

Monroe Career & Technical Institute

Course:

Unit Name: Occupational Orientation and Safety

Number: 100 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will be introduced to the procedures and policies to participate in the program. Students will understand the requirements to be successful in the program and at work..

Tasks:

- 101 Identify program policies and procedures
- 102 List program objectives
- 103 Describe work ethics
- 104 Complete forms

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Career Education and Work
 - 13.1.9-12.0 Career Awareness and Exploration

Supporting Anchor/Standards:

- 13.1.9-12.A Analyze the relationship between career choices and career preparation opportunities to choose a path.
- 13.1.9-12.E Utilize school- and community-based opportunities for career awareness/preparation.
- 13.1.9-12.F Examine basic labor laws to determine the rights and responsibilities of both employers and employees.
- 13.3.9-12.D Analyze and reflect upon the efficacy of your work ethic.

Focus Anchor/Standard #2:

- Reading Informational Text

Supporting Anchor/Standards:

- CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Instructional Activities:

- Read the summary information first
- Read, listen, share, and question in a small group
- Checklist of facts
- Demonstrate what was learned

Special Adaptations:

- Chunking of Assignments/Material

- Directions/Comprehension Check (frequent checks for understanding)
- Verbal/Gestural Redirection (prompts to remain on task)
- Use of Computer (Access to)

Safety:

Instruction on the importance of workplace safety compliance.

Assessment:

- Graded Homework
- Notebook checks
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's responsibility to complete work logs as expected
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students stay on task in accordance with the job expectation

Resources/Equipment:

Chromebooks

Instructor developed worksheets, forms, projects, and lessons.

Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Career Development and Planning

Number: 200 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will be introduced to surveys, and assessments to understand their interests, aptitudes, and abilities in relation to career development and employment.

Tasks:

201 Construct a profile of personal interests, aptitudes, abilities, and values

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Career and Education Work Standards
13.3.9-12.0 Growth and Advancement

Supporting Anchor/Standards:

13.3.9-12.0 Growth and Advancement

13.3.9-12.B Identify sources of lifelong learning to strengthen existing skills, develop new skills, and maximize career growth.

13.4.9-12.0 Personal Interests and Career Planning

13.4.9-12.B Evaluate career options based on personal interests, abilities, aptitudes, achievements, and goals.

13.4.9-12.D Evolve career plan including electives; extracurricular activities; coursework; career interests; strengths and abilities; educational and training opportunities; work-based learning; industry-recognized credentials.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple

authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- Anticipation guide (M A X)
- Essential Question Posting
- Read the summary information first
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Questioning while reading
- Question aloud
- Using graphic organizers for notes
- Paired Reading (A X)
- Essential Question Reflection
- Surveys
- Assessments
- Rating Scales

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Preferential Seating
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Calculator
- Use of Computer (Access to)
- Wait Time
- Daily Classwork Check
- Encourage Student to Check Work Before Turning In
- Provide Verbal and Written Directions

Assessment:

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Account if students are prepared for class each day
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Multiple Choice will include 3 choices instead of 4
- Tests read aloud

Resources/Equipment:

Chromebooks

Instructor developed worksheets and lessons.

Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Employment Acquisition

Number: 300 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will understand the steps to acquire employment. Students will create and develop items required to have a professional career portfolio.

Tasks:

- 301 Prepare a resume
- 302 Prepare a letter of application
- 303 Complete employment applications
- 304 Demonstrate job interview techniques
- 305 Demonstrate interview / application follow-up activit(ies)

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Career Education and Work
Grade 9-12

Supporting Anchor/Standards:

13.2.9-12.0 Employability Skills

13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.

13.4.9-12.0 Personal Interests and Career Planning

13.4.9-12.A Strategically market yourself as a job candidate.

Focus Anchor/Standard #2:

- English Language Arts
Writing 9-12

Supporting Anchor/Standards:

CC.1.4.9-10.B Write with a sharp distinct focus identifying topic, task, and audience.

CC.1.4.9-10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.

