10_Thinking About a Career in Aviation

Content Area: **Technology**
Course(s):
Time Period: **Full Year**
Length: **16 Days**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students will begin planning for a career in aviation and aerospace by writing a personal mission statement to help guide their future decisions. They'll go on to consider a range of training and educational options for different careers before selecting one potential career to explore further. Next, students will work on practical skills for presenting themselves to potential employers. Students will go on to evaluate the professional, technical, and communications skills they may already have and plan a path for developing additional skills in each of these areas. The unit will culminate with students building a career portfolio that they can use to support job and scholarship applications and grow throughout the remainder of their high school careers.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Objectives, essential questions and enduring understandings are outlined within each unit of study and/or Curricular Calendar.

CONTENT AREA STANDARDS

TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
TECH.8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
9-12.HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more

	manageable problems that can be solved through engineering.
9-12.HS-ETS1-1	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
9-12.HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.

STUDENT LEARNING TARGETS

Student learning targets are outlined within each unit of study and/or Curricular Calendar.

Declarative Knowledge

Declarative knowledge is outlined within each unit of study and/or Curricular Calendar.

Procedural Knowledge

Procedure knowledge is outlined within each unit of study and/or Curricular Calendar.

EVIDENCE OF LEARNING

Formative Assessments

Formative assessemnts are included and outlined in each unit of study.

Summative Assessments

Summative assessemnts are included and outlined in each unit of study.

RESOURCES (Instructional, Supplemental, Intervention Materials)

Materials and resources are outlined in each unit of study.

INTERDISCIPLINARY CONNECTIONS

Interdisciplinary connections are outlined in each unit of study.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Accommodations & Modifications are outlined in each unit of study.