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: Finding My Place In The Community	SUGGESTED UNIT TIMELINE: 2 Lessons
This unit is designed to help students understand that there are many occupations in which personal preferences can be a part of their future work. Students will complete a checklist that identifies their preferences for working conditions. This checklist will be used as an exploration guide throughout the current year and saved for comparison/assessment next year. Students will be introduced to various career explorations of electronic and print resources, software, Web Quests and bibliographic resources.	CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. How does understanding one's interests and strengths relate to career exploration?

2. Why is researching a career important in the career decision-making process?

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 three personal and educational interests and strengths in common with those of a worker in the local community.		CD.7.A.04: Compare interests and strengths with those of workers in the local community.		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. CD C. Students will understand the relationship between training and the	DOK – Level 3 DOK – Level 1,2
		CD.7.B.04: Identify school and community resources available for exploration of				

		the six career paths. CD.7.C.04: Recognize the contributions of all jobs to the community.			world of work. DOK – Level 2	
2. The student will identify and "sample" two school and community resources that are available for exploration of the six career paths.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2
3. The student will identify two contributions of five jobs in the community.		CD.7.A.04 CD.7.B.04 CD.7.C.04		RF.4.3 W.4.8 SL.4.1 SL.4.3 SL.4.4 L.4.1 L.4.3 L.4.4 L.4.5 L.4.6	CD A CD C	DOK – Level 3 DOK – Level 1,2 DOK – Level 2

ASSESSMENT DESCRIPTIONS*:

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

1
2
	See:
	    Lesson #1: Where do I Fit?
	    Lesson #2: Information, Please!

3	
Obj. #	**INSTRUCTIONAL ACTIVITIES:** (What Students Do)

1
2
3
	See:
	    Lesson #1: Where do I Fit?
	    Lesson #2: Information, Please!

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture _____ Explicit Teaching _____ Drill & Practice _____ Compare & Contrast _____ Didactic Questions ___x__ Demonstrations (Ls. 1,2) ___x__ Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2)	_____ Problem Solving _____ Case Studies _____ Reading for Meaning _____ Inquiry _____ Reflective Discussion _____ Writing to Inform _____ Concept Formation _____ Concept Mapping _____ Concept Attainment _____ Cloze Procedure	_____ Field Trips _____ Narratives _____ Conducting Experiments _____ Simulations _____ Games _____ Storytelling _____ Focused Imaging ___x__ Field Observations (Ls.2) _____ Role-playing _____ Model Building _____ Surveys	_____ Essays _____ Computer Assisted Instruction _____ Journals _____ Learning Logs _____ Reports _____ Learning Activity Packages _____ Correspondence Lessons _____ Learning Contracts _____ Homework _____ Research Projects _____ Assigned Questions _____ Learning Centers	_____ Debates _____ Role Playing ___x__ Panels (Ls. 2) _____ Brainstorming _____ Peer Partner Learning ___x__ Discussion (Ls. 1) _____ Laboratory Groups _____ Think, Pair, Share _____ Cooperative Learning _____ Jigsaw _____ Problem Solving _____ Structured Controversy _____ Tutorial Groups _____ Interviewing _____ Conferencing

UNIT RESOURCES:

Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/