

Unit #4 Title: Life Long Learning

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 (+ “The Ultimate Career Development Experience for Seniors” CG 7, 8, 9 Grade 12 Unit 6)

Time Required for Each Lesson: 55-70 min.

Best time of year to implement this Unit: First semester

Lesson Titles:

Grade 9

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

Materials/Special Preparations Required:

Students’ *Personal Plan of Study*, career interest inventory results (see 7.1, 8.2 Grade 9 Unit 2 Lesson 1)

List of minimum entrance requirements for post-secondary education/training options, e.g., college/university/ technical school of choice or resources/plan for immediate full-time post-high school employment.

Grade 10

Lesson #2: Completing Applications

Materials/Special Preparations Required:

Applications for post-secondary education/training institutions and programs and various employment opportunities for students to complete. Checklists to show comparisons of post-secondary education/training institutions to each other and full-time employment opportunities to each other.

Grade 11

Lesson #3: Get Set for College

Materials/Special Preparations Required:

College preparation materials such as ACT “Get Set For College” brochure (available free of charge):

<http://www.act.org/path/secondary/pdf/GetSetforCollege.pdf> for each student.

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.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.8.B.10.a.i: Apply knowledge of self to make informed decisions about post-secondary options.

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.8.B.11.a.i: Apply research skills to obtain information on training and education requirements for post-secondary choices.

American School Counselor Association National Standard (ASCA):

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 decision.
- 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. 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	Goal 2: Communicate effectively within and beyond the classroom

	<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 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 <ol style="list-style-type: none"> 6. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
	Science
	Health/Physical Education
X	Fine Arts <ol style="list-style-type: none"> 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 Ultimate Career Development Experience for Seniors" (see Unit 6).

Formative Assessments are described in each lesson. Students complete and interpret career interest inventories, complete sample applications, and engage in job shadowing experiences as means of measuring GLE knowledge, skill and understanding; A media presentation is the authentic performance task/event via which each individual will demonstrate the six facets of understanding (explanation, interpretation, application, perspective, empathy and self-knowledge) related to the "big ideas" (CG Content Standards) of the Career Development Strand.

Brief Summary of Unit:

This unit will provide students with information, resources and competence to enable them to become life long learners and advocates for themselves when facing change and/or opportunities for change.

Unit Goals and Objectives:

The student will know where and how to obtain information about the world of work and post-secondary training/education, how to utilize career and educational information in career decision-making and know and understand the levels of training and education required for life career goals

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

Information about their previous interests

Ability to use computer for research and composition of presentations.