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: Developing Awareness of Work and Workers	**SUGGESTED UNIT TIMELINE:** 4 Lessons
Students will identify activities that they like/dislike at home and at school, will learn how to relate knowledge of workers at home and at school to the six career paths, and develop an appreciation for the importance of all kinds of work.	**CLASS PERIOD (min.):** 30 minutes each

ESSENTIAL QUESTIONS:
1. What is work?
2. Why do people work?

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CROSSWALK TO STANDARDS

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Mississippi College and Career Readiness Standards:

ELA:
W.K.3, SL.K.1, SL.K.3, SL.K.4, L.K.5, SL.K.6, L.K.6
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf

Math:
https://districtaccess.mde.k12.ms.us/curriculumandInstruction/Mathematics%20Resources/MS%20CCSSM%20Framework%20Documents/2016-MS-CCRS-Math.pdf

American School Counselor Association (ASCA) Mindsets and Behaviors:
M 1, M 2, M 3, M 4
B-LS.1, B-LS.4, B-LS.6, B-LS.7, B-LS.9
B-SS.1, B-SS.2, B-SS.3, B-SS.4, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9
B-SM.3, B-SM.5, B-SM.6, B-SM.7, B-SM.8, B-SM.10
https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf

UNIT RESOURCES:
Common Core State Standards (CCSS), accessed May 17, 2013, from http://www.corestandards.org/

ASCA National Standards for Students (ASCA), accessed June 11, 2013, from

http://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

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

1
2
3
4
5
6
	See:
	   Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do
	   Lesson #2: Name That Career Path
	   Lesson #3: Traveling the Career Paths (Part 1)
	   Lesson #4: Traveling the Career Paths (Part 2)

Obj. #	**INSTRUCTIONAL ACTIVITIES: (What Students Do)**

1
2
3
4
5
6
	See:
	   Lesson #1: These Are A Few of My Favorite and Not So Favorite Things To Do
	   Lesson #2: Name That Career Path
	   Lesson #3: Traveling the Career Paths (Part 1)
	   Lesson #4: Traveling the Career Paths (Part 2)

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