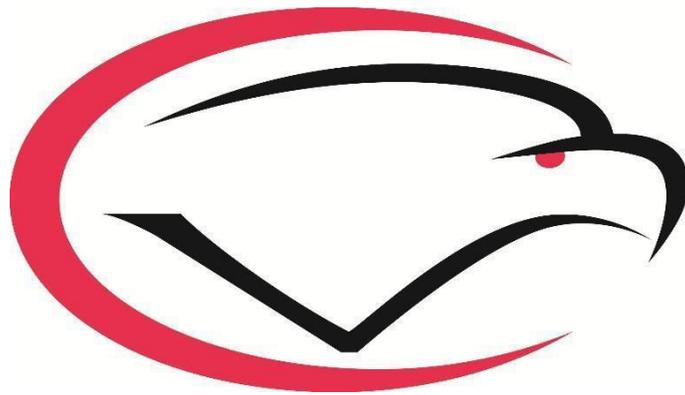


# Secondary Curriculum Maps



Cumberland Valley School  
District  
Soaring to Greatness, Committed to  
Excellence

High School ACES

## CVSD *ACES* Curriculum Map ~ *Grade 9*

CV Priority Standard/ASCA Academic Standard	
<b>C:C1 Acquire Knowledge and skills for career goals / PA 13.2 Career Acquisition</b>	
<b>Taught in Unit(s)</b>	
1	
<b>Explanation/Example of Standard</b>	
Understanding the relationship between educational achievement and career success as well as how work can help to achieve personal success and satisfaction.	
<b>Common Misconceptions</b>	
High paying jobs equates to personal satisfaction. College is required to have a high paying job. Education is finished after high school/college.	
Big Idea(s)	Essential Question(s)
Students will understand the relationship between personal qualities, education, training and the world of work.	What are my post-secondary options? How do I connect my assessment results to a rewarding career? Do the courses I take in high school have any effect on my career interest? What tools are available to me to search career and postsecondary options? What is the importance of setting short and long term goals?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Making big decisions</li> <li>● Career interest options and assessments</li> <li>● Educational achievement and career success</li> <li>● Types of education</li> <li>● Setting goals</li> </ul>	<ul style="list-style-type: none"> <li>● Students will understand and know types of education (Vo-tech, trade school, Associates, 4 year, graduate)</li> <li>● Students will make connections between their decisions and outcomes</li> <li>● Students will identify career interests in connection with their assessment results and explore areas of interest, skills needed, education and abilities needed, salary, likes and dislikes.</li> </ul>

## CVSD **ACES** Curriculum Map ~ 9

CV Priority Standard/ASCA Academic Standard	
<b>PS:B1 Self Knowledge Application</b>	
<b>Taught in Unit(s)</b>	
2	
<b>Explanation/Example of Standard</b>	
Understanding and utilizing decision making and problem solving in order to set and achieve goals.	
<b>Common Misconceptions</b>	
At a young age students can make their own decisions and are aware of the consequences	
Big Idea(s)	Essential Question(s)
Goal Setting Problem solving Help and support within the school Developing and maintaining healthy relationships	What are common issues that I as a teenager deal with that will potentially affect the rest of my life? What kind of friend am I, and who do I surround myself with? How can I recognize when my stress is getting out of control? Do I know how to handle peer pressure? Why are my parents so disagreeable with everything I do? What is the importance of working with others in a group setting? How will I know if I'm in a toxic relationship? What supports are available to me within the school?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● How to set goals</li> <li>● Problem solving</li> <li>● Conflict resolution</li> <li>● Supports and resources within the school</li> <li>● Healthy versus toxic relationships</li> <li>● Coping skills and stress</li> </ul>	<ul style="list-style-type: none"> <li>● Set personal, educational and career goals</li> <li>● Problem solve</li> <li>● Seek out supports and identify resources they have available to them</li> <li>● Resolve conflicts and work with peers to achieve a common goal</li> <li>● Identify qualities and signs of healthy versus toxic relationships</li> <li>● Identify signs of stress and how to effectively cope</li> </ul>

