



2018 Future Fayette

Workforce

## Teacher in the Workplace Program

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# LESSON PLANS

Lesson Plan Title: Employment Opportunities in Fayette County

### General Information

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Subject(s): Honors Geometry & AP Statistics

Topic: Job Opportunities

Grade-Level(s): 9th, 11th, & 12th

**Partner Company:** Eb Tech, Connellsville, PA

**Summary:** Freshman, Juniors, and Seniors in CAHS academic classes will research employment opportunities in Fayette County and investigate the educational background required for these jobs. This will be done after a presentation by David Meredith.

**Resources:** David Meredith, Associate Professor of Engineering, Penn State, Eberly Campus. After the presentation by Professor Meredith, students will be required to do research on a particular company in Fayette County and investigate a particular career in that company that may be of interest to them.

### Alignment to PA Standards for Career Education and Work

#### 13.1. Career Awareness and Preparation

*13.1.11 Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:*

*B. Personal Interests*

*D. Local Career Preparation Opportunities*

*E. Career Selection Influences*

*F. Preparation for Careers*

*G. Career Plan Components & Lifelong Learning*

*H. Relationship between Education and Career*

### **13.3. Career Retention and Advancement**

**13.3.11. Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:**

*B. Describe the impact of personal interest and abilities on career choices.*

*C. Relate the impact of change to both traditional and nontraditional careers.*

*D. Describe the range of career training programs in the community such as, but not limited to:*

- *Two-and-four year colleges*
- *Career and technical education programs at centers (formerly AVTSs) and high schools*
- *CareerLinks*
- *Community/recreation centers*
- *Faith-based organizations*
- *Local industry training centers*
- *Military*
- *Registered apprenticeship*
- *Vocational rehabilitation centers*
- *Web-based training*

*C. Explain how both traditional and nontraditional careers offer or hinder career opportunities.*

*A. Relate careers to individual interests, abilities, and aptitudes.*

*B. Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.*

*C. Analyze how the changing roles of individuals in the workplace relate to new opportunities within career choices.*

*D. Evaluate school-based opportunities for career awareness/preparation, such as, but not limited to:*

- *Career days*
- *Career portfolio*
- *Community service*
- *Cooperative education*
- *Graduation/senior project*
- *Internship*
- *Job shadowing*
- *Part-time employment*
- *Registered apprenticeship*

*E. Justify the selection of a career.*

*F. Analyze the relationship between career choices and career preparation opportunities, such as, but not limited to:*

- *Associate degree*
- *Baccalaureate degree*
- *Certificate/licensure*
- *Entrepreneurship*
- *Immediate part/full time employment*
- *Industry training*
- *Military training*
- *Professional degree*
- *Registered apprenticeship*
- *Tech Prep*
- *Vocational Rehabilitation Centers*

*H. Explain how workers in their careers use what is learned in the classroom.*

*H. Connect personal interests and abilities and academic strengths to personal career options.*

- *Career goals*
- *Cluster/pathway opportunities*
- *Individual interests and abilities*
- *Training/education requirements and financing*

*H. Choose personal electives and extra curricular activities based upon personal career interests, abilities and academic strengths.*

*H. Review personal high school plan against current personal career goals and select postsecondary opportunities based upon personal career interests.*

## **Desired Results**

### Established Goals:

*What relevant goals will this lesson address?* Professor Meredith will give a presentation to my Honors Geometry and AP Statistics students. This presentation will inform students on why world-wide companies come to Fayette County and the job opportunities available in the area. After students witness the presentation, they will be required to research a particular company in Fayette County and give detail on a particular job in which they may be interested. Students should investigate the education and/or job skills required for their selection.

### Overarching Understandings:

*What are the big ideas?* Students should be aware of the many manufacturing employment opportunities available in Fayette County & the surrounding areas. Some items include companies in the area, jobs offered, and educational background required for these jobs.

*What misunderstandings are predictable?* Fayette County has received a stigma that “there is nothing here”. Hopefully, after Professor Meredith’s presentation and research done by the students, the students will open their eyes to the many positive aspects that are a part of Fayette County.

### Essential Question(s):

What provocative questions will foster inquiry, understanding, and transfer of learning.

- What are some of the previous, current, and future manufacturing opportunities available in Fayette County?
- What type of education is required for specific jobs?

### Knowledge:

What key knowledge will students acquire as a result of this unit?

- Students will be more aware of the employment opportunities available in the area.
- Students will understand the importance that Fayette County has, with regards to world-wide products and commerce.

### Skills:

What key skills will students acquire as a result of this unit?

- Students will obtain an awareness of future educational and employment opportunities that are available in the area.

## **Assessment Evidence**

### Performance Task:

Through what authentic performance task(s) will students demonstrate the desired understandings?

- During David Meredith’s presentation, students will list 3 specific pieces of information that surprised them about the manufacturing accomplishments (both past and present) of Fayette County. They will also list three jobs mentioned in the presentation that they may show an interest in pursuing.
- As an assignment, students will research a Fayette County company, of their choosing, and a particular job that may be of some interest to them. Students will write a paper on why they chose this particular company and job. Students will then research the educational background required for this job and earning potential.

By what criteria will performances be judged?

- For the presentation assignment, students must answer questions correctly, to show that they listened to the presenter.
- For the paper, students must give the information (listed above in the “performance task”)

Other Evidence:

Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals, etc.) will students demonstrate achievement of the desired results?

- Depending on the success of the presentation and the interest of the students, more activities may be included through the remainder of the school year.

How will students reflect upon and self-assess their learning?

- In their writing, students should analyze their interests and consider their educational future (high school, college, tech school, etc.)

### **Lesson outline/activities (1-3 days)**

Launch: On Wednesday, December 19th, David Meredith will be doing his presentation to my Honors Geometry classes (all 9th grade students) and my AP Stats class (11th & 12th grade students)

Explore: Using information provided by Professor Meredith and information found on the internet, students will investigate companies & job opportunities in Fayette County and the surrounding area.

Summarize: My goal for this lesson plan is to raise students' awareness for what Fayette County has to offer. A comment was made by one of my freshman, “I have no idea what I want to do with my life”. This made me realize that students need to see what is available, in the area, for their future (education, employment, etc.). If students have a goal set, at a younger age (i.e. - freshmen in high school), then they can better prepare themselves for the future by knowing how to get the most out of their high school experience.