

Faculty Member(s) Doug Cullen
Grade (no sooner than age 16)
Subject Career Education Internship I
Date Created 2005 (modified March 2016)

State Standards	Course Goals	Course Objectives (Underline Major Objectives)	Competencies / Enduring Understandings	Essential Questions	Assessment	Unit
Presently no standards available. 1. NH Best Practice: (http://www.education.nh.gov/career/guidance/documents/framework_k12.pdf) 2. Best practice guide from American School Counselors Association, http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf	Understand the major components and the importance of adequately preparing for the employment process and enrollment in post-secondary education/training.	1. Identify the 12 major attributes of an occupation. 2. Understand and articulate how the occupation's attributes relate to personal aspirations. 3. Communicate personal aspirations through public speaking.	Students will understand that there is a link between lifestyle, the occupation you want, and the education you need.	1. "I'm just a kid; why do I need to know all this stuff about a career and what it takes to get one?"	1. Students will demonstrate an understanding of their career/post-secondary interests using a variety of resources.	1
Best practice guide from American School Counselors Association, http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf	Understand knowledge, skills and attitudes that contribute to success in a variety of occupational and community environments.	1. Identify interpersonal skills needed at the job site. 2. Understand stereotypes, biases and discriminatroy behaviors that may limit opportunities for any person. 3. <u>Understand the skills needed to interact positively and cooperatively with others to enable all persons to be productive and to demonstrate their capabilities.</u> 4. Understand the skills that promote a positive business ethical behavior.	Students will understand that the employer and employee must work cooperatively without stereotype while maintaining ethical decorum.	Why does everyone look different than me?	Students will observe a variety of ethical, organizational, and interpersonal conflicts and scenarios then prepare reflective essays in response.	2
1. Best practice guide from American School Counselors Association, http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf . 2. Depaul University Career Center, Career Portfolio: http://careercenter.depaul.edu/resumes/portfolios.aspx	Analyze and understand a variety of resources towards creation of a post-secondary academic and career plan that is part of a professional portfolio.	1. <u>Organize a concise career plan demonstrating thoughtful career pathing decisions through an e-portfolio.</u> 2. <u>Prepare a thorough and comprehensive summative presentation related to a student's career aspirations.</u> 3. <u>Demonstrate a concise and clear message about a student's career aspirations.</u> 4. <u>Demonstrate effective writing skills and understand the importance in one's own career path.</u> 5. <u>Demonstrate effective public speaking skills in a small group setting.</u>	Students will understand that there are methods, processes and documents to present to a prospective employer or college.	1. Why do I need to keep all my employment stuff in one place?	1. Students will complete a multi-part post-secondary academic / occupational portfolio. 2. Students will present a variety of interests, skills, work values at which they have succeeded and/or wish to pursue. 3. Students will produce a professional quality resume.	3

<p>1. Best Practice Transition Planning Guide for N.H.: http://nextsteps-nh.org/wp-content/uploads/Create-Approved-Work-Based-Learning-Experiences-11-9.pdf</p> <p>2. Best practice guide from American School Counselors Association, http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf.</p> <p>3. NH Best Practice: http://www.education.nh.gov/career/guidance/documents/framework_k12.pdf</p>	<p>Successfully complete a multi-facet work-based Performance Evaluation.</p>	<p>Highlight and successfully be assessed in three major employment disciplines:</p> <ol style="list-style-type: none"> 1) <u>Personal qualities (e.g.: attitude, appearance, attendance).</u> 2) <u>Foundational Skills (e.g.: reading, writing, problem solving).</u> 3) Present quality written work. 	<p>Students will understand that employer expectations must be met consistently and with rigor.</p>	<p>1. Why do I really need to show up to work on time, when scheduled, and perform well even while I'm learning?</p>	<p>Students will complete a multi-part work-focused performance evaluation with their internship site supervisor and be evaluated on unique points of occupational performance that measure hard- and soft-skills.</p>	<p>4</p>
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