

COURSE INTRODUCTION:**Career Development**

The units in career development are designed to assist students in developing the knowledge and skills to make sound decisions about their educational and career goals. Recognizing the career development is a life-long process, these units build around the concepts of career awareness in the elementary grades, career exploration at the middle school level, and planning and decision making at the high school level. The ultimate outcome is that all students will develop and maintain a rigorous and relevant personal plan of study that will guide them into a successful post-secondary transition. The three major areas covered are:

Applying career exploration and planning skills in the achievement of life career goals.

Major Points: This area includes individual planning skills as vital learning for K-12 students. Career exploration and planning skills are developmental in nature and build upon each of the other standards. Career exploration emphasizes the dignity and necessity of all work and workers; the role of preferences and skills in job satisfaction and the concept of a “balanced life.” Included in this Standard will be the inter-relationship of all parts of one’s life (e.g. family, community, work, and personal interests) across the life span. The concept of life career planning emphasizes the integration of knowledge and understanding of skills required in the world of work and daily living.

Knowing where and how to obtain information about the world of work and post-secondary training/education.

Major Points: This area is intended to help K-12 students know how to seek information that is credible, age-appropriate, and unbiased. Students will be provided with systematic and sequential opportunities to learn about and understand the level of preparation required for various occupations (e.g., apprenticeships, career and technical education, 4-year/2-year college or university, and the military). Knowledge, skill and understanding will include the kinds of career information resources available (e.g., print/electronic/personal interviews) and how to access the information independently. The purpose is to add to the individual’s ability to be an advocate for self.

Applying skills for college and career readiness and success.

Major Points: College and career readiness is considered to be developmental in nature and includes helping K-12 students develop individual skills of: responsibility taking, dependability, punctuality, integrity, self-management, effort, respect for other’s differences and the ability to work effectively as a team member. It is evident that college and career readiness requires both academic and personal/social skills in order to be successful in the classroom and in the workplace.

<p>UNIT DESCRIPTION: How Does Who I Am Relate to Planning for High School and Beyond?</p> <p>The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.</p>		<p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 50 minutes each lesson</p>				
<p>ESSENTIAL QUESTIONS:</p> <p>1. What does a person need to know about him/herself before embarking on career and educational planning?</p> <p>2. How can a person take control of his/her future?</p>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSS/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will review his/her portfolio and complete the checklist for his/her portfolio.</p>		<p>CD.7.A.08.a.i: Develop an educational and career plan based on current interests, strengths, and limitations.</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6</p>	<p>CD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>DOK Level – 4</p>
		<p>CD.7.B.08.a.i: Identify and explore a variety of resources to aid in career exploration and planning now and in the future.</p>		<p>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>		<p>DOK Level – 3</p>
		<p>CD.8.A.08.a.i: Compare personal</p>				<p>DOK Level – 3</p>

		<p>interests with information about careers and education.</p> <p>CD.8.B.08.a.i: Identify the training and education required for occupations in career paths of interest.</p> <p>CD.9.A.08.a.i: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.</p> <p>CD.9.B.08.a.i: Utilize a portfolio of Middle School/Junior High School academic and work experience.</p>				<p>DOK Level – 2</p> <p>DOK Level – 4</p> <p>DOK Level – 4</p>
<p>2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.</p>		<p>CD.7.A.08.a.i CD.7.B.08.a.i CD.7.C.08.a.i CD.8.A.08.a.i CD.8.B.08.a.i CD.9.A.08.a.i CD.9.B.08.a.i</p>		<p>W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3</p>	<p>CD A CD C</p>	<p>DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4</p>

				L.8.6		
3. The student will complete a Personal Plan of Study.		CD.7.A.08.a.i CD.7.B.08.a.i CD.7.C.08.a.i CD.8.A.08.a.i CD.8.B.08.a.i CD.9.A.08.a.i CD.9.B.08.a.i		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)					
1 2 3	See Lessons: Lesson 1: Mapping It Out (Part 1) Lesson 2: Putting It all Together: The Personal Plan of Study					
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture	<u>Indirect:</u> <input type="checkbox"/> Problem Solving	<u>Experiential:</u> <input type="checkbox"/> Field Trips	<u>Independent Study</u> <input checked="" type="checkbox"/> Essays (Ls.3)	<u>Interactive Instruction</u> <input type="checkbox"/> Debates	

<input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls.1) <input checked="" type="checkbox"/> Writing to Inform (Ls. 3) <input checked="" type="checkbox"/> Concept Formation (Ls.2) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input checked="" type="checkbox"/> Narratives (Ls.3) <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input checked="" type="checkbox"/> Learning Logs (Ls.3) <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls.2) <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 1) <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing
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UNIT RESOURCES: (include internet addresses for linking)

www.missouricareereducation.org/doc/guidelsn/CD7-9-Gr8-unit1.pdf

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Common Core State Standards (CCSS), accessed May 17, 2013, from <http://www.corestandards.org/>

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf