:B1.12 develop an action plan to set and achieve realistic goals			



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.5.A Establish relationships that are positive and supportive of others.		PS:A1.9 demonstrate cooperative behavior in groups	Student can identify relative social skills for creating mutual and cooperative relationships	Student can demonstrate mutual/cooperative relationship skills within role plays and classroom setting	
		PS:A2.8 learn how to make and keep friends			
		PS:A2.1 recognize that everyone has rights and responsibilities			
16.2.5.B Recognize and tolerate the uniqueness of all people in all situations.		PS:A2.2 respect alternative points of view	Student can discuss and understand alternative points of view within different situations Student understands the value/need for diversity		
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			
16.2.5.C Explain the impact of communication on interactions with others.		PS:A2.5 recognize and respect differences in various family configurations	Student can identify speaking, listening, and nonverbal communication skills Student can discuss impact of communication skills on interactions and relationships		
		PS:A2.6 use effective communications skills			
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.5.D Identify and apply appropriate ways to resolve conflict.		C:C2.2 learn how to use conflict management skills with peers and adults	<p>Student can state conflict resolution steps</p> <p>Student can differentiate when conflict resolution step are appropriate and inappropriate</p> <p>Student can identify factors/situations that create stress/conflict</p> <p>Student can utilize techniques to manage stress</p>	<p>Student can demonstrate conflict resolution skills within scripted role plays and natural classroom setting</p> <p>Student can demonstrate stress management skills within scripted role plays and natural classroom setting</p>	
		PS:B1.6 know how to apply conflict resolution skills			
		PS:B1.8 know when peer pressure is influencing a decision			
		PS:C1.9 learn how to cope with peer pressure			
		PS:C1.10 learn techniques for managing stress and conflict			
16.2.5.E Determine who, when, where, or how to seek help for solving problems.		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	<p>Student can verbalize when, where, and how to seek help or assistance</p> <p>Student can differentiate situations that call for adult vs. peer assistance</p>		
		PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help			
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.3.5.A Recognize that there are consequences for every decision which are the responsibility of the decision maker.		A.A3.1 take responsibility for their actions PS:B1.1 use a decision-making and problem-solving model PS:B1.2 understand consequences of decisions and choices PS:B1.3 identify alternative solutions to a problem	Student can verbalize relationship between decisions, actions, and consequences Student understands responsibility and it's relationship to choices/actions		
16.3.5.B Demonstrate knowledge of how social norms affect decision making and behavior.		PS:A1.6 distinguish between appropriate and inappropriate behavior PS:A1.8 understand the need for self-control and how to practice it	Student understands and can identify social norms Student can verbalize relationship between social norms and decisions/behavior		
16.3.5.C Actively engage in creating an environment that encourages healthy relationships.			Student understands what a healthy relationship looks and sounds like Student understands the effect and benefit of healthy relationships	Student will utilize all learned social skills within natural settings	



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.1.8. A. Relate careers to individual interests, abilities, and aptitudes.	C:A2.5—Learn to respect individual uniqueness in the workplace	SWBAT identify the relationship between career choice and one's interests, abilities and aptitudes.	Students will describe the influences that impact one's career choice.	
		C:B1.2—Identify personal skills, interests, and abilities and relate them to current career choice			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
	13.1.8. B. Relate careers to personal interests, abilities and aptitudes.	C:A2.5—Learn to respect individual uniqueness in the workplace	SWBAT recognize his/her own interests, abilities and skills and the role that these play in making a career choice.	Students will articulate his/her personal influences that may lead to a career choice.	
		C:C1.3—Identify personal preferences and interests influencing career choice and success PS:A1.10—Identify personal strengths and assets			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.8. C. Explain how both traditional and nontraditional careers offer or hinder career opportunities	C:A1.2—Display a positive interest in learning	<p>SWBAT identify the distinction between traditional and nontraditional careers. SWBAT recognize the evolution of gender differences in the workplace throughout time. Students will understand how Affirmative Action establishes equity and access in career opportunities.</p> <p>SWBAT understand how degree ranks relate to the amount of education required for attainment. Students will understand that each career choice requires a specific set of skills and that the length and requirement of training varies.</p>	<p>Students will describe how careers have become less "gender specific" than they were in the past. Students will articulate how Affirmative Action creates equity and access in the workplace.</p> <p>SWBAT diagram different levels of educational achievement and related requirements for each.</p>	
		C:B1.7—Describe traditional and nontraditional career choices and how they relate to career choice			
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			
	13.1.8. D. Explain the relationship of career training programs to employment opportunities.	C:C1.6—Understand the importance of equity and access in career choice			
		C:A1.1—Develop skills to relocate, evaluate and interpret career information			
		C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.1.8. E. Analyze the economic factors that impact employment opportunities, such as, but not limited to: --Competition --Geographic location --Global influences --Job growth --Job openings --Labor supply --Potential advancement --Potential earnings --Salaries/benefits --Unemployment	C:A2.3—Demonstrate knowledge about the changing workplace	Students will understand that the forecasted job outlook for an individual career is based on economic factors, societal factors, technological advancements and future projections.	SWBAT list relevant factors relative to a particular career choice. SWBAT compare and contrast economic factors that impact employment opportunities for a position in various geographic locations.	
		C:B1.8—Understand how changing economic and societal needs influence employment trends and future training			
	13.1.8. F. Analyze the relationship of school subjects, extracurricular activities, and community experiences to career preparation.	C:A1.8—Pursue and develop competency in areas of interest	Students will understand the influence of personal and academic choices on one's career preparation/options.	SWBAT research the academic skills and prerequisite knowledge required for a particular occupation. SWBAT complete a high school scheduling form, indicating classes appropriate for one's intended future plans.	
		C:B1.1—Apply decision-making skills to career planning, course selection and career transition			
		C:B1.3—Demonstrate knowledge of the career-planning process			
		C:B2.4—Select course work that is related to career interests			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C2.2—Learn how to use conflict management skills with peers and adults			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Compentencies--Do	Evaluation - How do we know?
<p>13.1.8.G. Create an individualized career plan including, such as, but not limited to:</p> <ul style="list-style-type: none"> <li>--Assessment and continued development of career portfolio</li> <li>--Career goals</li> <li>· Cluster/pathway opportunities</li> <li>· Individual interests and abilities</li> <li>· Training/education requirements and financing</li> </ul>		A:B2.1—Establish challenging academic goals in elementary, middle/junior high and high school	Students will identify and relate personal and academic factors to potential career choices.	Students will construct a graphic organizer depicting the relationship between personal/academic factors and potential career choices.	
		A: B2.2—Use assessment results in educational planning			
		A:B2.4—Apply knowledge of aptitudes and interests to goal setting			
		C:A1.7—Understand the importance of planning			
		C:A1.8—Pursue and develop competency in areas of interest			
		C:B2.1—Demonstrate awareness of the education and training needed to achieve career goals			
		C:B2.5—Maintain a careerplanning portfolio			
		C:C1.3—Identify personal preferences and interests influencing career choice and success			
		C:C2.1—Demonstrate how interests, abilities and achievement relate to achieving personal , social, educational, and career goals			



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Eval On - How do we know?
	13.1.8.H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths	A:B2.1—Establish challenging academic goals in elementary, middle/junior high and high school	SWBAT identify elective courses and extra-curricular activities based upon personal career interests, abilities and academic strengths.	Students will complete a personality and career inventories. Students will choose courses to complete the freshman scheduling form.	
		A:B2.3—Develop and implement annual plan of study to maximize academic ability and achievement			
		A:C1.3—Understand the relationship between learning and work			
		C:A1.8—Pursue and develop competency in areas of interest			
		C:A1.9—Develop hobbies and vocational interests			
		C:B2.4—Select course work that is related to career interests			
	13.2.8. A. Identify effective speaking and listening skills used in a job interview.	C:C2.1—Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals	SWBAT identify effective speaking and listening skills employed within the setting of a job interview.	Students will role play scripted mock interviews.	
		C:A2.2—Apply job readiness skills to seek employment opportunities			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.8. B. Evaluate resources available in researching job opportunities, such as, but not limited to: --CareerLinks --Internet (i.e. O*NET) --Networking --Newspapers --Professional associations --Resource books (that is Occupational Outlook Handbook, PA Career Guide)	C:B1.5—Use research and information resources to obtain career information	Students will understand the role of resources relative to the job search process.	Students will produce sample job listing from various print and online resources. Students will access Career Link website and identify the variety of services available.	
		C:B1.6—Learn to use the Internet to access career-planning information			
	13.2.8. C. Prepare a draft of career acquisition documents, such as, but not limited to: --Job application --Letter of appreciation following an interview --Letter of introduction --Request for letter of recommendation --Resume	C:A2.2--Learn about the variety of traditional and nontraditional occupations	SWBAT understand the sequential steps of creating/completing documents that comprise the career acquisition process.	Students will draft a resume. Students will complete sample job acquisition documents.	
		C:A2.6--Learn how to write a resume			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.2.8. D. Develop an individualized career portfolio including components, such as, but not limited to: --Achievements --Awards/recognitions --Career exploration results --Career plans --Community service involvement/projects --Interests/hobbies --Personal career goals --Selected school work --Self inventories	C:A1.6—Learn how to set goals	Students will understand that the components of an ICP (Individual Career Plan) are geared to prepare the learner for greater ease of obtaining career satisfaction.	Students will list steps of the goal setting process. Students will compile individual elements of ICP.	
		C:A1.7—Understand the importance of planning			
		C:C1.1—Understand the relationship between educational achievement and career success			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Compentencies--Do	Evaluation - How do we know?
	13.2.8. E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Laws and regulations (that is Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) --Personal initiative --Self-advocacy --Scheduling/time management --Team building --Technical literacy --Technology	C:A1.4—Learn how to interact and work cooperatively in teams	Students will learn to recognize essential workplace skills and their important skills in the career acquisition process. Students will learn to understand and appreciate the value of workplace skills.	Students will understand the relationship between workplace skill development and career success.	
		C:A2.1—Acquire employability skills such as working on a team, problem solving and organizational skills			
		C:A2.2—Apply job readiness skills to seek employment opportunities			
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:C1.6—Understand the importance of equity and access in career choice			
	13.3.8. A. Determine attitudes and work habits that support career retention and advancement.	C:A2.7—Develop a positive attitude toward work and learning	Students will understand the work values and habits that lead to success in the workplace.	Students will create a list of personal traits and values that employers deem important. Students will role play traits and values within the setting of a classroom guidance lesson.	
		C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.3.8. B. Analyze the role of each participant's contribution in a team setting.	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Students can identify and describe cooperative social skills. Students will understand the different roles within a cooperative group.	Students can analyze and describe individual group roles and cooperative social skills used by each team member within a role-play scenario.	
		PS:A1.9—Demonstrate cooperative behavior in groups			
	13.3.8. C. Explain and demonstrate conflict resolution skills: --Constructive criticism --Group dynamics --Managing/leadership --Mediation --Negotiation --Problem solving	C:A2.8—Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace	Students can describe and discuss specific conflict resolution skills. Students can recognize the need for and value of conflict resolution skills within cooperatively working groups.	Students will role-play various elements of conflict resolution skills.	
		C:C2.3—Learn to work cooperatively with others as a team member			
		C:C2.2—Learn how to use conflict management skills with peers and adults			
		PS:A1.6—Distinguish between appropriate and inappropriate behavior			
		PS:B1.6—Know how to apply conflict resolution skills			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.8. D. Analyze budgets and pay statements, such as, but not limited to: --Charitable contributions --Expenses --Gross pay --Net pay --Other income --Savings --Taxes		Students will understand the components of a budget and their role in calculating a personal or business budget.	Students will create a mock personal budget based on various careers.	
	13.3.8. E. Identify and apply time management strategies as they relate to both personal and work situations	A:A2.1--Apply time-management and task-management skills C:A2.9--Utilize time-and-task management skills C:A1.10--Balance between work and leisure time C:C1.5--Describe the effect of work on lifestyle	Students will understand how the concept of time management establishes a balance between work and leisure.	Students will develop a personal schedule balancing work and leisure.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
	13.3.8. F. Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.	C:A2.3—Demonstrate knowledge about the changing workplace	Students will learn about the American with Disabilities Act, its purpose, and other related accommodations made for specific populations. Students can understand the factors influencing the changing workplace. Students will understand the relationship between becoming a lifelong learner and adapting to workplace changes.		
		C:A2.4—Learn about the rights and responsibilities of employers and employees			
		C:C1.6—Understand the importance of equity and access in career choice			
	13.3.8. G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.	A:C1.4—Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals	Students will understand own continuing education and lifelong learning are essential to support career retention and advancement.	Students will explore various continuing education options for a particular occupation. Students will create a timeline to show progression of a career throughout history.	
		C:A2.4—Learn about the rights and responsibilities of employers and employees			
		C:C1.4—Understand that the changing workplace requires lifelong learning and acquiring new skills			

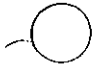
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.8. A. Compare and contrast entrepreneurship to traditional employment, such as, but not limited to: --Benefits --Job security --Operating costs --Wages		Students will understand the difference between entrepreneurship and traditional employment.	Students will calculate wages and benefits for one that is an entrepreneur and for a traditional employee.	
	13.4.8. B. Evaluate how entrepreneurial character traits influence career opportunities.		Students can identify entrepreneurial characteristics. Students will evaluate the impact of entrepreneurial character traits on career opportunities.		
	13.4.8. C. Identify and describe the basic components of a business plan, such as, but not limited to: --Business idea --Competitive analysis --Daily operations --Finances/budget --Marketing --Productive resources (human, capital, natural) --Sales forecasting		Students will understand the purpose of a business plan and its functional elements.	Students will derive ideas for basic components of a business plan and explain how they interrelate.	



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Evaluation - How do we know?
16.1.8.A Assess factors that influence emotional self-management and impact relationships at home, school, and community.		A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	Students will identify factors that influence one's emotional self-management. Students will understand the impact that these factors have on student's relationships at home, school, and within the community.	Students will demonstrate expression skills related to the identification of coping skills.	
16.1.8.B Analyze impact of a variety of personal traits on relationships and achievement throughout life.		A:A1.5 Identify attitudes and behaviors which lead to successful learning	SWBAT learn the value of diversity within relationships and throughout life. SWBAT identify and critique personality traits.	SWBAT self-analyze one's personality and identify traits which lead to success in life.	
16.1.8.C Analyze adverse situations and identify appropriate protective factors and coping skills.		PS:B1.4 Develop effective coping skills for dealing with problems PS:C1.11 Learn coping skills for managing life events	SWBAT identify and establish protective coping skills that can be utilized in a variety of situations throughout life.	Students will demonstrate the acquired coping skills by discussing and applying the appropriate strategy to the situation.	
16.1.8.D Apply goal setting into academic decisions.		PS:B1.12 Develop an action plan to set and achieve realistic goals A:B2.1 Establish challenging academic goals in elementary, middle/junior high, and high school	Students will identify the sequential steps for successful goal setting. Students will understand that goals can be set in an academic setting.	Students will create goals relative to each level of education.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.8.A Analyze internal and external factors that influence relationships.			SWBAT identify personal internal and external factors that may influence relationships .	Students will demonstrate appropriate coping skills when confronted with internal and external factors.	
16.2.8.B Explain individual, social and cultural differences which increase vulnerability to bullying and abuse and strategies for prevention.		PS:B1.7 Become a self-directed and independent learner  A:A2.4 Apply knowledge and learning styles to positively influence school performance	Students will learn ways in which personality traits, as well as social and cultural differences may increase one's tendency to be a target of bullies.	Students will demonstrate and utilize anti-bullying strategies/skills.	
16.2.8.C Analyze factors that impact communication.		PS: A2.7 Know that communication involves speaking, listening, and nonverbal behavior	SWBAT identify factors that bolster or hinder communication.	Students will demonstrate ways in which one communicates. Students will analyze, identify and demonstrate appropriate communication skills per situation.	
16.2.8.D Analyze various types of conflict and determine appropriate resolutions.		PS:B1.6 Know how to apply conflict resolution skills  PS:C1.10 Learn techniques for managing stress and conflict  A:A2.3 Use communications skills to know when and how to ask for help when needed	Students will learn how to apply techniques for managing various forms of conflict and understand how these practices and other communication skills can help diffuse a situation.	Students will role-play a conflict and demonstrate the best manner in which to solve.	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies-- Do	Eval On - How do we know?
16.2.8.E Evaluate problems or situations to determine when and what additional support is needed.		PS:B1.5 Demonstrate when, where, and how to seek help for solving problems and making decisions	SWBAT comprehend that other resources are sometimes useful/necessary in certain situations of problem solving.	Students will locate appropriate resources for further help through various avenues (i.e. peers, school counselor, teacher, trusted adult).	
		PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help			
		A:B1.2 Learn and apply critical thinking skills			
16.3.8.A Examine the impact of decisions on personal safety, relationships, and group interactions.		PS:B1.2 Understand consequences of decisions and choices	Students will understand the impact that personal decisions and choices have on personal safety, relationships and groups. Students will learn coping skills relative to peer pressure situations. SWBAT analyze and compare various decisions for a scenario and predict how choices and predict how choices may affect the future.	Students will create a sequential flow chart to demonstrate knowledge of decisions, responsibility and consequence.	
		PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices			
16.3.8.B Examine how social norms and expectations of authority influence personal decisions and actions.			Students will understand that societal norms and expectations of authority play a role in personal decision making.	Students will provide examples of social norms put in place for the safety and welfare of others.	
16.3.8.C Actively engage in healthy relationships and positive responsibility when observing negative behavior.		A:A3.1 Take responsibility for their actions	Students will understand the role of boundary setting and assertiveness when observing negative behaviors.	Students will demonstrate and encourage positive decision making and healthy choices when observing negative behavior.	