CC.1.4.9-10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Instructional Activities:

- Explore for Essential Question
 - Essential Question Posting
 - Read the summary information first
 - Directed reading or learning questions
 - Read, listen, share, and question in a small group
 - Small Group Oral Reading/Questioning
 - Essential Question Reflection
 - Question Still Unanswered
- Sample Job Applications
Resume Templates
Letter of Interest Templates

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Chunking of Assignments/Material
- Study Guide
- Directions and/or Tests Read Aloud
- Positive Reinforcement
- Clear Language for Directions
- Provide Opportunities to Retest
- Daily Classwork Check
- Allow Pre-read of Questions Before Reading Written Passage

Assessment:

- Business and Industry Credentialing Tests
 - Graded Homework
 - Graded Writing assignments
 - Determine if students follow the daily plan as laid out at the start of class
 - Account if students are prepared for class each day
- Completed forms
Completed applications
Completed resume
Complete letter of interest

Resources/Equipment:

Chromebooks

Instructor developed forms, worksheets, and lessons.

Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Human Relations

Number: 400 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will develop teamwork and conflict resolution skills. Students will understand the use of positive and negative constructive criticism as a way to develop as an employee.

Tasks:

- 401 Analyze human relations in terms of employer responsibilities
- 402 Analyze human relations in terms of employee responsibilities
- 403 Analyze human relations in terms of co-worker responsibilities
- 404 Identify methods to resolve conflicts
- 405 Distinguish between positive / negative criticism

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- English Language Arts
 - Speaking and Listening
 - Grade 9-10

Supporting Anchor/Standards:

CC.1.5.11-12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.G Demonstrate command of the conventions of standard English when speaking based on grade 11-12 level and content.

Focus Anchor/Standard #2:

- Career Education and Work Standard

Supporting Anchor/Standards:

13.2.9-12.B Use professional etiquette and observe social protocols when communicating verbally, nonverbally, and in writing.

13.2.9-12.C Demonstrate shared responsibility for collaborative work and the value of contributions made by team members with various perspectives.

13.3.9-12.C Incorporate feedback and personal reflection to evaluate success towards completing goals and determine a next course of action.

Instructional Activities:

- Essential Question Posting

- Quick look

- Read the summary information first

- Read, listen, share, and question in a small group
- Oral reading
- Questioning while reading
- Question aloud
- Read then predict
- Think aloud
- Small Group Oral Reading/Questioning
- Using graphic organizers for notes
- Create a tutorial
- Essential Question Reflection
- Focus Free Writing

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Preferential Seating
- Verbal/Gestural Redirection (prompts to remain on task)
- Regular Notebook Check
- Clear Language for Directions
- Daily Classwork Check
- Exempt from reading Aloud in Front of Peers

Assessment:

- Graded Homework
- Graded Writing assignments
- Complete Module
- Class Oral Responses
- Scores on projects when they are completed
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's responsibility to complete work logs as expected
- Account if students are prepared for class each day

Resources/Equipment:

Chromebooks

Teacher developed worksheets, lessons, and materials.

Hyperlinks: WWW.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Health and Safety

Number: 500 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will understand the safety procedures at the local, state, and federal level in regards to employment and safety laws.

Tasks:

- 501 Describe the need for safety practice and procedures
- 502 Identify ways to achieve personal safety practices
- 503 Identify general occupational safety practices
- 504 Describe the role of government agencies in providing for a safe workplace

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- English Language Arts Standards
Reading Informational Text

Supporting Anchor/Standards:

CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CC.1.2.9-10.I Analyze several U.S. documents of historical and literary significance, including how they address related themes and concepts.

CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

Instructional Activities:

- Essential Question Posting

- Look for unknown words

- Read the summary information first

- Read, listen, share, and question in a small group

- Question aloud

- Checklist of facts

- Essential Question Reflection

- What are three things that you learned?

- Test question list

Special Adaptations:

- Extended Time (assignments and/or testing)
- Preferential Seating
- Chunking of Assignments/Material
- Study Guide
- Directions and/or Tests Read Aloud
- Use of Computer (Access to)
- Have Student Repeat Directions
- Positive Reinforcement

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Scores on projects when they are completed
- Teacher evaluating student class participation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's responsibility to complete work logs as expected
- Tests read aloud
- Tests read aloud

Resources/Equipment:

Chromebooks

Instructor lessons and materials including worksheets, assessments and projects.

Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Employment Retention

Number: 600 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will learn the skills necessary to maintain employment. Students will learn how to acquire company information, policies, and procedures.

Tasks:

- 601 Demonstrate the positive attributes of a 'good listener'
- 602 Evaluate job changes and promotions
- 603 Diagram the organizational structure of a company
- 604 Interpret a performance evaluation
- 605 Identify sources of employee information regarding company policies and procedures
- 606 Summarize proper procedures for job termination

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Career Education and Work Standards
 - 13.3. Career Retention and Advancement

Supporting Anchor/Standards:

13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.

13.3.11 B. Evaluate team member roles to describe and illustrate active listening techniques:
Clarifying Encouraging Reflecting Restating Summarizing

Instructional Activities:

- *Pre-Learning
- Essential Question Posting
- Go Find
- Read the summary information first
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Oral reading
- Question aloud
- Think aloud
- Test question list
- Think-Pair-Share (A X)

Special Adaptations:

- Extended Time (assignments and/or testing)
- Chunking of Assignments/Material
- Preferential Seating
- Study Guide
- Small Group Instruction
- Small Group Instruction
- Use of Computer (Access to)
- Positive Reinforcement
- Wait Time
- Clear Language for Directions

Assessment:

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Graded Reading assignments
- Graded Writing assignments
- Account if students are prepared for class each day
- Determine if students follow the daily plan as laid out at the start of class
- Multiple Choice will include 3 choices instead of 4
- Tests read aloud

Resources/Equipment:

Chromebooks
Instructor designed lessons, worksheets, and projects
Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Legal Awareness

Number: 700 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will learn state and federal labor regulations, including wages, socila security, workers' compensation, and EOE.

Tasks:

- 701 Describe how labor regulations (Federal and State) affect employment certificates
- 702 Describe how labor regulations affect where a student can work
- 703 Describe how labor regulations affect the time a student can work
- 704 Describe how labor regulations affect wages
- 705 List the benefits provided by social security
- 706 List the benefits provided by workman's compensation
- 707 List the benefits provided by unemployment compensation
- 708 Describe the purpose of equal opportunity employment (EOE)
- 709 Identify major laws that regulate management relations

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

- Anticipation guide (M A X)
- Essential Question Posting
- Explore for Essential Question
- Look for unknown words
- Read the summary information first
- Scan the lines
- Checking for Comparative Knowledge
- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Question aloud
- Checklist of facts
- Develop tomorrow's quiz

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Study Guide
- Use of Calculator
- Taking Tests in Alternate Setting (or if requested)
- Positive Reinforcement
- Have Student Repeat Directions
- Wait Time

- Clear Language for Directions

Assessment:

- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Graded Writing assignments
- Graded Reading assignments
- Study guides provided prior to tests
- Multiple Choice will include 3 choices instead of 4
- Tests read aloud
- Extended time to complete the assessment

Resources/Equipment:

Chromebook
Instructor created lessons, worksheets, and projects.
Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Consumer Skills

Number: 800 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will create and understand budgets to include payroll, taxes, deductions and personal budgeting goals.

Tasks:

- 801 List personal financial goals
- 802 Prepare a budget
- 803 Describe the types and functions of taxes
- 804 Prepare tax forms of payroll deductions
- 805 Identify types of earnings
- 806 Describe forms of payroll deductions
- 807 Describe the various fringe benefits

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a

technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Instructional Activities:

- Find It
- Journal stimulation
- Look for unknown words
- Jigsaw reading
- Read, listen, share, and question in a small group
- Think aloud
- Test question list
- Paired Reading (A X)
- Question aloud

Special Adaptations:

- Extended Time (assignments and/or testing)
- Preferential Seating
- Study Guide
- Directions/Comprehension Check (frequent checks for understanding)
- Use of Calculator
- Wait Time
- Clear Language for Directions

Assessment:

- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework
- Teacher evaluating student class participation

- Teacher evaluating if PA Program of Study tasks are being achieved as expected
- Evaluate the student's ability to work within a team when teamwork is necessary
- Account if students are prepared for class each day

Resources/Equipment:

Chromebooks

Instructor developed lessons, worksheets, and projects

Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Economics

Number: 900 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will learn about different types of business structures and entrepreneurship.

