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| **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. |

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| **UNIT DESCRIPTION:** Working TogetherStudents will learn about working in groups to achieve a goal by completing a puzzle using group cooperation. Students will learn about helping at home and at school, and will discuss the feelings they have when they have been helpful. | **SUGGESTED UNIT TIMELINE:** 2 Lessons**CLASS PERIOD (min.):** 30 minutes each |
| **ESSENTIAL QUESTIONS:**1. Why do people need to learn how to play and work with other people?
2. Why do people need to be helpers at home and at school?
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| **ESSENTIAL MEASURABLE LEARNING OBJECTIVES**  | **CCSS LEARNING GOALS (Anchor Standards/Clusters)** | **CROSSWALK TO STANDARDS** |
| **GLSs/CLEs** | **PS** | **CCSS** | **OTHER****ASCA** | **DOK** |
| 1. The student will use his/her cooperative skills by working with a group to complete a puzzle.
 |  | CD.9.A.0K.a.i: Identify personal and ethical skills needed to work cooperatively with others in a group at school. CD.9.B.0K.a.i: Identify helper jobs that are available in the classroom. |  | RI.K.1RI.K.2RI.K.3RI.K.4RI.K.10RF.K.2W.K.8SL.K.1SL.K.2SL.K.3SL.K.4SL.K.6L.K.1L.K.4L.K.5L.K.6K.G.6 | CD C: Students will understand the relationship between personal qualities, education, training and the world of work. | DOK Level – 2DOK Level - 1 |
| 1. The student will identify at least two ways he/she is a helper at home and at school.
 |  | CD.9.A.0K.a.iCD.9.B.0K.a.i |  | RI.K.1RI.K.2RI.K.3RI.K.4RI.K.10RF.K.2W.K.8SL.K.1SL.K.2SL.K.3SL.K.4SL.K.6L.K.1L.K.4L.K.5L.K.6 | CD C | DOK Level - 2 |
| 1. The student will identify at least one classroom helper job.
 |  | CD.9.A.0K.a.iCD.9.B.0K.a.i |  | RI.K.1RI.K.2RI.K.3RI.K.4RI.K.10RF.K.2W.K.8SL.K.1SL.K.2SL.K.3SL.K.4SL.K.6L.K.1L.K.4L.K.5L.K.6 | CD C | DOK Level - 2 |
| **ASSESSMENT DESCRIPTIONS\*:** The student will tell ways he/she is a helper at school and the ways in which he/she works cooperatively. |
| **Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)** |
|  | \_\_x\_\_ Direct\_\_x\_\_ Indirect\_\_x\_\_ Experiential\_\_\_\_\_ Independent study \_\_x\_\_ Interactive Instruction |
| 123 | See Lessons:Lesson 1: Cooperative PuzzlesLesson 2: Helping Others |
| **Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)** |
| 123 | See Lessons:Lesson 1: Cooperative PuzzlesLesson 2: Helping Others |
|  | **[Direct:](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)** * + [\_\_\_\_\_\_ Structured Overview](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredoverview/index.html)
	+ \_\_\_\_\_\_ [Lecture](http://olc.spsd.sk.ca/de/pd/instr/strats/lecture/index.html)
	+ \_\_\_\_\_\_ [Explicit Teaching](http://olc.spsd.sk.ca/de/pd/instr/strats/explicitteaching/index.html)
	+ \_\_\_\_\_\_ [Drill & Practice](http://olc.spsd.sk.ca/de/pd/instr/strats/drill/index.html)
	+ \_\_\_\_\_\_ [Compare & Contrast](http://olc.spsd.sk.ca/de/pd/instr/strats/compareconstrast/index.html)
	+ \_\_\_\_\_\_ [Didactic Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/didactic/index.html)
	+ \_\_\_\_\_\_ Demonstrations
	+ \_\_\_x\_\_ Guided & Shared - [reading](http://olc.spsd.sk.ca/de/pd/instr/strats/guided/guided.html), listening, viewing, thinking (Ls. 2)
 |  **Indirect:**\_\_x\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html) (Ls. 1)\_\_\_\_\_\_ [Case Studies](http://olc.spsd.sk.ca/de/pd/instr/strats/casestd/index.html) \_\_\_\_\_\_ [Reading for Meaning](http://olc.spsd.sk.ca/de/pd/instr/strats/readmeaning/index.html) \_\_\_\_\_\_ [Inquiry](http://olc.spsd.sk.ca/de/pd/instr/strats/inquiry/index.html) \_\_\_\_\_\_ [Reflective Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/reflectivediscussion/index.html) \_\_\_\_\_\_ [Writing to Inform](http://olc.spsd.sk.ca/de/pd/instr/strats/writinginform/index.html) \_\_\_\_\_\_ [Concept Formation](http://olc.spsd.sk.ca/de/pd/instr/strats/formation/index.html) \_\_\_\_\_\_ [Concept Mapping](http://olc.spsd.sk.ca/de/pd/instr/strats/conceptmap/index.html) \_\_\_\_\_\_ [Concept Attainment](http://olc.spsd.sk.ca/de/pd/instr/strats/cattain/index.html) \_\_\_\_\_\_ [Cloze Procedure](http://olc.spsd.sk.ca/de/pd/instr/strats/cloze/index.html)  | **Experiential:**\_\_\_\_\_\_ [Field Trips](http://olc.spsd.sk.ca/de/pd/instr/strats/fieldtrips/index.html) \_\_\_\_\_\_ [Narratives](http://olc.spsd.sk.ca/de/pd/instr/strats/narratives/index.html) \_\_\_\_\_\_ Conducting Experiments \_\_\_\_\_\_ [Simulations](http://olc.spsd.sk.ca/de/pd/instr/strats/simul/index.html) \_\_\_x\_\_ Games (Ls. 1)\_\_\_\_\_\_ Storytelling \_\_\_\_\_\_ [Focused Imaging](http://olc.spsd.sk.ca/de/pd/instr/strats/focusedimaging/index.html) \_\_\_\_\_\_ Field Observations \_\_\_x\_\_ [Role-playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html) (Ls. 1)\_\_\_\_\_\_ Model Building \_\_\_\_\_\_ Surveys  | **Independent Study**\_\_\_\_\_\_ Essays \_\_\_\_\_\_ [Computer Assisted Instruction](http://olc.spsd.sk.ca/de/pd/instr/strats/cai/index.html)\_\_\_\_\_\_ [Journals](http://olc.spsd.sk.ca/de/pd/instr/strats/journal/index.html) \_\_\_\_\_\_ [Learning Logs](http://olc.spsd.sk.ca/de/pd/instr/strats/logs/index.html) \_\_\_\_\_\_ Reports \_\_\_\_\_\_ Learning Activity Packages \_\_\_\_\_\_ Correspondence Lessons \_\_\_\_\_\_ [Learning Contracts](http://olc.spsd.sk.ca/de/pd/instr/strats/learningcontracts/index.html) \_\_\_\_\_\_ Homework \_\_\_\_\_\_ [Research Projects](http://olc.spsd.sk.ca/de/pd/instr/strats/researchprojects/index.html) \_\_\_\_\_\_ [Assigned Questions](http://olc.spsd.sk.ca/de/pd/instr/strats/assignedqu/index.html) \_\_\_\_\_\_ Learning Centers  | **Interactive Instruction**\_\_\_\_\_\_ [Debates](http://olc.spsd.sk.ca/de/pd/instr/strats/debates/index.html) \_\_\_x\_\_ [Role Playing](http://olc.spsd.sk.ca/de/pd/instr/strats/roleplaying/index.html) (Ls. 1)\_\_\_\_\_\_ Panels \_\_\_\_\_\_ [Brainstorming](http://olc.spsd.sk.ca/de/pd/instr/strats/brainstorming/index.html) \_\_\_\_\_\_ [Peer Partner Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/peerpartner/index.html) \_\_\_x\_\_ [Discussion](http://olc.spsd.sk.ca/de/pd/instr/strats/discussion/index.html) (Ls. 1,2)\_\_\_\_\_\_ Laboratory Groups \_\_\_\_\_\_ [Think, Pair, Share](http://olc.spsd.sk.ca/de/pd/instr/strats/think/index.html) \_\_\_\_\_\_ [Cooperative Learning](http://olc.spsd.sk.ca/de/pd/instr/strats/coop/index.html) \_\_\_\_\_\_ [Jigsaw](http://olc.spsd.sk.ca/de/pd/instr/strats/jigsaw/index.html) \_\_\_\_\_\_ [Problem Solving](http://olc.spsd.sk.ca/de/pd/instr/strats/psolving/index.html) \_\_\_\_\_\_ [Structured Controversy](http://olc.spsd.sk.ca/de/pd/instr/strats/structuredcon/index.html) \_\_\_\_\_\_ Tutorial Groups \_\_\_\_\_\_ Interviewing \_\_\_\_\_\_ Conferencing  |
| **UNIT RESOURCES: (include internet addresses for linking)****Unit CD9-GrK-Unit1-Working Together, 2 lessons with resources at:**[**http://www.missouricareereducation.org/project/guidelsn/cd1**](http://www.missouricareereducation.org/project/guidelsn/cd1)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 |