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 A. Relate careers to individual interests, abilities, and aptitudes	C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice	SWBAT identify the important role that personal reflection and interest play in career development	SWBAT relate individual interests and aptitude to potential career choice	
		C:A1.1 develop skills to locate, evaluate, and interpret career information			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:C1.3 identify personal preferences and interests which influence career choice and success			
		C:A2.5 learn to respect individual uniqueness in the workplace			
		C:A1.3 develop an awareness of personal abilities, skills, interests, and motivations			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals	C:A1.8 pursue and develop competency in areas of interest	SWBAT identify components of potential careers	SWBAT analyze and interpret specific career options identified by personal preferences, abilities and aptitudes	
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:C1.3 identify personal preferences and interests which influence career choice and success			
		C:A2.5 learn to respect individual uniqueness in the workplace			
		C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.	<p>C:B1.8 understand how changing economic and societal needs influence employment trends and future training.</p> <p>C:A1.2 learn about the variety of traditional and nontraditional occupations</p> <p>C:A2.3 demonstrate knowledge about the changing workplace</p> <p>C:B1.7 describe traditional and non-traditional occupations and how these relate to career choice</p> <p>C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills</p>	SWBAT identify the changing roles in the workplace that can lead to new career opportunities	<p>SWBAT list a variety of traditional and non traditional careers</p> <p>SWBAT determine the need and value to be a life long learner</p>	

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 D. Evaluate school-based opportunities for career awareness preparation, such as, but not limited to: --Career days --Career portfolio --Community service --Cooperative education --Graduation /senior project --Internship --Job shadowing --Part-time employment --Registered apprenticeship --School-based enterprise	C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience. C:B2.5 maintain a career planning portfolio C:A1.1 develop skills to locate, evaluate, and interpret career information C:C2.4 apply academic and employment readiness skills in work- based learning situations such as internships, shadowing, and/or mentoring experiences	SWBAT identify the different resources that are available to them when preparing to make a decisions in regards to their career opportunities	SWBAT utilize the necessary resources to support their career preparation.	



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 E. Justify the selection of a career.	C:B1.1 apply decision making skills to career planning, course selection, and career transition	<p>SWBAT discuss the positives and negatives associated with their career choice</p> <p>SWBAT identify all relevant factors when choosing a career</p>	<p>SWBAT evaluate various resources such as career builder, career cruising, PA career zone, Occupation Outlook Handbook and Onet.</p> <p>SWBAT to outline all relevant factors in relations to career choice and related them to personal choice</p>	
		C:B1.2 identify personal skills, interests, and abilities and relate them to current career choice			
		C:A1.8 pursue and develop competency in areas of interest			
		C:B2.3 use employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience.			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			
		C:B1.3 demonstrate knowledge of the career planning process			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 F. Analyze the relationship between preparation opportunities, such as, but not limited to: --Associate degree --Baccalaureate degree --Certificate/licensure --Entrepreneurship --Immediate part/full time employment --Industry training --Military training --Professional degree --Registered apprenticeship --Tech Prep --Vocational rehabilitation centers	C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	SWBAT analyze personal training and academic activities as they relate to career opportunities	SWBAT distinguish the difference between certain careers and the preparation involved	
		A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities			
		C:A1.8 pursue and develop competency in areas of interest			
		C:B1.1 apply decision making skills to career planning, course selection, and career transition			
		C:B2.4 select course work that is related to career interests			
		C:B2.5 maintain a career planning portfolio			
		C:C1.1 understand the relationship between educational achievement and career success			
		C:C1.3 identify personal preferences and interests which influence career choice and success			
		C:C2.2 learn how to use conflict management skills with peers and adults			

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	13.1.11 G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.	C:B2.1 demonstrate awareness of the education and training needed to achieve career goals	SWBAT evaluate the link between their individual career plan (ICP) and future career choice  SWBAT to justify selection of their personal /academic choices/goals and align them with their ICP and future career plans	SWBAT expand their ICP through non academic activities such as but not limited to job shadowing, volunteer activities, peer tutoring, extra curricular activities, and part-time work	
		A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school			
		A:B2.2 use assessment results in educational planning			
		A:B2.4 apply knowledge of aptitudes and interests to goal setting			
		A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities			
		C:A1.7 understand the importance of planning			
		C:A1.8 pursue and develop competency in areas of interest			
		C:B1.3 demonstrate knowledge of the career planning process			
		C:B2.2 assess and modify their educational plan to support career			
		C:B2.5 maintain a career planning portfolio			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.1.11 H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.	<p>C:C1.1 understand the relationship between educational achievement and career success</p> <p>C:B2.4 select course work that is related to career interests</p> <p>A:B2.1 establish challenging academic goals in elementary, middle/junior high, and high school</p> <p>A:B2.3 develop and implement an annual plan of study to maximize academic ability and achievement</p> <p>A:B2.7 identify post-secondary options consistent with interests, achievement, aptitude, and abilities</p> <p>A:C1.3 understand the relationship between learning and work</p> <p>C:A1.8 pursue and develop competency in areas of interest</p> <p>C:A1.9 develop hobbies and vocational interests</p> <p>C:B2.5 maintain a career planning portfolio</p> <p>C:B2.2 assess and modify their educational plan to support career</p>	SWBAT apply the information found in their ICP and use that information to assist them in making post secondary decisions.	SWBAT make a list of appropriate post secondary choices.	

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	13.2.11. A. Apply effective speaking and listening skills used in a job interview.	C:A2.2 apply job readiness skills to seek employment opportunities	SWBAT identify the appropriate verbal and nonverbal skills used in job interviews	SWBAT participate in a non-scripted mock job interview  Students who are not actively involved in the mock interview will identify and document the communication skill.	
	13.2.11. B. Apply research skills in searching for a job. Career Links --Internet (i.e. O*NET) --Networking --Newspapers --Professional associations --Resource books (	C:B1.5 use research and information resources to obtain career information  C:B1.6 learn to use the internet to access career planning information	SWBAT evaluate the different sources used to research career opportunities	SWBAT utilize and access the various job research resources	
	13.2.11.C. Develop and assemble, for career portfolio placement, career acquisition documents, such as, but not limited to: --Job application --Letter of appreciation following an interview --Letter of introduction --Postsecondary education/training applications --Request for letter of recommendation --Resume	C:A2.6 learn how to write a resume	SWBAT understand the sequence of creating/completing documents that comprise the career acquisition process	SWBAT to complete the required documents to apply for certain career opportunities	
		C:A2.2 apply job readiness skills to seek employment opportunities			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.11. D. Analyze, revise, and apply an individualized career portfolio to chosen career path	C:B2.2 assess and modify their educational plan to support career	SWBAT arrange the information found in their ICP to understand the importance of planning	SWBAT combine the information found in the ICP to develop a plan to acquire a career that has personal meaning	
		C:A1.6 learn how to set goals			
		C:A1.7 understand the importance of planning			
		C:C2.1 demonstrate how interests, abilities and achievement relate to achieving			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.2.11. E. Demonstrate, in the career acquisition process, the application of essential workplace skills/knowledge, such as, but not limited to: --Commitment --Communication --Dependability --Health/safety --Laws and regulations (Americans With Disabilities Act, child labor laws, Fair Labor Standards Act, OSHA, Material Safety Data Sheets) --Personal initiative --Self-advocacy --Scheduling/time management --Team building --Technical literacy --Technology	C:A2.4 learn about the rights and responsibilities of employers and employees	SWBAT identify and relate work place skills to their personal and academic situation	students can describe and appreciate the value/need for workplace skills	
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:A2.9 utilize time and task-management skills			
		C:A2.5 learn to respect individual uniqueness in the workplace			
		C:A1.4 learn how to interact and work cooperatively in teams			
		C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills			
		C:A2.2 apply job readiness skills to seek employment opportunities			
		C:C1.6 understand the importance of equity and access in career choice			
		C:C2.3 learn to work cooperatively with others as a team member			

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	13.3.11. A. Evaluate personal attitudes and work habits that support career retention and advancement.	A:C1.3 understand the relationship between learning and work	SWBAT understand and discuss the work values that lead to success in the workplace  SWBAT identify the specific skills that can contribute to successful negotiation of both school and workplace challenges	SWBAT develop and demonstrate attitudes and work habits that lead to career retention	
		C:A2.7 develop a positive attitude toward work and learning			
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:A2.1 acquire employability skills such as working on a team, problem-solving and organizational skills			
	13.3.11. B. Evaluate team member roles to describe and illustrate active listening techniques: --Clarifying --Encouraging --Reflecting --Restating --Summarizing	C:C2.3 learn to work cooperatively with others as a team member	SWBAT identify the specific skills needed to function as a contributing member of a team	SWBAT evaluate each team members role and contribution to determine value and need of those skills	
		C:A1.4 learn how to interact and work cooperatively in teams			
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		PS:A1.9 demonstrate cooperative behavior in groups			



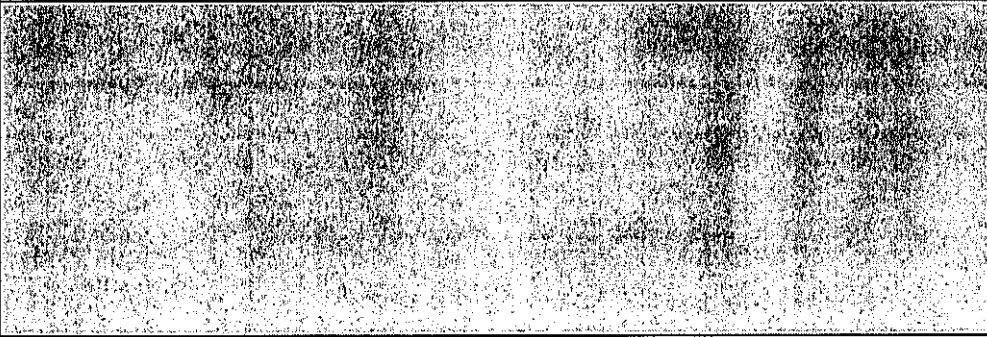
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.11.C. Evaluate conflict resolution skills as they relate to the workplace: --Constructive criticism --Group dynamics --Managing/leadership --Mediation --Negotiation --Problem solving	C:C2.2 learn how to use conflict management skills with peers and adults	SWBAT recognize the affect that conflict resolution skills play on the overall function of the group	SWBAT independently utilize conflict resolution skills when participating in a group	
		C:A2.8 understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace			
		C:C2.3 learn to work cooperatively with others as a team member			
		PS:A1.6 distinguish between appropriate and inappropriate behavior			

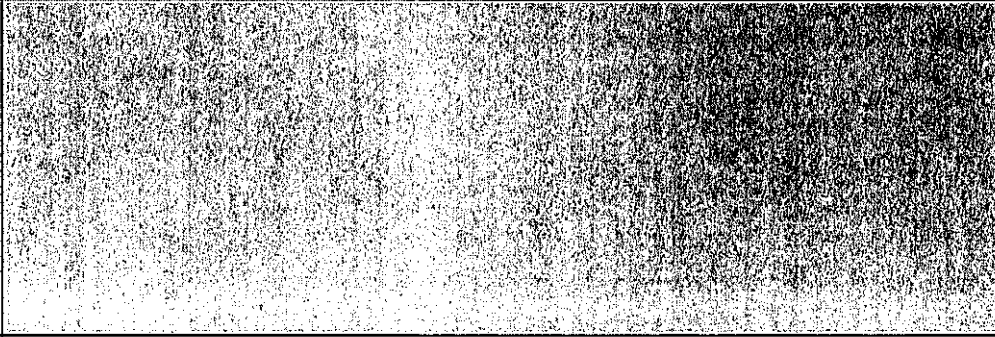
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.11.D. Develop a personal budget based on career choice, such as, but not limited to: --Charitable contributions --Fixed/variable expenses --Gross pay --Net pay --Other income --Savings --Taxes		SWBAT evaluate the relationship between career choice in relation to personal finances	SWBAT develop a budget based on personal career choices/ interests	
	13.3.11.E. Evaluate time management strategies and their application to both personal and work situations	C:A1.10 balance between work and leisure time A:A2.1 apply time management and task management skills C:A2.9 utilize time and task-management skills C:C1.5 describe the effect of work on lifestyle	SWBAT to summarize the specific skills needed to affectively manage time	SWBAT create a time management system to improve home and school functioning	

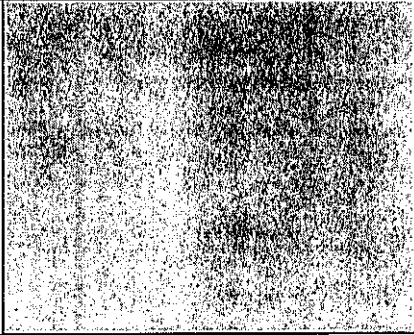
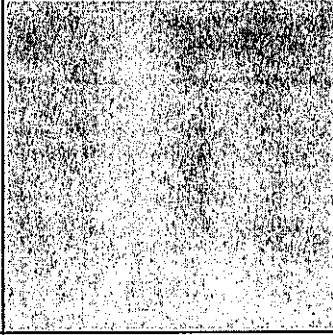
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.3.11. F. Evaluate strategies for career retention and advancement in response to the changing global workplace	C:A2.3 demonstrate knowledge about the changing workplace	SWBAT understand the relationship between becoming a lifelong learner and adapting to work place changes	SWBAT discuss and describe how the changing workplace precipitate the need to be a lifelong learner	
		C:A2.4 learn about the rights and responsibilities of employers and employees			
		C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			
	13.3.11.G. Evaluate the impact of lifelong learning on career retention and advancement.	C:C1.1 understand the relationship between educational achievement and career success	SWBAT formulate a lifelong learning plan that allows them to adapt to the ever changing workplace.	SWBAT construct a lifelong learning plan in relation to their career choice.	
		C:C1.4 understand that the changing workplace requires lifelong learning and acquiring new skills			
		A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			
		C:A2.4 learn about the rights and responsibilities of employers and employees			
		C:C1.7 understand that work is an important and satisfying means of personal expression			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
	13.4.11. A. Analyze entrepreneurship as it relates to personal career goals and corporate opportunities		SWBAT compare and contrast personal career goals with the traits and skills of an Entrepreneurship		
	13.4.11. B. Analyze entrepreneurship as it relates to personal character traits.		SWBAT compare and contrast entrepreneurial character traits with one's own personal traits.		
	13.4.11. C. Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, such as, but not limited to: --Community based organizations (that is chambers of commerce, trade/technical associations, Industrial Resource Centers) --Financial institutions --School-based career centers Small Business Administration services (that is SCORE, Small Business Development Centers, Entrepreneurial Development Centers) --Venture capital		SWBAT put together a fictitious business plan related to personal interest.  SWBAT identify the relevant community resources available to their business plan		

