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| **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. |

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| **UNIT DESCRIPTION:** Getting a Job  This unit addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment. | | | | | **SUGGESTED UNIT TIMELINE:** 5 Lessons  **CLASS PERIOD (min.):** 55-70 minutes each | | | | | | |
| **ESSENTIAL QUESTIONS:**   1. What is a portfolio? What are the benefits of having a portfolio? 2. How do people share their strengths and skills with others? 3. What are ethics? 4. What guides us when we don’t know what to do in a difficult situation? 5. Why is it important to have ethical values on the job? 6. How do people share their strengths and skills with others? 7. Why is it important for people to know how to advocate their personal strengths for career success? | | | | | | | | | | | |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | | | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | | **CROSSWALK TO STANDARDS** | | | | | | |
| **GLSs/CLEs** | | **PS** | **CCSS** | **OTHER**  **ASCA** | | **DOK** |
| 1. The students will gather five items for a portfolio to be used in job seeking. | | |  | | CD.9.A.09.a.i:  Identify situations which would compromise ethical habits in school or work situations.  CD.9.B.09.a.i:  Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.  CD.9.A.10.a.i:  Identify the steps which can be used to resolve ethical issues related to school or work situations.  CD.9.B.10.a.i:  Compare and contrast the post-secondary application process to the job application process.  CD.9.A.11.a.i:  Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.  CD.9.B.11.a.i:  Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.  CD.9.A.12.a.i. Apply personal, ethical, and work habit skills that contribute to job success.  CD.9.B.12.a.i. Utilize appropriate job-seeking skills to obtain employment. | |  | Sl.9-10.1 Sl.9-10.4  Sl.9-10.6  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6 | C D B.  Students will employ strategies to achieve future career goals with success and satisfaction.  CD C. Students will understand the relationship between training and the world of work. | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level - 4 |
| 1. The student will complete a personal code of ethics form. | | |  | | CD.9.A.09.a.i  CD.9.B.09.a.i  CD.9.A.10.a.i  CD.9.B.10.a.i  CD.9.A.11.a.  CD.9.B.11.a.i  CD.9.A.12.a.i.  CD.9.B.12.a.i. | |  | Sl.9-10.1 Sl.9-10.4  Sl.9-10.6  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6 | CD B  CD C | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level – 4 |
| 1. The student will complete an advocacy plan to develop a school policy for an ethical school culture. | | |  | | CD.9.A.09.a.i  CD.9.B.09.a.i  CD.9.A.10.a.i  CD.9.B.10.a.i  CD.9.A.11.a.  CD.9.B.11.a.i  CD.9.A.12.a.i.  CD.9.B.12.a.i. | |  | Sl.9-10.1 Sl.9-10.4  Sl.9-10.6  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6 | C D B  CD C | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level – 4 |
| 1. The student will apply knowledge of self to development information to be used for post-secondary applications. | | |  | | CD.9.A.09.a.i  CD.9.B.09.a.i  CD.9.A.10.a.i  CD.9.B.10.a.i  CD.9.A.11.a.  CD.9.B.11.a.i  CD.9.A.12.a.i.  CD.9.B.12.a.i. | |  | Sl.9-10.1 Sl.9-10.4  Sl.9-10.6  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6 | C D B  CD C | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level – 4 |
| 1. The student will integrate career knowledge and self-knowledge into a resume. | | |  | | CD.9.A.09.a.i  CD.9.B.09.a.i  CD.9.A.10.a.i  CD.9.B.10.a.i  CD.9.A.11.a.  CD.9.B.11.a.i  CD.9.A.12.a.i.  CD.9.B.12.a.i. | |  | W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.1 L.11-12.1  L.11-12.2  L.11-12.3  L.11-12.4  L.11-12.5  L.11-12.6 | C D B  CD C | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level – 4 |
| 1. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work. | | |  | | CD.9.A.09.a.i  CD.9.B.09.a.i  CD.9.A.10.a.i  CD.9.B.10.a.i  CD.9.A.11.a.  CD.9.B.11.a.i  CD.9.A.12.a.i.  CD.9.B.12.a.i. | |  | Sl.9-10.1 Sl.9-10.4  Sl.9-10.6  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6 | C D B  CD C | | DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 3  DOK Level – 4  DOK Level – 4 |
| **ASSESSMENT DESCRIPTIONS\*:**  The summative assessment for all units in the high school career development strand is **The Ultimate Experience for Seniors**. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students. | | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | | | | |
|  | \_\_X\_\_\_ Direct  \_\_X\_\_\_ Indirect  \_\_X\_\_\_ Experiential  \_\_X\_\_\_ Independent study  \_\_x\_\_ Interactive Instruction | | | | | | | | | | |
| 1  2  3  4  5  6 | See Lessons:  Lesson #1: Career Portfolio (Grade 9)  Lesson #2: Personal Code of Ethics (Grade 10)  Lesson #3: Completing Applications (Grade 10)  Lesson #4: The Resume (Grade 11)  Lesson #5: The Ultimate Senior Career Project (Grade 12)X | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | | | | |
