

Unit 2 Title: Navigating Through the World of Work

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: 3 + Grade 12 culminating experience “The Ultimate Career Development Experience for Seniors” (Unit 6)

Time Required for Each Lesson: 55-70 min.

Best Time of Year to Implement this Unit: At appropriate for each grade level (see lessons)

Lesson Titles:

Grade 9

Lesson 1: Career Interest Inventory

Materials/Special Preparation Required:

Career Cluster Poster or handout

A career interest inventory such as:

Kuder – www.kuder.com

Choices – www.choices.org

Self Directed Search – www.self-directed-search.com

ACT’s Discover – www.act.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 & pencil

The Occupational Outlook Handbook - <http://www.bls.gov/oco/>

Dictionary of Occupational Titles - <http://www.occupationalinfo.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

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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.B.09.a.i: Recognize the sixteen (16) career clusters within the six career paths as a more specific organizer for exploring and preparing for careers now and in the future.

CD.8.A.09.a.i: Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.

CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.

CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.

CD.7.B.11.a.i: Utilize a variety of resources to aid in career exploration and planning.

CD.8.A.11.a.i: Synthesize information gathered from a variety of sources.

American School Counselor Association National Standard:

Career Development

A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research.
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	<ol style="list-style-type: none"> 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 sources 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 2. Evaluate the processes used in recognizing and solving problems 3. Develop and apply strategies based on one's own experience in preventing or solving problems 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	<ol style="list-style-type: none"> 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 3. Reading and evaluating nonfiction works and materials (such a biographies, newspapers, technical manuals) 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	
X	Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions 7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science	
	Health/Physical Education	
X	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):

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.

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 showcasing this presentation to ninth grade students. Counselor and teacher will evaluate the presentation.

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 “try-on” work roles. Students will use career inventories, career resources and job shadowing to explore their career interests. **“The Ultimate Career Development Experience for Seniors” (Unit 6)** will provide students with the opportunity to convey their understanding of career exploration and planning for the achievement of life career goals.

Unit Goals and Objectives:

The student will know how to utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as changes occur in the world of work and in their lives.

Student Prior Knowledge: 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 Pathways as a structure for the world of work—including, the names of the career paths the occupations that are included in each Career Path and the education/training required for specific careers.

Awareness of self and personal career interests

Computer use for research and composition of presentation.