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 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: Workers in Our School Community

Students will identify the skills necessary for a school helper job and complete the steps to obtain a helper job within the school community. Students will job shadow a person of their choice within the school setting and write a reflection of the experience.

SUGGESTED UNIT TIMELINE: 3 Lessons

CLASS PERIOD (min.): 30-45 minutes per lesson

ESSENTIAL QUESTIONS:

1. Why is it important to develop skills to obtain jobs?

CROSSWALK TO STANDARDS

**Mississippi College and Career Readiness Standards:**

**ELA:**
SL.3.1, SL.3.1b, SL.3.1c, SL.3.1d, W 3.4
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf

**Math:**

**American School Counselor Association (ASCA) Mindsets and Behaviors:**
M 4
B-LS.7
B-SS.1, B-SS.3
https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

ASSESSMENT DESCRIPTIONS*:

Students will identify the skills that are important in performing helper jobs in the school and the skills that are possessed personally by the student. Students will write a short paragraph to summarize this information.

On completion of the job shadowing experience, students will write a three-paragraph summary of the experience. The summary will include a description of the overall experience, a description of the skills utilized during the experience, and an explanation of the positive and negative aspects of the job. After the students complete the reflection piece, they will compose a thank you note to the person they shadowed.
### INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)

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<tr>
<th>Obj. #</th>
<th>Direct</th>
<th>Indirect</th>
<th>Experiential</th>
<th>Independent Study</th>
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See Lessons:
- Lesson 1: Me and My Job Shadow, Part 1
- Lesson 2: Me and My Job Shadow, Part 2
- Lesson 3: Me and My Job Shadow, Part 3

### INSTRUCTIONAL ACTIVITIES: (What Students Do)

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**Direct:**
- _x_ Structured Overview
- _x_ Lecture
- _x_ Explicit Teaching
- _x_ Drill & Practice
- _x_ Compare & Contrast (Ls. 2)
- _x_ Didactic Questions
- _x_ Demonstrations (Ls. 1)
- _x_ Guided & Shared - reading, listening, viewing, thinking (Ls. 1)

**Indirect:**
- _x_ Problem Solving
- _x_ Case Studies
- _x_ Reading for Meaning
- _x_ Inquiry (Ls. 1)
- _x_ Reflective Discussion
- _x_ Writing to Inform (Ls. 1)
- _x_ Concept Formation (Ls. 1)
- _x_ Concept Mapping
- _x_ Concept Attainment
- _x_ Cloze Procedure
- _x_ Field Observations (Ls. 2)
- _x_ Role-playing
- _x_ Model Building
- _x_ Surveys

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

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

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