

**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 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 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 themselves.

**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.

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| <p><b>UNIT DESCRIPTION:</b> How Does Who I Am Relate to Planning for High School and Beyond?</p> <p>The purpose of this unit is to have students assess academic strengths, personal interests, and abilities in order to develop four-year <i>Personal Plans of Study</i> that target a career path tailored to their aptitudes, interests, and abilities.</p>   | <p><b>SUGGESTED UNIT TIMELINE:</b>    <b>2 Lessons</b></p> <p><b>CLASS PERIOD (min.):</b>       <b>50 minutes each lesson</b></p> |
| <p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. What does a person need to know about him/herself before embarking on career and educational planning?</li> <li>2. How can a person take control of his/her future?</li> </ol>   |   |
| <p><b>ASSESSMENT DESCRIPTIONS*:</b></p> <p>Students will identify personal interests, academic strengths, and abilities. They will review career paths/career clusters and careers within those paths that are specific to the students’ interests, academic strengths, and abilities. They will review previous information from their career portfolios to aid in development of career/academic plans, along with information regarding school and community involvement that may be related to those interests and abilities. They will determine what high school courses and postsecondary education will aid in the achievement of career goals.</p>   |   |
| <p><b>CROSSWALK TO STANDARDS</b></p>  |   |
| <p><b>Mississippi College and Career Readiness:</b></p> <p><b>ELA:</b> W.8.7<br/>                   SL.8.2, SL.8.4, SL.8.6<br/>                   L.8.1, L.8.2, L.8.3, L.8.6<br/> <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><br/>         M2, M 3, M4, M 5, M 6<br/>         B-LS.1, B-LS.2, B-LS.4, B-LS.7, B-LS.9<br/>         B-SMS.1, B-SMS.4, B-SMS.5<br/>         B-SS.1, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9<br/> <a href="https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf">https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf</a></p> |   |

| <b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>   |   |  |   |   |   |
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| <ol style="list-style-type: none"> <li>1. The student will review his/her portfolio and complete the checklist for his/her portfolio.</li> <li>2. The student will complete activity sheets that will allow him/her to reflect on personal educational and career journeys to this point.</li> <li>3. The student will complete a <i>Personal Plan of Study</i>.</li> </ol> |   |  |   |   |   |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL STRATEGIES (Research-based): (Teacher Methods)</b>   |  |   |   |   |
|   | <input checked="" type="checkbox"/> Direct<br><input checked="" type="checkbox"/> Indirect<br><input checked="" type="checkbox"/> Experiential<br><input checked="" type="checkbox"/> Independent study<br><input checked="" type="checkbox"/> Interactive Instruction  |  |   |   |   |
| 1<br>2<br>3   | See Lessons:<br>Lesson 1: Mapping It Out (Part 1)<br>Lesson 2: Putting It all Together: The Personal Plan of Study  |  |   |   |   |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>   |  |   |   |   |
| 1<br>2<br>3   | See Lessons:<br>Lesson 1: Mapping It Out (Part 1)<br>Lesson 2: Putting It all Together: The Personal Plan of Study  |  |   |   |   |
|   | <u><b>Direct:</b></u><br><input type="checkbox"/> Structured Overview<br><input type="checkbox"/> Lecture<br><input type="checkbox"/> Explicit Teaching<br><input type="checkbox"/> Drill & Practice<br><input type="checkbox"/> Compare & Contrast<br><input type="checkbox"/> Didactic Questions<br><input checked="" type="checkbox"/> Demonstrations<br><input checked="" type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking (Ls. 3) | <u><b>Indirect:</b></u><br><input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Case Studies<br><input type="checkbox"/> Reading for Meaning<br><input type="checkbox"/> Inquiry<br><input checked="" type="checkbox"/> Reflective Discussion (Ls.1)<br><input checked="" type="checkbox"/> Writing to Inform (Ls. 3)<br><input checked="" type="checkbox"/> Concept Formation (Ls.2)<br><input type="checkbox"/> Concept Mapping<br><input type="checkbox"/> Concept Attainment<br><input type="checkbox"/> Cloze Procedure | <u><b>Experiential:</b></u><br><input type="checkbox"/> Field Trips<br><input checked="" type="checkbox"/> Narratives (Ls.3)<br><input type="checkbox"/> Conducting Experiments<br><input type="checkbox"/> Simulations<br><input type="checkbox"/> Games<br><input type="checkbox"/> Storytelling<br><input type="checkbox"/> Focused Imaging<br><input type="checkbox"/> Field Observations<br><input type="checkbox"/> Role-playing<br><input type="checkbox"/> Model Building<br><input type="checkbox"/> Surveys | <u><b>Independent Study</b></u><br><input checked="" type="checkbox"/> Essays (Ls.3)<br><input type="checkbox"/> Computer Assisted Instruction<br><input type="checkbox"/> Journals<br><input checked="" type="checkbox"/> Learning Logs (Ls.3)<br><input type="checkbox"/> Reports<br><input type="checkbox"/> Learning Activity Packages<br><input type="checkbox"/> Correspondence Lessons<br><input type="checkbox"/> Learning Contracts<br><input type="checkbox"/> Homework<br><input type="checkbox"/> Research Projects<br><input type="checkbox"/> Assigned Questions<br><input type="checkbox"/> Learning Centers | <u><b>Interactive Instruction</b></u><br><input type="checkbox"/> Debates<br><input type="checkbox"/> Role Playing<br><input type="checkbox"/> Panels<br><input type="checkbox"/> Brainstorming<br><input type="checkbox"/> Peer Partner Learning<br><input checked="" type="checkbox"/> Discussion (Ls. 1,3)<br><input type="checkbox"/> Laboratory Groups<br><input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2)<br><input checked="" type="checkbox"/> Cooperative Learning (Ls.2)<br><input type="checkbox"/> Jigsaw<br><input checked="" type="checkbox"/> Problem Solving (Ls. 1)<br><input type="checkbox"/> Structured Controversy<br><input type="checkbox"/> Tutorial Groups<br><input type="checkbox"/> Interviewing<br><input type="checkbox"/> Conferencing |

**UNIT RESOURCES:**

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>