

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.

| <p>UNIT DESCRIPTION: Let's Investigate</p> <p>The first lesson allows students an opportunity to learn about careers within the career paths and to discover that many occupations have commonalities. During the second lesson, students will review a sample portfolio put together by Jonny Jones. Students will make judgments about Jonny's personal, ethical, and work skills based on the materials in the portfolio. At the conclusion of the lesson, students will begin gathering items to include in their own portfolios.</p> | | <p>SUGGESTED UNIT TIMELINE: 2 Lessons</p> <p>CLASS PERIOD (min.): 45 minutes each</p> | | | | |
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| <p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are the roles and responsibilities of workers from the different career paths? 2. In what way are those roles/responsibilities alike? Different? 3. What education is needed for workers, who pursue a specified career? 4. What are personal, ethical, and work habit skills that students can develop and/or improve upon? 5. What do the materials in your portfolio say about you? | | | | | | |
| ESSENTIAL MEASURABLE LEARNING OBJECTIVES | CCSS LEARNING GOALS (Anchor Standards/Clusters) | CROSSWALK TO STANDARDS | | | | |
| | | GLEs/CLEs | PS | CCSS | OTHER ASCA | DOK |
| <p>1. The student will compare and contrast the roles and responsibilities of workers within the six career paths through group activity.</p> | | <p>CD.8.A.05: Compare and contrast the roles and responsibilities of workers within the six career paths.</p> <p>CD.8.B.05: Compare and contrast the training and educational requirements for a variety of careers.</p> <p>CD.9.A.05: Apply personal,</p> | | <p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p> | <p>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.</p> <p>CD B: Students will employ strategies to achieve future career goals with success and satisfaction.</p> | <p>DOK Level - 3</p> <p>DOK Level - 3</p> <p>DOK Level - 4</p> |

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| | | <p>ethical, and work habit skills needed for success in any school or work environment.</p> <p>CD.9.B.05: Identify the skills needed to develop a portfolio.</p> | | | <p>CD C: Students will understand the relationship between training and the world of work.</p> | <p>DOK Level - 1</p> |
| <p>2. The students will compare and contrast the training and educational requirements for a variety of careers.</p> | | <p>CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05</p> | | <p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6</p> | <p>CD A CD B CD C</p> | <p>DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1</p> |
| <p>3. The students will apply personal, ethical, and work habit skills needed for success in any school or work environment.</p> | | <p>CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05</p> | | <p>RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5</p> | <p>CD A CD B CD C</p> | <p>DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1</p> |

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| | | | | L.5.6 | | |
| 4. The student will identify and apply the skills needed to develop a portfolio. | | CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05 | | RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 | CD A CD B CD C | DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1 |
| 5. The student will demonstrate understanding by compiling a personal portfolio that incorporates materials discussed during the unit lessons. | | CD.8.A.05: CD.8.B.05 CD.9.A.05 CD.9.B.05 | | RI.5.7 RI.5.9 RF.5.3 W.5.1 W.5.2 W.5.4 W.5.5 W.5.7 W.5.8 SL.5.1 SL.5.2 SL.5.4 SL.5.5 L.5.1 L.5.2 L.5.3 L.5.4 L.5.5 L.5.6 | CD A CD B CD C | DOK Level - 3 DOK Level - 3 DOK Level - 4 DOK Level - 1 |
| ASSESSMENT DESCRIPTIONS*: | | | | | | |
| Students will have completed activity sheets indicating their career goals and plans for achieving those goals and present a project based on those goals. | | | | | | |

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| Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods) | | | | |
| | <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction | | | | |
| 1 2 3 4 5 | See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio | | | | |
| Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do) | | | | |
| 1 2 3 4 5 | See: Lesson 1: Career Investigators Lesson 2: Putting the Clues Together—Jonny’s Portfolio | | | | |
| | <u>Direct:</u> <input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking | <u>Indirect:</u> <input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion <input checked="" type="checkbox"/> Writing to Inform (Ls. 1,3) <input checked="" type="checkbox"/> Concept Formation (Ls. 2) <input type="checkbox"/> Concept Mapping <input checked="" type="checkbox"/> Concept Attainment (Ls.4) <input type="checkbox"/> Cloze Procedure | <u>Experiential:</u> <input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys | <u>Independent Study</u> <input type="checkbox"/> Essays <input checked="" type="checkbox"/> Computer Assisted Instruction (Ls. 3) <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input checked="" type="checkbox"/> Reports (Ls. 4) <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input checked="" type="checkbox"/> Research Projects (Ls. 1,2) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers | <u>Interactive Instruction</u> <input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input type="checkbox"/> Discussion <input type="checkbox"/> Laboratory Groups <input type="checkbox"/> Think, Pair, Share <input checked="" type="checkbox"/> Cooperative Learning (Ls. 1) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <input type="checkbox"/> Conferencing |

UNIT RESOURCES: (include internet addresses for linking)

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