

Unit #2 Title: Navigating Through the World of Work

Grade Level: 9-12

Number of Lessons in Unit: 4

Time Required for Each Lesson: 55-70 min.

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career path/career cluster posters or handouts

A career interest inventory, such as:

Missouri Connections - <http://www.missouriconnections.org>

Choices – <http://www.choices.org>

Self-Directed Search – <http://www.self-directed-search.com>

ACT's Discover – <http://www.act.org>

Grade 10

Lesson 2: Investigating Career Resources

Materials/Special Preparation Required:

Activity sheet: Outlook for Jobs in the Future

Computer for each student, or paper and pencil

The Occupational Outlook Handbook - <http://www.bls.gov/oco/>

Dictionary of Occupational Titles - <http://www.occupationalinfo.org/>

Online resources available through the U.S. government, (e.g., America's Career Resource www.online.onetcenter.org) Missouri Connections,

www.missouriconnections.org

Any other career resource

Career Path Mini Poster

Grade 11

Lesson 3: Job Shadowing

Materials/Special Preparation Required:

Job shadowing worksheets

Phone contact form

Teacher consent form

Description and checklist

Workplace tips

Thank you letter

Consent participant form

Orientation form

Questions form

Reflection form

Supervision form

List of local businesses and organizations (prepared by counselor)

Counselor Information Sheet for Job Shadowing

Grade 12

Lesson 4: What Do They Do?

Materials/Special Preparation Required:

None

Mississippi College and Career Readiness Standards**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**ELA:** RST.9-10.3, RST.9-10.4, RST.9-10.7, RST.11-12.3, RST.11-12.4, RST.11-12.7<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>**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>**Unit Essential Questions:**

How do interests and goals fit together?

How do careers differ?

How does a job shadowing experience affect a person's job choice?

How does one obtain the job they want?

Unit Measurable Learning Objectives:

The student will complete a career inventory to identify at least one career of interest.

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from three of the 16 Career Clusters.

The student will complete a job-shadowing experience.

The student will write one essay on his/her career of interest.

Unit Instructional Strategies/Instructional Activities: Direct Indirect Experiential Independent study Interactive Instruction

Unit Summative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals and objectives.

Assessment can be question answer, performance activity, etc.

After interviewing a person who has a career that is of interest to the student, he/she will write an essay on the information gathered.

Brief Summary of Unit:

This unit helps students gain a working knowledge and understanding of their interests, of relevant and credible career exploration and planning resources, and ways to experience work roles. Students will use career inventories, career resources, job shadowing, and interviews to explore their career interests.

What prior knowledge do students need (e.g., the steps to solving a problem) to be successful in this unit?

Knowledge of the purposes and elements of career clusters as a structure for the world of work, including the names of the career paths/career clusters

The occupations that are included in each career path/career cluster and the education/training required for specific careers

Awareness of self and personal career interests

Computer use for research and composition of presentation