COURSE INTRODUCTION:

<u>Career Development</u>
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: Evaluating One's Personal, Ethical, Academic, and Work Habits	SUGGESTED UNIT TIMELINE: 2 Lessons
This Unit introduces students to the importance of personal characteristics and "work-habit" skills to getting and keeping a job. Students will explore personal character traits and use that information to discuss ethical dilemmas. Employment readiness skills (including the purpose of and writing resumes, interviewing processes, portfolio development) Students will develop a skill-based resume. They will assess and analyze personal and work habit skills in the process.	CLASS PERIOD (min.): 40 minutes each

ESSENTIAL QUESTIONS:

1. What if people didn't respect others?
2. What are ethics?
3. Why are ethics important in the world of work?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLSs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will define the term "ethics" and identify five reasons why ethical behavior is important in the workplace.		CD.9.A.06.a.i: Assess and analyze personal, ethical and work habit skills as they relate to individual student success. CD.9.B.06.a.i: Develop a resume of work experiences for home and school.		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 2
2. The student will assess and analyze five work habits, which contribute to success in the workplace.		CD.9.A.06.a.i: CD.9.B.06.a.i:		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

3. The student will complete a personal resume of work experiences for home and school.		CD.9.A.06.a.i: CD.9.B.06.a.i		W.6.2 SL.6.1 SL.6.2 SL.6.3 L.6.1 L.6.2 L.6.3 L.6.4 L.6.5 L.6.6	CD C	DOK Level – 4 DOK Level – 2

ASSESSMENT DESCRIPTIONS*:

Students will discuss ethics and ethical behavior. Students will work within groups to problem-solve ethical dilemmas. Students will prepare a preliminary, skill-based resume.

Obj. #	**INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
	__x__ Direct __x__ Indirect __x__ Experiential _____ Independent study __x__ Interactive Instruction

1
2
3
	See Lessons:
	    Lesson 1: How Does Who I Am Relate to Employability? (Part 1)
	    Lesson 2: How Does Who I Am Relate to Employability? (Part 2)

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1
2
3
	See Lessons:
	    Lesson 1: How Does Who I Am Relate to Employability? (Part 1)
	    Lesson 2: How Does Who I Am Relate to Employability? (Part 2)

	Direct: _____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice __x__ Compare & Contrast	**Indirect:** __x__ Problem Solving (Ls. 1) _____ Case Studies _____ Reading for Meaning __x__ Inquiry (Ls. 1) _____ Reflective Discussion	**Experiential:** _____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games	**Independent Study** _____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs	**Interactive Instruction** _____ Debates _____ Role Playing _____ Panels _____ Brainstorming _____ Peer Partner Learning

(Ls. 1,2) _____ Didactic Questions _____ Demonstrations __x___ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Storytelling _____ Focused Imaging _____ Field Observations _____ Role-playing __x___ Model Building (Ls. 2) _____ Surveys	_____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	__x___ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share __x___ Cooperative Learning (Ls. 1) _____ Jigsaw __x___ Problem Solving (Ls. 1) __x___ Structured Controversy (Ls. 1) _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES: (include internet addresses for linking)

Unit CD9-Gr6-Unit1-Evaluating One's Personal, Ethical, Academic, and Work Habits, 2 lessons with resources at:

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr6-Unit1.pdf

http://www.missouricareereducation.org/doc/guidelsn/CD9-Gr6-Unit1.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