

**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 domains. 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 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 career readiness and success.**

**Major Points:** Employment 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 and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.

| <p><b>UNIT DESCRIPTION: Who Am I as a Career?</b></p> <p>A major focus of this unit is the introduction of the Personal Plan of Study/Career Portfolio. The Portfolio will be used by students to reflect and rethink past entries about interests, aptitudes, abilities and achievements; to revise/refine (as necessary) goals and plans for reaching goals.</p> |  | <p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>   |    |   |  |   |
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| <p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. How do the Career Paths relate to a person’s identity?</p>  |  |   |    |   |  |   |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES   | CCSS LEARNING GOALS<br>(Anchor Standards/Clusters) | CROSSWALK TO STANDARDS  |    |   |  |   |
|  |  | GLEs/CLEs   | PS | CCSS  | OTHER  | DOK   |
| <p>1. The student will use career and educational information resources to choose one Career Path, identifying training and education.</p>   |  | <p>CD.7.A.06:<br/>Use current interests, strengths and limitations to guide individual career exploration.</p> <p>CD.7.B.06:<br/>Recognize the career path concept as an organizer for exploring and preparing for careers now and in the future.</p> <p>CD.7.C.06:<br/>Recognize non-traditional work roles.</p> <p>CD.8.A.06:<br/>Evaluate career and educational</p> |    | <p>SL.6.1<br/>SL.6.4<br/><br/>L.6.1<br/>L.6.3<br/>L.6.4<br/>L.6.5<br/>L.6.6<br/><br/>WHST.6-8.7</p> | <p>CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p> <p>CD C. Students will understand the relationship between personal qualities, education, training and the world of work.</p> | <p>DOK Level-3</p> <p>DOK Level – 2</p> <p>DOK Level – 1</p> <p>DOK Level – 2</p> |

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|   |   | information resources.<br><br>CD.8.B.06:<br>Compare the different types of post-secondary training and education as they relate to career choices. |  |   |              | DOK Level – 3   |
| 2.  | The student will identify males and females in nontraditional work roles by completing the “Job and Gender Role” survey.  | CD.7.A.06<br>CD.7.B.06<br>CD.7.C.06<br>CD.8.A.06<br>CD.8.B.06  |  | SL.6.1<br>SL.6.4<br><br>L.6.1<br>L.6.3<br>L.6.4<br>L.6.5<br>L.6.6<br><br>WHST.6-8.7 | CD A<br>CD C | DOK Level–3<br>DOK Level – 2<br>DOK Level – 1<br>DOK Level – 2<br>DOK Level – 3 |
| <b>ASSESSMENT DESCRIPTIONS*:</b>  |   |  |  |   |              |   |
| Students will identify careers, using the Career Path concept as an organizer. Interview forms, surveys, and activities will help students begin the process of compiling a Personal Plan of Study/Personal Career Portfolio. |   |  |  |   |              |   |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>   |  |  |   |              |   |
|   | <input checked="" type="checkbox"/> Direct<br><input checked="" type="checkbox"/> Indirect<br><input checked="" type="checkbox"/> Experiential<br><input type="checkbox"/> Independent study<br><input checked="" type="checkbox"/> Interactive Instruction |  |  |   |              |   |
| 1<br>2  | See Lessons:<br>Lesson 1: Tootsie Roll <sup>TM</sup> , Tootsie Roll <sup>TM</sup> , Who Art Thou? (Part 1)<br>Lesson 2: Tootsie Roll <sup>TM</sup> , Tootsie Roll <sup>TM</sup> , Who Art Thou? (Part 2)  |  |  |   |              |   |

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| <b>Obj. #</b>  | <b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>  |   |  |   |  |
| 1<br>2   | See Lessons:<br>Lesson 1: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 1)<br>Lesson 2: Tootsie Roll™, Tootsie Roll™, Who Art Thou? (Part 2)   |   |  |   |  |
|  | <u><b>Direct:</b></u><br><input type="checkbox"/> Structured Overview<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Explicit Teaching<br><input type="checkbox"/> Drill & Practice<br><input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2)<br><input type="checkbox"/> Didactic Questions<br><input type="checkbox"/> Demonstrations<br><input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2) | <u><b>Indirect:</b></u><br><input checked="" type="checkbox"/> Problem Solving (Ls.1)<br><input type="checkbox"/> Case Studies<br><input type="checkbox"/> Reading for Meaning<br><input type="checkbox"/> Inquiry<br><input checked="" type="checkbox"/> Reflective Discussion (Ls. 1)<br><input type="checkbox"/> Writing to Inform<br><input checked="" type="checkbox"/> Concept Formation (Ls.1)<br><input checked="" type="checkbox"/> Concept Mapping<br><input type="checkbox"/> Concept Attainment (Ls. 1)<br><input type="checkbox"/> Cloze Procedure | <u><b>Experiential:</b></u><br><input type="checkbox"/> Field Trips<br><input type="checkbox"/> Narratives<br><input type="checkbox"/> Conducting Experiments<br><input type="checkbox"/> Simulations<br><input type="checkbox"/> Games<br><input type="checkbox"/> Storytelling<br><input type="checkbox"/> Focused Imaging<br><input type="checkbox"/> Field Observations<br><input type="checkbox"/> Role-playing<br><input type="checkbox"/> Model Building<br><input checked="" type="checkbox"/> Surveys (Ls. 2) | <u><b>Independent Study</b></u><br><input type="checkbox"/> Essays<br><input type="checkbox"/> Computer Assisted Instruction<br><input type="checkbox"/> Journals<br><input type="checkbox"/> Learning Logs<br><input type="checkbox"/> Reports<br><input type="checkbox"/> Learning Activity Packages<br><input type="checkbox"/> Correspondence Lessons<br><input type="checkbox"/> Learning Contracts<br><input type="checkbox"/> Homework<br><input checked="" type="checkbox"/> Research Projects (Ls. 1)<br><input checked="" type="checkbox"/> Assigned Questions (Ls. 1)<br><input type="checkbox"/> Learning Centers | <u><b>Interactive Instruction</b></u><br><input type="checkbox"/> Debates<br><input type="checkbox"/> Role Playing<br><input type="checkbox"/> Panels<br><input type="checkbox"/> Brainstorming<br><input type="checkbox"/> Peer Partner Learning<br><input checked="" type="checkbox"/> Discussion (Ls. 1,2)<br><input type="checkbox"/> Laboratory Groups<br><input type="checkbox"/> Think, Pair, Share<br><input checked="" type="checkbox"/> Cooperative Learning (Ls. 1)<br><input type="checkbox"/> Jigsaw<br><input checked="" type="checkbox"/> Problem Solving (Ls. 1)<br><input type="checkbox"/> Structured Controversy<br><input type="checkbox"/> Tutorial Groups<br><input checked="" type="checkbox"/> Interviewing (Ls. 1)<br><input type="checkbox"/> Conferencing |
| <b>UNIT RESOURCES:</b><br><br>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a><br><br>ASCA National Standards for Students (ASCA), accessed June 11, 2013, from <a href="http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf">http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf</a> |  |   |  |   |  |