

Planned Course: Grade 11 Career English		Course Number: E102CA	Department: English
Unit: Career Awareness & Preparation		Grade Level: 11	
Estimated Time: 30 Days	Level/Track: Standard	Date Approved: 8/28/2017	
PA Core Standards	Core Concepts (in question format) ● Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>13.1.11.A. Relate careers to individual interests, abilities, and aptitudes.</p> <p>13.1.11.B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.</p> <p>13.1.11.C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.</p> <p>13.1.11.D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:</p> <ul style="list-style-type: none"> • Career days • Career portfolio • Community service • Cooperative education • Graduation/senior project • Internship • Job shadowing 	<p>How do interests, abilities, and resources guide a career choice?</p> <p>What is the impact of change on a chosen career and lifestyle?</p> <p>What career options are available and how can they be pursued?</p> <p>How do you plan to pursue and acquire a career?</p>	<ul style="list-style-type: none"> ● Analyze various content-area textbooks and determine organization (Chronological, Spatial, Topical, Problem-Solving, etc.) ● Use graphic organizer to compare/contrast the similarities and differences between two careers ● Use graphic organizer (Venn Diagram) to compare and contrast different careers ● Differentiated Instruction stations (picture, video, case study, etc). Compare/contrast findings as a group. ● Think-Pair-Share to discuss pros/cons of different careers ● Reading logs to record interests, skills, etc. pertaining to specific careers ● Read articles on careers that are of interest ● Posters/collages/ mini-presentations on related 	<ul style="list-style-type: none"> ● Teacher Observation ● Mini-Lesson / Group Presentations ● Questions and answers created for quiz using Bloom’s Taxonomy questions created by students ● Quizzes on materials presented in class (definitions/content/comprehension) ● Unit test on work ● Student’s reading logs ● Student Presentations ● Correct use of new vocabulary in individual or in group writing assignments. ● 25-word Summary ● Career Portfolio
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<ul style="list-style-type: none"> • Part-time employment • Registered apprenticeship • School-based enterprise <p>13.1.11.E. Justify the selection of a career.</p> <p>13.1.11.F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:</p> <ul style="list-style-type: none"> • 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 <p>13.1.11.G. Assess the implementation of the individualized career plan through the ongoing development of the career portfolio.</p> <p>13.1.11.H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.</p>		<p>aspects of the career</p> <ul style="list-style-type: none"> • Create notecards for a study strategy • Scaffold instruction so students can practice skills with success • Skits (students pose as workers/supervisors in a chosen career) • Talk to the Text - make connections, make predictions, and draw conclusions during reading • Identify textual evidence to support claim/thesis • Online career search/personality profile • Use jigsaw groups to show different careers and their specific skills • Create questions for a quiz regarding the skills of a given career. Provide examples of each level of Bloom's Taxonomy questions to assist 	
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