

**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 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.

<p><b>UNIT DESCRIPTION: The Road to Careerville: Exploring Career Paths &amp; Requirements</b></p> <p>The lessons in the Grade 4 Unit will help students develop the knowledge, skill and understanding that will enable them to understand the relationship between their current studies and the roles and responsibilities of workers in each of the Career Paths. In addition, the Unit lessons create awareness that (most) workers are required to have post-secondary education and/or training. Students are introduced to the variety of post-secondary training and education programs that are available.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 3 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes each</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How does a person’s education prepare him/her for future jobs and careers?</li> <li>2. How do people prepare for careers?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
<p>1. The student will identify one academic/content area linked to each of the six career paths.</p>		<p>CD.8.A.04: Relate current student learning to each of the six career paths.</p> <p>CD.8.B.04: Outline the training and educational requirements for a variety of careers.</p>		<p>RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4.6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>CD A: Students will 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 - 3</p>

<p>2. The student will identify training and education for two career options.</p>		<p>CD.8.A.04 CD.8.B.04</p>		<p>RL.4.1 RL.4.4 RL.4.5 RF.4.3 RF.4.4 W.4.1 W.4.2 W.4.4 W.4.5 W.4.7 W.4.8 SL.4.1 SL.4.2 SL.4.3 SL.4.6 L.4.1 L.4.2 L.4.3 L.4.4 L.4.5 L.4.6</p>	<p>CD A CD C</p>	<p>DOK Level – 3 DOK Level - 3</p>
<p><b>ASSESSMENT DESCRIPTIONS*:</b></p> <p>The student will be provided opportunities to demonstrate an understanding of careers, post-secondary training, and education via charts, student-made posters, student-written letters, and through other media resources.</p>						
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b></p>					
	<p><input checked="" type="checkbox"/> Direct  <input checked="" type="checkbox"/> Indirect  <input checked="" type="checkbox"/> Experiential  <input type="checkbox"/> Independent study  <input checked="" type="checkbox"/> Interactive Instruction</p>					
<p>1 2</p>	<p>See Lessons:                  Lesson # 1: The Road to Careers (Part 1)                  Lesson # 2: The Road to Careers (Part 2)                  Lesson # 3: The Road to Careers (Part 3)</p>					
<p><b>Obj. #</b></p>	<p><b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b></p>					

<p>1 2</p>	<p>See Lessons:                  Lesson # 1: The Road to Careers (Part 1)                  Lesson # 2: The Road to Careers (Part 2)                  Lesson # 3: The Road to Careers (Part 3)</p>				
	<p><b>Direct:</b>  <input checked="" type="checkbox"/> Structured Overview (Ls. 2,3)  <input type="checkbox"/> Lecture  <input type="checkbox"/> Explicit Teaching  <input type="checkbox"/> Drill &amp; Practice  <input type="checkbox"/> Compare &amp; Contrast  <input type="checkbox"/> Didactic Questions  <input type="checkbox"/> Demonstrations  <input checked="" type="checkbox"/> Guided &amp; Shared - reading, listening, viewing, thinking (Ls. 1,2,3)</p>	<p><b>Indirect:</b>  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Case Studies  <input type="checkbox"/> Reading for Meaning  <input type="checkbox"/> Inquiry  <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3)  <input checked="" type="checkbox"/> Writing to Inform (Ls. 1,2,3)  <input checked="" type="checkbox"/> Concept Formation (Ls. 1,2,3)  <input type="checkbox"/> Concept Mapping  <input type="checkbox"/> Concept Attainment  <input type="checkbox"/> Cloze Procedure</p>	<p><b>Experiential:</b>  <input type="checkbox"/> Field Trips  <input type="checkbox"/> Narratives  <input type="checkbox"/> Conducting Experiments  <input type="checkbox"/> Simulations  <input type="checkbox"/> Games  <input type="checkbox"/> Storytelling  <input type="checkbox"/> Focused Imaging  <input type="checkbox"/> Field Observations  <input checked="" type="checkbox"/> Role-playing (Ls. 1,2,3)  <input type="checkbox"/> Model Building  <input type="checkbox"/> Surveys</p>	<p><b>Independent Study</b>  <input type="checkbox"/> Essays  <input type="checkbox"/> Computer Assisted Instruction  <input type="checkbox"/> Journals  <input type="checkbox"/> Learning Logs  <input type="checkbox"/> Reports  <input type="checkbox"/> Learning Activity Packages  <input type="checkbox"/> Correspondence Lessons  <input type="checkbox"/> Learning Contracts  <input type="checkbox"/> Homework  <input type="checkbox"/> Research Projects  <input type="checkbox"/> Assigned Questions  <input type="checkbox"/> Learning Centers</p>	<p><b>Interactive Instruction</b>  <input type="checkbox"/> Debates  <input checked="" type="checkbox"/> Role Playing (Ls. 1,2,3)  <input type="checkbox"/> Panels  <input checked="" type="checkbox"/> Brainstorming (Ls. 1,2,3)  <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 1,2,3)  <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3)  <input type="checkbox"/> Laboratory Groups  <input type="checkbox"/> Think, Pair, Share  <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1,2,3)  <input type="checkbox"/> Jigsaw  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Structured Controversy  <input type="checkbox"/> Tutorial Groups  <input type="checkbox"/> Interviewing  <input type="checkbox"/> Conferencing</p>
<p><b>UNIT RESOURCES:</b>                  Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a>                  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></p>					