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 career readiness and success.
Major Points: Employment 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 and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.
UNIT DESCRIPTION: Finding My Place In The Community

This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.

ESSENTIAL QUESTIONS:

1. How does understanding one’s interests and strengths relate to career exploration?

2. Why is researching a career important in the career decision-making process?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify three personal and educational interests and strengths in common with those of a worker in the local community.</td>
<td>CD.7.A.04.a.i: Compare interests and strengths with those of workers in the local community. CD.7.B.04.a.i: Identify school and community resources available for exploration of</td>
<td>RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6</td>
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<tr>
<td></td>
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<td>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. CD C. Students will understand the relationship between training and the</td>
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</tbody>
</table>

DOK – Level 1,2
2. The student will identify and “sample” two school and community resources that are available for exploration of the six career paths.

| CD.7.A.04.a.i | CD.7.B.04.a.i | CD.7.C.04.a.i | RF.4.3 | W.4.8 | SL.4.1 | SL.4.3 | SL.4.4 | L.4.1 | L.4.3 | L.4.4 | L.4.5 | L.4.6 | CD A | CD C | DOK – Level 1,2

3. The student will identify two contributions of five jobs in the community.

| CD.7.A.04.a.i | CD.7.B.04.a.i | CD.7.C.04.a.i | RF.4.3 | W.4.8 | SL.4.1 | SL.4.3 | SL.4.4 | L.4.1 | L.4.3 | L.4.4 | L.4.5 | L.4.6 | CD A | CD C | DOK – Level 1,2

ASSESSMENT DESCRIPTIONS*:

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>_<strong>X</strong> Direct</td>
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<tr>
<td></td>
<td>_____ Indirect</td>
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<tr>
<td></td>
<td>_<strong>X</strong> Experiential</td>
</tr>
<tr>
<td></td>
<td>_____ Independent study</td>
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<tr>
<td></td>
<td>_<strong>X</strong> Interactive Instruction</td>
</tr>
</tbody>
</table>

See:

1. Lesson #1: Where do I Fit?
2. Lesson #2: Information, Please!
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>See:</td>
</tr>
<tr>
<td></td>
<td>Lesson #1: Where do I Fit?</td>
</tr>
<tr>
<td></td>
<td>Lesson #2: Information, Please!</td>
</tr>
</tbody>
</table>

**Direct:**
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations (Ls. 1,2)
- Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)

**Indirect:**
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Concept Formation
- Concept Mapping
- Concept Attainment
- Cloze Procedure
- Field Observations (Ls. 2)
- Role-playing
- Model Building
- Surveys

**Experiential:**
- Field Trips
- Narratives
- Conducting Experiments
- Simulations
- Games
- Storytelling
- Focused Imaging
- Role-playing
- Model Building
- Surveys

**Independent Study:**
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity
- Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects
- Assigned Questions
- Learning Centers

**Interactive Instruction:**
- Debates
- Computer Assisted Instruction
- Panels (Ls. 2)
- Brainstorming
- Peer Partner Learning
- Discussion (Ls. 1)
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

**UNIT RESOURCES:** (include internet addresses for linking)

- [http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr4-Unit1.pdf](http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr4-Unit1.pdf)
- [http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr4-Unit1.doc](http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr4-Unit1.doc)


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