

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.

UNIT DESCRIPTION: Workers in our School Community Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.		SUGGESTED UNIT TIMELINE: 3 Lessons CLASS PERIOD (min.): 30-45 minutes per lesson				
ESSENTIAL QUESTIONS: 1. Why is it important to develop skills to obtain jobs?						
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 skills needed to perform helper jobs within the school system.		D.9.B.03.a.i Identify and apply the steps to obtain helper jobs within the school.		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B Students will employ strategies to achieve future career goals with success and satisfaction.	DOK Level- 3
2. The student will identify five personal skills that he/she possess to aid in performing helper jobs within the school system.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3

3. The student will write a rationale describing possible jobs to shadow.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
4. The student will complete a job shadow experience with specific school personnel and write a three paragraph reflective summary of the experience.		D.9.B.03.a.i		RF.3.3 W.3.2 W.3.4 SL.3.1 SL.3.2 SL.3.3 SL.3.4 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6	CD B	DOK Level- 3
ASSESSMENT DESCRIPTIONS*: Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information. On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job they experienced. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.						
Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)					
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input type="checkbox"/> Interactive Instruction					

1	See Lessons:				
2	Lesson 1: Me and My Job Shadow, Part 1				
3	Lesson 2: Me and My Job Shadow, Part 2				
4	Lesson 3: Me and My Job Shadow, Part 3				
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)				
1	See Lessons:				
2	Lesson 1: Me and My Job Shadow, Part 1				
3	Lesson 2: Me and My Job Shadow, Part 2				
4	Lesson 3: Me and My Job Shadow, Part 3				
	<u>Direct:</u> _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice ___x___ Compare & Contrast (Ls. 2) _____ Didactic Questions ___x___ Demonstrations (Ls. 1) ___x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)	<u>Indirect:</u> _____ Problem Solving _____ Case Studies _____ Reading for Meaning ___x___ Inquiry (Ls. 1) _____ Reflective Discussion ___x___ Writing to Inform (Ls. 1) ___x___ Concept Formation (Ls. 1) _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	<u>Experiential:</u> _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x___ Field Observations (Ls. 2) _____ Role-playing _____ Model Building _____ Surveys	<u>Independent Study</u> _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts ___x___ Homework (Ls. 2) _____ Research Projects _____ Assigned Questions _____ Learning Centers	<u>Interactive Instruction</u> _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning _____ Discussion _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing
UNIT RESOURCES: (include internet addresses for linking) http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr3-Unit2.pdf http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr3-Unit2.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