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.
UNIT DESCRIPTION: Career Investigations: Jobs in the World of Work

In third grade, students will be gaining additional information about the world of work and workers through actual interviews with adult workers. Students will assume the roles of Investigative Reporters and will contribute information on people at work.

SUGGESTED UNIT TIMELINE: 3 Lessons

CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. Why does our world need different types of jobs?
2. Why do people need jobs?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
</table>
| 1. The student will explain what workers do and need to know in two careers. | CD.8.A.03: Explain what workers do and need to know in various careers.  
CD.8.B.03: Gather information regarding training and education for a variety of careers. | RF.3.3  
RF.3.4  
W.3.1  
W.3.2  
W.3.4  
W.3.8  
SL.3.1  
SL.3.2  
SL.3.3  
SL.3.4  
SL.3.6  
L.3.1  
L.3.2  
L.3.4  
L.3.5  
L.3.6  | CD A. Students will investigate the world of work in relation to knowledge of self and to make informed career decisions.  
DOK Level – 2 |
| 2. The student will gather information regarding training and education for at least two careers. | CD.8.A.03  
CD.8.B.03 | RF.3.3  
RF.3.4  
W.3.1  
W.3.2  
W.3.4  
W.3.8  
SL.3.1  
SL.3.2  | CD A  
DOK Level – 2 |
## ASSESSMENT DESCRIPTIONS:
The student will investigate (gather information about) the kinds of work adults do, the responsibilities they have, and the skills and tools they use to complete their work. The student will collect information and record what he/she learns on his/her Activity Sheets. After interviewing adults about what they do and need to know to do their jobs, the student will analyze the information he/she collects and synthesize the worker information. The results will become a part of an “Evidence File” compiled as a classroom book.

### INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent study</th>
<th>Interactive Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Lessons:
- Lesson #1: Becoming A Career Detective (Part 1)
- Lesson #2: Becoming A Career Detective (Part 2)

### INSTRUCTIONAL ACTIVITIES: (What Students Do)

<table>
<thead>
<tr>
<th>Obj. #</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

See Lessons:
- Lesson #1: Becoming A Career Detective (Part 1)
- Lesson #2: Becoming A Career Detective (Part 2)
<table>
<thead>
<tr>
<th>Concept Attainment</th>
<th>Model Building</th>
<th>Learning Contracts</th>
<th>Jigsaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cloze Procedure</td>
<td>Surveys</td>
<td>Homework</td>
<td>Problem Solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Projects</td>
<td>Structured Controversy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assigned Questions (Ls. 2)</td>
<td>Tutorial Groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Centers</td>
<td>Interviewing (Ls. 1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conferencing</td>
</tr>
</tbody>
</table>

**UNIT RESOURCES:**


ASCA National Standards for Students (ASCA), accessed June 11, 2013, from [http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf](http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf)