

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. (CD 7)

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. (CD 8)

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. (CD9)

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.

UNIT DESCRIPTION: Finding My Place in the World Students will complete a second “Where Do I Fit” Activity Sheet and compare the 5 th grade results with grade 4 (see CD7-Gr4-Unit1-Lesson1). This will create an awareness of areas/personal preferences that have changed in the past year, and how those changes may affect his or her career choices. Students will interview a family member or school staff member to learn how jobs have changed over the past 10 years. Results will be presented to the class.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30-40 minutes each				
ESSENTIAL QUESTIONS: 1. In what ways have jobs changed over the years? 2. How people’s interests change as they get older? 3. How do you feel when someone trusts you to do an important job and you have done it well?						
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 one career that matches his/her interests.		CD.7.A.05.a.i: Compare interests and strengths with those of workers in the global community.		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5	CD A: Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level – 3
		CD.7.B.05.a.i: Describe occupational changes that have occurred over time within the six career paths.		L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD C: Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level - 3
		CD.7.C.05.a.i: Describe the contributions of a variety of jobs in the community.				DOK Level - 4

2. The student will interview one worker, share this interview with others, and write a paragraph reporting the findings.		CD.7.A.05.a.i CD.7.B.05.a.i CD.7.C.05.a.i		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level - 4
3. The student, as a member of a group, will identify five jobs with a least one change over the last ten years.		CD.7.A.05.a.i CD.7.B.05.a.i CD.7.C.05.a.i		W.5.1 W.5.2 W.5.4 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.3 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6	CD A CD C	DOK Level – 3 DOK Level - 3 DOK Level – 4
ASSESSMENT DESCRIPTIONS*: The student will compare/contrast <i>Where Do I Fit Activity Sheet</i> of working conditions completed in grade 4 with grade 5 <i>Where Do I Fit Activity Sheet</i> . The student will interview a worker and complete <i>How Times Have Changed Activity Sheet</i> regarding how the worker's job(s) has changed over the past 10 years, and whether those changes have benefited him/her. The student will write a paragraph explaining his/her findings in relation to the worker's future.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential					

	<input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons:				
2	Lesson 1: Where do I fit now? Have I changed?				
3	Lesson 2: Back in the “Old Days”				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1: Where do I fit now? Have I changed?				
3	Lesson 2: Back in the “Old Days”				
	<u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,3) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3)	<u>Indirect:</u> <input checked="" type="checkbox"/> Problem Solving (Ls. 1,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 2) <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <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	<u>Independent Study</u> <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	<u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 2) <input type="checkbox"/> Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr5-Unit1-Lesson1.pdf http://www.missouricareereducation.org/doc/guidelsn/CD7-Gr5-Unit1-Lesson1.doc 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