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](http://www.missouriconnections.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
Online resources available through the U.S. government, (e.g., America’s Career Resource, [www.online.onetcenter.org](http://www.online.onetcenter.org)) Missouri Connections,
[www.missouriconnections.org](http://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: 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
   L11-12.3, L11-12.4, L11-12.5, L11-12.6
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
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