Tasks:

901 Describe types of business organizations

902 Describe the opportunities of entrepreneurship

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific

content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Instructional Activities:

- Find It
- Look for unknown words
- Read the summary information first
- Preview Text (M)
- Jigsaw reading
- Read, listen, share, and question in a small group
- Questioning while reading
- Question aloud
- Think aloud
- Develop tomorrow's quiz
- Demonstrate what was learned

Special Adaptations:

- Graphic Organizer
- Chunking of Assignments/Material
- Directions/Comprehension Check (frequent checks for understanding)
- Limited, Short Directions
- Clear Language for Directions

Assessment:

- Graded Writing assignments
- Graded Homework
- Teacher observing and scoring each step of the process as a job is being completed
- Teacher evaluating a student media presentation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate if students work without hindering other students' progress
- Account if students are prepared for class each day

Resources/Equipment:

Chromebooks
Instructor designed lessons, worksheets and projects.
Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Future Planning

Number: 1000 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will understand goal setting in relation to career goals.

Tasks:

1001 List short and long term career goals

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Pennsylvania Core Standards for Mathematics Standard 2.0

Supporting Anchor/Standards:

NUMBERS AND OPERATIONS

Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.

Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.

Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

KEY IDEAS/DETAILS GRADES 9-10-11-12

Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.

Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.

Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.

CRAFT & STRUCTURE GRADES 9-10-11-12

Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.

Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.

INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10

Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical

text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

Standard CC.3.6.9-10.A Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.

Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- Essential Question Posting
- Read the summary information first
- Directed reading or learning questions
- Jigsaw reading
- Read, listen, share, and question in a small group
- Questioning while reading
- Checklist of facts
- Essential Question Reflection
- Focus Free Writing
- Writing journals

Special Adaptations:

- Graphic Organizer
- Chunking of Assignments/Material
- Preferential Seating
- Directions/Comprehension Check (frequent checks for understanding)
- Use of Calculator
- Verbal/Gestural Redirection (prompts to remain on task)
- Highly Structured Classroom
- Grading Rubric
- Limited, Short Directions
- Clear Language for Directions
- Encourage Student to Check Work Before Turning In

Assessment:

- Graded Homework
- Scores on projects when they are completed
- Teacher evaluating a student media presentation
- Student self-assessment
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Account if students are prepared for class each day
- Use of calculator
- Extended time to complete the assessment

Resources/Equipment:

Chromebooks
Instructor generated lessons, projects, and worksheets
Hyperlinks: www.careersafe.com

Monroe Career & Technical Institute

Course:

Unit Name: Technical Related Instruction

Number: 1100 **Hours:** 8.00

Dates: Spring 2025

Description/Objectives:

Students will identify job hazards and safety procedures. Students will learn skills needed to maintain employment while relating the skills to on the job procedures and policies.

Tasks:

- 1101 List specific rules and identify potential hazards at the job site
- 1102 Demonstrate safe work habits and attitudes on the job
- 1103 List your occupational skills
- 1104 List the occupational requirements to maintain employment at your job
- 1105 Describe the policies and procedures used by your cooperating employer
- 1106 Diagram your company's organizational structure

Standards / Assessment Anchors

Focus Anchor/Standard #1:

- Career Education and Work Standards
 - 13.3. Career Retention and Advancement

Supporting Anchor/Standards:

- 13.3.11 A. Evaluate personal attitudes and work habits that support career retention and advancement.
- 13.3.11 B. Evaluate team member roles to describe and illustrate active listening techniques:
Clarifying Encouraging Reflecting Restating Summarizing
- 13.3.11 C. Evaluate conflict resolution skills as they relate to the workplace: Constructive criticism
Group dynamics Managing/leadership Mediation Negotiation Problem solving
- 13.3.11 E. Evaluate time management strategies and their application to both personal and work situations.

