

**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> It’s Magic! Understanding the Roles, Responsibilities and Requirements of Workers in Various Careers  In Grade 5, students will learn about the similarities and differences in the roles, responsibilities, skills, and training of workers (on-the-job training, apprenticeships, military, tech schools, community college, four-year college) in different career paths. Students will demonstrate this understanding through charts and activity sheets.  The 5 <sup>th</sup> grade unit builds on the knowledge, skill, and understanding developed in the K-4 Career Development units. In this unit, students have an opportunity to become a social researcher and gather data about work and workers, and to collaborate with other team members to analyze the data.		<b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons  <b>CLASS PERIOD (min.):</b> 30 minutes each				
<b>ESSENTIAL QUESTIONS:</b>  1. How do training and skills affect a person’s role and responsibilities in the community?						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will compare and contrast the roles, responsibilities, training, and education of two careers through use of a graphic organizer.		CD.8.A.05.a.i: Compare and contrast the roles and responsibilities of workers within the six career paths.  CD.8.B.05.a.i:Compa reand contrast the training and educational requirements for a variety of careers.		RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 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. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.	DOK Level-3

<b>ASSESSMENT DESCRIPTIONS*:</b> Career Graphic Organizers (completed in groups), Letter to Self about the World of Work (placed in student's portfolio for future reference)					
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>				
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction				
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)				
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>				
	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)				
1	See Lessons: Lesson #1: Career Magic (Part 1) Lesson #2: Career Magic (Part 2)				
	<u><b>Direct:</b></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. 1,2) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	<u><b>Indirect:</b></u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <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	<u><b>Experiential:</b></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><b>Independent Study</b></u> <input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input checked="" type="checkbox"/> Journals (Ls. 2) <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><b>Interactive Instruction</b></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 type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <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

**UNIT RESOURCES: (include internet addresses for linking)**

<http://www.missouricareereducation.org/doc/guidelsn/CD8-Gr5-Unit1.pdf>

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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)