## CVSD *ACES* Curriculum Map ~ 9

CV Priority Standard/ASCA Academic Standard	
<b>A:B1 Improve Learning / PA 13.2 Career Acquisition</b>	
<b>Taught in Unit(s)</b>	
3	
<b>Explanation/Example of Standard</b>	
Students will explore and gain skills that help them reach their academic potential and connect that to postsecondary and career options.	
<b>Common Misconceptions</b>	
Everybody learns the same way. Graduating from high school ensures successful job placement.	
Big Idea(s)	Essential Question(s)
Skills for success Study skills Understanding individual learning styles Becoming independent and responsible learner Applying knowledge of interest and aptitudes to goal setting	What does it take to be successful in school and why is it important? What is my learning style, what does it mean and how will it impact me in the future? What are some strategies that I can use to be successful in school and beyond? What are good study habits to be a successful learner?
Assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Study Habits</li> <li>● Time management</li> <li>● Critical Thinking Skills</li> <li>● Learning styles</li> <li>● Post-secondary options</li> <li>● Skills for academic success</li> </ul>	<ul style="list-style-type: none"> <li>● Use problem-solving and decision making skills to evaluate progress toward educational goals</li> <li>● Identify post-secondary options consistent with interest, achievement, aptitude, and abilities.</li> <li>● Identify strengths and weaknesses and implement strategies to improve</li> </ul>

## CVSD ACES Curriculum Map ~ 10

			SUBJECT
Unit	Timeline	Topics	Priority Standards
<b>1</b>	6 Classes	Career Awareness	C.C.1 Acquire Knowledge and Skills for Career Goals
		Personality/interest assessments	PDE 13.2 Career Acquisition
		Course Selection	
		Post secondary options	PDE 13.2 Career Acquisition
		Goal setting and planning	PDE 13.2 Career Acquisition
<b>2</b>	5 classes	Goal Setting/Problem solving	PS:B1 Self Knowledge Application
		Finding supports in the school	
		Healthy Relationships	
<b>3</b>	5 Classes	Seek out Supports	A:B1 Improve Learning
		Skills for success	PDE 13.1 Career Awareness and Prep
		Study Skills	

## CVSD ACES Curriculum Map ~ 10

CV Priority Standard/ASCA Academic Standard	
<b>C.C.2 Apply Skills to Achieve Career Goals / PA 13.2 Career Acquisition</b>	
<b>Taught in Unit(s)</b>	
1	
<b>Explanation/Example of Standard</b>	
Students will demonstrate how interest, abilities and achievement relate to achieving personal, social, educational and career goals.	
<b>Common Misconceptions</b>	
<p>Students will obtain a good job simply by graduating from high school.</p> <p>Students assume that they will simply do “what their mother or father want them to do.”</p> <p>I know exactly what choices are available to me and what those job descriptions look like.</p>	
Big Idea(s)	Essential Question(s)
Students will be able to understand the relationship between their interests, abilities, and achievement and matching them to a successful and meaningful career.	<p>How do my interest, abilities, and achievement relate to achieving personal, social, educational and career goals?</p> <p>What are my interests, abilities, and strengths?</p> <p>What concepts need to be on a resume?</p> <p>What are soft skills and why are they important?</p>
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● How their interests, abilities, and achievements can align with specific careers</li> <li>● How to search for careers and postsecondary training and education</li> <li>● How to build a portfolio</li> <li>● How to build a resume</li> <li>● Interpersonal and soft skills</li> <li>● Choosing courses that match goals and interests</li> </ul>	<ul style="list-style-type: none"> <li>● Determining their interests, abilities, and achievements and exploring careers that match</li> <li>● Search for careers and postsecondary training and education</li> <li>● Write a resume, build a portfolio, and select appropriate courses that align with career goals</li> <li>● Understand how interpersonal / soft skills affect the work environment</li> </ul>

