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 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: What Work Do Adults Do In Our Community?	SUGGESTED UNIT TIMELINE: 3 Lessons
The focus in second grade is on gathering information about community workers. Students will be discovering information about the world of work and workers within the community.	CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. Why are roles, responsibilities, and skills important in the world of work?
2. How do a person's skills impact his/her roles and responsibilities in the community?

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 and compare the roles and responsibilities of two workers (jobs) in their community.		CD.8.ADO.02: Identify and compare roles and responsibilities of workers within the community. CD.8.B.02: Identify the skills needed by the workers in the community.		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.4 L.2.5 L.2.6	CD C. Students will understand the relationship between personal qualities, education, training and the world of work.	DOK Level – 2
2. The student will identify and compare skills of two workers (jobs) in their community.		CD.8.ADO.02 CD.8.B.02:		RF.2.3 W.2.1 W.2.2 W.2.5 W.2.7 W.2.8 SL.2.1 SL.2.2 SL.2.3 SL.2.4 SL.2.6	CD C	DOK Level – 2

				L.2.1		
				L.2.2		
				L.2.3		
				L.2.4		
				L.2.5		
				L.2.6		

ASSESSMENT DESCRIPTIONS*:

Students will illustrate the roles and responsibilities of community workers and describe the skills needed to do the jobs verbally or in writing.

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

1
 2
	See Lessons:
	     Lesson #1: All Around the Neighborhood – Part 1
	     Lesson #2: All Around the Neighborhood – Part 2
	     Lesson #3: All Around the Neighborhood – Part

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

1
 2
	See Lessons:
	     Lesson #1: All Around the Neighborhood – Part 1
	     Lesson #2: All Around the Neighborhood – Part 2
	     Lesson #3: All Around the Neighborhood – Part 3

Direct:	**Indirect:**	**Experiential:**	**Independent Study**	**Interactive Instruction**
___x__ Structured Overview (Ls. 1,2)	_____ Problem Solving _____ Case Studies	_____ Field Trips __x__ Narratives (Ls.3)	_____ Essays _____ Computer Assisted	_____ Debates _____ Role Playing

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