



Unit 1: Career Awareness and Exploration

Draft Date	Course	Duration	Grades	Subjects	Team
06-10-2025	HS Career Education	1 Week(s)	9, 10	Business Education	Matthew Fox, Tonya Santamaria, Bartosz Ciurski, Joshua Butina, Leann McDonald, Mel Upton, Brody Bonadio

Focus

We will explore a broad range of career options and get to understand the skills, education, and experiences required for different professions. We will explore individual interests, strengths, and values to begin identifying potential career paths. Through research, group discussions, and various activities, we will develop a clearer sense of what careers align with our goals and aspirations. The unit aims to build foundational knowledge that supports informed decision-making about future education and work opportunities.

Stage 1: Learning Goals

Established Goals	Transfer		
Standards	Long-Term Transfer Goals		
Pennsylvania Core Standards Business, Computer and Information Technology: 9 - Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations. Reference Career Education and Work 13.1.11.A - B (15.2.12.A) - Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity. (15.2.12.C)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... Plan and Navigate Careers: Evaluate careers and identify possibilities to design and navigate career pathways and aspirations. (T1)		
	Meaning		
	Understandings	Essential Questions	
	What specifically do you want students to understand? What inferences should they make? Students will understand that... - Career planning is a continuous process influenced by personal interests, abilities, values, and changing career outlooks. (U1) - Personal responsibility and self-management contribute to success in	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... - How can I use what I know about myself and current job trends to create and continually adjust a realistic career plan? (Q1) - How can I create, implement, and reflect on a personal action plan that	

Pennsylvania Academic Standards	career preparation and lifelong learning. (U2)	shows responsibility, growth, and readiness for life beyond high school? (Q2)
Career Education and Work (2026): 9-12 ■ Analyze the relationship between career choices and career preparation opportunities to choose a path. (13.1.9-12.A) ■ Describe employment outlook, organized by indemand occupations, clusters, pathways, or other methods. (13.1.9-12.D) ■ Examine basic labor laws to determine the rights and responsibilities of both employers and employees. (13.1.9-12.F) ■ Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives. (13.2.9-12.C)	Acquisition of Knowledge & Skill	
	Knowledge	Skills
	What facts and basic concepts should students know and be able to recall? Students will know... ■ Career Options and Pathways (K1) ■ Education and Training Requirements (K2) ■ Interests, Strengths, and Values (K3) ■ Career Decision-Making (K4)	What discrete skills and processes should students be able to use? Students can... ■ I can identify my interests, strengths, values, and areas for growth to better understand myself as a learner and future employee. (S1) ■ I can research a variety of careers using reliable sources to understand job responsibilities, required education, and potential earnings. (S2) ■ I can consider short- and long-term consequences when making academic, career, or workplace decisions. (S3) ■ I can collaborate effectively with others by listening actively, sharing responsibilities, and respecting different perspectives. (S4) ■ I can manage my time, tasks, and responsibilities to meet deadlines and balance multiple commitments. (S5)
Profile of a CV Learner		
■ Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)		



Unit 2: Employability Skills

Draft Date 06-12-2025	Course HS Career Education	Duration 2 Week(s)	Grades 9, 10	Subjects Business Education	Team Tonya Santamaria, Joshua Butina, Bartosz Ciurski, Matthew Fox, Leann McDonald, Mel Upton, Brody Bonadio
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Focus

We will work on developing the essential skills and behaviors that will help us learn how to become effective and reliable employees in any workplace. We will learn about communication, collaboration, problem-solving, time management, and professionalism. Through interactive activities and real-world scenarios, we will practice how to demonstrate these skills and understand their importance for career success.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Business, Computer and Information Technology: 9 - Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations. Reference Career Education and Work 13.1.11.A - B (15.2.12.A) - Analyze career goals based on, but not limited to, interest, lifestyle, skills, and values in order to transition from high school. Reference Career Education and Work 13.1.11.G, 13.1.11.H (15.2.12.J)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Develop Essential Skills: Utilize and integrate essential communication, collaboration, financial literacy, digital fluency, and/or evolving workforce skills. (T1) - Think Critically and Solve Problems: Use critical thinking and problem-solving skills to respond to changing societal and economic conditions based on various roles as citizens, consumers, workers, and/or entrepreneurs. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... Soft skills directly impact success in both school and future careers. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... How can I develop and improve my soft skills to increase my chances of success in real-world situations? (Q1)

Pennsylvania Academic Standards

Career Education and Work (2026): 9-12

- Identify solutions to existing conditions or problems using critical thinking skills. (13.2.9-12.A)
- Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing. (13.2.9-12.B)
- Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives. (13.2.9-12.C)
- Evaluate time and project management strategies and their application to both personal and work situations. (13.2.9-12.E)
- Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth. (13.3.9-12.B)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?