Focus Anchor/Standard #2:

- Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5

Supporting Anchor/Standards:

- KEY IDEAS/DETAILS GRADES 9-10-11-12
 - Standard CC.3.5.9-10.A / Standard CC.3.5.11-12A Cite specific textual evidence, etc.
 - Standard CC.3.5.9-10 B / Standard CC.3.5.11-12 B Determine the central ideas or conclusions of a text; etc.
 - Standard CC.3.5.9-10.C / Standard CC.3.5.11-12.C Follow precisely a complex multistep procedure, etc.
- CRAFT & STRUCTURE GRADES 9-10-11-12
 - Standard CC.3.5.9-10. D / Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific words.
 - Standard CC.3.5.9-10.E / Standard CC.3.5.11-12.E Analyze the structure of the relationships among concepts in a text, etc.
 - Standard CC.3.5.9-10.F / Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure...and Analyze the structure of the relationships among concepts in a text.
- INTEGRATE KNOWLEDGE & IDEAS GRADES 9-10
 - Standard CC.3.5.9-10.G Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).
 - Standard CC.3.5.9-10. H Assess the reasoning in a text to support the author's claim for solving a

technical problem.

Standard CC.3.5.9-10. I Compare and contrast findings presented in a text to those from other sources, etc.

INTEGRATE KNOWLEDGE & IDEAS GRADES 11-12

Standard CC.3.5.11-12. G Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12. H Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12. I Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10-11-12

Standard CC.3.5.9-10.J / Standard CC.3.5.11-12.J By the end of grades 9-10, AND 11- 12, read and comprehend technical texts independently and proficiently.

Connecting Anchor/Standard:

- Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6

Supporting Anchor/Standards:

TEXT TYPES AND PURPOSE GRADES 9-10-11-12

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Standard CC.3.6.9-10.B Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10-11-12

Standard CC.3.6.9-10.C Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E Standard CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10-11-12

Standard CC.3.6.9-10.F Standard CC.3.6.11-12.F Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G. Standard CC.3.6.11-12.G Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

RANGE OF WRITING GRADES 9-10-11-12

Standard CC.3.5.9-10.I & Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

Instructional Activities:

- Anticipation guide (M A X)
- Find It
- Essential Question Posting
- Explore for Essential Question
- Quick look
- Read the summary information first
- Checking for Comparative Knowledge

- Directed reading or learning questions
- Read, listen, share, and question in a small group
- Question aloud
- Read then predict
- Small Group Oral Reading/Questioning
- Using graphic organizers for notes
- Hunt for Main Ideas (A X)
- Paired Reading (A X)
- Extreme Paired Reading (A X)
- Essential Question Reflection
- Focus Free Writing
- Exit slips of questions
- Think-Pair-Share (A X)

Special Adaptations:

- Extended Time (assignments and/or testing)
- Graphic Organizer
- Directions/Comprehension Check (frequent checks for understanding)
- Study Guide
- Have Student Repeat Directions
- Wait Time
- Highly Structured Classroom
- Limited, Short Directions
- Clear Language for Directions

Safety:

Students will learn about on the job hazards and safety procedures and regulations.

Assessment:

- Business and Industry Credentialing Tests
- Traditional Tests - multiple choice, matching, true/false, short answer completion
- Traditional Quizzes - multiple choice, matching, true/false, short answer completion
- Graded Homework

- Graded Reading assignments
- Scores on projects when they are completed
- Teacher evaluating a student media presentation
- Determine if students follow the daily plan as laid out at the start of class
- Evaluate the student's ability to work within a team when teamwork is necessary
- Determine and evaluate if students adhere to all safety procedures
- Account if students are prepared for class each day
- Multiple Choice will include 3 choices instead of 4
- Tests read aloud
- Extended time to complete the assessment

Resources/Equipment:

Chromebooks
Instructor created projects, resources, and worksheets

Hyperlinks: www.careersafe.com