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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:** Respecting All Work  Through this Unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals. | | | | | **SUGGESTED UNIT TIMELINE:**4 Lessons  **CLASS PERIOD (min**.): 55-70 each lesson | | | | | | | |
| **ESSENTIAL QUESTIONS:**   1. How do people get along? 2. How do people decide what to do with their lives? 3. How can a person make a contribution to the well-being and betterment of the local and global society? | | | | | | | | | | | | |
| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES** | | | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | | | **CROSSWALK TO STANDARDS** | | | | | | |
| **GLSs/CLEs** | | **PS** | **CCSS** | | **OTHER**  **ASCA** | **DOK** |
| 1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan. | | |  | | | CD.7.C.09.a.i:  Analyze and evaluate school and community contributions as they relate to one’s career and educational plan.  CD.7.C.10.a.i:  Analyze and evaluate school and community contributions as they relate to life career goals.  CD.7.C.11.a.i:  Identify the value of personal contributions to the world of work as a result of one’s career choices.  CD.7.C.12.a.i.  Respect all work as important, valuable, and necessary in maintaining a global society. | |  | RI.9-10.4  RI.9-10.7  RI.11-12.4  RI.11-12.7  W.9-10.7  W.9-10.8  W.9-10.9  W.11-12.7  W.11-12.8  W.11-12.9  SL.9-10.1  SL.9-10.2  SL.9-10.3  SL.9-10.4  SL.9-10.5  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6  L11-12.1  L11-12.2  L11-12.3  L11-12.4  L11-12.5  L11-12.6  WHST.9-10.7  WHST.9-10.8  WHST.9-10.9  WHST.11-12.7  WHST.11-12.9  WHST.11-12.8 | | 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 – 4  DOK Level – 4  DOK Level – 3 |
| 1. The student will identify five positive skills that enhance school and community contributions as they relate to life-long goals. | | |  | | | CD.7.C.09.a.i  CD.7.C.10.a.i  CD.7.C.11.a.i  CD.7.C.12.a.i. | |  | RI.9-10.4  RI.9-10.7  RI.11-12.4  RI.11-12.7  W.9-10.7  W.9-10.8  W.9-10.9  W.11-12.7  W.11-12.8  W.11-12.9  SL.9-10.1  SL.9-10.2  SL.9-10.3  SL.9-10.4  SL.9-10.5  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6  L11-12.1  L11-12.2  L11-12.3  L11-12.4  L11-12.5  L11-12.6  WHST.9-10.7  WHST.9-10.8  WHST.9-10.9  WHST.11-12.7  WHST.11-12.9  WHST.11-12.8 | | CD A  CD B  CD C | DOK Level – 4  DOK Level – 4  DOK Level – 3  DOK Level - 4 |
| 1. The student will list three activities he/she is involved in that make positive contributions to a global society. | | |  | | | CD.7.C.09.a.i  CD.7.C.10.a.i  CD.7.C.11.a.i  CD.7.C.12.a.i. | |  | RI.9-10.4  RI.9-10.7  RI.11-12.4  RI.11-12.7  W.9-10.7  W.9-10.8  W.9-10.9  W.11-12.7  W.11-12.8  W.11-12.9  SL.9-10.1  SL.9-10.2  SL.9-10.3  SL.9-10.4  SL.9-10.5  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6  L11-12.1  L11-12.2  L11-12.3  L11-12.4  L11-12.5  L11-12.6  WHST.9-10.7  WHST.9-10.8  WHST.9-10.9  WHST.11-12.7  WHST.11-12.9  WHST.11-12.8 | | CD A  CD B  CD C | DOK Level – 4  DOK Level – 4  DOK Level – 3  DOK Level - 4 |
| 1. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing worksheet. | | |  | | | CD.7.C.09.a.i  CD.7.C.10.a.i  CD.7.C.11.a.i  CD.7.C.12.a.i. | |  | RI.9-10.4  RI.9-10.7  RI.11-12.4  RI.11-12.7  W.9-10.7  W.9-10.8  W.9-10.9  W.11-12.7  W.11-12.8  W.11-12.9  SL.9-10.1  SL.9-10.2  SL.9-10.3  SL.9-10.4  SL.9-10.5  SL.11-12.1  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  L.9-10.6  L11-12.1  L11-12.2  L11-12.3  L11-12.4  L11-12.5  L11-12.6  WHST.9-10.7  WHST.9-10.8  WHST.9-10.9  WHST.11-12.7  WHST.11-12.9  WHST.11-12.8 | | CD A  CD B  CD C | DOK Level – 4  DOK Level – 4  DOK Level – 3  DOK Level - 4 |
| **ASSESSMENT DESCRIPTIONS\*:**  Formative Assessment for this Unit includes: Completion of “How I Relate to Others” Activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. “The Ultimate Career Development Experience for Seniors” (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals. | | | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** | | | | | | | | | | | |
|  | \_\_x\_\_\_ Direct  \_\_x\_\_ Indirect  \_\_x\_\_ Experiential  \_\_\_\_\_ Independent study  \_\_x\_\_ Interactive Instruction | | | | | | | | | | | |
| 1  2  3  4 | See:  Lesson 1: How I Relate to Others  Lesson 2: Past, Present, Future (biography of your future)  Lesson 3: Peer Review of My School and Community Activities  Lesson 4: Who Does What? | | | | | | | | | | | |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** | | | | | | | | | | | |
| 1  2  3  4 | See:  Lesson 1: How I Relate to Others  Lesson 2: Past, Present, Future (biography of your future)  Lesson 3: Peer Review of My School and Community Activities  Lesson 4: Who Does What? | | | | | | | | | | | |
|  | **[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   + \_\_\_x\_\_ Guided & Shared - [reading](http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html), listening, viewing, thinking (Ls. 1,2,3) | **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)  \_\_\_\_\_\_ [Writing to Inform](http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html)  \_\_\_x\_\_[Concept Formation](http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html)(Ls.1,2,3)  \_\_\_\_\_\_ [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)  \_\_\_\_\_\_ Field Observations  \_\_\_\_\_\_ [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)  \_\_\_\_\_\_ Reports  \_\_\_\_\_\_ Learning Activity  Packages  \_\_\_\_\_\_ 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)  \_\_\_\_\_\_ [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)  \_\_\_x\_\_ [Role Playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html) Ls. 1  \_\_\_\_\_\_ Panels  \_\_\_\_\_\_ [Brainstorming](http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.html)  \_\_\_x\_\_ [Peer Partner Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/peerpartner/index.html) (Ls. 3)  \_\_\_x\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) (Ls. 1,2,3)  \_\_\_\_\_\_ Laboratory Groups  \_\_\_x\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html) (Ls. 3)  \_\_\_\_\_\_ [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)  \_\_\_x\_\_ [Problem Solving (Ls. 2,3)](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)**  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr9-11-Unit3.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr9-11-Unit3.doc>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr9-Unit3-Lesson1.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr9-Unit3-Lesson1.doc>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr10-Unit3-Lesson2.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr10-Unit3-Lesson2.doc>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr11-Unit3-Lesson3.pdf>  <http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr11-Unit3-Lesson3.doc>  For Lesson 4 Who does What? 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 | | | | | | | | | | | | |