Students will know...

- Soft vs hard skills (K1)
- Workplace skills (K2)
- Professional skills (K3)
- Transferable skills (K4)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can explain the difference between soft skills and hard skills and why both are important in the workplace. (S1)
- I can identify my own soft skills and hard skills and describe how they apply to different careers. (S2)
- I can demonstrate workplace skills such as punctuality, responsibility, adaptability, and a positive attitude. (S3)
- I can identify skills I have developed in school, activities, or jobs that can transfer to multiple careers. (S4)



Unit 3: Post-Secondary Options

Draft Date 06-12-2025	Course HS Career Education	Duration 2 Week(s)	Grades 9, 10	Subjects Business Education	Team Tonya Santamaria, Joshua Butina, Bartosz Ciurski, Matthew Fox, Leann McDonald, Mel Upton, Brody Bonadio
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Focus

In this unit, we'll explore the many different paths you can take after high school—college, apprenticeships, trades, the workforce, and more. Together, we'll learn how each option can open doors to exciting futures, depending on your interests and goals. Our collaborative activities will allow everyone to discover and forge their own unique career path.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards Business, Computer and Information Technology: 9 ■ Compare and contrast career interests with post-secondary opportunities. Reference Career Education and Work 13.1.12.D (15.2.12.E) ■ Evaluate various methods for financing a post-secondary education. (15.2.12.F) ■ Analyze and complete an application (e.g., job, scholarship, financial aid, post-secondary) in a focused and effective manner. (15.2.12.G)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Plan and Navigate Careers: Evaluate careers and identify possibilities to design and navigate career pathways and aspirations. (T1) ■ Think Critically and Solve Problems: Use critical thinking and problem-solving skills to respond to changing societal and economic conditions based on various roles as citizens, consumers, workers, and/or entrepreneurs. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Post-secondary choices connect directly to careers. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I analyze and compare multiple career pathways to justify

Pennsylvania Academic Standards

Career Education and Work (2026): 9-12

- Analyze the relationship between career choices and career preparation opportunities to choose a path. (13.1.9-12.A)
- Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals. (13.4.9-12.B)
- Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals. (13.4.9-12.C)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

- Education and training have costs and benefits. (U2)

which one best matches my goals, values, and strengths? (Q1)

- How can I use data on education, training, and earnings to make long-term financial and career decisions that support my goals? (Q2)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Post-High School Pathways (K1)
- Education and Training Requirements (K2)
- Career Fields and Industries (K3)
- Career Planning Concepts (K4)
- Opportunity Costs (K5)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can identify and describe different post-high school pathways, including college, trade school, military service, apprenticeships, and entering the workforce. (S1)
- I can identify the education, training, certifications, or licenses required for different careers. (S2)
- I can identify major career fields and industries and describe the types of jobs within each. (S3)
- I can use career planning concepts such as goal setting, career pathways, and career ladders to plan for the future. (S4)
- I can evaluate the trade-offs involved when choosing one post-high school or career option over another. (S5)



Unit 4: Personal Interest and Career Planning

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Focus

In this unit, we'll take time to connect who we are—our interests, strengths, and values—to possible career paths. Together we will begin shaping our goals for the future. We will strive to better understand the essentials of budgeting, funding different options for post secondary education, and making the best informed decision in order to achieve a healthy work-life balance. This unit will be approximately one to two weeks.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards Business, Computer and Information Technology: 9 Analyze personal characteristics, talents, skills, abilities and career assessment results as related to career pathways, clusters, or occupations. Reference Career Education and Work 13.1.11.A - B (15.2.12.A)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... - Develop Essential Skills: Utilize and integrate essential communication, collaboration, financial literacy, digital fluency, and/or evolving workforce skills. (T1) - Explore Interrelated Influences: Discover how social, cultural, political, legal, economic, and technological elements intertwine and how their interconnectedness influences the way businesses and/or individuals operate domestically and globally. (T2) - Understand and Participate in the Economy: Function as economically literate citizens using critical thinking, reasoning, and ethical decision-making skills for career, business, and life. (T3)

