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:** How Do the Pieces Fit?

Students will identify personal strengths and interests through use of an interest inventory. They will evaluate the relationship between their preconceived ideas about work with information from a research project. They will also categorize the career with the appropriate career path.

When presented with a product, students will brainstorm the occupations that contribute to the production of that product, classifying the various careers according to the career paths.

**ESSENTIAL QUESTIONS:**

1. Who am I? What appeals to me?
2. How are occupations inter-related?
3. How do people’s interests affect career choices?

**ESSENTIAL MEASURABLE LEARNING OBJECTIVES**

| 1. The student will identify interests and relate that information to career and career paths by completing an interest inventory. | CD 7.A.07: Use current interests, strengths, and limitations to guide career exploration and educational planning. | CD 7.B.07: Recognize occupations and careers as they relate to career paths, personal interests, and aptitudes. | 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. | DOK – Level 3 |

**SUGGESTED UNIT TIMELINE:** 3 Lessons

**CLASS PERIOD (min.):** 30 minutes each

**CCSS LEARNING GOALS** (Anchor Standards/Clusters)

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<td>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.</td>
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**CROSSWALK TO STANDARDS**
| 2. The student will research three possible careers and choose one for further investigation. | CD.7.C.07: Recognize the relevance of all work and workers, and their existence in a global society. | CD.8.A.07: Utilize career and educational information to explore career paths of interest. | CD.8.B.07: Utilize a variety of resources to obtain information about the levels of training and education required for various occupations. | DOK – Level 2 | DOK – Level 2 | DOK – Level 3 |
3. The student will identify six jobs related to a career of interest, using a graphic organizer based on the career paths.

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<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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See Lessons:
- Lesson 1: If the Career Fits, Explore It!
- Lesson 2: If the Career Fits, Explore It! (Part 2)
- Lesson 3: We Are All Pieces of the Puzzle
## INSTRUCTIONAL ACTIVITIES: (What Students Do)

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<td>1</td>
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<td>2</td>
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<td>3</td>
<td>Lesson 3: We Are All Pieces of the Puzzle</td>
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### Direct:
- Structured Overview
- Lecture
- Explicit Teaching
- Drill & Practice
- Compare & Contrast
- Didactic Questions
- Demonstrations
- Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)
- Concept Formation
- Concept Mapping (Ls.3)
- Concept Attainment
- Cloze Procedure

### Indirect:
- Problem Solving
- Case Studies
- Reading for Meaning
- Inquiry
- Reflective Discussion
- Writing to Inform
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Model Building
- Surveys (Ls. 2)

### Experiential:
- Field Trips
- Narratives
- Conducting Experiments
- Simulations
- Games
- Storytelling
- Focused Imaging
- Field Observations
- Role-playing
- Model Building
- Surveys (Ls. 2)

### Independent Study:
- Essays
- Computer Assisted Instruction
- Journals
- Learning Logs
- Reports
- Learning Activity Packages
- Correspondence Lessons
- Learning Contracts
- Homework
- Research Projects (Ls. 2)
- Assigned Questions
- Learning Centers

### Interactive Instruction:
- Debates
- Role Playing
- Panels
- Brainstorming
- Peer Partner Learning
- Discussion (Ls. 1,2,3)
- Laboratory Groups
- Think, Pair, Share
- Cooperative Learning (Ls. 3)
- Jigsaw
- Problem Solving
- Structured Controversy
- Tutorial Groups
- Interviewing
- Conferencing

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## UNIT RESOURCES: