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: Presenting: Me!**

Students will brainstorm and present in groups what they think an employer needs to know about an employee before hiring. They will then learn what a real employer wants to know and where this information can be found. Groups of four students will be managers of a new company that need to hire employees. They must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Finally, they will have a speaker to show them where this information may be found in a portfolio. Students’ prior learning will include the third grade unit in which they learned the steps to obtaining helper jobs within the school. This previous knowledge introduced them to the study of the skills of workers. Learning how to identify the components of a portfolio will help students be successful in the fifth grade when the learning task is to identify the skills needed to develop a portfolio.

**ESSENTIAL QUESTIONS:**

1. How do employers select employees?
2. What types of information would an employer need about a job applicant?
3. How does a person prepare for getting a job?

<table>
<thead>
<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will identify all components of the Personal Portfolio Profile.</td>
<td>CD.9.B.04 Identify the components of a portfolio.</td>
<td>RF.4.3, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6</td>
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<tr>
<td>2. The student will begin development of a Personal Portfolio Folder.</td>
<td>CD.9.B.04</td>
<td>RF.4.3, SL.4.1, SL.4.2, SL.4.3, L.4.1, L.4.2</td>
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</tbody>
</table>
3. The student will write two questions to be used for interviewing an employer.

ASSESSMENT DESCRIPTIONS*:

Students will role play being managers of a new company that needs to hire employees. Students must decide what they would want to know about the prospective employees. They will present this information to the class in groups. Students will begin development of a Personal Portfolio Profile and Interview Questions Activity Sheets.

Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
--- | ---
| _x_ Direct  
| _____ Indirect  
| _x_ Experiential  
| _x_ Independent study  
| _x_ Interactive Instruction  

| See Lessons:  
| Lesson 1: Who Is the Best Person for the Job?  
| Lesson 2: Who Really Gets Hired?  

Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do)
--- | ---
| See Lessons:  
| Lesson 1: Who Is the Best Person for the Job?  
| Lesson 2: Who Really Gets Hired?  

- L.4.3
- L.4.4
- L.4.5
- L.4.6
- CD 9.B.04
- RF.4.3
- SL.4.1
- SL.4.2
- SL.4.3
- L.4.1
- L.4.2
- L.4.3
- L.4.4
- L.4.5
- L.4.6
- CD C
- DOK Level: 1
<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
<th>Interactive Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured Overview</td>
<td>Problem Solving</td>
<td>Field Trips</td>
<td>Essays</td>
<td>Debates</td>
</tr>
<tr>
<td>Lecture</td>
<td>Case Studies</td>
<td>Narratives</td>
<td>Computer Assisted Instruction</td>
<td>_ Role Playing (Ls. 1)</td>
</tr>
<tr>
<td>Explicit Teaching</td>
<td>Reading for Meaning</td>
<td>Conducting Experiments</td>
<td>Journals</td>
<td>_ Panels</td>
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<tr>
<td>Drill &amp; Practice</td>
<td>Inquiry</td>
<td>Simulations</td>
<td>Reports</td>
<td>_ Brainstorming (Ls. 1, 2)</td>
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<tr>
<td>Compare &amp; Contrast</td>
<td>Reflective Discussion</td>
<td>Games</td>
<td>Learning Logs (Ls. 1, 2)</td>
<td>_ Peer Partner Learning</td>
</tr>
<tr>
<td>Didactic Questions</td>
<td>Writing to Inform</td>
<td>Storytelling</td>
<td>Reports</td>
<td>_ Discussion (Ls. 1, 2)</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>Concept Formation</td>
<td>Focused Imaging</td>
<td>Learning Activity</td>
<td>_ Laboratory Groups</td>
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<td></td>
<td>Concept Mapping</td>
<td>Field Observations</td>
<td>Packages</td>
<td>_ Think, Pair, Share</td>
</tr>
<tr>
<td><em>x</em> Guided &amp; Shared - reading, listening, viewing, thinking (Ls. 1, 2)</td>
<td>Concept Attainment</td>
<td>x Role-playing (Ls. 1)</td>
<td>Correspondence Lessons</td>
<td>_ Cooperative Learning (Ls. 1, 2)</td>
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<td></td>
<td>Cloze Procedure</td>
<td>Model Building</td>
<td>Learning Contracts</td>
<td>_ Jigsaw</td>
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<td>Surveys</td>
<td>Homework</td>
<td>_ Problem Solving</td>
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<td>Research Projects</td>
<td>_ Structured Controversy</td>
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<td>Assigned Questions</td>
<td>_ Tutorial Groups</td>
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<td>Learning Centers</td>
<td>_ Interviewing (Ls. 2)</td>
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<td>_ Conferencing</td>
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**UNIT RESOURCES:** (include internet addresses for linking)