| 1  2  3  4  5  6 | See Lessons:  Lesson #1: Career Portfolio (Grade 9)  Lesson #2: Personal Code of Ethics (Grade 10)  Lesson #3: Completing Applications (Grade 10)  Lesson #4: The Resume (Grade 11)  Lesson #5: The Ultimate Senior Career Project (Grade 12)X | | | | | | | | | | |
|  | **[Direct:](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)**   * + [\_\_\_\_\_\_ Structured Overview](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)   + \_\_\_\_\_\_ [Lecture](http://olc.spsd.sk.ca/de/pd/instr/strats/lecture/index.html)   + \_\_\_\_\_\_ [Explicit Teaching](http://olc.spsd.sk.ca/de/pd/instr/strats/explicitteaching/index.html) (Ls. 3)   + \_\_\_\_\_\_ [Drill & Practice](http://olc.spsd.sk.ca/de/pd/instr/strats/drill/index.html)   + \_\_\_\_\_\_ [Compare & Contrast](http://olc.spsd.sk.ca/de/pd/instr/strats/compareconstrast/index.html)   + \_\_\_\_\_\_ [Didactic Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/didactic/index.html)   + \_\_\_\_\_\_ Demonstrations   + \_\_\_\_\_\_ Guided & Shared - [reading](http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html), listening, viewing, thinking | **Indirect:**  \_\_\_\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html)  \_\_\_\_\_\_ [Case Studies](http://olc.spsd.sk.ca/de/pd/instr/strats/casestd/index.html)  \_\_\_\_\_\_ [Reading for Meaning](http://olc.spsd.sk.ca/de/pd/instr/strats/readmeaning/index.html)  \_\_\_\_\_\_ [Inquiry](http://olc.spsd.sk.ca/de/pd/instr/strats/inquiry/index.html)  \_\_\_\_\_\_ [Reflective Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/reflectivediscussion/index.html) (Ls. 3, 4)  \_\_\_\_\_\_ [Writing to Inform](http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html)  \_\_\_\_\_\_ [Concept Formation](http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html)  \_\_\_\_\_\_ [Concept Mapping](http://olc.spsd.sk.ca/de/pd/instr/strats/conceptmap/index.html)  \_\_\_\_\_\_ [Concept Attainment](http://olc.spsd.sk.ca/de/pd/instr/strats/cattain/index.html)  \_\_\_\_\_\_ [Cloze Procedure](http://olc.spsd.sk.ca/de/pd/instr/strats/cloze/index.html) | | **Experiential:**  \_\_\_\_\_\_ [Field Trips](http://olc.spsd.sk.ca/de/pd/instr/strats/fieldtrips/index.html)  \_\_\_\_\_\_ [Narratives](http://olc.spsd.sk.ca/de/pd/instr/strats/narratives/index.html)  \_\_\_\_\_\_ Conducting Experiments  \_\_\_\_\_\_ [Simulations](http://olc.spsd.sk.ca/de/pd/instr/strats/simul/index.html)  \_\_\_\_\_\_ Games  \_\_\_\_\_\_ Storytelling (Ls. 5)  \_\_\_\_\_\_ [Focused Imaging](http://olc.spsd.sk.ca/de/pd/instr/strats/focusedimaging/index.html)  \_\_\_\_\_\_ Field Observations  \_\_\_\_\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html)  \_\_\_\_\_\_ Model Building  \_\_\_\_\_\_ Surveys | | **Independent Study**  \_\_\_\_\_\_ Essays  \_\_\_\_\_\_ [Computer Assisted Instruction](http://olc.spsd.sk.ca/de/pd/instr/strats/cai/index.html)  \_\_\_\_\_\_ [Journals](http://olc.spsd.sk.ca/de/pd/instr/strats/journal/index.html)  \_\_\_\_\_\_ [Learning Logs](http://olc.spsd.sk.ca/de/pd/instr/strats/logs/index.html)  \_\_\_\_\_\_ Reports  \_\_\_\_\_\_ Learning Activity  Packages (Ls. 3)  \_\_\_\_\_\_ Correspondence Lessons  \_\_\_\_\_\_ [Learning Contracts](http://olc.spsd.sk.ca/de/pd/instr/strats/learningcontracts/index.html)  \_\_\_\_\_\_ Homework  \_\_\_\_\_\_ [Research Projects](http://olc.spsd.sk.ca/de/pd/instr/strats/researchprojects/index.html) (Ls. 5)  \_\_\_\_\_\_ [Assigned Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/assignedqu/index.html)  \_\_\_\_\_\_ Learning Centers | | | | **Interactive Instruction**  \_\_\_\_\_\_ [Debates](http://olc.spsd.sk.ca/de/pd/instr/strats/debates/index.html)  \_\_\_\_\_\_ [Role Playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html)  \_\_\_\_\_\_ Panels  \_\_x\_\_\_ [Brainstorming](http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.html) (Ls. 1)  \_\_\_\_\_\_ [Peer Partner Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/peerpartner/index.html) (Ls. 4)  \_\_x\_\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) (Ls. 2)  \_\_\_\_\_\_ Laboratory Groups  \_\_x\_\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html) (Ls. 2)  \_\_x\_\_\_ [Cooperative Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/coop/index.html) (Ls. 2)  \_\_\_\_\_\_ [Jigsaw](http://olc.spsd.sk.ca/de/pd/instr/strats/jigsaw/index.html)  \_\_\_\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html)  \_\_\_\_\_\_ [Structured Controversy](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredcon/index.html)  \_\_\_\_\_\_ Tutorial Groups  \_\_\_\_\_\_ Interviewing  \_\_\_\_\_\_ Conferencing | |
| **UNIT RESOURCES: (include internet addresses for linking)**  **Unit CD 9 Gr 9-12 Unit 1-Getting a Job, 5 lessons with resources at:**  **http://www.missouricareereducation.org/project/guidelsn/cd3**  **ADD NEW LINKS FOR LESSON/UNIT FILES**  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 | | | | | | | | | | | |