

**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 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 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, 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.

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| <p><b>UNIT DESCRIPTION:</b> Navigating Through the World of Work</p> <p>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, and job shadowing to explore their career interests. Students will interview and write an essay of his/her career interest.</p>   | <p><b>SUGGESTED UNIT TIMELINE:</b> One lesson per grade level</p> <p><b>CLASS PERIOD (min.):</b> 55-70 minutes each lesson</p> |
| <p><b>ESSENTIAL QUESTIONS:</b></p> <ol style="list-style-type: none"> <li>1. How do interests and goals fit together?</li> <li>2. How are careers different?</li> <li>3. How does a job-shadowing experience affect a person’s job choice?</li> <li>4. How does one obtain the job he/she wants?</li> </ol>  |  |
| <p><b>CROSSWALK TO STANDARDS</b></p>   |  |
| <p><b>Mississippi College and Career Readiness Standards:</b></p> <p><b>ELA:</b> RI.9-10.4, RI.9-10.7, RI.11-12.4, RI.11-12.7<br/> W.9-10.7, W.9-10.8, W.9-10.9, W.11-12.7, W.11-12.8, W.11-12.9<br/> 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<br/> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6<br/> WHST.9-10.7, WHST.9-10.8, WHST.9-10.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.8<br/> RST.9-10.3, RST.9-10.4, RST.9-10.7, RST.11-12.3, RST.11-12.4, RST.11-12.7<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) National Standard:</b></p> <p>M 2, M 3, M 4, M 5, M 6,<br/> 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<br/> 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<br/> B-SS.1, B-SS.3, 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>  |  |

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| <b>ASSESSMENT DESCRIPTIONS*:</b>  |  |
| The summative assessment for all units in the high school career development strand is the the Ultimate Career Development Experience for Seniors (Unit 6). Students will create a media presentation chronicling their present career journey and showcase this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.  |  |
| <b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>   |  |
| <ol style="list-style-type: none"> <li>1. The student will complete a career inventory to identify at least one career of interest.</li> <li>2. 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.</li> <li>3. The student will complete a job-shadowing experience.</li> <li>4. The student will write one essay on his/her career interest.</li> </ol> |  |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>  |
|   | <input type="checkbox"/> Direct<br><input checked="" type="checkbox"/> Indirect<br><input checked="" type="checkbox"/> Experiential<br><input checked="" type="checkbox"/> Independent study<br><input type="checkbox"/> Interactive Instruction |
| <ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> </ol>  | <b>See:</b><br>Lesson 1, Grade 9: Career Interest Inventory<br>Lesson 2, Grade 10: Investigating Career Resources<br>Lesson 3: Job Shadowing<br>Lesson 4: What Do They Do?   |
| <b>Obj. #</b>   | <b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>  |
| <ol style="list-style-type: none"> <li>1</li> <li>2</li> <li>3</li> <li>4</li> </ol>  | <b>See:</b><br>Lesson 1, Grade 9: Career Interest Inventory<br>Lesson 2, Grade 10: Investigating Career Resources<br>Lesson 3: Job Shadowing<br>Lesson 4: What Do They Do?   |

| <b><u>Direct:</u></b>  | <b><u>Indirect:</u></b>   | <b><u>Experiential:</u></b>  | <b><u>Independent Study</u></b>  | <b><u>Interactive Instruction</u></b>   |
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| <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 type="checkbox"/> Demonstrations<br><input type="checkbox"/> Guided & Shared -<br>reading, listening,<br>viewing, thinking | <input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Case Studies<br><input type="checkbox"/> Reading for Meaning<br><input checked="" type="checkbox"/> Inquiry (Ls. 3)<br><input type="checkbox"/> Reflective Discussion<br><input type="checkbox"/> Writing to Inform<br><input type="checkbox"/> Concept Formation<br><input type="checkbox"/> Concept Mapping<br><input type="checkbox"/> Concept Attainment<br><input type="checkbox"/> Cloze Procedure | <input type="checkbox"/> Field Trips<br><input type="checkbox"/> Narratives<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 checked="" type="checkbox"/> Field Observations (Ls. 3)<br><input type="checkbox"/> Role-playing<br><input type="checkbox"/> Model Building<br><input checked="" type="checkbox"/> Surveys (Ls. 1) | <input type="checkbox"/> Essays<br><input type="checkbox"/> Computer Assisted<br>Instruction<br><input type="checkbox"/> Journals<br><input type="checkbox"/> Learning Logs<br><input checked="" type="checkbox"/> Reports (Ls. 4)<br><input type="checkbox"/> Learning Activity<br>Packages<br><input type="checkbox"/> Correspondence Lessons<br><input type="checkbox"/> Learning Contracts<br><input type="checkbox"/> Homework<br><input checked="" type="checkbox"/> Research Projects (Ls. 3)<br><input type="checkbox"/> Assigned Questions<br><input type="checkbox"/> Learning Centers | <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 type="checkbox"/> Discussion<br><input type="checkbox"/> Laboratory Groups<br><input checked="" type="checkbox"/> Think, Pair, Share (Ls. 1)<br><input type="checkbox"/> Cooperative Learning<br><input type="checkbox"/> Jigsaw<br><input type="checkbox"/> Problem Solving<br><input type="checkbox"/> Structured Controversy<br><input type="checkbox"/> Tutorial Groups<br><input checked="" type="checkbox"/> Interviewing (Ls. 4)<br><input type="checkbox"/> Conferencing |

**UNIT RESOURCES: (include 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>