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 & 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: What Work Do Adults Do At Your School?

This unit continues the investigation of what adults do when they go to work. The focus in first grade is on gathering information about school workers. Students will be investigating to discover information about the world of work and workers within the school.

ESSENTIAL QUESTIONS:

1. What happens when a worker does not fulfill his/her responsibility?
2. What happens when a worker does not have the skills to do a job?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES

1. The student will identify roles of five school workers.

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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</thead>
<tbody>
<tr>
<td>1. The student will identify roles of five school workers.</td>
<td>CD.8.A.01.a.i: Identify and compare roles and responsibilities of workers within the school. CD.8.B.01.a.i: Identify the skills needed by the workers in the school</td>
<td>CD C: Students will understand the relationship between personal qualities, education, training and the world of work.</td>
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ASSESSMENT DESCRIPTIONS*:

The student will work with another student to plan a role-play demonstrating the roles and responsibilities and verbal skills of one school worker (e.g. cooks, secretary; principal, delivery person) and will be responsible for contributing a page about the worker to a classroom book “The Work Adults Do At School”.
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td></td>
<td><strong>x</strong> Direct</td>
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<td>______ Indirect</td>
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<td><strong>x</strong> Interactive Instruction</td>
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<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
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<tbody>
<tr>
<td></td>
<td>See Lessons:</td>
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<tr>
<td></td>
<td>Lesson #1: Workers Who Help Us At School (Part 1)</td>
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<tr>
<td></td>
<td>Lesson #2: Workers Who Help Us At School (Part 2)</td>
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<tbody>
<tr>
<td>x Structured Overview (Ls.1)</td>
<td>Problem Solving</td>
<td>Field Trips</td>
<td>Essays</td>
<td>Debates</td>
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<td>Lecture</td>
<td>Case Studies</td>
<td>Narratives</td>
<td>Computer Assisted Instruction</td>
<td>Role Playing</td>
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<td>Explicit Teaching</td>
<td>Reading for Meaning</td>
<td>Conducting Experiments</td>
<td>Journals</td>
<td>Panels</td>
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<tr>
<td>Drill &amp; Practice</td>
<td>Inquiry</td>
<td>Simulations</td>
<td>Learning Logs</td>
<td>x Brainstorming (Ls. 1)</td>
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<tr>
<td>Compare &amp; Contrast</td>
<td>Reflective Discussion</td>
<td>Games</td>
<td>Reports</td>
<td>Peer Partner Learning</td>
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<tr>
<td>Didactic Questions</td>
<td>Writing to Inform</td>
<td>Storytelling</td>
<td>Learning Activity</td>
<td>x Discussion (Ls. 2)</td>
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<td>Demonstrations</td>
<td>Concept Formation</td>
<td>Focused Imaging</td>
<td>Packages</td>
<td>Laboratory Groups</td>
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<tr>
<td>x Guided &amp; Shared - reading, listening, viewing, thinking (Ls.1)</td>
<td>Concept Mapping</td>
<td>Field Observations</td>
<td>Correspondence Lessons</td>
<td>x Think, Pair, Share (Ls. 2)</td>
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<td>Concept Attainment</td>
<td>Role-playing</td>
<td>Learning Contracts</td>
<td>x Cooperative Learning (Ls 1,2)</td>
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<td>Cloze Procedure</td>
<td>Model Building</td>
<td>Homework</td>
<td>Jigsaw</td>
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<td>Research Projects</td>
<td>Problem Solving</td>
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<td>Assigned Questions</td>
<td>Structured Controversy</td>
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<td>Learning Centers</td>
<td>Tutorial Groups</td>
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UNIT RESOURCES: (include internet addresses for linking)

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr1-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr1-Unit1.doc