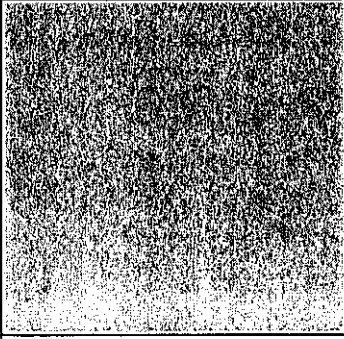
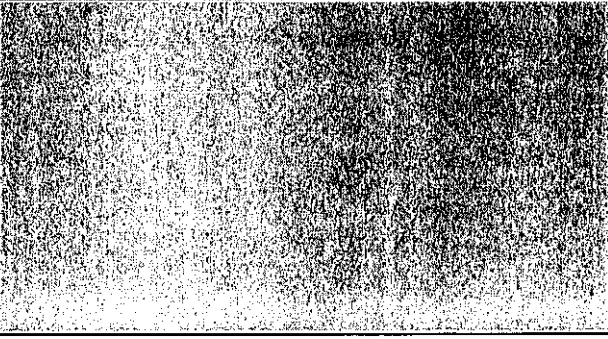
PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.12.A Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.		PS:A1.5 identify and express feelings	SWBAT identify and express feelings and understand the need for self control.          SWBAT demonstrate how personal traits lead to positive relationships and life achievements	SWBAT evaluate how their emotional responses impact self, others, home, school and work          SWBAT identify personal strengths and assets as they relate to developing positive attitudes for life long achievements  SWBAT identify the need for persistence and perseverance for life achievement	
		PS:A1.8 understand the need for self-control and how to practice it			
		A:A1.1 articulate feelings of competence and confidence as learners			
16.1.12.B Demonstrate personal traits leading to positive relationships and life achievements.		PS:A1.1 develop positive attitudes toward self as a unique and worthy person			
		PS:A1.10 identify personal strengths and assets			
		PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
		A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.1.12.C Apply protective factors and healthy coping skills when encountered with adversity.		PS:C1.8 learn about the emotional and physical dangers of substance use and abuse	SWBAT apply protective factors and healthy coping skills when encountered with adversity	SWBAT identify adverse situations which all people encounter and a healthy way to address  SWBAT techniques to deal with stress, conflict and effective coping skills.	
		PS:C1.9 learn how to cope with peer pressure			
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:B1.11 use persistence and perseverance in acquiring knowledge and skills			
		PS:B1.4 develop effective coping skills for dealing with problems			
		PS:B1.6 know how to apply conflict resolution skills			
		PS:A1.4 understand change is a part of growth			
		PS:A1.5 identify and express feelings			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
<p>16.1.12.D</p> <p>Incorporate goal setting into college, career, and other life decisions.</p>		<p>PS:B1.9 identify long- and short-term goals</p>	<p>SWBAT understand the link between academic success and the role it plays in other life decisions</p>	<p>SWBAT discuss future plans with counselors using decision making skill steps such as the link between academic success to college and beyond</p>	
		<p>PS:B1.10 identify alternative ways of achieving goals</p>			
		<p>PS:B1.12 develop an action plan to set and achieve realistic goals</p>			
		<p>A:B2.4 apply knowledge of aptitudes and interests to goal setting</p>			
		<p>A:C1.4 demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals</p>			
		<p>A:C1.5 understand that school success is the preparation to make the transition from student to community member</p>			
		<p>A:C1.6 understand how school success and academic achievement enhance future career and vocational opportunities</p>			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.12.A Establish and maintain quality relationships that enhance personal, college, and career goals.		PS:A1.7 recognize personal boundaries, rights, and privacy needs	SWBAT identify the difference that exist among individuals and peers to be able to recognize the need to respect those difference.	SWBAT demonstrate how to maintain quality relationships with peers and other members of the school community  SWBAT understand how positive relationships influence your career and college goals	
		PS:A2.3 recognize, accept, respect and appreciate individual differences			
		A:B1.4 seek information and support from faculty, staff, family and peers			
16.2.12.B Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.		PS:A1.12 identify and recognize changing family roles	SWBAT identify and discuss diversity in family, work and community.  SWBAT understand the value/need for respect, cooperation and acceptance of differences	SWBAT interact with others and demonstrate respect, cooperation and acceptances of others in all settings	
		PS:A2.3 recognize, accept, respect and appreciate individual differences			



PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.12.C Use communication skills to effectively interact with others.		PS:A2.3 recognize, accept, respect and appreciate individual differences	SWBAT identify how verbal and nonverbal communication skills can help you interact effectively	SWBAT demonstrate/utilize skills related to minimizing and how they lead to positive relationships	
		PS:A2.6 use effective communications skills			
		PS:A2.7 know that communication involves speaking, listening, and nonverbal behavior			
16.2.12.D Utilize appropriate conflict resolution skills effectively in home, school, and community.		PS:C1.7 apply effective problem-solving and decision-making skills to make safe and healthy choices	SWBAT identify the skills needed to reduce/resolve conflicts  SWBAT discuss and generalize skill prevention and resolutions skills in various settings	SWBAT demonstrate/utilize skills related to minimizing and resolving conflict, stress management and communication skills	
		PS:C1.10 learn techniques for managing stress and conflict			
		PS:C1.11 learn coping skills for managing life events			
		PS:B1.1 use a decision-making and problem-solving model			
		PS:B1.6 know how to apply conflict resolution skills			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.2.12.E Access appropriate support when necessary to resolve a problem or situation.		PS:C1.5 differentiate between situations requiring peer support and situations requiring adult professional help	SWBAT identify the different situations that students may need to utilize appropriate support to help to assist in resolving a situation and/or problem	SWBAT to independently access and analyze the different range of appropriate support relevant to the problem at hand	
		PS:C1.6 identify resource people in the school and community, and know how to seek their help			
		A:B1.4 seek information and support from faculty, staff, family and peers			
16.3.12.A Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice.		PS:B1.5 demonstrate when, where and how to seek help for solving problems and making decisions	SWBAT independently identify all relative factors when making decisions and or choices		
		PS:B1.1 use a decision-making and problem-solving model			
16.3.12.B Express acceptance of social norms of different societies and cultures.		PS:B1.2 understand consequences of decisions and choices	SWBAT identify how different cultures have different ways of expressing their beliefs/customs	SWBAT recognize that multiculturalism exists in society	
		PS:A2.1 recognize that everyone has rights and responsibilities PS:A2.4 recognize, accept and appreciate ethnic and cultural diversity			

PA Standard - Interpersonal	PA Standard - Career	ASCA Standard	Concepts--Know	Competencies--Do	Evaluation - How do we know?
16.3.12.C Actively engage in creating and promoting an environment that encourages healthy relationships (up standers vs. bystanders) and positive responsibility as an observer of negative behavior.		<div>PS:A1.6 distinguish between appropriate and inappropriate behavior</div> <div>PS:A1.7 recognize personal boundaries, rights, and privacy needs</div> <div>PS:A1.8 understand the need for self-control and how to practice it</div>	SWBAT identify the appropriate response when observing different behaviors/events	SWBAT actively encourage and support others in making healthy choices and developing healthy relationships	

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# Kane Area High School CTC Selection Guidelines



1. Students in 5<sup>th</sup> grade receive a tour of the facility as part of the guidance curriculum
2. During the scheduling meeting for the next school year students in 9<sup>th</sup> and 10<sup>th</sup> grade are introduced to the Seneca Highlands Career and Technical Center (CTC) in Port Allegany, PA. Students are informed about the different programs that are available at the CTC, what their schedule would look like if they choose to attend the CTC, and then given the opportunity sign up to go on a tour. There is also announcement made asking students who are in 9<sup>th</sup> and 10<sup>th</sup> grade to sign up to go on a tour.
3. Students then attend the tour where they are introduced to the CTC by the director and facilitator. They visit all of the shops and are given a brief description of the programs. They then have the opportunity to go on their own to visit 2 shops that they are interested in.
4. At the conclusion of the tour students are asked to fill out the CTC student career survey. At that time they are asked to identify 3 programs they would be interested in attending at the CTC
5. A letter is sent to students who are currently attending the CTC and they are given the opportunity to return.
6. The school counselor then determines the number of seats that are available.
7. The school counselor compiles a list of student and what program they are interested in attending at the CTC, attendance history, discipline history and successful course completion.
8. The school counselors then begins the selection process by:
  - a. Reviewing everyone attendance history (unexcused days and unexcused tardys)
  - b. Review their discipline history
  - c. Review their ineligibility history
  - d. Make sure the student is currently on track to pass their math, science, social studies. PE and English class.
  - e. Students must participate in an interview and answer the following questions:
    - Explain their interest in attending the CTC
    - Why are they are interested in that area they selected
    - What experience, if any, they have in that area
    - What are their career goals
    - What does it mean to have a good work ethic
    - Define what commitment is
    - Will they accept their second and third choices



# **Kane Area High School**

## **CTC Selection Guidelines**

9. The school counselors and principals will develop a final list of potential students.
10. Students are then contact and offered a seat at the CTC.
11. A letter is then sent home to the students who get accepted and those who get placed on the wait list. The letter explains the requirements to attend the CTC and it must be signed by parents and students and returned to the school.
12. Students who are enrolled in the CTC that do not successfully complete the academic, behavior or attendance requirement may be removed from the program.





## CTC Interview/Questions for Assessing Enrollment

1. Explain why you are interested in attending the CTC.
2. What are your career goals?
3. Do you know the length of the program?
4. Do you know someone who works in that career?
5. Explain what good work ethic is and tell us if you believe you have a good work ethic?
6. Do you have any difficulties with riding long distance?
7. Do you understand how your schedule will work if you are assigned a CTC seat?
8. What do your parents think about your attending the CTC?
9. Why would you make a good candidate for the CTC?



## Seneca Highlands Career and Technical Center

219 Edison Bates Drive, Port Allegany, PA 16743

642-2573 – Fax 642-5100 – [shctc@iu9ctc.org](mailto:shctc@iu9ctc.org)

<b>AUTOMOTIVE MECHANICS</b>  <b>PROGRAM LENGTH</b> 3 years  <b>CERTIFICATION</b> PA State Inspection License	-Service, repair, and maintain engines -Work on valve trains, suspension, brakes, and exhaust systems -Use current tools/equipment such as scanning tools and computerized front end aligner -Prepare for a career as a Front End Mechanic, Brake Repairer, Transmission Specialist or Automobile Mechanic -Students should have good mechanical problem solving and measurement skills and be willing to work in a sometimes dirty work environment	<b>BUILDING CONSTRUCTION OCCUPATIONS</b>  <b>PROGRAM LENGTH</b> 3 years	-Build a residential house from the ground up -Interpret blue prints and specifications -Construct wood products and structures from rough lumber to finish grade -Operate a wide range of hand power tools, air tools, and machines -Prepare for a career as a Carpenter, Construction Carpenter, Construction Manager or Business Owner -Students should have good measurement skills, be able to work at heights up to 50 feet and be willing to work in inclement weather
<b>CULINARY ARTS</b>  <b>PROGRAM LENGTH</b> 3 years  <b>CERTIFICATION</b> ServSafe Sanitation Certificate	-Work side-by-side with professional chefs -Make gourmet foods with artistic presentation -Participate in catering projects and in the operation of a full-service restaurant -Prepare for a career as a Cook, Pastry Cook, Kitchen Helper or Waiter/Waitress -Students must be willing to taste food, learn French cooking terminology, work in the public eye, and should have good measurement skills	<b>HEALTH ASSISTANT</b>  <b>PROGRAM LENGTH</b> 2 years  <b>CERTIFICATION</b> Nurse Aide	-Work side-by-side with health care professionals -Learn medical terminology and anatomy -Practice hands-on care -Gain clinical experience at long-term care facilities -Prepare for a career as a Nurse Assistant or Medical Assistant Students must have a good health record and be able to accept and carry out precise orders
<b>HEAVY EQUIPMENT MAINTENANCE</b>  <b>PROGRAM LENGTH</b> 3 years  <b>CERTIFICATION</b> PA State Inspection License	-Service, diagnose, repair, and rebuild trucks, tractors, logging, and construction equipment -Work on both gasoline and diesel powered engines -Use arc welding, oxy/acetylene cutting, and fabrication techniques -Prepare for a career as an Equipment Mechanic, Truck Mechanic, Equipment Manager or Parts Clerk -Students should have good mechanical problem solving and measurement skills and be willing to work outside in inclement weather and in a sometimes dirty environment	<b>METALWORKING OCCUPATIONS</b>  <b>PROGRAM LENGTH</b> 3 years  <b>CERTIFICATION</b> NIMS Certification	-Create parts from pieces of stock metal -Use mills, CNC mills, lathes, and presses -Learn to use precision measurement tools -Read blueprints or design parts and machine them to precise specifications -Prepare for a career as a Machinist Apprentice -Students should have good problem solving and good measurement skills
<b>NETWORK SYSTEMS TECHNOLOGY</b>  <b>PROGRAM LENGTH</b> 3 Years  <b>CERTIFICATION</b> CCENT	-Design, build, configure, and troubleshoot networks -Program routers and switches -Explore wireless and security methods -Learn with interactive and hands-on activities through the Cisco Academy -Prepare for a career as a Network Administrator, Technology Coordinator, Computer Support Specialist or Cable Installer -Students should be enthusiastic about computers and technology, be able to communicate well with others, and have above average math, reading, and science abilities and excellent problem solving skills	<b>WELDING TECHNOLOGY</b>  <b>PROGRAM LENGTH</b> 3 years	-Use MIG, TIG, stick, and oxyfuel welding -Perform oxyfuel and plasma cutting and air arc gouging -Learn to choose the best welding and cutting process for the job at hand -Prepare for a career as a Construction or Fabrication Welder -Students should have good measurement skills and be willing to work outside and to get dirty

### PC NOW COLLEGE COURSES

#### Automotive Mechanics

AMT112 Brake Systems

AMT113 Steering and Suspension

#### Culinary Arts

FHD118 ServSafe – Sanitation

#### Health Assistant

MTR100 Medical Terminology

#### Heavy Equipment Maintenance

AM119 Fuel Systems

AM141 Heavy Duty Brake Systems

#### Network Systems Technology

CSC124 Information, Technology, and Society (1<sup>st</sup> Year Students)

CIT112 Introduction to Gaming and Simulation (2<sup>nd</sup> Year Students)

To view current advanced credit opportunities articulated with postsecondary institutions, go to the Equivalency Search results at [www.collegetransfer.net](http://www.collegetransfer.net) Select PA Bureau of Career and Technical Education at the "From" drop down menu.

The Capstone Work Experience Program is available for recommended students in all CTC programs of study. Seneca Highlands CTC is an equal rights and opportunities school.



Programs	Enrollment Trend				Enrollment/Retention to Completion				# Earning Dual Credits				Certifications/Credentials Earned (PIMS Report)			
	17/18	18/19	19/20	Trend	17/18	18/19	19/20	Trend	17/18	18/19	19/20	Trend	16/17	17/18	18/19	Trend
47.0604 Automotive Mechanics	42	42	41	0	42/23	42/25	41/21	0					0	31	22	-
190708 Child Care/Support	15	22	24	+	15	22/9	24/9	0					N/A	4	4	0
110901 Computer Networking	30	29	37	+	30/14	29/17	37/17	0		15	39	+	2	11	19	+
469999 Construction Trades	40	34	27	-	40/21	34/18	27/16	0			4	+	32	33	28	-
159999 Engin Tech	0	20	17	0	N/A	20/0	17/9	N/A								
510899 Health/Med Assts	29	31	35	+	29/9	31/13	35/20	0			6	+	46	26	11	-
470302 Heavy Equip Maint	41	41	36	0	41/24	41/23	36/20	0		2	6	+	1	23	23	0
439999 Homeland	0	19	24	+	N/A	19/0	24/11	N/A								
120508 Institutional Food Worker	41	31	29	-	41/26	31/19	29/14	0		1	3	+	39	34	22	-
480508 Welding	29	31	31	0	32/14	31/16	31/17	0					N/A	1	9	+



## Guidance Lessons K-5 Career Curriculum

**Objective: STUDENT CAN IDENTIFY & DESCRIBE INTERESTS, APPTITUDES, INDEPENDENT & SOCIAL SKILLS, AND MOTIVATIONS RELATIVE TO CAREER CHOICE AND WORLD OF WORK**

### Related Lessons:

1. Students will take paper/pencil inventory and discuss the relationship between personal interest and specific careers
2. Students will explore academic and personal abilities and relate them to specific careers
3. Students will be able to identify and discuss independent & social skills and their effect on success in school and work

**Objective: STUDENT CAN DESCRIBE AND UNDERSTAND ELEMENTS OF THE WORLD OF WORK AS WELL AS LOCAL CAREER/JOB OPPORTUNITIES**

### Related Lessons:

1. Student will be able to identify personal and social roles and how they influence career choice
2. Student will be able to describe the effects of change and lifelong learning in career development
3. Student will explore local career/job opportunities and link the educational and training requirements
4. Student will be able to identify multiple jobs within different career fields

**Objective: STUDENT WILL UNDERSTAND THE RELATIONSHIP BETWEEN EDUCATIONAL ACHIEVEMENT AND PERSONAL SKILL DEVELOPMENT WITH CAREER SUCCESS**

### Related Lessons:

1. Student will identify student skills that are essential to career and workplace success
  - a. Commitment, Communication, Dependability, Health Safety, Personal Initiative, Planning, Time Management, Organization and Team Building/Working Cooperatively
2. Students will list and discuss interpersonal and intrapersonal skills related to academic and career success
  - a. Responsibility, Respect, Dependability, Integrity, and Effort

**Objective: STUDENT WILL EXPLORE EDUCATIONAL AND TRAINING REQUIREMENTS FOR CAREERS OF INTEREST**

### Related Lessons:

1. Orientation to Career and Technical Center
2. Facilitate a visit to the Career and Technical Center
3. Facilitating career presentations with community members designed to reflect student interest and aptitudes





# Career Interest Explorer Assessment for Elementary Students

**Step 1:** Read each list below and place a check mark beside any of the questions that you answer **yes**.

## ☐ **R**

- ☐ Do you like to work or play outdoors?
- ☐ Do you like to build things?
- ☐ Would you like to learn how to fix your bike?
- ☐ Are you good at figuring out how things work?

## ☐ **A**

- ☐ Do you like music, theatre, or art classes?
- ☐ Do you like writing stories or poems?
- ☐ Can you play a musical instrument?
- ☐ Do you like to make up games when playing with friends?

## ☐ **I**

- ☐ Do you like math and science classes?
- ☐ Do you like to invent new things?
- ☐ Are you good with computers?
- ☐ Do you like working by yourself to solve problems?

## ☐ **S**

- ☐ Do you like to help your friends solve problems?
- ☐ Do you like to care for sick people?
- ☐ Do you enjoy having lots of friends in your class?
- ☐ Do you like to work in a group or a team?

## ☐ **E**

- ☐ Do you like to lead others?
- ☐ Do you like to finish projects that you start?
- ☐ Do you like to compete in school or in sports?
- ☐ Do you like to pick what your friends play?

## ☐ **C**

- ☐ Do you like to be prepared for school?
- ☐ Do you like math or computers?
- ☐ Do you like to keep track of your money and spending?
- ☐ Do you like to keep your room or desk organized?

**Step 2:** Count the number of check marks in each section and write the number on the line beside the letter at the beginning of the section. Circle the letter(s) with the highest number of check marks.

Step 3: Take a look at the list of careers under your top letters. Mark any that you like.

R = Realistic (hands-on):

- You enjoy building things
- You enjoy working outdoors
- You enjoy using tools to help fix things

Realistic Jobs:

Firefighter  
Chef  
Farmer  
Zookeeper  
Police Officer  
Mechanic

S = Social (helper):

- You like to help your friends
- You get along well with others
- You like working with people

Social Jobs:

Nurse  
Teacher  
Counselor  
Animal trainer  
Principal  
Judge

A = Artistic (creative/inventive):

- You like to create new things
- You like using your imagination
- You like to express yourself

Artistic Jobs:

Reporter  
Photographer  
Fashion Designer  
Musician  
Author/Writer  
Actor/Actress

E = Enterprising (inventive/imaginative):

- You like to lead others
- You are energetic and active
- You like competition

Enterprising Jobs:

Coach  
Lawyer  
Hairdresser  
Business Owner  
Hotel manager  
Tour guide

I = Investigative (thinker/detective):

- You like to work on your own
- You enjoy using science and math
- You like to help solve problems

Investigative Jobs:

Doctor  
Veterinarian  
Pharmacist  
Researcher  
Astronomer  
Detective

C = Conventional (organizer):

- You are organized and like a schedule
- You like to keep your things neat
- Your friends can rely on you

Conventional Jobs:

Pilot  
Banker  
Nurse  
Librarian  
Security guard  
Secretary

Grades: 6-8

### **DAY 1**

#### **Objective**

The students will be able to explore and understand the topics/rules/expectations for Career education.

#### **Procedures**

1. Attendance
2. Pass out folders and rules/expectations sheets. Explain folders stay in computer lab and all their work goes into the folders
3. Explain rules and expectations
4. Preview topics to be covered in Career Ed and agenda
5. Explain Question of the Day
6. If time permits, hand out work-school habits sheet and have students commence work on it

#### **Materials**

Folders

Rules/Expectation Sheets

Work-School Habits Sheets

#### **Assessment**

The students will be assessed on their ability to explore and understand the topics/rules/expectations for Career Education.

### **DAY 2**

#### **Objective**

The students will be able to identify and analyze their work-school habits that will translate into good career habits.

#### **Procedures**

1. Attendance
2. Pass out Question of the Day – give students five minutes to complete and then discuss topic as a class
3. Pass out work-school habits sheet (or have them get it out if they received it yesterday) and give students time to complete it
4. Go over work-school habits as a class and discuss same

#### **Materials**

Question of Day sheets

Work-School Habits Sheets

#### **Assessment**

The students will be assessed on their ability to identify and analyze their work-school habits that will translate into good career habits.

### **DAYS 3, 4 and 5**

#### **Objective**

The students will be able to identify and analyze how Holland personality types relate to career choices.

#### **Procedures**

1. Attendance
2. Question of the Day – all three days
3. Explain Holland Personality types using 123test website and further explain that they will be taking a personality test, which will give them results on their personality and potential careers. Ask students to predict and write down what they believe will be their three top personality types before taking the Career (personality) Test on 123test.com.
4. After students complete this part of test; circulate and compare results with predictions
5. On Day 2 explain that they will be taking a 92-question personality test that they need to finish in one period today because they cannot save results. Circulate and compare results with student's own perception of self.
6. On Day 3 give students the choice to take either DISC or JUNG personality tests and reflect on test's accuracy with student's own perception of self and earlier personality tests.  
STRESS -- DO NOT TO USE BACK ARROW DURING TESTS OR WHEN GETTING RESULTS

#### **Materials**

Blank scrap paper

#### **Assessment**

The students will be assessed on their ability to identify and analyze how Holland personality types relate to career choices.

### **DAY 6**

#### **Objective**

The students will be able to identify and analyze learning styles and assess their own styles.

#### **Procedures**

1. Attendance
2. Question of the Day
3. Explain that everyone has different learning styles and we are going to explore these types of learning styles. Ask students to log onto [www.educationplanner.org](http://www.educationplanner.org) and take learning styles assessment.
4. When students have completed the assessment, discuss their results as a class.

#### **Materials**

#### **Assessment**

The students will be assessed on their ability to identify and analyze learning styles.

## **DAYS 7 and 8**

### **Objective**

The students will be able to create a brochure allowing them to explore their interests, classes, traits, and goals.

### **Procedures**

1. Attendance
2. Question of the Day
3. Explain to students that they will be creating a brochure that is all about them. Ask students to download the template off class website and be sure they "SAVE AS" into their documents file.
4. Go over each section of brochure and explain the expectations for it.
5. Explain that they will be expected to have a rough draft completed for my review by the end of Day 8.

### **Materials**

All About Me Brochure template

### **Assessment**

The students will be assessed on their ability to create a brochure allowing them to explore their interests, classes, traits, and goals.

## **DAY 9**

### **Objective**

The students will be able to read and respond to a current article on landing a job.

### **Procedures**

1. Attendance
2. Question of the Day
3. Pass out "Tips to Land (and Keep) the Job You Want" article and accompanying questions
4. Give students approximately 10-15 minutes to read and respond
5. Discuss the topic as a class

### **Materials**

"Tips to Land (and Keep) the Job You Want" article

Question sheet

### **Assessment**

The students will be assessed on their ability to read and respond to a current article on landing a job.

## **DAYS 10 and 11**

### **Objective**

The students will be able to explore career clusters and match their interests with potential careers.

### **Procedures**

1. Attendance
2. Question of the Day – both days
3. Explain career clusters and pass out Career Clusters Activity Sheet. Ask students to log onto education planner and complete the activity by doing the career clusters assessment. After they

have completed the first three sections of the activity, give them the Which Careers Match Your Skills handout and have them complete Section 4.

4. When students are done, they should staple the sheets together and turn them in for a grade
5. Pass back All About Me Brochures with corrections/comments and have students complete a final version and turn in to be graded.

### **Materials**

Career Clusters Activity Sheets  
Which Careers Match Your Skills? Sheet

### **Assessment**

The students will be assessed on their ability to explore career clusters and match their interests with potential careers.

## **DAYS 12-18**

### **Objective**

**The students will be able to research their top three career choices.**

### **Procedures**

1. Attendance
2. Question of the Day – all days
3. Explain that each student needs to decide his/her first, second and third career choice and using a research guide will do in-depth research on all aspects of each career. Explain that they will have six class periods to complete research, but if it is not completed in class, it becomes homework.
4. Pass out research guides; project O'NET online and explain how to complete each section of the research. Also, explain that they will use the research from their first career choice to prepare a PowerPoint for presentation to the class at the end of the term.

### **Materials**

Research guides

### **Assessment**

The students will be assessed on their ability to research their top three career choices.

## **DAYS 19-20**

### **Objective**

**The students will be able to complete a simple job application.**

### **Procedures**

1. Attendance
2. Question of the Day
3. Project job application and explain each section of it. Student will complete each section with their own information. Further, explain why employers want this specific information and appropriate responses to questions on application.
4. On 2<sup>nd</sup> day, give students a new copy of the application and have them complete and final application in blue/black ink and turn it in for a grade.

## **Materials**

Job Application

## **Assessment**

The students will be assessed on their ability to complete a simple job application.

## **DAYS 21-22**

### **Objective**

The students will be able to complete a simple college application.

### **Procedures**

1. Attendance
2. Question of the Day
3. Project college job application and explain application and college major; students will complete each section in pencil – they can use some information from their job application

## **Materials**

College Application

## **Assessment**

The students will be assessed on their ability to complete simple job and college applications.

## **DAYS 23, 24 and 25**

The students will be able identify and apply time management strategies as they relate to both personal and work situations.

### **Procedures**

1. Attendance
2. Question of the Day
3. Play short video from PBS kids on Time Management
4. Pass out a blank daily schedule and have students complete it to see where they may be wasting time in their days
5. Have students go to PBS Kids <http://pbskids.org/itsmylife/school/time/>. First explain directions to create a wheel describing personal attributes and then print it out. Explain that because the wheel only allows them a few choices out of many that they really have to reflect and narrow down which attributes really describe and represent them.
6. Explain directions to School Days – Crazy Maze game and have them play; discuss how distractions can get in the way managing time.

## **Materials**

Daily Schedule

## **Assessment**

The students will be assessed on their ability to identify and apply time management strategies as they relate to both personal and work situations.

### **DAYS 26 and 27**

**The students will be able to identify and analyze the job search process.**

#### **Procedures**

1. Attendance
2. Question of the Day
3. Pass out article and questions on job search strategies and skills. Have students read article and answer questions; discuss as a class.
4. Have students go to [www.indeed.com](http://www.indeed.com) and have students look for current job openings in the careers that they researched. Explain that they must read the details for at least two openings in each of their three careers. Discuss their findings at the end of class.

#### **Materials**

Job Search article and questions

#### **Assessment**

The students will be assessed on their ability to identify and analyze the job search process.

### **DAYS 28, 29 and 30**

**The students will be able identify and analyze entrepreneurial traits and components of a small business plan. Students will also be able to identify entrepreneurial traits while watching an episode of Shark Tank.**

#### **Procedures**

1. Attendance
2. Question of the Day
3. Pass out entrepreneur activity sheet and explain directions. Students will complete sheet and discuss same at the start of the second class. Circulate and assist in student analysis of small business plan.
4. After finishing above, explain that we will be watching Shark Tank – a TV program in which people come before self-made billionaires and pitch a new idea in order to get financial help. Stress that this is reality TV and not necessarily the way to go about starting or running a small business. Ask student, though, to pay attention to the many ideas/inventions shown on the program. After finishing video in third class, discuss traditional ways of financing a small business or inventing a new product.

#### **Materials**

Entrepreneurship Activity  
Shark Tank video

#### **Assessment**

The students will be assessed on their ability to identify and analyze entrepreneurial traits and a basic business plan.



## **DAYS 31 and 32**

### **Objective**

The students will be able to use their research on their first career choice and create a PowerPoint for presentation to the class.

### **Procedures**

1. Attendance
2. Question of the Day
3. Explain that they will now be using their first career choice research to create a PowerPoint to present to the class at the end of the term.
4. Ask students go to class website and download PowerPoint template; make sure they "SAVE AS" to their documents file before they begin working on it.
5. Go over each section and explain what is necessary for completion; be sure to stress bullets, paraphrasing, dashes, periods, spacing, tabs, etc.
6. At the end of Day 2 students should turn in a rough draft to me for review

### **Materials**

PowerPoint Template

### **Assessment**

The students will be assessed on their ability to use their research on their first career choice and create a PowerPoint for presentation to the class.

## **DAYS 33, 34 and 35**

### **Objective**

The students will be able to analyze the necessity of budgeting and identify how life decision's affects one's future.

### **Procedures**

1. Attendance
2. Question of the Day
3. Ask students to log onto [www.mappingyourfuture.org](http://www.mappingyourfuture.org) for a budget calculator – show them how to use the calculator and have them compare budgets using salary information from their career research.
4. Explain to students that we will be playing a game called "Show Me The Future" and they will have to make many life decisions. Pass out a comparison sheet in order for them to record data regarding their two different lives.
5. On Day 35 have class discuss comparisons of their future lives.

### **Materials**

Show Me The Future Comparison Sheet

### **Assessment**

The students will be assessed on their ability to analyze the necessity of budgeting and identifying how life's decisions affect one's future.

## **DAY 36**

### **Objective**

**The students will be able to use their research on their first career choice and create a PowerPoint for presentation to the class.**

### **Procedures**

1. Attendance
2. Question of the Day
3. Pass back reviewed/correct PowerPoint drafts and ask students to complete final draft making my requested revisions. Once completed, students will print off a color copy, staple it to the rough draft, and turn in to me for a grade.

### **Materials**

PowerPoint rough drafts

### **Assessment**

The students will be assessed on their ability to use their research on their first career choice and create a PowerPoint for presentation to the class.

## **DAY 37**

### **Objective**

**The students will be able to identify “do’s” and “don’ts” regarding job interviews and will be able to interview an adult in their life about that adult’s career.**

### **Procedures**

1. Attendance
2. Question of the Day
3. Project Interview Do’s/Don’ts from Quintessential Careers website and explain/discuss same as a class.
4. Read “5 Things to Say in an Interview” article as a class – discuss main idea of article.
5. Pass out adult interview homework and go over directions.

### **Materials**

“5 Things to Say in an Interview”

Adult Interview assignment

### **Assessment**

The students will be assessed on their ability to identify “do’s” and “don’ts” regarding job interviews and will be able to interview an adult in their life about that adult’s career.

## **DAYS 38, 39 and 40**

### **Objective**

**The students will be able to analyze both sides of the interview process by creating questions as a prospective employer and being interviewed as a prospective employee.**

### **Procedures**

1. Attendance
2. Question of the Day
3. Pass out roles for mock interviews.
4. Explain directions for prospective employer questions. Also, explain their roles as a prospective

employee.

5. On Days 39-40 hold mock interviews – and comment on students' performance.

## **Materials**

Mock Interview roles

## **Assessment**

The students will be assessed on their ability to analyze both sides of the interview process.

## **DAY 41**

### **Objective**

**The students will be able to work as a team and analyze the importance of being a team player.**

### **Procedures**

1. Attendance
2. Questions of the Day
3. Do Constructive Feedback activity
4. Discuss the importance of working as a team to do the Constructive Feedback activity

## **Materials**

Box

Wads of Paper

## **Assessment**

The students will be assessed on their ability to work as a team and analyze the importance of being a team player.

## **DAY 42**

### **Objective**

**The students will be able to analyze the significance of becoming a life-long learner.**

### **Procedures**

1. Attendance
2. Question of the Day
3. Pass out copies of the Quotes About Life-Long Learning and have students take turns reading the quotes. (The quotes are from many different types of successful people from Albert Einstein to Abraham Lincoln.) Discuss the meaning of these quotes as a class.
4. After reading and discussing quotes, pass out blank paper for students to write about the quotes. Ask them to pick two quotes that really spoke to them and give me two reasons why for each quote.

## **Materials**

Quotes About Life-Long Learning

## **Assessment**

The students will be assessed on their ability to analyze the significance of becoming a life-long learner.

## **DAYS 43-44**

### **Objective**

The students will be able to present their first career choice to the class.

### **Procedures**

1. Attendance
2. Question of the Day
3. Ask students to volunteer to present and take turns presenting careers to class. While students are presenting, ask questions pertinent to each student's career choice.

### **Materials**

### **Assessment**

The students will be assessed on their ability to present their first career choice to the class.

## **DAY 45**

### **Objective**

The students will be able to organize all of their work from Career Ed into a portfolio.

### **Procedures**

1. Attendance
2. Pass back any outstanding assignments. Give students a checklist of what should be in their portfolio and the order it should be in before they finish class today.
3. Ask students to turn in portfolio when completed.

### **Materials**

All papers from Career Ed term

### **Assessment**

The students will be assessed on their ability to organize their work into a portfolio.

## **Resources by Career Cluster:**

### 1. Agriculture, Food & Natural Resources

- Detrick's Farm
- PA Department of Agriculture
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/agriculture-food-natural-resources-career-cluster.aspx>
- <https://nrcareers.org/career-explorers/>

### 2. Architecture & Construction

- Triangle Tech
- PA Carpenters Union
- <https://www.electricianauthority.com/by-state/pennsylvania/>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/architecture-construction-career-cluster.aspx>
- <https://careerschoolnow.org/colleges/programs/architecture/states/pennsylvania>

### 3. Arts, Audio/Video Technology & Communications

- <https://www.asvabprogram.com/career-cluster-pathway-2>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/arts-audio-video-and-communications-career-cluster.aspx>
- Local Radio station: 101.7 WXZY
- The Hound WDDH-FM
- <https://theartcareerproject.com/careers/>

### 4. Business, Management & Administration

- Future Business Leaders of America
- Jamestown Business College
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/business-management-and-administration-career-cluster.aspx>



## 5. Education & Training

- PA Department of Education
- University of Pittsburgh at Bradford
- Career Link
- Office of Vocational Rehabilitation
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/education-and-training-career-cluster.aspx>

## 6. Finance

- <https://corporatefinanceinstitute.com/resources/careers/map/>
- Hamlin Bank and Trust Company
- County National Bank
- Northwest Savings Bank
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/finance-career-cluster.aspx>

## 7. Government & Public Administration

- <https://www.employment.pa.gov/Pages/jobopportunities.aspx>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/government-and-public-administration-career-cluster.aspx>

## 8. Health Science

- PA Coalition for Oral Health
- Pennsylvania State Nurses Association
- <https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/health-science-career-cluster.aspx>

## 9. Hospitality & Tourism

- The Wilds Cooperative of PA
- <https://www.ucf.edu/online/hospitality/news/top-10-hospitality-careers-job-descriptions-and-salary-ranges/>





- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/hospitality-and-tourism-career-cluster.aspx>

#### 10. Human Services

- McKean County Department of Human Services
- The Guidance Center
- Dickinson Center
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/human-services-career-cluster.aspx>

#### 11. Information Technology

- <https://www.computer.org/publications/tech-news/build-your-career/7-most-in-demand-it-careers>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/information-technology-career-cluster.aspx>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/information-technology-career-cluster.aspx>

#### 12. Law, Public Safety, Corrections & Security

- McKean County Courthouse
- PA State Police
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/law-public-safety-corrections-security-career-cluster.aspx>

#### 13. Manufacturing

- Clarion Sintered Metals
- Kane Screens
- Triangle Tech
- Rosedale Technical College
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/manufacturing-career-cluster.aspx>

#### 14. Marketing, Sales & Service

- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/marketing-career-cluster.aspx>

#### 15. Science, Technology, Engineering & Mathematics



- <https://research.com/careers/stem-careers>
- <https://www.education.pa.gov/Pages/STEM-Competition.aspx>
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/science-technology-engineering-math-career-cluster.aspx>

#### 16. Transportation, Distribution & Logistics

- Pennsylvania Department of Transportation
- <https://www.careeronestop.org/ExploreCareers/Learn/CareerClusters/transportation-distribution-and-logistics-career-cluster.aspx>



Communication Lesson

PA Career Standard 13.3

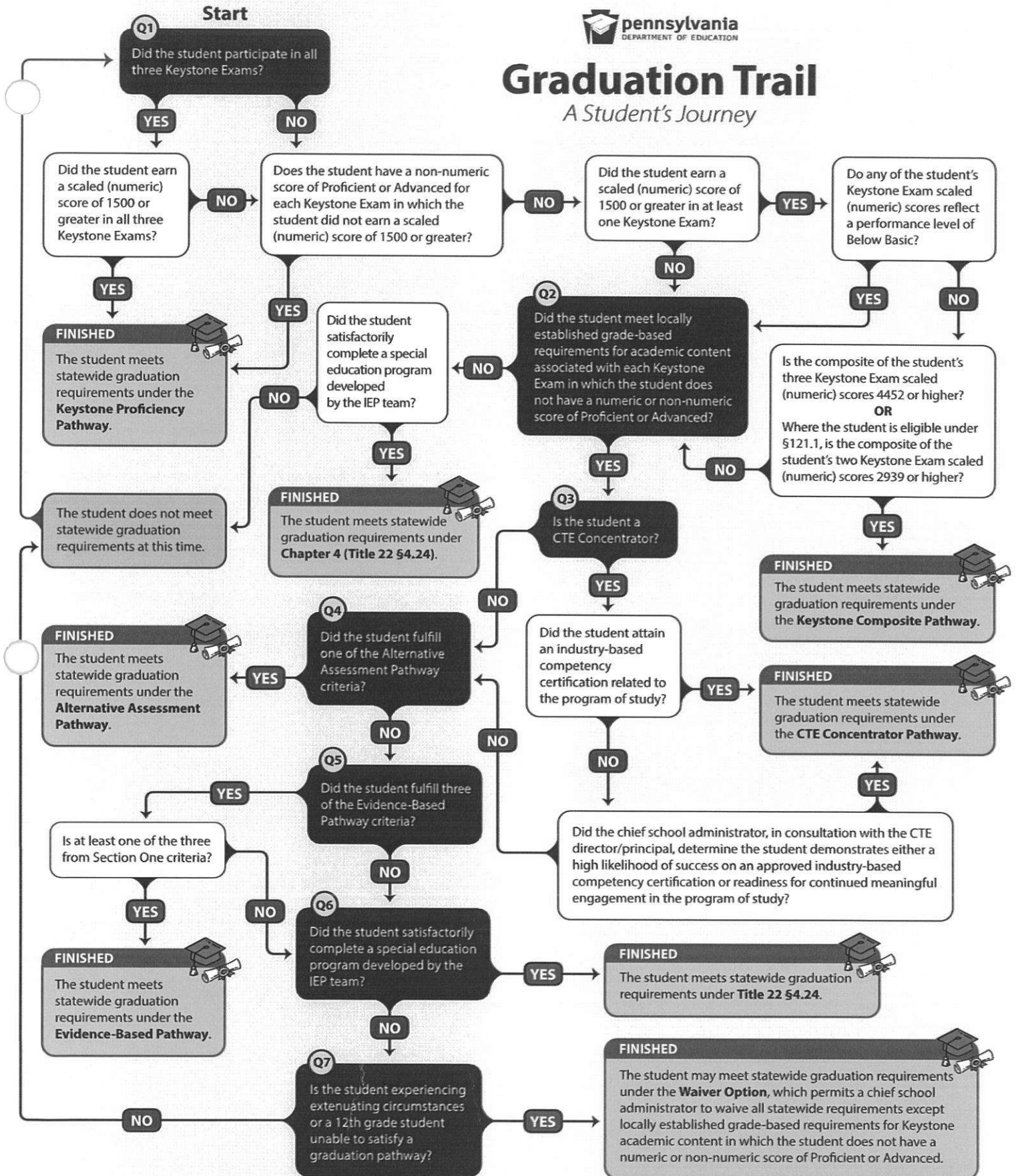
Objective: Students will utilize and challenge their communication and collaboration skills. Students will discuss the application of these skills in the workforce.

1. Students will break up into groups of 4
2. Students determine who in their group will be the director, the manager, the creator, and the observer.
3. The directors will be shown an image.
4. The directors communicate to the manager what the image is.
5. The manager communicates to the creator what the image is.
6. The creator draws an image based on the description given by the manager.
7. The observer watches all of the interactions and notes strengths and weaknesses.
8. Bring everyone together to compare their created image with the original.
9. The observer gives a report about what they thought worked well and what was challenging.
10. Students will discuss how the activity relates to career roles in the real world and how communication helps and/or hinders success in the work force.



# Graduation Trail

*A Student's Journey*



**NOTE:** This infographic is designed to gauge progress in meeting statewide graduation requirements; however, it maps a sequential progression and assumes that the student has had an opportunity to meet the requirements of each Question. Students should be encouraged to fulfill criteria under multiple Pathways simultaneously to ensure statewide requirements will be met in a timely manner.





# **KHS OPEN HOUSE & COLLEGE & CAREER FAIR**

Penn Tech  
Triangle Tech  
Pitt-Bradford University  
PennWest University  
Duquesne University  
Mercyhurst University  
Slippery Rock University  
Penn State University - DuBois  
Northern PA Regional College  
St. Bonaventure University  
Jamestown Community College  
Penn Highlands Healthcare  
Potter County Education Council

Career Link  
OVR  
Job Corps  
US Army  
US Navy  
US Air Force  
UPMC  
Custom Built Mfg LLC  
Kane Hardwoods  
Alpha Sintered Metals  
Lutheran Home of Kane  
Kane Innovations Inc  
Highlander Energy Products Inc

**SEPTEMBER 15<sup>th</sup>  
6:00 - 8:00**



**KANE AREA SCHOOL DISTRICT  
JOB SHADOWING  
PARENT/GUARDIAN CONSENT FORM**

Your son/daughter has been invited to attend a Job Shadowing experience at a workplace. He/She will be assigned to an employee who will lead him/her through a department in the workplace. They will discuss a typical workday and explore different aspects of working in a particular industry. **In order for your child to participate, this form must be filled out and returned to the high school office two days before the day of the event.**

**Permission to Participate in Workplace Job Shadowing**

My son/daughter \_\_\_\_\_, may participate in a Job shadowing experience, which will take place at \_\_\_\_\_ located in \_\_\_\_\_ on \_\_\_\_\_ between the hours of \_\_\_\_\_ a.m./p.m. and \_\_\_\_\_ a.m./p.m.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Site Telephone #

**Permission to Travel to the Workplace**

I understand that my son/daughter, \_\_\_\_\_ is responsible for his/her own transportation.

\_\_\_\_\_  
Parent/Guardian Signature

**Photo Release**

I grant Kane Area School District permission to photograph my son/daughter, \_\_\_\_\_ for promotional and educational purposes.

\_\_\_\_\_  
Parent/Guardian Signature

### Teacher Review

If the student is in an academic position to be excused from school for this number of days and has made arrangements with you to receive the appropriate make up work, please sign below.

If you feel the student should not be excused from school for this time period, **do not sign below.**

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_

Subject: \_\_\_\_\_

The job shadowing experience must be approved by the Principal/Guidance Counselor.

Approved \_\_\_\_\_ Not Approved \_\_\_\_\_  
Principal/Guidance Counselor

**Kane Area School District  
Job Shadowing  
Medical Authorization**

**In order for your child to participate, this form must be filled out and returned to the high school office before the day of the event.**

**Should it be necessary for my child to have medical treatment in the Job Shadowing Program, I hereby give Kane Area School District personnel permission to obtain medical service for my child. I give permission to obtain medical service for my child. I give permission to the physician to render medical treatment deemed necessary.**

\_\_\_\_\_  
**Student's Name**

\_\_\_\_\_  
**Address**

\_\_\_\_\_  
**Date of Birth**

\_\_\_\_\_  
**Home Telephone**

\_\_\_\_\_  
**Emergency Contact**

\_\_\_\_\_  
**Daytime Telephone**

\_\_\_\_\_  
**Family Physician**

\_\_\_\_\_  
**Physician Telephone**

**Does your child require any special accommodations due to medical limitations, disability, dietary constraints or other restrictions?**

**Yes** \_\_\_\_\_ **No** \_\_\_\_\_

**If yes, please explain** \_\_\_\_\_

**I agree to all of the above authorizations and permissions.**

\_\_\_\_\_  
**Signature of Parent/Guardian**

**I do not agree to all of the above authorizations and permissions.**

\_\_\_\_\_  
**Signature of Parent/Guardian**

**KANE AREA SCHOOL DISTRICT  
JOB SHADOWING  
STUDENT WORKSHEET**

*Please answer the following questions.*

What is the title of your Workplace Host? List his/her responsibilities.

Which parts of the job were of interest to you?

Which parts were not?

Would you consider a career in this field? Explain.

What surprised you the most about what you learned, heard, or observed today?

What knowledge and skills are you learning in school that will be used on the job?

