

Senior Seminar Academy Curriculum Design

Power Standards Senior Seminar Academy

1. Develop career and technical skills for post-secondary education or the workplace.
2. Demonstrate life skills needed to be a productive citizen.
3. Evaluate different career aspirations.

Power Benchmarks Senior Seminar Academy

1. Partake in a school sponsored Job Shadow.
2. Complete the National Endowment for Financial Education (NEFE) for financial awareness.
3. Demonstrate proper work related skills.
4. Evaluate career aspirations through the E-Choices simulations.
5. Demonstrate and practice team-building skills.
6. Create a detailed business plan.
7. Implement detailed business plan.
8. Actively participate in 25 hours of service learning.
9. Prepare a career portfolio.
10. Present portfolio to public.

Senior Seminar Academy Curriculum Design

Students will be able to:

1. Develop career and technical skills for post-secondary education or the workplace.
 - Demonstrate proper work related skills.(3)
 - Demonstrate and practice team-building skills.(5)
 - Create a detailed business plan.(6)
 - Implement detailed business plan.(7)

2. Demonstrate life skills needed to be a productive citizen.
 - Complete the National Endowment for Financial Education (NEFE) for financial awareness.(2)
 - Actively participate in 25 hours of service learning.(8)

3. Evaluate different career aspirations.
 - Partake in a school sponsored Job Shadow.(1)
 - Evaluate career aspirations through the E-Choices simulations.(4)
 - Prepare a career portfolio.(9)
 - Present portfolio to public.(10)

Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Develop career and technical skills for post-secondary education or the workplace.</p> <p>Power Benchmark/Competency #1: Partake in a school sponsored Job Shadow.</p> <p>Estimated Timeline: 2 day + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X			X	Math	Science	Reading	Social Responsibility	Communications			X	X	X
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X	X			X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X	X	X																	
<p>Understandings: <i>Students will understand (sentence):</i> The student will Ascertain information of their chosen career first hand during their job shadow. The student will participate with a professional through their work day.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What are the expectations of the chosen career? ➤ What are the responsibilities of the professional? ➤ What are the education requirements of the position being job shadowed? ➤ What are the career pathways for the profession? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ○ The student will interview their Job Shadow host. ○ The student will associate with the host throughout the day. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Deduce the correlation of the current education and future education needs in regards to the job shadow profession. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Job Shadow questionnaire will be completed by the student. ➤ Job Shadow interview questions will be completed by the student. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Develop career and technical skills for post-secondary education or the workplace.</p> <p>Power Benchmark/Competency #2: Complete the National Endowment for Financial Education (NEFE) for financial awareness.</p> <p>Estimated Timeline: 6 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th>Career</th> <th>Technology</th> <th>Critical Thinking</th> <th>Global & Cultural</th> <th>Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td>X</td> <td>X</td> <td>X</td> <td></td> <td>X</td> </tr> <tr style="background-color: #ffffcc;"> <th>Math</th> <th>Science</th> <th>Reading</th> <th>Social Responsibility</th> <th>Communications</th> </tr> <tr> <td>X</td> <td></td> <td>X</td> <td>X</td> <td>X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X		X	Math	Science	Reading	Social Responsibility	Communications	X		X	X	X
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X	X	X		X																	
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X		X	X	X																	
<p>Understandings: <i>Students will understand (sentence):</i> The students will discover the importance of personal financial literacy.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What is PYF? ➤ What are SMART goals? ➤ Why CYA? ➤ What is the significance of compounding? ➤ Why budget? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ○ Create smart goals. ○ Discover the importance of saving early in their career. ○ Recognize the importance of personal finance literacy. ○ Vocabulary: (PYF, Smart goals, Rule of 72, CYA, needs, wants, compounding) 	<p>Students will be able to (i.e. do)... (Include vocabulary)</p> <ul style="list-style-type: none"> ○ Create SMART goals. ○ Formulate a saving account. ○ Interpret savings account interest rates. ○ Classify short, intermediate, and long goals financial future plans. ○ Create a detailed weekly, monthly, yearly budget. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Chapter test 1-6. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Senior Seminar Academy Curriculum Design

Stage 3 – Learning Plan:

Develop word documents used in the workplace.

Power Benchmark/Competency: #2

Learning Activities:	Resources:
Smart goals	
Car insurance quotes	
House buying activity	
Budget worksheet.	

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Stage 1 – Desired Results:

<p>Power Standard 1: Develop career and technical skills for post-secondary education or the workplace.</p> <p>Power Benchmark/Competency #3:</p> <p>Demonstrate proper work related skills.</p> <p>Estimated Timeline: 10 day + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications	X	X			X
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<p>Understandings: <i>Students will understand that (sentence):</i></p>	<p>Essential Questions: ➤</p>																				
<p>Students will: (<i>know</i>)... (Include vocabulary)</p> <p style="margin-left: 20px;">○</p>	<p>Students will be able to (<i>i.e. do</i>)...(Include vocabulary)</p> <p>➤</p>																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <p>➤ Capstone project using various formulas.</p>	<p>Key Criteria: (Rubric)</p> <p>➤ TBD</p>
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Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

Power Standard 1: Develop career and technical skills for post-secondary education or the workplace.

Power Benchmark/Competency #4:

Evaluate career aspirations through the E-Choices simulations.

Estimated Timeline: 5 day + on-going

Understandings:

Students will understand (sentence):

Students will: (know)... (Include vocabulary)

Place ‘X’ in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X				
Math	Science	Reading	Social Responsibility	Communications
X	X	X		X

Essential Questions:

➤

Students will be able to (i.e. do)...(Include vocabulary)

➤

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Capstone project that includes a chart with enhancements.

Key Criteria: (Rubric)

➤ **TBD**

Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 1: Develop career and technical skills for post-secondary education or the workplace.</p> <p>Power Benchmark/Competency #5: Demonstrate and practice team-building skills.</p> <p>Estimated Timeline: 10 days + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffff00;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X	X			Math	Science	Reading	Social Responsibility	Communications			X		X
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X	X	X																			
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		X		X																	
<p>Understandings: <i>Students will understand that (sentence):</i></p>	<p>Essential Questions: ➤</p>																				
<p>Students will: (know)... (Include vocabulary) ○</p>	<p>Students will be able to (i.e. do)...(Include vocabulary) ➤</p>																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency) ➤ .</p>	<p>Key Criteria: (Rubric) ➤ TBD</p>
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Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Demonstrate life skills needed to be a productive citizen.

Power Benchmark/Competency # 6:

Create a detailed business plan.

Estimated Timeline: 10 day + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X		X		X
Math	Science	Reading	Social Responsibility	Communications
		X		

Understandings:

Students will understand that (sentence):

- Incorporate all aspects of a business while forming student business from startup.
- Construct a business plan with marketing, production, and finance information.
- Formulate the various parts of the business plan and comprehend how all the parts relate to each other.

Essential Questions:

- What two factors determine the content and format of the business plan?
- What is one way to organize all the data collected while research the feasibility of the business?
- Why is the business plan format is often considered more acceptable to bankers than entrepreneurs?
- How can a business plan help an entrepreneur determine if the business is feasible or not?

Students will: (know)... (Include vocabulary)

- Create an operational business plan.
- Analysis all aspects of the business plan.
 - Profit loss, ownership, CEO, CFO, department head, venture, capital

Students will be able to (i.e. do)... (Include vocabulary)

- Create a business plan for their student business.
- Evaluate the effectiveness of the business plan.
- Formulate the marketing plan of the student business.
- Formulate the financial plan of the students business.
- Formulate the advertising plan of the student business.
- Present the student business plan to financial advisors for evaluation

Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)

- Chapter 9 test
- Business plan grade sheet
- Student generated business plan

Key Criteria: (Rubric)

- **TBD**

Senior Seminar Academy Curriculum Design

Stage 3 – Learning Plan:

Practice organizational skills.

Power Benchmark/Competency: #6

Learning Activities:	Resources:
Students will work on an integrated project planning a vacation.	
Students will organize a binder for social studies.	
Students will construct a portfolio for senior seminar class.	

Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

Power Standard 2: Demonstrate life skills needed to be a productive citizen.

Power Benchmark/Competency: #7:

Implement detailed business plan.

Estimated Timeline: 10 day + on-going

Place 'X' in square if goal addresses Essential/Content Standard(s).

Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility
X		X	X	
Math	Science	Reading	Social Responsibility	Communications
		X	X	X

Understandings:

Students will understand that (sentence):



Essential Questions:



Students will: (know)... (Include vocabulary)



Students will be able to (i.e. do)...(Include vocabulary)



Stage 2 – Assessment Evidence

Performance Tasks: (i.e. Assessment used to determine proficiency on competency)



Key Criteria: (Rubric)

➤ **TBD**

Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Evaluate different career aspirations.</p> <p>Power Benchmark/Competency # 8: Actively participate in 25 hours of service learning.</p> <p>Estimated Timeline: 10 day + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th style="background-color: #ffffcc;">Career</th> <th style="background-color: #ffffcc;">Technology</th> <th style="background-color: #ffffcc;">Critical Thinking</th> <th style="background-color: #ffffcc;">Global & Cultural</th> <th style="background-color: #ffffcc;">Personal Responsibility</th> </tr> <tr> <td>X</td> <td>X</td> <td></td> <td></td> <td>X</td> </tr> <tr> <th style="background-color: #ffffcc;">Math</th> <th style="background-color: #ffffcc;">Science</th> <th style="background-color: #ffffcc;">Reading</th> <th style="background-color: #ffffcc;">Social Responsibility</th> <th style="background-color: #ffffcc;">Communications</th> </tr> <tr> <td></td> <td></td> <td>X</td> <td></td> <td>X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X	X			X	Math	Science	Reading	Social Responsibility	Communications			X		X
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X	X			X																	
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		X		X																	

