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: How Does Who I Am Relate to Planning for High School and Beyond? The purpose of this unit is to have students assess academic strengths, personal interests and abilities in order to develop a 4-year Personal Plans of Study that targets a Career Path, which is tailored to their aptitudes, interests, and abilities.	SUGGESTED UNIT TIMELINE: 2 Lessons CLASS PERIOD (min.): 50 minutes each lesson

ESSENTIAL QUESTIONS:

    1. What does a person need to know about him/herself before embarking on career and educational planning?
    2. How can a person take control of his/her future?

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 his/her portfolio and complete the checklist for his/her portfolio.		CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations. CD.7.B.08: Identify and explore a variety of resources to aid in career exploration and planning now and in the future. CD.8.A.08: Compare personal		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	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 personal qualities, education, training and the world of work.	DOK Level – 4 DOK Level – 3 DOK Level – 3

		interests with information about careers and education.				
		CD.8.B.08: Identify the training and education required for occupations in career paths of interest.				DOK Level – 2
		CD.9.A.08: Evaluate personal, ethical and work habit skills as they relate to achieving the student's educational career plan.				DOK Level – 4
		CD.9.B.08: Utilize a portfolio of Middle School/Junior High School academic and work experience.				DOK Level – 4
2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.		CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08		W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

				L.8.6		
3. The student will complete a Personal Plan of Study.			CD.7.A.08 CD.7.B.08 CD.7.C.08 CD.8.A.08 CD.8.B.08 CD.9.A.08 CD.9.B.08	W.8.7 SL.8.2 SL.8.4 SL.8.6 L.8.1 L.8.2 L.8.3 L.8.6	CD A CD C	DOK Level – 4 DOK Level – 3 DOK Level – 2 DOK Level – 3 DOK Level – 2 DOK Level – 4 DOK Level – 4

ASSESSMENT DESCRIPTIONS*: Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students' interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and post-secondary education will aid in the achievement of career goals.

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

1 2 3	See Lessons:
	    Lesson 1: Mapping It Out (Part 1)
	    Lesson 2: Putting It all Together: The Personal Plan of Study

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

1 2 3	See Lessons:
	    Lesson 1: Mapping It Out (Part 1)
	    Lesson 2: Putting It all Together: The Personal Plan of Study

	Direct:	Indirect:	Experiential:	Independent Study	Interactive Instruction
	_____ Structured Overview _____ Lecture	_____ Problem Solving	_____ Field Trips	__x___ Essays (Ls.3)	_____ Debates

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

UNIT RESOURCES:

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