What knowledge and skills do you need to strengthen in order to be successful in this occupation?

Did any other ideas for careers come to mind today?

## STUDENT OBSERVATIONS

### THE EMPLOYEES

Describe the clothing employees wore.

Did all of the employees wear the same attire?

How did people greet one another?

How did employees answer the phone?

### TECHNOLOGY

How many computers did you observe in the workplace?

What software programs did you observe?

What other equipment do employees use to complete their daily tasks?

What type of service or product does this workplace provide or produce?

### BENEFITS:

Does this workplace offer any of the following benefits?

Health Care Plan	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Dental Plan	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Retirement Plan	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Disability Insurance	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Tuition Reimbursement	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Advanced Training	Yes <input type="checkbox"/>	No <input type="checkbox"/>

If other, please explain.

**Job Shadow Supervisors**

As the person in charge of \_\_\_\_\_ while he/she  
completed his/her job shadowing experience I confirm that they were present from  
\_\_\_\_\_ am/pm to \_\_\_\_\_ am/pm. For a total of \_\_\_\_\_  
hours.

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature



Level	Grade	Interests	Abilities/Skills	Values/Setting Preference	Learning Style	Hobbies	Career Cluster	Pathway
Middle School	6							
	7							
	8							

## Making Some Decisions:

A. My High School Plan is to:

Attend the High School	Attend the Career and Technical Center	Attend both
------------------------	--	-------------

**B. My Current Career Cluster Interest Areas Are:**

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

C. My Current Pathway Interest Areas Are:

---

2

---

D. Possible Courses That I Will Need To Take in High School or the Career Technical Center Connected to My Cluster/Pathway Are:

E. My current post-secondary plans are:

4 Year College	2 Year/Community College	Technical School	Apprenticeship
_____	_____	_____	_____
Certification/Diploma Program	On the Job Training	Not Sure	
_____	_____	_____	

F. Some possible majors that I would like to pursue are: 1. \_\_\_\_\_ 2. \_\_\_\_\_

G. Three Things That I Need to do to Prepare for My Future Area:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



	8



# Scholarship Tips

Scholarships, unlike student loans, **don't have to be repaid** and can reduce the cost of college. The more free money, in the form of scholarships and grants, that you find to help pay for college, the less you'll have to finance.

## ✓ Eligibility

Students who apply for scholarships must meet specific eligibility requirements and will be competing against other applicants. Scholarship eligibility may be based on any combination of criteria, including:

- Residency (state, county, or town in which the student lives)
- Affiliation with community or religious organizations
- Extracurricular activities, including community service or clubs
- Degree program, major, or field of study
- Financial need
- Essays
- Academic, athletic, or artistic achievement
- Letters of recommendation

## 🔍 Searching

Many high school students begin searching for scholarships during their junior year. However, there are scholarship opportunities for younger students, as well as current college students. Scholarship information is available from these resources:

- High school website
- High school counselor's office or online portal
- Local library
- College or university
- National scholarship search sites (listed on the back)

## ✍ Applying

To apply for scholarships:

- Determine that all eligibility requirements are met.
- Submit all required application materials by the deadline.
- Find out if applicants are notified of the results.  
(Some scholarships notify all applicants; others notify only the winners.)

## Q&As

### Q. What is a merit scholarship?

**A.** Colleges are increasingly offering merit scholarships and not just for academic achievement or athletic skill. Schools may offer merit scholarships to attract diverse groups of students from states not highly represented at the school, or students with talents or circumstances that few others at the school have. Check with admissions offices at schools you're applying to and ask if they offer merit aid.

### Q. Should students pay a company to find scholarships?

**A.** Students and families need to know that some scholarship offers are not what they seem. You can avoid getting scammed by ignoring offers that require you to attend a "free" seminar, pay a "small fee," or provide a credit card number.

### Q. Will scholarships affect other sources of financial aid?

**A.** Scholarships from outside sources may affect other financial aid. By filling unmet need, scholarships may reduce the amount a family has to pay out-of-pocket or they may reduce loans, work-study, or grant aid. Check with your school's financial aid office to find out how outside scholarships may affect your financial aid package.

### Q. How are winners determined?

**A.** Although scholarships are competitive, keep in mind that you don't have to be the best student in your class to receive one. You simply need to be the best applicant who meets the qualifications for the scholarship.

## Popular Scholarship Search Sites:

- ☐ bigfuture.collegeboard.org
- ☐ fastweb.com
- ☐ scholarshipamerica.org
- ☐ finaid.org
- ☐ tfec.org



### Keep track of scholarships that you find here!

Scholarship	Due Date	Notes
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

Don't limit yourself — attach another sheet, if needed.

**REMEMBER:** Continue to search and apply for private scholarships every year that you are in school.

For additional information about funding your education, visit **PHEAA.org** today!

# Planning for Higher Education Timeline



Explore  
**Net Price  
Calculators**



Complete the  
**FAFSA®  
Application**



Apply for  
**Scholarships &  
Financial Aid**



Attend  
**College  
Fairs**



Complete the  
**PA State Grant  
Application**



Secure  
**Gap  
Financing**

## Prior to Senior Year

- ☐ What are your college and career plans? Talk with your school counselor, parents, and other trusted adults to develop a college admissions plan.
- ☐ Earn college credits while in high school. Talk to your school counselor about taking Advanced Placement (AP®) courses or dual enrollment for college credit.
- ☐ Use the "Search for your perfect school" function on [EducationPlanner.org](http://EducationPlanner.org) to research and explore colleges. Research at least five schools. Consider cost just as carefully as programs offered.
- ☐ Attend college fairs and financial aid events and meet with admissions representatives who visit your school.
- ☐ Explore college costs using **net price calculators**, available on a college's or university's websites. Net price calculators allow prospective students to enter information about themselves to find out what students like them paid to attend the institution in the previous year, after taking grants and scholarship aid into account.
- ☐ Consider schools at different total cost levels (including room/board, transportation, etc.). Target schools that are affordable for you.
- ☐ Register for SAT® and ACT tests and take advantage of any available test prep courses. Check out [EducationPlanner.org](http://EducationPlanner.org) for free test prep and practice exams.
- ☐ Investigate scholarship opportunities. Visit with your school counselor for local sources of scholarships. Go to [EducationPlanner.org](http://EducationPlanner.org) and other websites. Check with your place of worship, your parents' employers, and local social or civic organizations to which you or your parents belong.

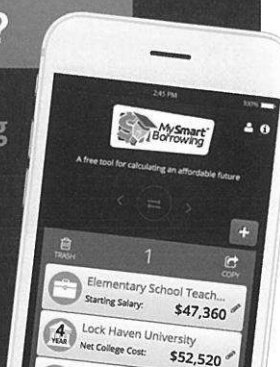
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## Senior Year – Fall

- ☐ Continue to explore higher education options. Attend college fairs and financial aid events and meet with admissions representatives who visit your school.
- ☐ Narrow your college choices further, understand admissions requirements and deadlines, and submit application materials. Stay organized to ensure colleges receive your transcripts and letters of recommendation.
- ☐ Educate yourself on the many forms of financial aid available. Inquire about all types of funding sources from the colleges you are considering. Be aware of their application requirements and deadlines.
- ☐ If you're applying for financial aid, you can complete the Free Application for Federal Student Aid (FAFSA®) on or after October 1. Apply at [studentaid.gov](http://studentaid.gov).
- ☐ Continue to plan with your school counselor to apply for scholarships from local organizations, as application deadlines will vary.

## Will you be SMART about borrowing for college?

Visit [MySmartBorrowing.org](http://MySmartBorrowing.org) to compare college costs and learn how to keep your student loan debt manageable.





## Senior Year – Winter

- ☐ Have you completed your FAFSA? If you need financial aid and haven't done so, complete it now at [studentaid.gov](http://studentaid.gov).
  - ☐ In Pennsylvania, your FAFSA information is used for PA State Grant consideration. You will also need to complete the State Grant Form (SGF) which is linked to the FAFSA Confirmation Page. (If you miss this link, you will receive an email notice directing you to the SGF.)
  - ☐ Before selecting your major or course of study, research whether you are likely to find a job in this career.
  - ☐ Research the starting salary for this career. If you have to borrow loans to help pay for school, you shouldn't borrow more than that first year's salary.
  - ☐ Submit all other required applications and paperwork for each school to which you are applying. Make copies and meet each school's individual deadlines.
  - ☐ Continue to search and apply for scholarships through the colleges you are considering and other organizations.
  - ☐ **Deadlines** – For the PA State Grant, the FAFSA filing deadline is May 1 for students attending colleges, universities and college-transferable programs (excluding community colleges), and for all renewal students. The deadline is August 1 for first-time students attending community colleges, business, trade, or technical schools, hospital schools of nursing, "Open Admission" institutions, or 2-year, non-transferable degree programs at a junior or 4-year college.
- NOTE:** "Open Admission" institutions include Cheyney University of Pennsylvania, Gratz College, Harcum College, Harrisburg University of Science and Technology, Lackawanna College, Peirce College, Pennsylvania College of Technology, Pennsylvania Institute of Technology, and Valley Forge Military College.
- ☐ After filing the FAFSA, watch your email for your Student Aid Report (SAR). The SAR summarizes your FAFSA information and provides you an opportunity to make corrections, if necessary. If you did not provide an email address on the FAFSA, your SAR will be sent by postal mail.

## Free Resources

Visit [PHEAA.org/order-online](http://PHEAA.org/order-online) to download or order additional **FREE** materials, such as brochures, booklets, and reference sheets to help explore your career and education opportunities.



These materials have been developed and paid for by the Pennsylvania Higher Education Assistance Agency (PHEAA). The information contained in this document is believed to be accurate at the time of printing.

## Senior Year – Spring

- ☐ Continue to receive financial aid offers (or aid packages) from additional schools. Financial aid offers detail the type and amount of aid you are eligible to receive from each school.
- ☐ Determine which aid amounts are free money (grants and scholarships), which involve working (work-study), and which must be repaid with interest (loans).
- ☐ Compare the total free money (grants and scholarships) to the total cost of the school (including books and transportation). The difference is the amount you will need to cover through savings, earnings, or student and/or parent borrowing.
- ☐ Determine if the schools you are considering offer some type of payment plan.
- ☐ Consider lower cost alternative schools, if necessary, as you make your final college choice.
- ☐ Decide which school you will attend and note the deadline for submitting an enrollment deposit. Inform every school to which you were accepted of your decision.
- ☐ Complete your housing arrangements, orientation and course registration requirements at your chosen school.
- ☐ Be sure your PA State Grant record reflects the school you plan to attend. If it does not, update this information via Account Access at [PHEAA.org](http://PHEAA.org), where you can also check the status of your application, make changes, and manage your account.
- ☐ If you are eligible, inquire about the availability of work-study jobs on campus, and be sure you know how and when to apply for these jobs.

## Summer After Senior Year

- ☐ Inform your school's Financial Aid Office of any additional grants or scholarships you will receive from outside sources.
- ☐ Loan borrowers (students and parents) must complete a Master Promissory Note (MPN). Visit [studentaid.gov](http://studentaid.gov) to complete an online MPN. Only borrow what you absolutely need.
- ☐ Students borrowing federal student loans for the first time must complete "entrance counseling." Contact the Financial Aid Office at your school for information on how to complete this process.
- ☐ Satisfy your first semester tuition bill by the college's payment or registration deadline.



# FAFSA® Tip Sheet

Completing the FAFSA & Getting Financial Aid



**PHEAA**  
Pennsylvania Higher Education Assistance Agency

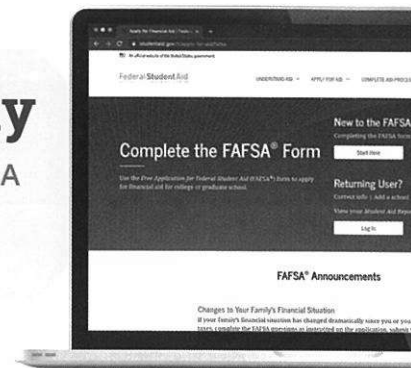


The Free Application for Federal Student Aid (FAFSA®) is the most important application you must complete in order to qualify for almost all types of financial aid including federal, state, local, and private grants and scholarships.



## How to Apply

Visit [studentaid.gov/FAFSA](https://studentaid.gov/FAFSA) to complete and submit your application for FREE.



## FAQs

### Why complete a FAFSA?

The U.S. Department of Education (USDE) uses the information provided on your FAFSA to determine your eligibility for aid from federal student financial assistance programs. In Pennsylvania, the FAFSA is used to determine PA State Grant eligibility. Schools also use FAFSA data to award their own financial aid.

### What are the deadlines?

Financial aid deadlines vary by school, state, program of study, and more. To ensure that you are considered for all financial aid programs, the FAFSA should be filed by the earliest application deadline date for each school you are considering attending. Check with your school for details.

You must complete a new FAFSA Application each year. For PA State Grant applicants, the FAFSA deadlines are:

- **MAY 1** – For students attending colleges, universities, and college-transferable programs (excluding community colleges) and for all renewal students
- **AUGUST 1** – If you plan to enroll in a community college, a Business, Trade, or Technical school, a Hospital School of Nursing, an “Open-Admission” institution (visit [PHEAA.org](https://PHEAA.org) for a list of these schools), or a non-transferable 2-year program

### What is the IRS Data Retrieval Tool?

When you complete your FAFSA online, you have the option of retrieving your income and tax data from the IRS and having it automatically transferred into your FAFSA.

### What do I need to file my FAFSA?

- Your Social Security number
- Your driver's license number, if you have one (optional)
- Your alien registration number, if you are not a U.S. citizen
- Your W-2 forms
- Records of other untaxed income received, including workers' compensation, child support, payments to tax-deferred pension, and savings plans, etc.
- Your federal income tax return and schedules from the prior-prior year (For example, if completing the 2023-24 FAFSA, use 2021 income tax return information.)
- Your current bank statements and records of stocks, bonds, 529 plans, and other investments.
- A personal email address (not a school email address)

### If you are a dependent student, you will also need:

- Your parent's Social Security number
- Your parent's income and financial records (as listed above)
- Parents date of marriage/remarriage – month/year
- Parents date of separation/divorce – month/year

### What is a Federal Student Aid account username and password (FSA ID)?

When you create an account at [studentaid.gov](https://studentaid.gov) the username and password (also referred to as an FSA ID) you create will be used to log in to and sign the FAFSA. If you are a dependent student, both you and one of your parents must have your own account with a username and password.

# Remember to Use the Correct Tax Information

If you plan to attend college from	You can submit the FAFSA from	Using income & tax information from
July 1, 2022 - June 30, 2023	October 1, 2021 - June 30, 2023	2020
July 1, 2023 - June 30, 2024	October 1, 2022 - June 30, 2024	2021
July 1, 2024 - June 30, 2025	October 1, 2023 - June 30, 2025	2022

## Note the Schools You Have Applied To

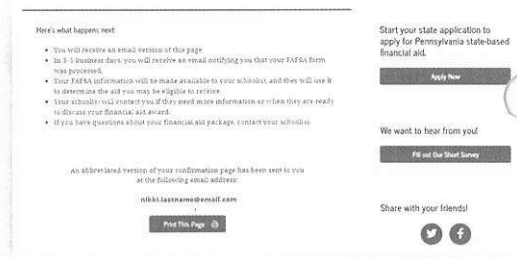
For purposes of federal student aid, it does not matter in what order you list the schools on your FAFSA. However, PA State Grant awards will be made for the first college listed on the FAFSA form.

1.	4.
2.	5.
3.	6.

To change the schools listed on the FAFSA, log in to [studentaid.gov](http://studentaid.gov), or call 1-800-4-FED-AID (1-800-433-3243) TTY (Hearing Impaired) 1-800-730-8913

## File Your PA State Grant Application

The easiest way to file your PA State Grant application is right from the link on your FAFSA confirmation page (highlighted on the right). If you miss this link, you will need to wait approximately 3-4 days after your FAFSA is submitted and apply at [PHEAA.org](http://PHEAA.org).



## Once Your FAFSA is Processed

You will be notified that your FAFSA has been processed and you can view or print your Student Aid Report (SAR) from your My FAFSA page. You may receive an email with a link to My FAFSA after your FAFSA has been processed or you can log in to My FAFSA at [studentaid.gov/FAFSA](http://studentaid.gov/FAFSA). Check your SAR for any errors and if you do find mistakes, you will need to make necessary corrections online within My FAFSA at [studentaid.gov/FAFSA](http://studentaid.gov/FAFSA), or by mail on your paper SAR.

Your FAFSA will be shared with the schools that you listed on the FAFSA and with PHEAA to determine eligibility for the PA State Grant. Schools send out notifications about financial aid eligibility to students once you have been accepted to the school. Your schools may require other forms for you to fill out for school specific programs. Contact your postsecondary schools for more information about financial aid eligibility.

**Do you Have Changes in Your Circumstances?** If your family's income is less this year than what you reported on the FAFSA, reach out to the financial aid staff at your school for assistance. You can also report other changes in your situation such as high medical expenses, separation or divorce, etc. **Please contact PHEAA PA State Grant staff for assistance with reporting changes in your circumstances at 1-800-692-7392 (TTY: Dial 711, for hearing impaired).**

→ To learn more about the financial aid process, visit [PHEAA.org](http://PHEAA.org).

## SOFT SKILLS

Name:

Soft Skills Examples:	My strongest Soft Skills:
1.	1.
2.	2.
3.	3.
4.	4.
5.	
6.	
7.	Soft Skills I need to improve on:
8.	1.
9.	2.
10	3.
11.	4.
12.	

### Top 5 Soft Skills identified by my group:

1.
2.
3.
4.
5.



# Do Your Career and Work Values Align?

A misalignment between the two could make you completely miserable, trigger depression or even cause you to become physically ill, warns Sandra Loffredo.

By [Sandra Loffredo \(/users/sandra-loffredo\)](/users/sandra-loffredo)

// November 13, 2017

What are your core values, and why are they important to consider when evaluating your career options? Your core values are principles that you find desirable, important or even essential. An alignment between your career and your core values produces satisfaction, a sense of happiness and fulfillment. A misalignment can cause everything from minor problems to major disruptions.

Work core values are typically broken into three types:

**Intrinsic values** are related to the intangibles about the career. These are the values that motivate you and help you feel fulfilled. Examples of intrinsic values are giving back to society and expressing your creativity.

- **Extrinsic values** relate to the tangible rewards derived from your career and your work environment. Some examples of extrinsic values are pay, working as part of a team and providing influence.

- **Lifestyle values.** Lifestyle values are a type of second-tier value. What you do for a career and where you work produces a certain type of lifestyle. The type of lifestyle you desire can help complete the picture of what you value. A few examples of lifestyle values include living in a big city, traveling extensively and living simply.

Some people's core values may have been obvious to them for a long time. For others, a recent event may uncover a set of personal core values. Recognition of your own core values may come to you naturally, or the process can be a struggle.

I wish I could say that I knew from a young age what I valued in life and what I wanted to do with my career. It took many years and multiple jobs for me to understand myself, my values and the importance of keeping those things in alignment with the work I did. For me, I think the answer was there for a long time, but I just didn't see it. I must have been looking for a great cataclysmic event to



make things clear. There was no earthquake that produced a sign saying, "This way is your personal path to career happiness!" In hindsight, understanding my values shouldn't have been such a mystery.

Two people can have the same core values, yet their values can be understood or expressed in different ways. An example of this can be seen when looking at Naveena and Stephen. Both hold Ph.D.s in the life sciences and decided to go directly to work after graduation. Stephen and Naveena share the extrinsic value of wanting to provide influence and the lifestyle value of desiring to travel extensively. While they share two of the same core values, they are honoring those values with different career choices.

Naveena just accepted a management consulting job. She believes that helping to guide different organizations spread across the world is the best way for her to be true to her desire for freedom. Management consulting can be a perfect fit for Naveena. She is not constrained by doing the same job, in the same office, every day. Her work duties and office locations change frequently based on the projects that her company assigns her. This amount of freedom keeps Naveena happy and fulfilled.

Stephen is working as a freelance medical communications specialist. He doesn't want to work for one organization and likes the freedom to choose the types of contracts he accepts. As a freelancer, Stephen can work where and when he wants. One of his goals in the next 12 months is to travel extensively throughout Thailand. He plans to work while traveling because, as a freelancer, he can take his office with him on a daily basis. Stephen is thrilled to be able to combine his travel goals with his career choice.

You need to have a good understanding of yourself and your values to readily analyze your current or future situations. Tim had his aha moment regarding his values when he was in high school. His 11th-grade English teacher, Mr. Rubenstein, helped facilitate his interest with British and American literature. Tim often asked him questions about the readings after class, and Mr. Rubenstein happily provided Tim with additional stories and articles to read in his spare time. The mentoring relationship between Tim and Mr. Rubenstein created that aha moment. Tim learned that he valued helping others, continuous learning and influencing people. He finished his Ph.D. in literature, teaches at a California university and mentors a group of students who want to become teachers and faculty members. Tim is happy and fulfilled, and he enjoys his career.

Why it is important to understand and align your values with your career? Your values give you a sense of purpose and are guideposts to what fits you best. If you are working in a role or organization that is not a good match for your values, your "symptoms" may vary from mild to strong. On the mild side, you might feel a general sense of discomfort or a lack of connection with your situation. Feeling a lack of motivation and constantly wanting to take a day off are other indicators that there could be a mismatch. On the extreme end, a misalignment between your career





## WORK VALUES INVENTORY

Values are an important part in the career decision-making process. It is important to select career options, which best fit your values. The list below will help you to identify those values that you think will be important to you in your work. Your work values may change as work situations change. It is important to evaluate your work values often.

Read each value and decide if it is always important to you, sort of important or not important to you. Place an "X" in the appropriate box. The definition is there to help you think about the value. If your definition is different, use your own definition when rating the value.

1. My <u>core values</u> that are important to me in my life are:	Always Important	Sort Of Important	Not Important
▪ <b>Achievement:</b> Being able to meet your goals.			
▪ <b>Balance:</b> Time for family, work and play.			
▪ <b>Independence:</b> Control of your own destiny.			
▪ <b>Influence:</b> Able to have an impact on others.			
▪ <b>Integrity:</b> Stand up for your beliefs.			
▪ <b>Honesty:</b> Telling the truth and knowing that others are telling the truth.			
▪ <b>Power:</b> Control over others.			
▪ <b>Respect:</b> Care and trust of self and others.			
▪ <b>Spirituality:</b> Believing in your core beliefs.			
▪ <b>Status:</b> Having influence and power over others			

2. I value <u>work environments</u> that are:	Always Important	Sort Of Important	Not Important
▪ <b>Fast Paced:</b> Work that has many things happening at one time.			
▪ <b>Flexible:</b> Work that is not set to a specific time schedule.			
▪ <b>High Earnings:</b> Work that has the potential to make a lot of money.			
▪ <b>Learning:</b> Work that is intellectually challenging to you.			
▪ <b>Location:</b> Work that is in a convenient place and an easy commute.			
▪ <b>Predictable:</b> Work where you know what is going to happen day after day.			
▪ <b>Quiet:</b> Work where there are few disruptions throughout the day.			
▪ <b>Relaxed:</b> Work where there are few pressures to get things done.			
▪ <b>Structured:</b> Work where it is organized and has a specific set time.			
▪ <b>Time Freedom:</b> Work where you set your own schedule and plan how and when you do your work.			



3. I value <u>work interactions</u> with co-workers who support:	Always Important	Sort Of Important	Not Important
▪ <b>Competition:</b> Work where you compete with others.			
▪ <b>Diversity:</b> Work where there are people with different ethnic backgrounds.			
▪ <b>Friendships:</b> Work where you socialize with your co-workers.			
▪ <b>Leadership:</b> Work where there are good leaders managing the organization.			
▪ <b>Management:</b> Work where there is strong management.			
▪ <b>Open Communication:</b> Work where information is not held back from employees.			
▪ <b>Recognition:</b> Work where you are acknowledged for your work and contribution.			
▪ <b>Support:</b> Work where you help and support each other.			
▪ <b>Teamwork:</b> Work where working together is important.			
▪ <b>Trust:</b> Work where you can count on each other.			

4. I value <u>work activities</u> that are:	Always Important	Sort Of Important	Not Important
▪ <b>Analytical:</b> Work that requires interpretation of data and information.			
▪ <b>Challenging:</b> Work that is mentally or physically challenging.			
▪ <b>Creative:</b> Work that uses imagination and creative talents to produce results.			
▪ <b>Helping:</b> Work that is helping people.			
▪ <b>Leading Edge:</b> Work on new and innovative products or projects.			
▪ <b>Physical:</b> Work that has a lot of physical activity.			
▪ <b>Public Contact:</b> Work that has daily interaction with the public.			
▪ <b>Research:</b> Work that searches for new information.			
▪ <b>Risk Taking:</b> Work that may be dangerous or risky.			
▪ <b>Variety:</b> Work where many different tasks are done during the day.			



## YOUR WORK VALUES PROFILE

Review the "Always Important" values and choose your top five values. Write the values on the lines below with the most important value first. Check the line which indicates the section the value is from.

My Top 5 Always Important Values:

	1	2	3	4
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____

## MY VALUES WORK STORY

- Write a paragraph describing how you see your top 5 values in your work.

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# THE 5-PART INTERVIEW

## 1. Before the Interview

- Do your homework. Find out as much as you can about the company/organization before the interview. Do an internet search to find what services or products the company provides. Try to find the company's culture and long-term goals. Talk with current employees to learn more about the company.
- Know where you are going. Make sure you know where the company is located.
- Arrive 5-15 minutes early. Do not arrive too early, but not late either.
- Be prepared for the interview. Bring extra copies of your resume, a pen, and questions for the interview. Do not bring your phone or at the very least make sure the phone is on silent.
- Dress for success. As a general rule dress one or two steps above the position you are applying for.

## 2. The Start of the Interview (Beginning)

- Inform the secretary/receptionist that you have an interview, whom it is with and the time of the interview
- When meeting the interview, look them in their eyes, shake hands firmly, introduce yourself, smile and be confident.
- Keep the communication positive. Watch your posture. Let the interviewer lead the interview. Remember to SMILE.
- Don't chew gum, curse, fidget, etc.

## 3. The Interview (Middle)

- Stay positive and keep good posture and body language.
- Know your resume well and be prepared to answer questions.
- Express your willingness to learn.
- Be thorough with your answers. Be prepared to give examples.
- If you do not understand the question, ask the interviewer for further explanation.
- It is okay to take a moment to organize your thoughts before answering difficult questions.
- You do not need to answer illegal questions such as questions relating to your age, religion, race, ethnicity or marital status.
- Don't focus on your weaknesses or your negative attributes, criticize former employers, discuss personal issues, or salary/benefits unless initiated by the interviewer.

## 4. The Interview (End)

- Ask job-related questions you prepared for the interview.
- If offered the job immediately, be prepared to discuss salary, benefits, work hours. You do not need to give them an immediate answer.
- If you are told that you will be contacted, ask about how long it will be.
- Thank the interviewer for their time and reiterate your interest with the company/organization.
- Shake hands firmly on the way out.

## 5. The Follow-up

- Send the interviewer(s) a thank you letter soon after the interview.
- Follow up with the company a week or two after the interview to see if they have made a hiring decision. Remember to keep it professional.

## Reasons People Are Not Hired

- Poor appearance
- Inability to communicate clearly
- Lack of planning; no goals
- Lack of enthusiasm and confidence
- Talking poorly of previous employers
- Poor eye contact and body language
- Late to the interview
- Does not ask questions.
- Lack of knowledge about the business or the position
- No questions
- Impolite



## COMMON INTERVIEW QUESTIONS

1. Tell me about yourself.
2. What are your short term and long-term career goals?
3. Why did you choose this career?
4. What are your greatest strengths and weaknesses?
5. Why should I hire you?
6. What did you like most about your last job? What did you like least?
7. Tell me about your last supervisor.
8. Describe a situation where you had to collaborate with a difficult colleague or client.
9. Describe a difficult problem you faced and how you approached it.
10. Describe a situation when you needed to take initiative.
11. What led you to choose this career field?
12. How do you work under pressure?

## **SAMPLE QUESTIONS TO ASK THE INTERVIEWER**

1. How would you describe a typical week/day in this position?
2. When will the decision be made as to who is hired?
3. What do you like about working for this company?
4. How do you encourage employees to further their education?
5. What are the long-range plans for this organization?
6. What are your expectations of the person in this position?
7. Can you tell me about the history of this position and changes anticipated?
8. How will I be evaluated?

## Interview Evaluation Worksheet

Use this form to record how you perform during interviews and document your progress.

1. Organization/Company Name/Location/Date/Time
2. Interviewer(s)/Title/Contact Information
3. Based on my performance, would I hire me? Why or why not?
4. Was I courteous and professional with everyone I came in contact with?
5. What did I do to make a solid first impression?
6. What did I do to outwardly convey interest, confidence and enthusiasm?
7. Overall, what impression did I make? Did I talk too much? Too little? Was I too tense? Passive? Aggressive?
8. What points did I make that seemed to interest/impress the interviewer(s)?
9. How did I present my qualifications to emphasize how my skills are related to the job, providing appropriate examples as evidence?
10. How did I explain my professional goals, interests, and desires to the benefit of the employer?
11. Did I pass up opportunities to further demonstrate how my work, academic, and other experiences could benefit the employer?
12. When did I use quantifiers to demonstrate how I could benefit the employer profitably?
13. How did I demonstrate knowledge about the position, company, and field of interest?
14. Do I have enough information to make a knowledgeable decision about accepting the job? If no, what more do I need to consider and find out?
15. Overall, what do I feel I excelled at during the interview?
16. What else can I do to better prepare for future interviews?



# 18 Important Considerations Before Accepting a Job Offer

By Indeed Editorial Team

June 3, 2021

When seeking a new professional opportunity, there are many considerations to keep in mind when assessing a job offer. Understanding these considerations can help you decide whether you want to commit to a company, and they can help you compare two competing offers as well. The more factors you consider when deciding, the more information you have to guide your choice. In this article, we discuss the importance of considering a job offer and 18 considerations to help you make a decision.

## Why is it important to consider a job offer before accepting?

The job you choose can affect many areas of your life, from determining how much money you earn to the amount of free time you enjoy. Understanding the most important job offer considerations helps you make a more informed decision so that you're more likely to choose a job that leads to satisfactory work-life balance.

## 18 important job offer considerations

Some of the most important considerations to make when evaluating a job offer include:

### 1. Base pay

The first consideration when reviewing a new job offer is usually the salary or hourly wage. An employer often provides this information to you when making the offer. It's important to assess the income your potential employer offers and compare it to your financial needs. You may be able to supplement an initial offer by negotiating a higher rate.

## **2. Benefits package**

Your salary is not the only way an employer may choose to provide financial benefits. Supplemental benefits packages may provide substantial value. Benefits can include financial incentives, such as stock options and retirement plans, as well as indirect financial benefits, such as health insurance. Vacation pay, sick pay and family leave are other items that may appear in a benefits package. When comparing two job offers from different companies, if one contains a more generous benefits package, it may be the more financially valuable offer regardless of if it has a higher base salary.

## **3. Working hours**

The hours you're required to work each week are another item to assess when evaluating a job offer. Both longer and shorter hours can be beneficial in the right circumstances. For a salaried position, for example, a job offer with a shorter work week raises your hourly compensation, allowing you to enjoy more free time or further supplement your income with a second job. When working hourly, a job with longer hours may have appeal as it also means more compensation each week.

## **4. Commute**

How you get to work each day can play a large part in your enjoyment of a job and daily life. A job with a short commute may allow you to have more free time, for example, but a longer commute to a job you greatly enjoy may be worthwhile. You might also consider the type of commute, as you may prefer using public transit, driving or riding a bike, and different job locations may be better suited to different options.

## **5. Work style**

Understanding how you like to work can help you find a job that aligns with your preferred working style. Work style considerations can include your preferred work environment and your skill set. Finding a work style that aligns with your preferences can have a significant positive impact on your overall workplace happiness.

## **6. Responsibilities**

It's important to find a job that allows you to be happy in your daily life, and the duties and responsibilities of your job can be one of the most important factors in maintaining your professional happiness. An ideal job offers a variety of responsibilities that you're interested in, providing enough work to keep you engaged while still holding you to reasonable expectations. Consider both the challenge your potential duties pose and whether they provide work you find interesting and can enjoy completing each week.

## **7. Job title**

Your official title at a company can be a meaningful consideration when assessing a job offer. Your job title provides stature and can also help to clarify your position within an organization. Attaining a position with a higher title than your previous job shows career progression and can be beneficial for future promotions or job searches.

## **8. Career advancement**

When taking a new position, you may want to consider what it means for your career in the long term. A job can benefit your career advancement in three ways.

The most direct method of advancement is by accepting a job that is a promotion from your current position. You may also examine the opportunities for future advancement within your potential new employer. A company that has a record of internal promotions may provide a viable career path to a higher role. Finally, a company offering a job that can help you build your skills and experience may allow you to seek a higher position at a different company in the future.

## **9. Company culture**

Working at a company that matches your personal style and preferences can play a large role in your professional happiness. Whether you prefer a more relaxed workplace or a more traditional approach, you can benefit from assessing the culture at your potential employer and deciding if you would enjoy working in a company with that approach to the workday.

## **10. Coworkers and manager**

Similarly to assessing the overall culture at a company, if you can get to know your potential supervisor and coworkers prior to deciding on a job offer, it can help you make a more informed decision. Having peers you relate to can make your days more enjoyable and facilitate easier cooperation. For your supervisor, it's beneficial to work for someone you respect and whose leadership style you enjoy.

## **11. Networking opportunities**

Building a professional network is a valuable skill that can help you both personally and professionally throughout your career. When assessing a job offer, understanding how it can affect your ability to network may help you determine if the job is a good fit for you. A position that comes with strong networking opportunities can have a positive effect on both your ability to do the job you're accepting and to position yourself for advancement in the future.

## **12. Professional field**

If you have a diverse set of skills or possess skills that apply across a broad range of industries, you may want to spend time researching the type of work you want to pursue. Consider what work in each field of interest entails and how it aligns with both your needs and preferences to determine if the job offer is in the right field for you.

## **13. Family considerations**

The decisions you make for your professional life also impact your personal life, so understanding how a job offer will affect those you love can also be beneficial. Discussing a job offer with your family allows you to better understand the impact that accepting it might have on your family. It also allows those who know and care about you the opportunity to offer their opinion.

## **14. Current situation**

When considering the value of a job offer, often one of the most significant factors is your current professional situation. By comparing your current situation with your expectations from the job offer, you can compare and contrast the relative strength of both accepting the job offer or declining. When assessing your current



situation, if you have a job presently, you can use the same considerations to decide on the relative value of each opportunity.

### **15. Company stability**

When considering a new position, you may benefit from looking into the finances and projections for the company prior to accepting an offer. Working for a company with strong financial performance may provide stability, as they are more likely to retain staff and even expand.

### **16. Professional challenge**

Many employees value a job that offers challenges. A job that requires you to grow professionally in order to succeed allows you to develop new skills that benefit you both in your current role and when seeking promotions. Examining the areas for growth that you see in a job offer can help you determine if the proposed position is likely to help you improve professionally.

### **17. Work demands**

The expectations a job places on employees can vary by employer and position. In addition to considering the demands a position provides during the workday, you might also look at whether there are work expectations outside of working hours. A job may require you to be available on weekends or feature regular overtime work, so it's important to consider how these expectations can affect your enjoyment of the position.

### **18. Negotiation opportunities**

When a job appeals to you but has one or more concerns preventing you from accepting, you may be able to negotiate an agreement that allows you to accept. Even when you intend to accept a job offer, entering negotiations may allow you to get more favorable terms to make the job offer more appealing.



# THE BEAN GAME

Living on a "20 Bean Salary"

Recreated and Reproduced by  
Jana Darrington, M.S.  
Family and Consumer Science Agent  
Utah State University Extension, Utah County



## Game Instructions

### Purpose

Managing money means making choices. There is never enough money available for all of the things we'd like to have or do. This game will help you decide what is most important to you.

### How to Play

*This game may be played individually, but optimum results come from playing in a group of 2 or more. Divide participants into groups of at least 2 and not more than 5. Each individual/group receives 20 beans and a set of spending category sheets. The individual/group must decide how to spend their "income" based on life circumstances, values and goals. Each item has a set number of squares which indicates how many beans are needed to "pay" for that item.*

#### ROUND #1

First, each individual/group must select one item in each of the categories with the gold stars (Food, Housing, Furnishings, Transportation, Insurance and Clothing & Laundry). Once you have finished selecting items in the required categories, continue selecting items until you have used up your 20 bean income.

#### DISCUSSION QUESTIONS

Why did you choose the items you did? In what ways were you influenced by your values? Your goals? Your previous experiences? Compare what you spent your beans on with another individual/group.

#### ROUND #2

Your income has just been cut to 13 beans. What will you give up? What changes will you make? Make changes until you only have 13 beans on your spending sheets.

#### DISCUSSION QUESTIONS

What kinds of items did you choose to give up? Why? What did you learn about yourself and money in this process? Compare your budget-cutting choices with another individual/group.

#### OTHER CHOICES you may have to make...

- 1) Someone in the family just broke their leg. If you have insurance, you don't need to do anything. If you don't, take off 3 beans.
- 2) Your mom or dad just got a 2 bean raise! Decide where it should be spent.

#### Resources:

Parker, L. (n.d.). *The Bean Game*. Washington State University Extension, Family Resource Management Specialist.  
Office of State Treasurer John Perdue. (n.d.). *The Budget Game: Living on a 20 Square Salary*. Financial Education Programs, Charleston, WV.  
Retrieved October 26, 2008 from <http://www.wvtreasury.com>.

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## Housing with Utilities



live with relatives sharing  
cost of utilities (no  
phone)

☐ ☐

share an apartment or  
house with others,  
including basic utilities  
(no phone)

☐ ☐ ☐

rent place of your own,  
including basic utilities  
(no phone)

☐ ☐ ☐ ☐

## Communications



No phone

No cost

Phone with limited long distance calls

☐

Phone with many long distance calls

☐ ☐

Cell phone

☐

High-speed Internet


☐ ☐

## Insurance



### Auto

Liability coverage  
only

☐ ☐

Complete coverage

☐ ☐ ☐

### Health and Disability

No coverage

No Cost

Fringe benefits of job

☐

Basic health coverage

☐ ☐

Individual health &  
disability coverage

☐ ☐ ☐

### Renters

Property and liability  
coverage

☐

## Gifts



Make your own

☐

Purchase cards or small  
gifts occasionally

☐ ☐

Purchase frequent gifts  
for family and friends

☐ ☐ ☐

## Savings



Change in piggy bank

No cost

Five percent of income

☐

Ten percent of income

☐ ☐

Invest for retirement

☐ ☐

Contribution to  
charities and religious  
groups

☐

## Furnishings



Borrow from relatives or friends

No cost

Rent furniture or live in furnished apartment

☐

Buy at a garage sale or thrift shop

☐

Buy new furniture

☐ ☐


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☆ Gold Star denotes Required Category

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## Recreation



Hiking, walking, visiting friends or library

No cost

TV, snacks, picnics, driving around

☐

Cable TV, sports and movies

☐ ☐

Fishing, hunting, hobbies

☐ ☐

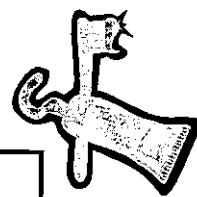
CDs/music, books, DVDs

☐ ☐

Concerts, vacations & spectator sports

☐ ☐ ☐

## Personal care



Basic products like soap, shampoo, toothpaste, make-up, etc.

☐

Occasional professional haircuts, basic personal care products

☐ ☐

Regular professional hairstyling, name brand personal care products

☐ ☐ ☐

## Clothing & Laundry



### Clothing

Wear present wardrobe

No Cost

Use your sewing skills

☐

Buy at a discount store, thrift shop, or used clothing store

☐

Buy at a department store

☐ ☐

Shop for designer clothes

☐ ☐ ☐

### Laundry

Do laundry at parents

No Cost

Use Laundromat; some dry cleaning

☐

Rent or purchase washer or dryer

☐

## Food



Cook at home; dinner out once a week

☐ ☐

Frequent fast food lunches and weekly dinner out; cook other meals at home

☐ ☐ ☐

All meals away from home

☐ ☐ ☐ ☐

## Transportation



Walk or bike

No cost

Ride bus or join a carpool

☐

Buy fuel for family car

☐ ☐

Buy used car and fuel

☐ ☐ ☐

Buy new car and fuel

☐ ☐ ☐ ☐

## More choices

Books or other items purchased on installment plan

☐

Newspaper and magazine subscriptions

☐

New TV, DVD player or iPod

☐ ☐

★ Gold Star denotes Required Category



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## Check Out These Budgeting Tips

- ♦ **Wants vs. Needs** — A *need* is a necessity, such as housing or food. A *want* can be anything and may not be a necessity. Be careful when spending on wants.
- ♦ **Pay Yourself First** — After budgeting for necessities and before spending anything for wants, always tuck away some money from each paycheck for emergencies into a rainy day savings account.
- ♦ **Before Charging** — Ask yourself: 1) Do I really *need* it? and 2) Will I still have this 5 years from now? If the answers are *No*, then wait until you can pay cash.
- ♦ **Rule of Percentages** — A good rule of thumb for budgeting your salary is: 70% pay current bills, 20% save for future purchases, 10% invest for long term.
- ♦ **Money Tracking** — We often spend money without thinking about it. Keep track of all your expenditures (cash, checks, debit cards, ATM withdrawals and credit cards), even the smallest ones. Record them every time in a notebook or register. Review them regularly to make yourself aware of where your money goes.
- ♦ **Fixed, Flexible or Luxury?** — Categorize the expenses in your budget. Is it *fixed*, such as rent or a car payment? Is it *flexible* such as groceries, gas or long distance use? Or is it *luxury*, such as entertainment or going out to eat?
- ♦ **Rule of 72** (to double your money) — If you know the interest rate you can get, divide 72 by the known interest rate and it will give you how many years it will take to double your money. If you know how many years you have, divide 72 by the number of years and it will tell you what interest rate you must have to double your money.

Examples: If interest rate is 6%.  $72 \div 6 = 12$  years. If time is 10 years.  $72 \div 10 = 7.2\%$  interest rate needed.

Average Expenditure Breakdown for Total Household Income	
30%	Housing
18%	Transportation
16%	Food
8%	Charity / Misc
5%	Clothing
5%	Medical
5%	Recreation
5%	Utilities
4%	Savings
4%	Other Debts



## KANE AREA SCHOOL DISTRICT PROFESSIONAL JOB DESCRIPTION

**TITLE:** SCHOOL COUNSELOR

### QUALIFICATIONS:

1. Valid Pennsylvania Department of Education Certification in level assigned, required.
2. Demonstrated experience in individual personal/social counseling, preferred
3. Experience with group facilitation and working in team situations, required.
4. Presentation skills, required.
5. Possess knowledge, skills, and abilities as listed below, required.
6. Maintain a positive attitude with students.
7. Such alternatives to the above as the Board may find appropriate and acceptable. .

**REPORTS TO:** Principal and Assistant Principal

**JOB GOAL:** To provide social and emotional prevention and intervention to support the needs of students in school, through classroom, and small group and/ or individual sessions and counsel students in regard to course selections which would best support a student's career and / or post secondary goals.

### Performance Responsibilities:

1. Provide direction for the implementation of programs to enhance the social climate of the school and the social and emotional development of students which support Chapter 12 standards and the American School Counseling Association standards to assure student well being.
2. Provide classroom lessons based on identified needs and support the Guidance Curriculum in the following areas:
  - a. Communication Skills
  - b. Goal Setting
  - c. Social Skill Development
  - d. Conflict Resolution
  - e. Character Development
  - f. Career Exploration
  - g. Class scheduling options middle / high school
  - h. College preparation high school
  - i. Post secondary opportunities high school
3. Provide group and individual counseling sessions for children as part of a student (s) intervention plan .
4. Assist student with social and study skills needed for success in school.
5. Participate as a member of the KISS core team and or any other building based intervention or problem solving team.
6. Provide leadership on the Crisis Teams and assist with crisis manual development and updates.
7. Provide training opportunities for staff, students and parents in areas of social skill development, parent awareness, school transitions, college planning as appropriate to the assigned school level.
8. Consult with parents, teachers, administrators, and students as needed.
9. Provide for the transition of students from one building to the next; i.e. elementary to middle, middle to high school, including but not limited to:
  - a. Parent meetings
  - b. Move up days
  - c. Assistance with student scheduling needs
10. Assist with students moving into the district as they acclimate to a new school environment.
11. Assist with the organization, collection and administration of standardized testing.
12. Prepare for classes assigned, and show written evidence of preparation in the form of lesson plans and other organizational techniques.
13. Attend and participate in faculty meetings, and serve on staff committees as required.

14. Cooperate with other members of the staff in planning goals, objectives, and methods.
15. Accept a share of responsibilities for co-curricular activities as assigned.
16. Establish and maintain cooperative relations with others.
17. Maintain a high degree of personal technical competence through ongoing review of literature, workshops and coursework.
18. Any other duties assigned by the Superintendent or his/her designee.

#### **KNOWLEDGE, SKILLS, AND ABILITIES:**

##### **LANGUAGE SKILLS:**

Ability to read, analyze, and interpret literature, periodicals, professional journals, technical procedures, and administrative regulations. Ability to write reports, correspondence, and procedures. Ability to effectively present information and respond to questions from individual groups of colleagues, students, and supervisors.

##### **MATHEMATIC SKILLS:**

Ability to calculate, problem solve and apply mathematic concepts of courses assigned to teach.

##### **REASONING ABILITY:**

Ability to solve practical problems and deal with a variety of concrete variable in situation where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

##### **OTHER SKILLS AND ABILITIES:**

Ability to apply knowledge of current research and theory in a specific field. Ability to establish and maintain effective working relationships with students, staff and the community. Ability to communicate clearly and concisely in both oral and written form. Ability to perform duties with awareness of all district requirements and Board of Education policies.

##### **PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand and talk and hear. The employee will occasionally sit and walk, and reach with hands and arms.

The employee must occasionally push and / or move up to 50 pounds such as a TV/VCR/Computers.

Specific vision abilities required by this job include close vision and the ability to adjust focus.

The employee continuously interacts with the public and other staff and occasionally meets multiple demands from several people.

##### **WORK ENVIRONMENT:**

The work environment characteristics describe here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate. Most work is performed indoors.

The information contained in this job description is in compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of duties performed for this position. Additional duties are performed by the individuals currently holding this position and additional duties may be assigned.

**TERMS OF EMPLOYMENT:** Subject to the provisions of the contract between the Kane Area Education Association (KAEA) and the Kane Area School Board of Directors.

**EVALUATION:** Performance will be evaluated annually in accordance with Pennsylvania Department of Education guidelines.

REVISED:

BOARD APPROVED: February 11, 2010