

**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.

<p><b>UNIT DESCRIPTION: Getting a Job</b></p> <p>This unit addresses the concept of being a valued employee or employer and acting ethically and responsibly in any work environment. It will provide students with information and skills to resolve ethical issues in school and work situations, as well as the skills actively sought to obtain employment.</p>	<p><b>SUGGESTED UNIT TIMELINE:</b> Five Lessons</p> <p><b>CLASS PERIOD:</b> 55-70 minutes each</p>
<p><b>ESSENTIAL QUESTIONS:</b></p> <p>What is a portfolio? What are the benefits of having a portfolio?</p> <ol style="list-style-type: none"> <li>1. How do people share their strengths and skills with others?</li> <li>2. What are ethics?</li> <li>3. What guides us when we don't know what to do in a difficult situation?</li> <li>4. Why is it important to have ethical values on the job?</li> <li>5. How do people share their strengths and skills with others?</li> <li>6. Why is it important for people to know how to advocate their personal strengths for career success?</li> </ol>	
<p><b>CROSSWALK TO STANDARDS</b></p>	
<p><b>Mississippi College and Career Readiness Standards:</b></p> <p><b>ELA:</b> SL.9-10.1, SL.9-10.4, SL.9-10.6, SL.11-12.1  <b>ELA:</b> L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6  <b>ELA:</b> W.11-12.4 W.11-12.5 W.11-12.6  <b>ELA:</b> L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6  <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  B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7  B-SMS.1, B-SMS.4, B-SMS.5  B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9  <a href="https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf">https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf</a></p>	

<b>ASSESSMENT DESCRIPTIONS*:</b>	
The summative assessment for all units in the high school career development strand is The Ultimate Experience for Seniors. Students will create a media presentation chronicling their present career journey and showcasing their presentation to ninth grade students.	
<b>ESSENTIAL MEASURABLE LEARNING OBJECTIVES</b>	
<ol style="list-style-type: none"> <li>1. The student will gather five items for a portfolio to be used in job seeking.</li> <li>2. The student will complete a personal code of ethics form.</li> <li>3. The student will complete an advocacy plan to develop a school policy for an ethical school culture.</li> <li>4. The student will apply knowledge of self to develop information to be used for postsecondary applications.</li> <li>5. The student will integrate career knowledge and self-knowledge into a resume.</li> <li>6. The student will design a presentation utilizing the knowledge gained about his/her educational plans and career choice highlighting his/her strengths to promote himself/herself for the world of work.</li> </ol>	
<b>Obj. #</b>	<b>INSTRUCTIONAL STRATEGIES (research-based): (Teacher Methods)</b>
	<input checked="" type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input checked="" type="checkbox"/> Experiential <input checked="" type="checkbox"/> Independent study <input checked="" type="checkbox"/> Interactive Instruction
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12) X
<b>Obj. #</b>	<b>INSTRUCTIONAL ACTIVITIES: (What Students Do)</b>
1 2 3 4 5 6	See Lessons: Lesson #1: Career Portfolio (Grade 9) Lesson #2: Personal Code of Ethics (Grade 10) Lesson #3: Completing Applications (Grade 10) Lesson #4: The Resume (Grade 11) Lesson #5: The Ultimate Senior Career Project (Grade 12) X

<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>
<input type="checkbox"/> Structured Overview <input type="checkbox"/> Lecture <input type="checkbox"/> Explicit Teaching (Ls. 3) <input type="checkbox"/> Drill & Practice <input type="checkbox"/> Compare & Contrast <input type="checkbox"/> Didactic Questions <input type="checkbox"/> Demonstrations <input type="checkbox"/> Guided & Shared - reading, listening, viewing, thinking	<input type="checkbox"/> Problem Solving <input type="checkbox"/> Case Studies <input type="checkbox"/> Reading for Meaning <input type="checkbox"/> Inquiry <input type="checkbox"/> Reflective Discussion (Ls. 3, 4) <input type="checkbox"/> Writing to Inform <input type="checkbox"/> Concept Formation <input type="checkbox"/> Concept Mapping <input type="checkbox"/> Concept Attainment <input type="checkbox"/> Cloze Procedure	<input type="checkbox"/> Field Trips <input type="checkbox"/> Narratives <input type="checkbox"/> Conducting Experiments <input type="checkbox"/> Simulations <input type="checkbox"/> Games <input type="checkbox"/> Storytelling (Ls. 5) <input type="checkbox"/> Focused Imaging <input type="checkbox"/> Field Observations <input type="checkbox"/> Role-playing <input type="checkbox"/> Model Building <input type="checkbox"/> Surveys	<input type="checkbox"/> Essays <input type="checkbox"/> Computer Assisted Instruction <input type="checkbox"/> Journals <input type="checkbox"/> Learning Logs <input type="checkbox"/> Reports <input type="checkbox"/> Learning Activity Packages (Ls. 3) <input type="checkbox"/> Correspondence Lessons <input type="checkbox"/> Learning Contracts <input type="checkbox"/> Homework <input type="checkbox"/> Research Projects (Ls. 5) <input type="checkbox"/> Assigned Questions <input type="checkbox"/> Learning Centers	<input type="checkbox"/> Debates <input type="checkbox"/> Role Playing <input type="checkbox"/> Panels <input checked="" type="checkbox"/> Brainstorming (Ls. 1) <input type="checkbox"/> Peer Partner Learning (Ls. 4) <input checked="" type="checkbox"/> Discussion (Ls. 2) <input type="checkbox"/> Laboratory Groups <input checked="" type="checkbox"/> Think, Pair, Share (Ls. 2) <input checked="" type="checkbox"/> Cooperative Learning (Ls. 2) <input type="checkbox"/> Jigsaw <input type="checkbox"/> Problem Solving <input type="checkbox"/> Structured Controversy <input type="checkbox"/> Tutorial Groups <input type="checkbox"/> Interviewing <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>