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:** Using Job-Seeking Skills  
Students will develop a resume, complete sample job applications and evaluate their job interview skills. This will help prepare students to develop a Personal Plan of Study at the completion of the eighth grade that takes into account portfolio information and self-evaluation tools. Students will develop an educational and career plan, establish specific goals and develop action steps for achieving the goals.

<table>
<thead>
<tr>
<th>ESSENTIAL QUESTIONS:</th>
<th>SUGGESTED UNIT TIMELINE:</th>
<th>CLASS PERIOD (min.):</th>
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</table>
| 1. What is a good worker?  
2. How do people get hired for jobs? | 2 Lessons | 50 minutes each |

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<tr>
<th>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</th>
<th>CCSS LEARNING GOALS (Anchor Standards/Clusters)</th>
<th>CROSSWALK TO STANDARDS</th>
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</table>
| 1. The student will complete two job applications. | CD.9.A.07: Utilize information about personal, ethical and work habit skills to enhance individual student success.  
CD.9.B.07: Identify and demonstrate basic job seeking skills of interviewing and completing applications. | W.7.1  
W.7.4  
SL.7.1  
SL.7.2  
SL.7.3  
SL.7.4  
L.7.1  
L.7.2  
L.7.3  
L.7.4  
L.7.5  
L.7.6  
WHST.6-8.1  
WHST.6-8.4  
CD C  
Students will understand the relationship between personal qualities, education, training and the world of work. | DOK Level – 4  
DOK Level – 2 |
2. The student will identify skills involved in the process of interviewing for a job by completing an interview checklist.

3. The student will write a reflective essay, which addresses past and present views regarding the interview process and his/her personal interview skills.

4. The student will identify one goal for improvement or implementation of a specific interview skill.

**ASSESSMENT DESCRIPTIONS**: Students will complete job applications and identify interview skills through reflective writing.
<table>
<thead>
<tr>
<th>Obj. #</th>
<th>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</th>
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<tbody>
<tr>
<td></td>
<td><strong>x</strong> Direct</td>
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<tr>
<td></td>
<td>______ Indirect</td>
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<tr>
<td></td>
<td><strong>x</strong> Experiential</td>
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<td>______ Independent study</td>
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<td><strong>x</strong> Interactive Instruction</td>
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1  See Lessons:  
Lesson 1: Who Will Get the Job? (Part 1)  
Lesson 2: Who Will Get the Job? (Part 2)

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<th>Obj. #</th>
<th>INSTRUCTIONAL ACTIVITIES: (What Students Do)</th>
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<td></td>
<td>Lesson 2: Who Will Get the Job? (Part 2)</td>
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**Direct:**  
- Structured Overview  
- Lecture  
- Explicit Teaching  
- Drill & Practice  
- Compare & Contrast  
- Didactic Questions  
- Demonstrations  
- Guided & Shared - reading, listening, viewing, thinking (Ls. 1)

**Indirect:**  
- Problem Solving  
- Case Studies  
- Reading for Meaning  
- Inquiry  
- Reflective Discussion  
- Writing to Inform  
- Concept Formation  
- Concept Mapping  
- Concept Attainment  
- Cloze Procedure

**Experiential:**  
- Field Trips  
- Narratives  
- Conducting Experiments  
- Simulations  
- Games  
- Storytelling  
- Focused Imaging  
- Field Observations  
- Role-playing (Ls. 1, 2)  
- Model Building  
- Surveys

**Independent Study**  
- Essays (Ls. 2)  
- Computer Assisted Instruction  
- Journals  
- Learning Logs  
- Reports  
- Learning Activity Packages  
- Correspondence Lessons  
- Learning Contracts  
- Homework (Ls. 1)  
- Research Projects  
- Assigned Questions  
- Learning Centers

**Interactive Instruction**  
- Debates  
- Role Playing (Ls. 1, 2)  
- Panels  
- Brainstorming  
- Peer Partner Learning  
- Discussion (Ls. 1, 2)  
- Laboratory Groups  
- Think, Pair, Share  
- Cooperative Learning  
- Jigsaw  
- Problem Solving  
- Structured Controversy  
- Tutorial Groups  
- Interviewing (Ls. 1, 2)  
- Conferencing
UNIT RESOURCES: (include internet addresses for linking)