## CVSD ACES Curriculum Map ~ 10

CV Priority Standard/ASCA Academic Standard	
<b>PS:C1 Acquire Personal Safety Skills</b>	
<b>Taught in Unit(s)</b>	
2	
<b>Explanation/Example of Standard</b>	
Students will acquire the knowledge, attitudes and interpersonal skills to help them understand themselves and respect others as well as safety and security skills.	
<b>Common Misconceptions</b>	
<p>I am under 18 so I cannot get into any trouble.</p> <p>If I tattle on someone, then I am not a true friend.</p> <p>I know to handle peer pressure.</p> <p>It is alright to overload myself academically and/or emotionally.</p>	
Big Idea(s)	Essential Question(s)
<p>Students will better understand themselves personally as well as part of the community.</p> <p>Healthy and safe decision making.</p> <p>Coping skills and stress management</p> <p>Understand the difference between situations that require peer support and the need for adult professional help</p>	<p>How can I keep myself safe, physically and emotionally?</p> <p>What stress do I have in my life and how do I cope?</p> <p>What is self worth?</p> <p>How can I react to peer pressure appropriately?</p>
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Stress management</li> <li>● Peer Pressure</li> <li>● Healthy Lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>● Handle stress appropriately</li> <li>● Respond to peer pressure appropriately and effectively</li> <li>● Make healthy lifestyle decisions for themselves</li> </ul>

## CVSD ACES Curriculum Map ~ 10

CV Priority Standard/ASCA Academic Standard	
<b>A: B2 Plan to Achieve Goals / PA 13.3 Career Retention and Advancement</b>	
<b>Taught in Unit(s)</b>	
3	
<b>Explanation/Example of Standard</b>	
Students will apply knowledge of aptitudes and interests to set personal and academic goals and connect classroom performance and success in school.	
<b>Common Misconceptions</b>	
My current success will not contribute to my future success. It is not necessary to understand my own interests as it relates to goals. I already know my plan.	
Big Idea(s)	Essential Question(s)
Students will use assessment results and educational planning to set goals and connect interests and abilities with future goals and success.	How do my assessment results help me create goals? What's the difference between short and long term goals? What are my goals for high school, post-secondary, and future?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● The difference between short and long term goals.</li> <li>● Understanding their results of the assessments and how they relate to goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify post-secondary options Consistent with their interests, achievement, aptitude, and abilities.</li> <li>● Set short and long term goals that connect with their interests, achievement, aptitude and abilities.</li> </ul>

## CVSD ACES Curriculum Map ~ 10

CV Priority Standard/ASCA Academic Standard	
<b>A:C1 Relate School to life experiences / PA 13.3 Career Retention and Advancement</b>	
<b>Taught in Unit(s)</b>	
3	
<b>Explanation/Example of Standard</b>	
Students will understand the relationship of academics to the world of work and to life at home and in the community.	
<b>Common Misconceptions</b>	
School has no effect on my future. I'll never use what I learn in high school again.	
Big Idea(s)	Essential Question(s)
The importance of balancing school, extracurricular activities, leisure time and family life. A connection to my community can have a positive effect on my world of work.	How do I balance school and the various other activities in my life? How do I connect to my community?
Assessments	
See Unit Maps	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> <li>● Relationship between school and life Experiences.</li> <li>● Importance of balancing work and personal life.</li> <li>● The benefit of being a lifelong learner.</li> <li>● Understand how school success and academic achievement enhance future career and vocational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>● Seek out co-curricular and community experiences to enhance my school experience.</li> <li>● Evaluate their own interests to connect with future experiences to become an active member and contributor to their community.</li> </ul>

Grade: 10			SUBJECT
Unit	Timeline	Topics	Priority Standards
1	6 Classes	Resume Building/Writing Soft Skills	C.C.2 Apply Skills to Achieve Career Goals
		Personality/interest assessments	PDE 13.1 Career Awareness and Preparation
		Career/College Searching	PDE 13.2 Career Acquisition
		Course Selection	
2	5 classes	Boundary Setting	PS:C1 Acquire Personal Safety Skills
		Problem Solving/Decision making	
		Managing life events/stress and pressure	
		Community resources	PDE 13.3 Career Retention and Advancement
3	5 Classes	Using Assessment results for post-secondary planning	
		Connecting achievement, aptitude and ability to goals	
			PDE 13.3 Career Retention and Advancement