

Unit #1 Title: Goal Setting

Grade Level: 9-11

MUST READ--THIS IS A VERY IMPORTANT NOTE: The sample curriculum strategies for the High School Career Development Strand are organized differently from the High School Personal and Social Development and Academic Development Strands. Five of the six High School Career Development Units (CD7, CD8, CD9) provide sample curriculum strategies for grades 9-11. The sixth High School Career Development Unit is a culminating/summative performance event to be implemented in the 12th Grade. The unit, titled “The Ultimate Career Development Experience for Seniors”, is an opportunity for so that students can demonstrate in a real life situation, evidence of knowledge, skills and understanding identified in the 12th grade outcomes for the Career Development Strand. The Ultimate Career Development Experience for Seniors may be found in the folder by the same name.

Number of Lessons in Unit: 4 (+ 12th grade “Ultimate Career Development Experience for Seniors”)

Time Required for Each Lesson: 55-70 minutes

Best Time of Year to Implement this Unit: The best time to implement Unit 1 is at the beginning of the school year, followed by Units 2, 3, 4, 5. The 12th grade unit/senior project (Unit 6 “The Ultimate Career Development Experience for Seniors”) requires independent investigation and research by each individual. It is recommended that Unit 6 be introduced during the early part of the senior year with checkpoints for monitoring student progress throughout the year. (See Unit 6: “The Ultimate Career Development Experience for Seniors” for details)

Lesson Titles:

Grade 9

Lesson 1: Revisiting the *Personal Plan of Study* and Post HS Requirements

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8th Grade)

Career interest inventory results

List of the entrance requirements for public and private post-secondary education/training options, the military, and procedures/resources for obtaining a full-time job immediately after graduation from high school.

Grade 10

Lesson 2: Revisiting the *Personal Plan of Study*: Using Occupational Trial Plan

Materials/Special Preparations Required:

Each Student’s *Personal Plan of Study* (Initiated in 8th Grade)

Activity Sheet “Occupational Trial Plan” Source: The “Occupational Trial Plan” is adapted from the *Missouri Career Education: Senior High-Exemplary Activities Handbook*, (Missouri Department of Elementary and Secondary Education, 1980).

Grade 11

Lesson 3: Does My Career Fit ME? (Venn Diagram):

Materials/Special Preparations Required:

Paper and pencil.

Teacher will need EXAMPLE Venn Diagram that can be projected for students' viewing as a class (overhead transparency, paper copy, computer-generated)

Grade 11

Lesson 4: Respect for All Workers

Materials/Special Preparations Required:

Newsprint

Markers

Activity Sheet: Career Paths Chart

A "focus object" for each student (e. g., a new pencil, a healthy snack). Object will be used to engage students in the lesson. (Note: If using a food item as "focus object" select something that supports the national emphasis on well-being via healthy in-school snack offerings.)

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard(s):

CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals

CD.8: Knowing Where and How to Obtain Information about the World of Work and Post-Secondary Training/Education

Grade Level Expectation(s):

CD.7.A.09.a.i: Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary.

CD.8.B.09.a.i: Identify the entrance requirements and application procedures for post-secondary options.

CD.7.A.10.a.i: Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.

CD.7.A.11.a.i: Analyze the education, training and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.

CD.7.C.11.a.i: Identify personal contributions to a global society to be made as a result of one's life career choices.

(Reminder: Unit 6 (12th Grade) "The Ultimate Career Development Experience for Seniors" incorporates ALL GLEs for the Career Development Strand.)

American School Counselor Association National Standard (ASCA):

Career Development

A. Students will acquire the skills to investigate the world of work in relation to

<p>knowledge of self and to make informed career decision.</p> <p>B. Students will employ strategies to achieve future career goals with success and satisfaction.</p> <p>C. Students will understand the relationship between training and the world of work.</p>
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Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <ol style="list-style-type: none"> 1. Develop questions and ideas to initiate and refine research 2. Conduct research to answer questions and evaluate information and ideas 4. Use technological tools and other resources to locate, select and organize information 5. Comprehend and evaluate written, visual and oral presentations and works 6. Discover and evaluate patterns and relationships in information, ideas and structures 7. Evaluate the accuracy of information and the reliability of its source 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <ol style="list-style-type: none"> 1. Plan and make written, oral and visual presentations for a variety of purposes and audiences 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, question and ideas while recognizing the perspectives of others 6. Apply communications techniques to the job search and to the workplace 7. Use technological tools to exchange information and ideas
X	<p>Goal 3: Recognize and solve problems</p> <ol style="list-style-type: none"> 1. Identify problems and define their scope and elements 5. Reason inductively from a set of specific facts and deductively from general premises 4. Evaluate the processes used in recognizing and solving problems 6. Examine problems and proposed solutions from multiple perspectives 7. Evaluate the extent to which a strategy addresses the problem 8. Assess costs, benefits and other consequences of proposed solutions
X	<p>Goal 4: Make decisions and act as responsible members of society</p> <ol style="list-style-type: none"> 1. Explain reasoning and identify information used to support decisions 3. Analyze the duties and responsibilities of individuals in societies 4. Recognize and practice honesty and integrity in academic work and in the workplace 5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 6. Identify tasks that require a coordinated effort and work with others to complete those tasks 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

	Academic Content Area(s)	Specific Skill(s)
X	Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 4. Writing formally (such as reports, narratives, essays) and informally (such as outlines, notes) 6. Participating in formal and informal presentations and discussions of issues and ideas
	Mathematics	
	Social Studies	4. Economic concepts (including productivity and the market system) and principles (including the laws for supply and demand) 6. Relationship of the individual and groups to institutions and cultural traditions.
	Science	
	Health/Physical Education	
	Fine Arts	1. Process and techniques for the production, exhibition or performance of one or more of the visual or performed arts

Unit Assessment (acceptable evidence):

Summative assessment relates to the performance outcome for goals, objectives and GLE’s. Assessment can be question answer, performance activity, etc.
 The summative assessment for the Career Development Strand is “The Ultimate Career Development Experience for Seniors” (see folder for Unit 6)

Brief Summary of Unit:
 In this unit for 9th, 10th and 11th grades, students will learn (and implement) knowledge, skill and understanding that will enable them to apply self-knowledge to the process of planning for post-secondary options, to find, evaluate and use career information and to define and understand the role of employment readiness skills in obtaining a job.

“**The Ultimate Career Development Experience for Seniors**” will be implemented at the 12th grade level. Senior (12th grade) students will convey their understanding of career exploration and planning in the achievement of life career goals, sources for accurate information about post-secondary options and requirements, and career readiness skills via a culminating senior project which will include presentations to 8th graders making the transition from middle school to high school.

Unit Goals:
 The student will know how to utilize knowledge of the world of work, personal interests, strengths, and limitations to reflect, review, revise/refine, reflect their present and future short- and long-term action plans such as his or her *Personal Plan of Study* (The Missouri School Improvement Program [MSIP] requirement for all students, see Missouri School

Improvement Program Standards)

Student Prior Knowledge: What prior knowledge do students need (e.g. the steps to solving a problem) to be successful in this unit?

How to prepare a *Personal Plan of Study*.

High school graduation requirements.

Use of personal transcript to evaluate current and future preparation for entrance into post-secondary options