

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 that career development is a lifelong 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 postsecondary 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 lifespan. 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 postsecondary 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, four-year/two-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: Respecting All Work</p> <p>Through this unit, students will have opportunities to better understand how they relate to others. They will compare their school and community activities with their career goals and project what their life may be like in the future. Students will convey their understanding of exploration and planning in the achievement of their life career goals.</p>	<p>SUGGESTED UNIT TIMELINE: 4 Lessons</p> <p>CLASS PERIOD: 55-70 minutes per lesson</p>
<p>ESSENTIAL QUESTIONS:</p> <ol style="list-style-type: none"> 1. How do people get along? 2. How do people decide what to do with their lives? 3. How can a person make a contribution to the well-being and betterment of the local and global society? 	
<p>CROSSWALK TO STANDARDS</p>	
<p>Mississippi College and Career Readiness Standards:</p> <p>ELA: RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7 ELA: W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9 ELA: 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 ELA: L.9-10.1, 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 ELA: WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.8 https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf</p>	
<p>American School Counselor Association (ASCA) National Standard: M 2, M 3, M 4, M 5, M 6 B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7, B-LS.8, B-LS.9 B-SMS.1, B-SMS.2, B-SMS.3, B-SMS.4, B-SMS.5, B-SMS.7, B-SMS.8, B-SMS.9, B-SMS.10 B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9 https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf</p>	
<p>ASSESSMENT DESCRIPTIONS*: Formative assessment for this unit includes completion of the How I Relate to Others activity sheet, development of a timeline of change, an autobiography, and a community and school activity list. The Ultimate Career Development Experience for Seniors (Unit 6) will provide students with the opportunity to convey their understanding of career exploration and planning in the achievement of life career goals.</p>	

ESSENTIAL MEASURABLE LEARNING OBJECTIVES:	
<ol style="list-style-type: none"> 1. The student will identify five positive skills that enhance school and community contributions as they relate to a career and educational plan. 2. The student will identify five positive skills that enhance school and community contributions as they relate to lifelong goals. 3. The student will list three activities he/she is involved in that make positive contributions to a global society. 4. Students will show they understand their own personality type and how it relates to career choice and personal/social relationships by group discussion and completing a worksheet. 	
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Obj. #	INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction
<ol style="list-style-type: none"> 1 2 3 4 	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (Biography of Your Future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?
Obj. #	INSTRUCTIONAL ACTIVITIES: (What Students Do)
<ol style="list-style-type: none"> 1 2 3 4 	See: Lesson 1: How I Relate to Others Lesson 2: Past, Present, Future (Biography of Your Future) Lesson 3: Peer Review of My School and Community Activities Lesson 4: Who Does What?

<u>Direct:</u>	<u>Indirect:</u>	<u>Experiential:</u>	<u>Independent Study</u>	<u>Interactive Instruction</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 checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 1,2,3)	<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 type="checkbox"/> Writing to Inform <input checked="" type="checkbox"/> Concept Formation (Ls.1,2,3) <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<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 checked="" type="checkbox"/> Surveys (Ls. 1)	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input checked="" type="checkbox"/> Role Playing Ls. 1 <input type="checkbox"/> Panels <input type="checkbox"/> Brainstorming <input checked="" type="checkbox"/> Peer Partner Learning (Ls. 3) <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 3) <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Jigsaw <input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <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)

Mississippi College and Career Readiness Standards (CCCS)

<http://www.mde.k12.ms.us/MCCRS>

American School Counselor Association (ASCA) Mindsets and Behaviors

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>