

Key Learning: Students will be asked to formulate and share a personal definition of success, which will allow them to realize that each person's goals and expectations for life are different.

Unit Essential Question:

How do individuals find purpose in their life?

Concept:
Happiness/Purpose

Concept:
Definition of Success

Concept:
Death

- Lesson Essential Questions:
- How does an individual find happiness?
 - How does an individual discover a purpose in life?

- Lesson Essential Questions:
- How does society define success?
 - Why do people have different views on success?
 - Why should people center their life on principles?

- Lesson Essential Questions:
- How do individuals face the reality that every living thing dies?

Vocabulary:
Happiness, purpose

Vocabulary:
habit, paradigm, paradigm shift, principles, honesty, service, love, hard work, respect, gratitude, moderation, fairness, integrity, loyalty, responsibility, success,

Vocabulary:
purpose, forgiveness, love, sacrifice, death

Standards:

15.2.12Q Evaluate the impact of change, work/life balance, and lifelong learning on one's life.
13.1.11H Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.

Standards:

15.2.12.A: Analyze personal characteristics, talents, skills, abilities, and career assessment results as related to career pathways, clusters, or occupations.

15.2.12.B: Analyze a specific occupation within a career cluster.

15.2.12.J: Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.

15.2.12.Q: Evaluate the impact of change, work/life balance, and lifelong learning on one's life.

<p><u>Key Learning:</u> Students will be asked to reflect on past experiences and visualize their future to discover whom they are and what they would like to do with their life.</p>				
<p><u>Unit Essential Question:</u> How does an individual develop a career plan?</p>				
<p><u>Standards:</u> 13.1.11.A: Relate careers to individual interests, abilities, and aptitudes. 13.1.11.B: Analyze career options based on personal interests, abilities, aptitudes, achievements and goals. 13.1.11.C: Analyze how the changing roles of individuals in the workplace relate to new opportunities with career choices. 13.1.11.D: Evaluate school-based opportunities for career awareness/preparation, such as... 13.1.11.E: Justify the selection of a career. 13.1.11.G: Assess the implementation of the individualized career plan through the ongoing development of the career portfolio. 13.1.11.H: Review personal high school plan against current personal career goals, and select postsecondary opportunities based upon personal career interests. (See more standards on next page.)</p>				
<p><u>Concept:</u> Self-Reflection</p>	<p><u>Concept:</u> Changing the Way You Think</p>	<p><u>Concept:</u> Your Brain and Body</p>	<p><u>Concept:</u> Personality, Interests, Abilities, Talents, Values</p>	<p><u>Concept:</u> Life Goals</p>
<p><u>Lesson Essential Questions:</u></p> <ul style="list-style-type: none"> How do individuals develop their belief system and habits? 	<p><u>Lesson Essential Questions:</u></p> <ul style="list-style-type: none"> Why do individuals need to be open-minded? How does your thinking affect your life? 	<p><u>Lesson Essential Questions:</u></p> <ul style="list-style-type: none"> How does your brain affect how you interact with your environment? Why does an individual need to have healthy habits? 	<p><u>Lesson Essential Questions:</u></p> <ul style="list-style-type: none"> How can discovering your personality, investigating your interests, developing your abilities, and using your talents help in determining a career path? 	<p><u>Lesson Essential Questions:</u></p> <ul style="list-style-type: none"> Why should individuals create and revise life goals?
<p><u>Vocabulary:</u> Habits, belief system, reflection</p>	<p><u>Vocabulary:</u> Paradigm, paradigm shift, The 7 Habits, The 7 Decisions for Success</p>	<p><u>Vocabulary:</u> Parts of the brain and their functions, mind-body connection</p>	<p><u>Vocabulary:</u> Personality, interests, abilities, talents, values</p>	<p><u>Vocabulary:</u> Career plan, goal-setting, lifestyle goals</p>

Key Learning: Students will study and develop skills that will help them find success.

Unit Essential Question: How does an individual develop skills that will be helpful in life after high school?

Standards:
 13.2.11.A: Apply effective speaking and listening skills used in a job interview.
 13.2.11.B: Apply research skills in searching for a job.
 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.
 13.2.11.D: Analyze, revise, and apply an individualized career portfolio to chosen career path.
 13.2.11E: 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, personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, technology. (See more standards on next page.)

