

## **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> Targeting Careers		<b>SUGGESTED UNIT TIMELINE:</b> 4				
In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.		<b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. What are goals? 2. Why do people set goals? 3. How is what you learn at school useful in a career?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will list the steps to setting short-term and long-term goals.		CD.7.A.03.a.i: Identify and apply the steps to setting short-term and long-term, personal, and educational goals.		RF.3.3  W.3.8  SL.3.1 SL.3.2 SL.3.6	CD C. Students will understand the relationship between training and the world of work.	DOK Level - 3
		CD.7.B.03.a.i: Compare and contrast the academic skills required of workers in the six career paths.		L.3.4 L.3.5 L.3.6		DOK Level - 3
		CD.7.C.03.a.i: Recognize the contributions made by all workers to the school and				DOK Level - 2

		community.				
2. The student will apply the steps by writing and evaluating progress toward goals.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8  SL.3.1 SL.3.2 SL.3.6  L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
3. The student will compare and contrast the academic skills required of workers in the different Career Paths by listing at least two skills required by each path.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8  SL.3.1 SL.3.2 SL.3.6  L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
4. The student will list at least two contributions of specified workers to the school or community.		CD.7.A.03.a.i CD.7.B.03.a.i CD.7.C.03.a.i		RF.3.3 W.3.8  SL.3.1 SL.3.2 SL.3.6  L.3.4 L.3.5 L.3.6	CD C	DOK Level – 3 DOK Level – 3 DOK Level - 2
<b>ASSESSMENT DESCRIPTIONS*:</b> At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal, developing a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.  The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	__x__ Direct					

	<input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3 4	See: Lesson #1: My School Goal (Part 1) Lesson #2: My School Goal (Part 2) Lesson #3: My School Goal (Part 3) Lesson #4: How Do They DO That?					
	<table border="1"> <tr> <td> <b><u>Direct:</u></b>  <input checked="" type="checkbox"/> Structured Overview (Ls. 3)  <input type="checkbox"/> Lecture  <input type="checkbox"/> Explicit Teaching  <input type="checkbox"/> Drill &amp; Practice  <input type="checkbox"/> Compare &amp; Contrast  <input type="checkbox"/> Didactic Questions  <input type="checkbox"/> Demonstrations  <input type="checkbox"/> Guided &amp; Shared - reading, listening, viewing, thinking           </td><td> <b><u>Indirect:</u></b>  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Case Studies  <input type="checkbox"/> Reading for Meaning  <input type="checkbox"/> Inquiry  <input checked="" type="checkbox"/> Reflective Discussion (Ls. 4)  <input type="checkbox"/> Writing to Inform  <input type="checkbox"/> Concept Formation  <input type="checkbox"/> Concept Mapping  <input type="checkbox"/> Concept Attainment  <input type="checkbox"/> Cloze Procedure           </td><td> <b><u>Experiential:</u></b>  <input type="checkbox"/> Field Trips  <input type="checkbox"/> Narratives  <input type="checkbox"/> Conducting Experiments (Ls. 1)  <input type="checkbox"/> Simulations  <input type="checkbox"/> Games  <input type="checkbox"/> Storytelling  <input type="checkbox"/> Focused Imaging  <input type="checkbox"/> Field Observations  <input type="checkbox"/> Role-playing  <input type="checkbox"/> Model Building  <input type="checkbox"/> Surveys           </td><td> <b><u>Independent Study</u></b>  <input type="checkbox"/> Essays  <input type="checkbox"/> Computer Assisted Instruction  <input type="checkbox"/> Journals  <input type="checkbox"/> Learning Logs  <input type="checkbox"/> Reports  <input type="checkbox"/> Learning Activity Packages  <input type="checkbox"/> Correspondence Lessons  <input type="checkbox"/> Learning Contracts  <input type="checkbox"/> Homework  <input type="checkbox"/> Research Projects  <input type="checkbox"/> Assigned Questions  <input type="checkbox"/> Learning Centers           </td><td> <b><u>Interactive Instruction</u></b>  <input type="checkbox"/> Debates  <input type="checkbox"/> Role Playing  <input type="checkbox"/> Panels  <input checked="" type="checkbox"/> Brainstorming (Ls. 1)  <input type="checkbox"/> Peer Partner Learning  <input checked="" type="checkbox"/> Discussion (Ls. 1)  <input type="checkbox"/> Laboratory Groups  <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 4)  <input checked="" type="checkbox"/> Cooperative Learning (Ls.1)  <input type="checkbox"/> Jigsaw  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Structured Controversy  <input type="checkbox"/> Tutorial Groups  <input type="checkbox"/> Interviewing  <input type="checkbox"/> Conferencing           </td></tr> </table>	<b><u>Direct:</u></b> <input checked="" type="checkbox"/> Structured Overview (Ls. 3) <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - 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<b>UNIT RESOURCES: (include internet addresses for linking)</b>  <a href="http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr3-Unit1.pdf">http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr3-Unit1.pdf</a>						

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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](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)