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: Navigating Through the World of Work

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.

SUGGESTED UNIT TIMELINE: One lesson per grade level
CLASS PERIOD (min.): 55-70 minutes each lesson

ESSENTIAL QUESTIONS:
1. How do interests and goals fit together?
2. How are careers different?
3. How does a job shadowing experience affect a person’s job choice?
4. How does one obtain the job he/she wants?

ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS
--- | --- | ---
1. The student will complete a career inventory to identify at least one career of interest. | CD.7.B.09: Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future. CD.8.A.09: Integrate career and educational information with knowledge of self and career clusters 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 | 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 B. Students will employ strategies to achieve future | DOK Level – 2

DOK Level – 4
| Identify occupations of interest. | CD 7.B.10: Evaluate a variety of resources to aid in career exploration and planning now and in the future. | CD 8.A.10: Analyze career and educational information to identify the most relevant resources for specific career options. | CD 7.B.11: Utilize a variety of resources to aid in career exploration and planning. | CD 8.A.11: Synthesize career and educational information gathered from a variety of sources. | CD 7.B.12: Utilize knowledge of career exploration and planning to adapt L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.5 L.9-10.6 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6 WHST.9-10.7 WHST.9-10.8 WHST.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7 career goals with success and satisfaction. | CD C. Students will understand the relationship between training and the world of work. | L.9-10.7 L.9-10.8 L.9-10.9 WHST.11-12.7 WHST.11-12.9 WHST.11-12.8 RST.9-10.3 RST.9-10.4 RST.9-10.7 RST.11-12.3 RST.11-12.4 RST.11-12.7 | DOK Level – 4 | DOK Level 4 | DOK Level 3 | DOK Level 4 | DOK Level 4 |
2. The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

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3. The student will complete a job shadowing experience.
4. The student will write one essay on his/her career interest.

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The summative assessment for all units in the High School Career Development Strand is the “The Ultimate Career Development Experience for Seniors” (Unit 6). Students will create a media presentation chronicling their present career journey and showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

### Obj. # INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

- _____ Direct
- __x__ Indirect
- __x__ Experiential
- __x__ Independent study
- _____ Interactive Instruction

### INSTRUCTIONAL ACTIVITIES: (What Students Do)

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<td>2</td>
<td>Lesson 2 Grade 10 Investigating Career Resources</td>
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<td>3</td>
<td>Lesson 3 Job Shadowing</td>
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<td>4</td>
<td>Lesson 4 What Do They Do?</td>
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### INSTRUCTIONAL ACTIVITIES:

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<td>Problem Solving</td>
<td>Field Trips</td>
<td>Essays</td>
<td>Debates</td>
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<td>Case Studies</td>
<td>Narratives</td>
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<td>Reading for Meaning</td>
<td>Conducting Experiments</td>
<td>Instruction</td>
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<td>Inquiry (Ls. 3)</td>
<td>Simulations</td>
<td>Journals</td>
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<td>Games</td>
<td>Learning Logs</td>
<td>Peer Partner Learning</td>
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<td>Didactic Questions</td>
<td>Writing to Inform</td>
<td>Storytelling</td>
<td><em>x</em> Reports (Ls. 4)</td>
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<td>Concept Formation</td>
<td>Focused Imaging</td>
<td>Learning Activity</td>
<td>Laboratory Groups</td>
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<td>Guided &amp; Shared - reading, listening, viewing, thinking</td>
<td>Concept Mapping</td>
<td><em>x</em> Field Observations (Ls. 3)</td>
<td>Packages</td>
<td><em>x</em> Think, Pair, Share (Ls. 1)</td>
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### UNIT RESOURCES: