

Unit 4 Title: Getting To The Source

Grade level: 9 – 12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Best Time of Year to Implement this Unit: At appropriate grade levels

Lesson Titles:

9th Grade: Lesson #1: Career Interest Inventory

Materials/Special Preparation Required: A career interest inventory such as Kuder – www.kuder.com, Choices – www.choices.org, or Self Directed Search – www.self-directed-search.com or ACT's Discover – www.act.org

10th Grade: Lesson #2: Investigate Career Resources

Materials/Special Preparation Required: Computer for each student or paper, pencil and Occupational Outlook Handbook - <http://www.bls.gov/oco/>, Dictionary of Occupational Titles - <http://www.occupationalinfo.org/> or other career resources.

11th Grade: Lesson #3: Job Shadowing

Materials/Special Preparation Required: Job shadowing worksheets – phone contact form, teacher consent form, description and checklist, workplace tips, thank you letter, consent participant form, orientation form, questions form, reflection form, supervision form

12th Grade: Lesson #4: Ultimate Senior Project

Materials/Special Preparation Required: Classroom equipped with technology. The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity.

Missouri Comprehensive Guidance Standard:

CG7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CG8 Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

CG9 Applying Employment Readiness Skills and the Skills for On-the-Job Success

Grade Level Expectation(s):

- 9th 7.1 Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.
- 9th 7.2 Recognize the sixteen (16) career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.
- 9th 7.3 Analyze and evaluate school and community contributions as they relate to one's career and educational plan.
- 10th 7.1 Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

- 10th 7.2 Evaluate a variety of resources to aid in career exploration and planning now and in the future.
- 10th 7.3 Analyze and evaluate school and community contributions as they relate to life career goals.
- 11th 7.1 Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.
- 11th 7.2 Utilize a variety of resources to aid in career exploration and planning.
- 11th 7.3 Identify personal contributions to a global society to be made as a result of one's life career choices.
- 12th 7.1 Utilize knowledge of the world of work; personal interest; and strengths and limitations to develop short- and long-term post-secondary plans.
- 12th 7.2 Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.
- 12th 7.3 Respect all work as important, valuable and necessary in maintaining a global society.

- 9th 8.1 Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.
- 10th 8.1 Analyze career and educational information to identify the most relevant resources for specific career options.
- 11th 8.1 Synthesize information gathered from a variety of sources.
- 12th 8.1 Utilize career and educational information in career decision-making.
- 9th 8.2 Identify the entrance requirements and application procedures for post-secondary options.
- 10th 8.2 Apply knowledge of self to make informed decisions about post-secondary options.
- 11th 8.2 Apply research skills to obtain information on training and education requirements for post-secondary choices.
- 12th 8.2 Know and understand the levels of training and education required for life career goals.

- 9th 9.1 Identify situations which would compromise ethical habits in school or work situations.
- 10th 9.1 Identify the steps which can be used to resolve ethical issues related to school or work situations.
- 11th 9.1 Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.
- 12th 9.1 Apply personal, ethical, and work habit skills that contribute to job success.
- 9th 9.2 Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.
- 10th 9.2 Compare and contrast the post-secondary application process to the job application process.
- 11th 9.2 Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities.
- 12th 9.2 Utilize appropriate job-seeking skills to obtain employment.

American School Counselor Association National Standard:

Career Development

- A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction.
- C. Career Development C – Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: gather, analyze and apply information and ideas</p> <ul style="list-style-type: none"> 1. develop questions and ideas to initiate and refine research. 2. conduct research to answer questions and evaluate information and ideas 4. use technological tools and other resources to locate, select and organize information 5. comprehend and evaluate written, visual and oral presentations and works 6. discover and evaluate patterns and relationships in information, ideas and structures 7. evaluate the accuracy of information and the reliability of its sources 8. organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: communicate effectively within and beyond the classroom</p> <ul style="list-style-type: none"> 1. plan and make written, oral and visual presentations for a variety of purposes and audiences 2. review and revise communications to improve accuracy and clarity 3. exchange information, question and ideas while recognizing the perspectives of others 6. apply communications techniques to the job search and to the workplace 7. use technological tools to exchange information and ideas
X	<p>Goal 3: recognize and solve problems</p> <ul style="list-style-type: none"> 1. identify problems and define their scope and elements 3. develop and apply strategies based on one's own experience in preventing or solving problems 4. evaluate the processes used in recognizing and solving problems 8. assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: make decisions and act as responsible members of society</p> <ul style="list-style-type: none"> 1. explain reasoning and identify information used to support decisions 3. analyze the duties and responsibilities of individuals in societies 4. recognize and practice honesty and integrity in academic work and in the workplace 5. develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. identify tasks that require a coordinated effort and work with others to complete those tasks 8. explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
X	Social Studies	6. relationships of the individual and groups to institutions and cultural traditions
	Science	
	Health/Physical Education	
X	Fine Arts	1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

Brief Summary of Unit:

Students will use career inventories, career resources and job shadowing to explore their career interests. The Ultimate Senior Project will provide students with the opportunity to convey their understanding of career exploration and planning for the achievement of life career goals.

Unit Goals and Objectives:

The student will know how to utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

- Names of career pathways
- Personal career interests
- Computer use for research and presentation composition