

**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.

<b>UNIT DESCRIPTION:</b> Making Connections		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons				
Students will make the connection between activities and interests and future careers, connections between jobs and the academic skills necessary for those jobs, connections between/among all work and workers.		<b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>						
1. What is the relationship between strengths, interests, and careers?						
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 at least two new activities and interests to explore.		CD.7.A.02.a.i: Identify new activities and interests to explore.  CD.7.B.02.a.i: Identify the academic skills necessary for workers in the six (6) career paths.  CD.7.C.02.a.i: Explain the importance of jobs and workers in the community.		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	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 world of work.	DOK Level - 1   <

				L.2.4 L.2.5 L.2.6		
3. The student will list at least three reasons that jobs and workers are important in the community.		CD.7.A.02.a.i CD.7.B.02.a.i CD.7.C.02.a.i		RF.2.3 W.2.2 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD A CD C	DOK Level – 1 DOK Level – 2 DOK Level - 2
<b>ASSESSMENT DESCRIPTIONS*:</b> The following formative assessment from lesson 3 of this unit will be used as the summative unit assessment. Performance Task: Students will write a friendly letter of appreciation to a community worker including: <ul style="list-style-type: none"> <li>relationship of job to a career path.</li> <li>skills students observes worker using.</li> <li>the importance of worker and his or her job to the community.</li> </ul>						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	___x___ Direct _____ Indirect ___x___ Experiential _____ Independent study ___x___ Interactive Instruction					
1 2 3	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths Lesson #3: Connecting the Dots: Workers and Their Importance					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1	See: Lesson #1: Connecting the Dots: Activities/Interests to Careers					

2	Lesson #2: Connecting the Dots: Linking Academic Skills to the Career Paths				
3	Lesson #3: Connecting the Dots: Workers and Their Importance				
	<u><b>Direct:</b></u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions _____ Demonstrations _____x_____ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<u><b>Indirect:</b></u> _____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u><b>Experiential:</b></u> _____ Field Trips _____x_____ Narratives (Ls. 1,2,3) _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing _____ Model Building _____ Surveys	<u><b>Independent Study</b></u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u><b>Interactive Instruction</b></u> _____ Debates _____ Role Playing _____ Panels _____x_____ Brainstorming (Ls. 1,2,3) _____ Peer Partner Learning _____ Discussion (Ls. 1,2,3) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <a href="http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr2-Unit1.pdf">http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr2-Unit1.pdf</a>  <a href="http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr2-Unit1.doc">http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr2-Unit1.doc</a>  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>  ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a>					