

**Unit 2 Title:** Navigating Through the World of Work

**Grade Level:** 9-12

**Number of Lessons in Unit:** 4

**Time Required for Each Lesson:** 55-70 min.

**Lesson Titles:**

**Grade 9**

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Path/Career Cluster posters or handouts

A career interest inventory such as:

Missouri Connections - [www.missouriconnections.org](http://www.missouriconnections.org)

Choices – [www.choices.org](http://www.choices.org)

Self- Directed Search – [www.self-directed-search.com](http://www.self-directed-search.com)

ACT's Discover – [www.act.org](http://www.act.org)

**Grade 10**

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity Sheet: Outlook for Jobs in the Future

Computer for each student or paper & pencil

The *Occupational Outlook Handbook* - <http://www.bls.gov/oco/>

*Dictionary of Occupational Titles* - <http://www.occupationalinfo.org/>

On-line resources available through US government, e.g. America's Career Resource Network (ACRN) [www.acrnetwork.org](http://www.acrnetwork.org) and [www.online.onetcenter.org](http://www.online.onetcenter.org)

Missouri Connections, [www.missouriconnections.org](http://www.missouriconnections.org)

Any other career resource

Career Path Mini Poster

**Grade 11**

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

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

**Grade 12**

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

**Missouri Comprehensive Guidance and Counseling Big Ideas:**

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

**Grade Level Expectations (GLEs):**

CD.7.B.09: Recognize the sixteen (16) career clusters within the six career paths for exploring and preparing for careers now and in the future. (DOK Level – 2)

CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest. (DOK Level – 4)

CD.7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. (DOK Level – 3)

CD.8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. (DOK Level – 4)

CD.7.B.11: Utilize a variety of resources to aid in career exploration and planning. (DOK Level 3)

CD.8.A.11: Synthesize career and educational information gathered from a variety of sources. (DOK Level - 4)

CD.7.B.12: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes. (DOK Level – 4)

CD.8.A.12: Utilize career and educational information in career decision-making. (DOK Level – 4)

**American School Counselor Association (ASCA) National Standard:**

Career Development

A: Students will acquire the skills to investigate 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: Students will understand the relationship between training and the world of work.

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

	Goal 1: Gather, analyze and apply information and ideas
	1. Develop questions and ideas to initiate and refine research.
	2. Conduct research to answer questions and evaluate information and ideas
X	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

	<p>8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>1. Plan and make written, oral and visual presentations for a variety of purposes and audiences</p> <p>2. Review and revise communications to improve accuracy and clarity</p> <p>3. Exchange information, question and ideas while recognizing the perspectives of others</p> <p>6. Apply communications techniques to the job search and to the workplace</p> <p>7. Use technological tools to exchange information and ideas</p>
X	<p>Goal 3: Recognize and solve problems</p> <p>1. Identify problems and define their scope and elements</p> <p>2. Evaluate the processes used in recognizing and solving problems</p> <p>3. Develop and apply strategies based on one’s own experience in preventing or solving problems</p> <p>4. Evaluate the processes used in recognizing and solving problems</p> <p>6. Examine problems and proposed solutions from multiple perspectives</p> <p>7. Evaluate the extent to which a strategy addresses the problem</p> <p>8. Assess costs, benefits and other consequences of proposed solutions</p>
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <p>1. Explain reasoning and identify information used to support decisions</p> <p>3. Analyze the duties and responsibilities of individuals in societies</p> <p>4. Recognize and practice honesty and integrity in academic work and in the workplace</p> <p>5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals</p> <p>6. Identify tasks that require a coordinated effort and work with others to complete those tasks</p> <p>8. Explore, prepare for and seek educational and job opportunities</p>

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

	<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X	Communication Arts	<p>1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)</p> <p>3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals)</p> <p>4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes)</p> <p>6. Participating in formal and informal presentations and discussions of issues and ideas</p>
	Mathematics	
X	Social Studies	<p>6. Relationships of the individual and groups to institutions and cultural traditions</p> <p>7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)</p>

	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 Essential Questions:**

How do interests and goals fit together?  
 How do careers differ?  
 How does a job shadowing experience affect a person’s job choice?  
 How does one obtain the job they want?

**Unit Measurable Learning Objectives:**

The student will complete a career inventory to identify at least one career of interest.  
 The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.  
 The student will complete a job shadowing experience.  
 The student will write one essay on his/her career of interest.

**Unit Instructional Strategies/Instructional Activities:**

Direct  
 Indirect  
 Experiential  
 Independent study  
 Interactive Instruction

**Unit Summative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLEs.**  
**Assessment can be question answer, performance activity, etc.**  
 After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

**Brief Summary of Unit:**

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

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

Knowledge of the purposes and elements of Career Clusters as a structure for the world of work, including the names of the Career Paths/Career Clusters  
 The occupations that are included in each Career Path/Career Cluster and the

education/training required for specific careers.  
Awareness of self and personal career interests  
Computer use for research and composition of presentation.