<p>Understandings: <i>Students will understand that (sentence):</i></p> <ul style="list-style-type: none"> ➤ Organizational skills needed to set-up community service activities. ➤ 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What community services will we be involved in? ➤ How many volunteers do we need? ➤ When is the community service activity? ➤ What will we be doing to help the community? ➤ Why are we doing community service?
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<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ○ Community service activities options. ○ Details about the community service such as; what, where, when, how, and why. ○ 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Organize a community service activity. ➤ Participate in a community service activity. ➤ Evaluate the organization of the community service activity. ➤ Reflect about the community service activity. ➤
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Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Reflection paper about the organizational process. ➤ Reflection paper about the community service activity. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Senior Seminar Academy Curriculum Design

Stage 3 – Learning Plan:

Prepare a portfolio.

Power Benchmark/Competency: #8

Learning Activities:	Resources:
Select personal work to include in portfolio	

Senior Seminar Academy Curriculum Design

<p>Power Standard 3: Create and operate a student owned business.</p> <p>Power Benchmark/Competency #9: Prepare a career portfolio.</p> <p>Estimated Timeline: 10 days + on-going</p>	<p>Place 'X' in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> <td style="padding: 2px;">X</td> </tr> </tbody> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X	X		Math	Science	Reading	Social Responsibility	Communications	X		X	X	X
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<p>Understandings: <i>Students will understand that:</i></p> <p style="margin-left: 20px;">➤</p>	<p>Essential Questions: (Over-arching ones)</p> <p>➤</p>																				
<p>Students will be able to: (i.e. know)...(Include vocabulary)</p> <p style="margin-left: 20px;">○</p>	<p>Students will be able to: (i.e. do)...)</p> <p>➤</p>																				
<p>Stage 2 – Assessment Evidence</p>																					
<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <p>➤</p>	<p>Key Criteria: (Rubric)</p> <p>➤ TBD</p>																				

Senior Seminar Academy Curriculum Design

Stage 1 – Desired Results:

<p>Power Standard 3: Evaluate different career aspirations.</p> <p>Power Benchmark/Competency: #10: Present portfolio to public.</p> <p>Estimated Timeline: 1 day + on-going</p>	<p>Place ‘X’ in square if goal addresses Essential/Content Standard(s).</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Career</th> <th style="padding: 2px;">Technology</th> <th style="padding: 2px;">Critical Thinking</th> <th style="padding: 2px;">Global & Cultural</th> <th style="padding: 2px;">Personal Responsibility</th> </tr> <tr> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> <tr style="background-color: #ffffcc;"> <th style="padding: 2px;">Math</th> <th style="padding: 2px;">Science</th> <th style="padding: 2px;">Reading</th> <th style="padding: 2px;">Social Responsibility</th> <th style="padding: 2px;">Communications</th> </tr> <tr> <td style="padding: 2px;"></td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">X</td> </tr> </table>	Career	Technology	Critical Thinking	Global & Cultural	Personal Responsibility	X		X		X	Math	Science	Reading	Social Responsibility	Communications			X		X
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X		X		X																	
Math	Science	Reading	Social Responsibility	Communications																	
		X		X																	
<p>Understandings: <i>Students will understand (sentence):</i></p> <ul style="list-style-type: none"> ➤ Various career opportunities and what skills and education are needed to enter these areas of interest. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> ➤ What career am I interested in? ➤ What education do I need for that career? ➤ What experience would be good to get into that career? 																				
<p>Students will: (know)... (Include vocabulary)</p> <ul style="list-style-type: none"> ➤ What careers they like and do not like. ➤ Skills and education needed to get into this career. ➤ Work experience is beneficial to future employment. 	<p>Students will be able to (i.e. do)...(Include vocabulary)</p> <ul style="list-style-type: none"> ➤ Participate in a job shadow. ➤ Participate in a career fair. ➤ Identify classes that will benefit their career. ➤ Choose work experience that relates to career interest. 																				

Stage 2 – Assessment Evidence

<p>Performance Tasks: (i.e. Assessment used to determine proficiency on competency)</p> <ul style="list-style-type: none"> ➤ Student’s evaluation of job shadows, work experience, and career fairs. 	<p>Key Criteria: (Rubric)</p> <ul style="list-style-type: none"> ➤ TBD
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Senior Seminar Academy Curriculum Design

Stage 3 – Learning Plan:

Critique career opportunities.

Power Benchmark/Competency: #10

Learning Activities:	Resources:
Students will participate in job shadows, career fairs, and work experience.	