

**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 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><b>UNIT DESCRIPTION:</b> Lifelong Learning and Goal Setting</p> <p>In this unit for grades 9-12, students will learn (and implement) knowledge, skill, and understanding that will enable them to apply self-knowledge to the process of planning for postsecondary options; to find, evaluate, and use career information; and to define and understand the role of employment readiness skills in obtaining a job.</p>	<p><b>SUGGESTED UNIT TIMELINE:</b> 4 Lessons</p> <p><b>CLASS PERIOD (min.):</b> 55-70 minutes each</p>
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>1. How do interests, strengths, and limitations change over one’s lifetime?</p>	
<p style="text-align: center;"><b>CROSSWALK TO STANDARDS</b></p>	
<p><b>Mississippi College and Career Ready Standards:</b></p> <p><b>ELA:</b> RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7  <b>ELA:</b> W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9  <b>ELA:</b> 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  <b>ELA:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L11-12.1, L11-12.2, L11-12.3, L11-12.4, L11-12.5, L11-12.6  <b>ELA:</b> WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.8  <a href="https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf">https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf</a></p>	
<p><b>American School Counselor Association (ASCA) Mindsets and Behaviors:</b></p> <p>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-SMS.1, B-SMS.4, B-SMS.5  B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9  <a href="https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf">https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf</a></p>	
<p><b>ASSESSMENT DESCRIPTIONS*:</b></p> <p>The summative assessment for the career development strand is The Ultimate Career Development Experience for Seniors (see folder for Unit 6)</p>	

<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES:</b>	
<ol style="list-style-type: none"> <li>1. The student will review and revise his/her Personal Plans of Study, noting changes in career interests and goals since last review was conducted.</li> <li>2. The student will identify at least two personal, educational, and/or training requirements needed for his/her career choice.</li> <li>3. Students will demonstrate the importance of all jobs by writing a position statement with supporting details that take into account local and world implications, career paths and clusters information, and respect for all work and workers.</li> </ol>	
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction
	<b>See:</b> Lesson 1, Grade 9: Revisiting the Personal Plan of Study and Post-High School Requirements Lesson 2, Grade 10: Revisiting the Personal Plan of Study: Using Occupational Trial Plan Lesson 3, Grade 11: Does My Career Fit Me? (Venn Diagram) Lesson 4, Grade 11: Get Set for College Lesson 5, Grade 12: Postsecondary Checklist
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
	<b>See:</b> Lesson 1, Grade 9: Revisiting the Personal Plan of Study and Post-High School Requirements Lesson 2, Grade 10: Revisiting the Personal Plan of Study: Using Occupational Trial Plan Lesson 3, Grade 11: Does My Career Fit Me? (Venn Diagram) Lesson 4, Grade 11: Get Set for College Lesson 5, Grade 12: Postsecondary Checklist

<b>Direct:</b>	<b>Indirect:</b>	<b>Experiential:</b>	<b>Independent Study</b>	<b>Interactive Instruction</b>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching <input type="checkbox"/> Drill & Practice <input checked="" type="checkbox"/> Compare & Contrast (Ls. 1,2,3,4) <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input checked="" type="checkbox"/> Problem Solving (Ls. 2,3) <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input checked="" type="checkbox"/> Reflective Discussion (Ls. 1,2,3) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <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 checked="" type="checkbox"/> Simulations (Ls. 4) <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. 2)	<input checked="" type="checkbox"/> Essays (Ls. 4) <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 type="checkbox"/> Role Playing <input checked="" type="checkbox"/> Panels (Ls 1) <input type="checkbox"/> Brainstorming <input type="checkbox"/> Peer Partner Learning <input checked="" type="checkbox"/> Discussion (Ls. 1,2,3,4) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 4) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input checked="" type="checkbox"/> Interviewing (Ls. 1) <input type="checkbox"/> Conferencing

**UNIT RESOURCES: (including 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>