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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:** Navigating Through the World of WorkThis unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest. | **SUGGESTED UNIT TIMELINE:** One lesson per grade level**CLASS PERIOD (min.):** 55-70 minutes each lesson |
| **ESSENTIAL QUESTIONS:**1. How do interests and goals fit together?2. How are careers different?3. How does a job shadowing experience affect a person’s job choice?4. How does one obtain the job he/she wants? |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | **CROSSWALK TO STANDARDS** |
| **GLSs/CLEs** | **PS** | **CCSS** | **OTHER****ASCA** | **DOK** |
| 1. The student will complete a career inventory to identify at least one career of interest. |  | CD.7.B.09.a.i:Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09.a.i: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.CD.8.A.10.a.i:Analyze career and educational information to identify the most relevant resources for specific career options. CD.7.B.11.a.i:Utilize a variety of resources to aid in career exploration and planning. CD.8.A.11.a.i:Synthesize career and educational information gathered from a variety of sources. CD.7.B.12.a.iUtilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. CD.8.A.12.a.iUtilize career and educational information in career decision-making. |  | RI.9-10.4RI.9-10.7RI.11-12.4RI.11-12.7W.9-10.7W.9-10.8W.9-10.9W.11-12.7W.11-12.8W.11-12.9SL.9-10.1SL.9-10.2SL.9-10.3SL.9-10.4SL.9-10.5SL.11-12.1SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5L.9-10.1L.9-10.2L.9-10.3L.9-10.4L.9-10.5L.9-10.6L11-12.1L11-12.2L11-12.3L11-12.4L11-12.5L11-12.6WHST.9-10.7WHST.9-10.8WHST.9-10.9WHST.11-12.7WHST.11-12.9WHST.11-12.8RST.9-10.3RST.9-10.4RST.9-10.7RST.11-12.3RST.11-12.4RST.11-12.7 | 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 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 – 2DOK Level – 4DOK Level – 4DOK Level 4DOK Level 3DOK Level 4DOK Level 4DOK Level 4 |
| 2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters. |  | CD.7.B.09.a.iCD.8.A.09.a.iCD.7.B.10.a.iCD.8.A.10.a.iCD.7.B.11.a.iCD.8.A.11.a.iCD.7.B.12.a.iCD.8.A.12.a.i |  | RI.9-10.4RI.9-10.7RI.11-12.4RI.11-12.7W.9-10.7W.9-10.8W.9-10.9W.11-12.7W.11-12.8W.11-12.9SL.9-10.1SL.9-10.2SL.9-10.3SL.9-10.4SL.9-10.5SL.11-12.1SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5L.9-10.1L.9-10.2L.9-10.3L.9-10.4L.9-10.5L.9-10.6L11-12.1L11-12.2L11-12.3L11-12.4L11-12.5L11-12.6WHST.9-10.7WHST.9-10.8WHST.9-10.9WHST.11-12.7WHST.11-12.9WHST.11-12.8RST.9-10.3RST.9-10.4RST.9-10.7RST.11-12.3RST.11-12.4RST.11-12.7 | CD ACD BCD C | DOK Level – 2DOK Level – 4DOK Level – 4DOK Level - 4DOK Level - 3DOK Level - 4DOK Level – 4DOK Level – 4 |
| 3. The student will complete a job shadowing experience. |  | CD.7.B.09.a.iCD.8.A.09.a.iCD.7.B.10.a.iCD.8.A.10.a.iCD.7.B.11.a.iCD.8.A.11.a.iCD.7.B.12.a.iCD.8.A.12.a.i |  | RI.9-10.4RI.9-10.7RI.11-12.4RI.11-12.7W.9-10.7W.9-10.8W.9-10.9W.11-12.7W.11-12.8W.11-12.9SL.9-10.1SL.9-10.2SL.9-10.3SL.9-10.4SL.9-10.5SL.11-12.1SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5L.9-10.1L.9-10.2L.9-10.3L.9-10.4L.9-10.5L.9-10.6L11-12.1L11-12.2L11-12.3L11-12.4L11-12.5L11-12.6WHST.9-10.7WHST.9-10.8WHST.9-10.9WHST.11-12.7WHST.11-12.9WHST.11-12.8RST.9-10.3RST.9-10.4RST.9-10.7RST.11-12.3RST.11-12.4RST.11-12.7 | CD ACD BCD C | DOK Level – 2DOK Level – 4DOK Level – 4DOK Level - 4DOK Level - 3DOK Level - 4DOK Level – 4DOK Level – 4 |