Pennsylvania Academic Standards

Career Education and Work (2026): 9-12

- Analyze entrepreneurship and other self-employment opportunities as they relate to personal career goals and corporate opportunities; evaluate successful entrepreneurs in both nonprofit and for-profit organizations and how the 4 P's play a role in branding. (13.1.9-12.B)
- Analyze external factors that impact employment opportunities, such as, but not limited to: Competition, Global influences, Job growth, Job openings, Labor supply, Potential advancement, Potential earnings (13.1.9-12.C)
- Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals. (13.4.9-12.B)
- Use a variety of methods to research careers that align with personal interests, values, strengths, and career goals. (13.4.9-12.C)
- Evolve career plan to enact additional action steps that may include, but not be limited to: Electives, Extracurricular activities, Coursework, Career interests, Strengths and abilities, Educational and training opportunities, Work-based learning, Industry-recognized credentials (13.4.9-12.D)

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Financial literacy, especially budgeting and saving, affects personal and professional life planning. (U1) ■ Interests, values, and strengths impact our ability to make decisions in career planning and impact our future employment opportunities. (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I design and evaluate a personal budget and financial plan that supports my short- and long-term life and career goals? (Q1) ■ How can understanding my personal interests, strengths, and values guide me in planning a meaningful and fulfilling career? (Q2)
Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Career Alignment (K1) ■ Time management (K2) ■ Obligation Planning (K3) ■ Budgeting (K4)	What discrete skills and processes should students be able to use? Students can... ■ I can evaluate career choices to determine how well they match their personal goals and priorities. (S1) ■ I can plan and prioritize tasks to use my time effectively in school, work, and personal life. (S2) ■ I can evaluate how commitments and responsibilities affect their time, finances, and career choices. (S3) ■ I can analyze spending choices and make adjustments to support short- and long-term goals. (S4) ■ I can maintain a basic budget that tracks income, expenses, and savings. (S5)

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a willingness to accept constructive feedback. (*PCVL.IPS*)
- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (*PCVL.LLL*)



Unit 5: Job Acquisition and Retention

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Focus

In this unit, we'll work together to build the skills needed to find, apply for, and keep a job. From writing resumes to preparing for interviews and learning what it takes to succeed in the workplace. Everyone brings something unique to the table, and we'll learn how to highlight those strengths with confidence. Our goal is to feel more prepared and confident in our own abilities, as we take these steps toward our future careers.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards Business, Computer and Information Technology: 9 ■ Compare and contrast 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.I) ■ Evaluate the impact of workplace expectations on job performance. Reference Career Education and Work 13.3.12.A - B (15.2.12.M)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Develop Essential Skills: Utilize and integrate essential communication, collaboration, financial literacy, digital fluency, and/or evolving workforce skills. (T1) ■ Think Critically and Solve Problems: Use critical thinking and problem-solving skills to respond to changing societal and economic conditions based on various roles as citizens, consumers, workers, and/or entrepreneurs. (T2) ■ Apply Technology Creatively: Use technology to extend creativity and/or improve problem-solving ability to adapt to the ever-changing world. (T3)

- Demonstrate appropriate work ethic in the workplace, community, and classroom. (15.3.12.N)

Pennsylvania Academic Standards

Career Education and Work (2026): 9-12

- Utilize school- and community-based opportunities for career awareness/preparation. (13.1.9-12.E)
- Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing. (13.2.9-12.B)
- Develop strategies for navigating career and life transitions, such as coping with loss of employment, resigning from a job, negotiating a raise or promotion, and employing transferable skills. (13.3.9-12.A)
- Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action. (13.3.9-12.C)
- Strategically market yourself as a job candidate. (13.4.9-12.A)

Profile of a CV Learner

- Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Workplace safety, labor laws, and employee rights protect workers and ensure fair treatment. (U1) ■ Finding and retaining a job requires a set of practical skills, including creating resumes, writing cover letters, preparing for interviews, and presenting themselves professionally. (U2)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I apply my knowledge of labor laws and employee rights to evaluate real or simulated workplace situations and propose fair, legal solutions? (Q1) ■ What skills and behaviors are essential to succeed and grow in the workplace beyond getting hired? (Q2)
Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Job Search Basics (K1) ■ Resume and Cover Letter Fundamentals (K2) ■ Interview Basics (K3) ■ Self-Presentation (K4)	What discrete skills and processes should students be able to use? Students can... ■ I can identify common job search methods, including online postings, networking, and employer websites. (S1) ■ I can complete a job application accurately and follow instructions during the hiring process. (S2) ■ I can create a clear, well-organized resume that highlights my skills, experiences, and accomplishments. (S3) ■ I can write a basic cover letter tailored to a specific job or career opportunity. (S4)

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| | | <ul style="list-style-type: none">■ I can prepare for an interview by researching the employer and practicing common interview questions. (S5)■ I can demonstrate appropriate interview behavior, including professional communication and body language. (S6)■ I can present myself professionally through appropriate appearance, attitude, and communication. (S7) |
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