<u>Concept:</u> Communication Skills	<u>Concept:</u> Interpersonal Skills	<u>Concept:</u> Organizational /Time Management Skills	<u>Concept:</u> Career Skills	<u>Concept:</u> Financial Skills
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<u>Lesson Essential Questions:</u> <ul style="list-style-type: none"> Why are good communication skills essential for career success? 	<u>Lesson Essential Questions:</u> <ul style="list-style-type: none"> Why are interpersonal skills necessary for career success? 	<u>Lesson Essential Questions:</u> <ul style="list-style-type: none"> Why are organizational and time management skills essential for success? 	<u>Lesson Essential Questions:</u> <ul style="list-style-type: none"> How does an individual acquire a job? How does an individual develop a career? 	<u>Lesson Essential Questions:</u> <ul style="list-style-type: none"> Why are good financial skills helpful in life?
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<u>Vocabulary:</u> Sender, receiver, barriers to communication, types of communication (technology)	<u>Vocabulary:</u> Relationships, listening, leadership, teamwork, empathy	<u>Vocabulary:</u> Organization, time management technology, time wasters	<u>Vocabulary:</u> Job search skills, job application skills, professionalism	<u>Vocabulary:</u> Budgeting, checking accounts, lifestyle/consumer choices
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Standards:**13.3 - Career Retention and Advancement**

- 13.3.11.A: Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11.B: Evaluate team member roles to describe and illustrate active listening techniques: clarifying, encouraging, reflecting, restating, summarizing.
- 13.3.11.C: Evaluate conflict resolution skills as they relate to the workplace: constructive criticism, group dynamics, managing/leadership, meditation, negotiation.
- 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.
- 13.3.11E: Evaluate time management strategies and their application to both personal and work situations.
- 13.3.11.F: Evaluate strategies for career retention and advancement in response to the changing global workplace.
- 13.3.11.G: Evaluate the impact of lifelong learning on career retention and advancement.

13.4 – Entrepreneurship

- 13.4.11.A: analyze entrepreneurship as it relates to personal career goals and corporate opportunities.
- 13.4.11.B: Analyze entrepreneurship as it relates to personal character traits.
- 13.4.11.C: Develop a business plan for an entrepreneurial concept of personal interest and identify available resources, but not limited to: community based organizations, financial institutions, school-based career centers, venture capital.

Reading, Writing, Speaking, and Listening

- 1.6.9.A: Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information or opinions.
- 1.6.9.B: Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentations.

15.2 – Career Management

- 15.2.12.G: Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner.
- 15.2.12.H: Demonstrate appropriate behavior for an interview.
- 15.2.12.I: Compare and contract employment laws including, but not limited to, American with Disabilities Act (ADA), Child Labor Laws, Civil Rights Act of 1964, Consolidated Omnibus Reconciliation Act (COBRA), and Family Medical Leave Act (FMLA)
- 15.2.12.J: Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school.
- 15.2.12.L: Analyze how personal qualities and behavior apply in the workplace.
- 15.2.12M: Evaluate the impact of workplace expectations on job performance.
- 15.2.12.Q: Evaluate the impact of change, work/life balance, and lifelong learning on one's life.

(See next page for more standards.)

Standards:**Standard Area – 15.3 – Communication**

- 15.3.12.A: Evaluate work product and make recommendations based on content.
- 15.3.12.B: Analyze business documents for content and effectiveness.
- 15.3.12.G: Employ appropriate presentation skills to lead discussions and team activities.
- 15.3.12.I: Synthesize information gathered from multiple sources.
- 15.3.12.J: Apply strategies to overcome barriers to active listening.
- 15.3.12.L: Evaluate characteristics of positive role models and their contribution to the development of a professional image.
- 15.3.12.M: Critique etiquette skills for building and maintaining a professional image.
- 15.3.12.N: Demonstrate appropriate work ethic in the workplace, community, and classroom.
- 15.3.12.O: Identify the diverse communication skills necessary within an organization (e.g., customer relations, sales, management).
- 15.3.12.S: Evaluate electronic communication options based on need.
- 15.3.12.T: Demonstrate application of digital citizenship in work and personal situations.
- 15.3.12.U: Critique the effectiveness of various electronic communication options related to the desired outcomes.
- 15.3.12.V: Evaluate how mobile communication impacts businesses or organizations.
- 15.3.12.W: Collaborate via electronic communication with peers, educators, and or professionals to meet organizational goals.

Standard Area – 15.4 – Computer and Information Technologies

- 15.4.12.A: Apply the creative and productive use of emerging technologies for educational and personal success.
- 15.4.12.B: Evaluate the impact of social, legal, ethical, and safe behaviors on digital citizenship.

Standard Area 15.6 – Finance and Economics

- 15.6.12.A: Evaluate the impact of internal and external influences on financial decisions.
- 15.6.12.B: Analyze financial decisions for major purchasing events occurring at different stages in life, systematically considering alternatives and consequences.
- 15.6.12.G: Identify strategies for personal financial management.

Standard Area – 16.1 – Self-Awareness and Self-Management

- 16.1.12A: Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.
- 16.1.12.B: Demonstrate personal traits leading to positive relationships and life achievements.
- 16.1.12.D: Incorporate goal setting into college, career, and other life decisions.

Standard Area – 16.2 – Establishing and Maintaining Relationships

- 16.2.12.A: Establish and maintain quality relationships that enhance personal, college, and career goals.
- 16.2.12.B: Interact with family, work and community demonstrating respect, cooperation and acceptance of differences in others.
- 16.2.12.C: Use communication skills to effectively interact with others.

Standard Area – 16-3 – Decision Making and Responsible Behavior

- 16.3.12.A: Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice.
- 16.3.12.C: Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive responsibility as an observer of negative behavior