| 4. The student will write one essay on his/her career interest. |  | CD.7.B.09.a.iCD.8.A.09.a.iCD.7.B.10.a.iCD.8.A.10.a.iCD.7.B.11.a.iCD.8.A.11.a.iCD.7.B.12.a.iCD.8.A.12.a.i |  | RI.9-10.4RI.9-10.7RI.11-12.4RI.11-12.7W.9-10.7W.9-10.8W.9-10.9W.11-12.7W.11-12.8W.11-12.9SL.9-10.1SL.9-10.2SL.9-10.3SL.9-10.4SL.9-10.5SL.11-12.1SL.11-12.2SL.11-12.3SL.11-12.4SL.11-12.5L.9-10.1L.9-10.2L.9-10.3L.9-10.4L.9-10.5L.9-10.6L11-12.1L11-12.2L11-12.3L11-12.4L11-12.5L11-12.6WHST.9-10.7WHST.9-10.8WHST.9-10.9WHST.11-12.7WHST.11-12.9WHST.11-12.8RST.9-10.3RST.9-10.4RST.9-10.7RST.11-12.3RST.11-12.4RST.11-12.7 | CD A | DOK Level – 2DOK Level – 4DOK Level – 4DOK Level - 4DOK Level - 3DOK Level - 4DOK Level – 4DOK Level – 4 |
| **ASSESSMENT DESCRIPTIONS\*:** The summative assessment for all units in the High School Career Development Strand is the “The Ultimate Career Development Experience for Seniors” (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation. |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** |
|  | \_\_\_\_\_ Direct\_\_x\_\_ Indirect\_\_x\_\_ Experiential\_\_x\_\_ Independent study \_\_\_\_\_ Interactive Instruction |
| 1234 | **See:**Lesson 1 Grade 9 Career Interest InventoryLesson 2 Grade 10 Investigating Career ResourcesLesson 3 Job ShadowingLesson 4 What Do They Do? |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** |
| 1234 | **See:**Lesson 1 Grade 9 Career Interest InventoryLesson 2 Grade 10 Investigating Career ResourcesLesson 3 Job ShadowingLesson 4 What Do They Do? |
|  | **[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)
	+ \_\_\_\_\_\_ [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) \_\_\_x\_\_ [Inquiry](http://olc.spsd.sk.ca/de/pd/instr/strats/inquiry/index.html) (Ls. 3)\_\_\_\_\_\_ [Reflective Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/reflectivediscussion/index.html) \_\_\_\_\_\_ [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 \_\_\_\_\_\_ [Focused Imaging](http://olc.spsd.sk.ca/de/pd/instr/strats/focusedimaging/index.html) \_\_\_x\_\_ Field Observations (Ls. 3)\_\_\_\_\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html) \_\_\_\_\_\_ Model Building \_\_\_x\_\_ Surveys (Ls. 1) | **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) \_\_x\_\_\_\_ Reports (Ls. 4)\_\_\_\_\_\_ Learning Activity Packages \_\_\_\_\_\_ Correspondence Lessons \_\_\_\_\_\_ [Learning Contracts](http://olc.spsd.sk.ca/de/pd/instr/strats/learningcontracts/index.html) \_\_\_\_\_\_ Homework \_\_\_x\_\_ [Research Projects](http://olc.spsd.sk.ca/de/pd/instr/strats/researchprojects/index.html) (Ls. 3)\_\_\_\_\_\_ [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 \_\_\_\_\_\_ [Brainstorming](http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.html) \_\_\_\_\_\_ [Peer Partner Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/peerpartner/index.html) \_\_\_\_\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) \_\_\_\_\_\_ Laboratory Groups \_\_\_x\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html) (Ls. 1)\_\_\_\_\_\_ [Cooperative Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/coop/index.html) \_\_\_\_\_\_ [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 \_\_\_\_x\_\_ Interviewing (Ls. 4)\_\_\_\_\_\_ Conferencing  |
| **UNIT RESOURCES: (include internet addresses for linking)**http://www.missouricareereducation.org/doc/guidelsn/CD7-8Gr9-11-Unit2.pdf <http://www.missouricareereducation.org/doc/guidelsn/CD7-8Gr9-11-Unit2.doc><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr9-Unit2-Lesson1.pdf><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr9-Unit2-Lesson1.doc><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr10-Unit2-Lesson2.pdf><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr10-Unit2-Lesson2.doc><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr11-Unit2-Lesson3.pdf><http://www.missouricareereducation.org/doc/guidelsn/CD7-8-Gr11-Unit2-Lesson3.doc>For Lesson 4 What do they do? See: <http://www.missouricareereducation.org/project/guidelsn/cd3>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 |