COURSE INTRODUCTION:

<u>**Career Development**</u>
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: Goal Setting	SUGGESTED UNIT TIMELINE: 4 Lessons
In this unit for 9th-12th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.	CLASS PERIOD (min.): 55-70 minutes each

ESSENTIAL QUESTIONS:

1. How do interests, strengths, and limitations change over one's lifetime?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	CCSS LEARNING GOALS (Anchor Standards/Clusters)	CROSSWALK TO STANDARDS				
		GLEs/CLEs	PS	CCSS	OTHER ASCA	DOK
1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.		CD.7.A.09: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10: Revisit current career and educational plan as it relates to | | RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 | CD A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

CD B. Students will employ strategies to achieve future career goals with success and satisfaction.

CD C. Students will understand the relationship | DOK Level – 3

DOK Level – 2

DOK Level – 3 |

		evolving and/or new interests, strengths, and limitations. CD.7.A.11: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics. CD.7.C.11: Identify the value of personal contributions to the world of work as a result of one's career choices.		L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8	between training and the world of work.	DOK Level – 4 DOK Level – 3
2. The student will identify at least two personal, educational and/or training requirements needed for his/her career choice.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		
3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details, which takes into account local and world implications; Career Paths / Clusters information; and respect for all work and workers.		CD.7.A.09 CD.8.B.09 CD.7.A.10 CD.7.A.11 CD.7.C.11		RI.9-10.4 RI.9-10.7 RI.11-12.4 RI.11-12.7 W.9-10.7 W.9-10.8 W.9-10.9 W.11-12.7 W.11-12.8 W.11-12.9 SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.11-12.1 SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6	CD A CD B CD C	DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 4 DOK Level – 3

				L11-12.1 L11-12.2 L11-12.3 L11-12.4 L11-12.5 L11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8		

ASSESSMENT DESCRIPTIONS*:

The summative assessment for the Career Development Strand is "The Ultimate Career Development Experience for Seniors" (see folder for Unit 6)

Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	__x___ Direct __x___ Indirect __x___ Experiential __x___ Independent study __x___ Interactive Instruction
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram) Lesson 4 Grade 11 Get Set for College Lesson 5 Grade 12 Post-Secondary Checklist
Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**
1 2 3	**See:** Lesson 1 Grade 9 Revisiting the *Personal Plan of Study* and Post HS Requirements Lesson 2 Grade 10 Revisiting the *Personal Plan of Study:* Using Occupational Trial Plan Lesson 3 Grade 11 Does My Career Fit Me? (Venn Diagram)

Lesson 4 Grade 11 Get Set for College
Lesson 5 Grade 12 Post-Secondary Checklist

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
_____ Structured Overview	___x__ Problem Solving (Ls. 2,3)	_____ Field Trips	___x__ Essays (Ls. 4)	_____ Debates
_____ Lecture	_____ Case Studies	_____ Narratives	_____ Computer Assisted Instruction	_____ Role Playing
_____ Explicit Teaching	_____ Reading for Meaning	_____ Conducting Experiments	_____ Journals	___x__ Panels (Ls 1)
_____ Drill & Practice	_____ Inquiry	___x__ Simulations (Ls. 4)	_____ Learning Logs	_____ Brainstorming
___x__ Compare & Contrast (Ls. 1,2,3,4)	___x__ Reflective Discussion (Ls. 1,2,3)	_____ Games	_____ Reports	_____ Peer Partner Learning
_____ Didactic Questions	_____ Writing to Inform	_____ Storytelling	_____ Learning Activity Packages	___x__ Discussion (Ls. 1,2,3,4)
_____ Demonstrations	_____ Concept Formation	_____ Focused Imaging	_____ Correspondence Lessons	_____ Laboratory Groups
_____ Guided & Shared - reading, listening, viewing, thinking	_____ Concept Mapping	_____ Field Observations	_____ Learning Contracts	___x__ Think, Pair, Share (Ls. 2)
	_____ Concept Attainment	_____ Role-playing	_____ Homework	___x__ Cooperative Learning (Ls. 4)
	_____ Cloze Procedure	_____ Model Building	_____ Research Projects	_____ Jigsaw
		___x__ Surveys (Ls. 2)	_____ Assigned Questions	_____ Problem Solving
			_____ Learning Centers	_____ Structured Controversy
				_____ Tutorial Groups
				___x__ Interviewing (Ls. 1)
				_____ Conferencing

UNIT RESOURCES:

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