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.
**UNIT DESCRIPTION: Working Together**

Students will show that they can work together with others to reach a common goal through their actions and in a written essay. Students will brainstorm the personal and ethical skills necessary to work with diverse groups of people; they will work together in a diverse group to accomplish a goal and, individually, will reflect on their experiences through a written essay.

Students will draw upon the knowledge they gained in the third grade when they compared the skills needed at school with those needed by workers. Fourth grade learning in this Unit will prepare students for the fifth grade experience: applying personal, ethical and work habit skills.

**SUGGESTED UNIT TIMELINE:** 2 Lessons

**CLASS PERIOD (min.):** 30 minutes per lesson

**ESSENTIAL QUESTIONS:**
1. What communication skills do people need in order to be successful in the world of work?
2. How do people show respect for others ideas and differences?

**ESSENTIAL MEASURABLE LEARNING OBJECTIVES**

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<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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<tr>
<td>1. The student will identify two personal and two ethical skills needed to work with diverse groups of people.</td>
<td>CD.9.A.04; Demonstrate personal and ethical skills needed to work with diverse groups of people.</td>
<td>RF.4.3, W.4.1, W.4.4, SL.4.1, SL.4.2, SL.4.4, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6, 3.MD.1, 4.MD.2</td>
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<tr>
<td>2. The student will write an essay outlining what he/she learned concerning working with diverse groups, including two or more personal and ethical skills needed to work with a diverse group</td>
<td>CD.9.A.04</td>
<td>RF.4.3, W.4.1, W.4.4, SL.4.1, SL.4.2, SL.4.4</td>
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of people.

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<tr>
<th>L.4.1</th>
<th>L.4.2</th>
<th>L.4.3</th>
<th>L.4.4</th>
<th>L.4.5</th>
<th>L.4.6</th>
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**ASSESSMENT DESCRIPTIONS**:  
Students’ communication and collective problem solving will be reviewed and assessed at the end of the unit through discussion about group activity and essays, which include information about working with a diverse group of people.

**Obj. #** | **INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)**
---|---
1. | ___ Direct
2. | ___ Indirect
3. | ___ Experiential
4. | ___ Independent study
5. | ___ Interactive Instruction

**See Lessons:**
1. Lesson 1: Personal and Ethical Skills
2. Lesson 2: Going for the Gold!

**Obj. #** | **INSTRUCTIONAL ACTIVITIES: (What Students Do)**
---|---
1. | See Lessons:
2. | Lesson 1: Personal and Ethical Skills
3. | Lesson 2: Going for the Gold!

**Direct:**
1. Structured Overview
2. Lecture
3. Explicit Teaching
4. Drill & Practice
5. Compare & Contrast
6. Didactic Questions
7. Demonstrations
8. Guided & Shared - reading, listening, viewing, thinking (Ls. 1, 2)

**Indirect:**
1. Problem Solving
2. Case Studies
3. Reading for Meaning
4. Inquiry
5. Reflective Discussion
6. Writing to Inform (Ls. 2)
7. Concept Formation
8. Concept Mapping
9. Concept Attainment
10. Cloze Procedure

**Experiential:**
1. Field Trips
2. Narratives
3. Conducting Experiments
4. Simulations
5. Games
6. Storytelling
7. Focused Imaging
8. Role-playing (Ls. 1)
9. Model Building
10. Surveys

**Independent Study**
1. Essays
2. Computer Assisted Instruction
3. Journals
4. Learning Logs
5. Reports
6. Learning Activity Packages
7. Correspondence Lessons
8. Learning Contracts
9. Homework

**Interactive Instruction**
1. Debates
2. Role Playing
3. Panels
4. Brainstorming (Ls. 1, 2)
5. Peer Partner Learning
6. Discussion (Ls. 1, 2)
7. Laboratory Groups
8. Think, Pair, Share
9. Cooperative Learning
10. Jigsaw
11. Problem Solving (Ls.
**UNIT RESOURCES: (include internet addresses for linking)**


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)