

**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: Presenting: Me!</b></p> <p>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.</p>		<p><b>SUGGESTED UNIT TIMELINE:</b> 2 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 30 minutes per lesson</p>				
<p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>How do employers select employees?</li> <li>What types of information would an employer need about a job applicant?</li> <li>How does a person prepare for getting a job?</li> </ol>						
ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will identify all components of the Personal Portfolio Profile.		CD.9.B.04 Identify the components of a portfolio.		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 Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level- 1
2. The student will begin development of a Personal Portfolio Folder.		CD.9.B.04		RF.4.3 SL.4.1 SL.4.2 SL.4.3 L.4.1 L.4.2	CD C	DOK Level- 1

				L.4.3 L.4.4 L.4.5 L.4.6		
3. The student will write two questions to be used for interviewing an employer.		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
<b>ASSESSMENT DESCRIPTIONS*:</b>						
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 Folder by completing a Personal Portfolio Profile and Interview Questions Activity Sheets.						
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>					
	<input checked="" type="checkbox"/> Direct <input type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>					
1 2 3	See Lessons: Lesson 1: Who Is the Best Person for the Job? Lesson 2: Who Really Gets Hired?					

<p><b><u>Direct:</u></b>  <input type="checkbox"/> Structured Overview  <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)</p>	<p><b><u>Indirect:</u></b>  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Case Studies  <input type="checkbox"/> Reading for Meaning  <input type="checkbox"/> Inquiry  <input type="checkbox"/> Reflective Discussion  <input type="checkbox"/> Writing to Inform  <input type="checkbox"/> Concept Formation  <input type="checkbox"/> Concept Mapping  <input type="checkbox"/> Concept Attainment  <input type="checkbox"/> Cloze Procedure</p>	<p><b><u>Experiential:</u></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)  <input type="checkbox"/> Model Building  <input type="checkbox"/> Surveys</p>	<p><b><u>Independent Study</u></b>  <input type="checkbox"/> Essays  <input type="checkbox"/> Computer Assisted Instruction  <input type="checkbox"/> Journals  <input checked="" type="checkbox"/> Learning Logs (Ls. 1, 2)  <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><u>Interactive Instruction</u></b>  <input type="checkbox"/> Debates  <input checked="" type="checkbox"/> Role Playing (Ls. 1)  <input type="checkbox"/> Panels  <input checked="" type="checkbox"/> Brainstorming (Ls. 1, 2)  <input type="checkbox"/> Peer Partner Learning  <input checked="" type="checkbox"/> Discussion (Ls. 1, 2)  <input type="checkbox"/> Laboratory Groups  <input type="checkbox"/> Think, Pair, Share  <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1, 2)  <input type="checkbox"/> Jigsaw  <input type="checkbox"/> Problem Solving  <input type="checkbox"/> Structured Controversy  <input type="checkbox"/> Tutorial Groups  <input checked="" type="checkbox"/> Interviewing (Ls. 2)  <input type="checkbox"/> Conferencing</p>
<p><b>UNIT RESOURCES: (include internet addresses for linking)</b></p> <p>Common Core State Standards (CCSS), accessed May 17, 2013, from <a href="http://www.corestandards.org/">http://www.corestandards.org/</a></p> <p>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>				