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 career readiness and success.
Major Points: Employment 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 and effort. In addition, employment readiness skills include appreciation and respect for other’s differences and the ability to work effectively as a team member to accomplish the goals of the organization. These are the skills that contribute to work performance and add value to one’s contribution in the classroom and in the workplace.
UNIT DESCRIPTION: Targeting Careers

In this unit, students will learn the steps of goal setting. They will engage in practical application of these steps by setting and evaluating their own personal and school goals. Students will learn to identify those academic subjects that assisted workers as they worked to achieve their career goals. They will also identify their academic subjects/skills they continue to use in their work contributions to their communities.

SUGGESTED UNIT TIMELINE: 4

CLASS PERIOD (min.): 30 minutes each

ESSENTIAL QUESTIONS:

1. What are goals?
2. Why do people set goals?
3. How is what you learn at school useful in a career?

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 3, M 5, M 6,
B-LS.4, B-LS.7,
B-SM.4, B-SM.5
B-SS.6, B-SS.7

https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf
ASSESSMENT DESCRIPTIONS*:
At the conclusion of the unit, the student will demonstrate knowledge of goal-setting by listing and explaining the process in writing. The student will identify a personal or school goal and develop a written plan to reach the goal. The student will evaluate the effectiveness of his/her action plan.

The student will identify academic skills needed for success in careers and will explain (orally and in writing) contributions specific workers make to the community/school.

Obj. # | INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)
---|---
| Direct
| Indirect
| Experiential
| Independent study
| Interactive Instruction

Obj. # | INSTRUCTIONAL ACTIVITIES: (What Students Do)
---|---
| See:
| Lesson #1: My School Goal (Part 1)
| Lesson #2: My School Goal (Part 2)
| Lesson #3: My School Goal (Part 3)
| Lesson #4: How Do They DO That?

Obj. # | Direct:
---|---
| Structured Overview (Ls. 3)
| Lecture
| Explicit Teaching
| Drill & Practice
| Compare & Contrast
| Didactic Questions
| Demonstrations
| Guided & Shared - reading, listening, viewing, thinking

Obj. # | Indirect:
---|---
| Problem Solving
| Case Studies
| Reading for Meaning
| Inquiry
| Reflective Discussion (Ls. 4)
| Writing to Inform
| Concept Formation
| Concept Mapping
| Concept Attainment
| Cloze Procedure

Obj. # | Experiential:
---|---
| Field Trips
| Simulations
| Games
| Storytelling
| Focused Imaging
| Field Observations
| Role-playing
| Model Building
| Surveys

Obj. # | Independent Study:
---|---
| Essays
| Computer Assisted Instruction
| Journals
| Learning Logs
| Reports
| Learning Activity Packages
| Correspondence Lessons
| Learning Contracts
| Homework
| Research Projects
| Assigned Questions
| Learning Centers

Obj. # | Interactive Instruction:
---|---
| Debates
| Role Playing
| Panels
| Brainstorming (Ls. 1)
| Peer Partner Learning
| Discussion (Ls. 1)
| Laboratory Groups
| Think, Pair, Share (Ls. 4)
| Cooperative Learning (Ls.1)
| Jigsaw
| Problem Solving
| Structured Controversy
| Tutorial Groups
| Interviewing
| Conferencing
UNIT RESOURCES:
