

THIS UNIT IS STILL UNDER CONSTRUCTION!

Note: This is the culminating project for the high school Career Development Strand: CD7, CD8, and CD9. This unit is intended to be the summative evaluation for the high school Career Development Strand – It will be the way in which achievement of the 12th grade outcomes will be measured – have we done our jobs K-12 well enough that students will be able to become valued employees and employers?

Unit #6 Title: The Ultimate Career Development Experience for Seniors: **Grade Level:** 12 Getting a Job!

Lesson: 1 of 1 (additional lessons will be developed during the Fall 2006 semester)

Length of Lesson: 55-70 minutes for the introduction to the Ultimate Experience

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.

CD.9: Applying Employment Readiness Skills and the Skills for On-the-Job Success.

Grade Level Expectations (12th grade outcomes):

CD.7.A.12.a.i: Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.

CD.7.B.12.a.i: Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work changes.

CD.7.C.12.a.i: Respect all work as important, valuable and necessary in maintaining a global society.

CD.8.A.12.a.i: Utilize career and educational information in career decision-making.

CD.8.B.12.a.i: Know and understand the levels of training and education required for life career goals.

CD.9.A.12.a.i: Apply personal, ethical, and work habit skills that contribute to job success.

CD.9.B.12.a.i: Utilize appropriate job-seeking skills to obtain employment.

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 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.

Materials (include activity sheets and/ or supporting resources)

Classroom equipped with technology The use of appropriate computer training and access to compatible computer and media equipment is essential for the success of this activity
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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 sources 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
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 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. Develop and apply strategies based on one's own experience in preventing or solving problems 2. Evaluate the processes used in recognizing and solving problems 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. Identify problems and define their scope and elements 3. Develop and apply strategies based on one's own experience in preventing or solving problems 8. Assess costs, benefits and other consequences of proposed solutions

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) 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 of ideas
Mathematics	
Social Studies	
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
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Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment (acceptable evidence)

Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.
 Students will be assessed/evaluated by their ability to convey their understanding of career exploration and planning in the achievement of life career goals. The activity they produce will be evaluated/graded by counselor and/or teacher based on quality of presentation.

Lesson Preparation

Essential Questions:
 What benefits will the student and their younger peers gain as a result of their participation in this activity?
 To what extent do seniors understand the use of marketing their agenda to others?
Engagement (Hook):
 15 minutes of fame. Showcasing work to younger peers.

Procedures

<p>Counselor Procedures:</p> <p>Counselor provides instructions for developing a creative media presentation-chronicling student's present career journey. Upon completion of the presentation, the senior students will showcase/ themselves by presenting their project to 9th grade students.</p> <ol style="list-style-type: none"> 1. The presentation will be an individual and creative effort. It should be noted that while the counselor will support students as they develop their projects, the student will determine the form his or her presentation will take. Counselor will provide students with archived projects and work completed by student. 2. Counselor provides students with access to computers, media, and other resources needed to enhance student media projects. 	<p>Student Involvement:</p> <ol style="list-style-type: none"> 1. Students have the opportunity of collaborating with others with the understanding that the final project will provide enough of the individual endeavor to validate that he or she has gained the competencies identified. 2. Students will design the project and work on project by using provided archived materials.
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<p>3. Counselor will provide opportunities for shared learning.</p> <p>4. Counselor will assist students as they create their media presentations. Seniors are asked to present their presentation to 9th grade students.</p>	<p>3. Students will continue towards completion of their senior project by using computers and other media resources. Counselor, teachers and students will establish checkpoints and opportunities for formative evaluation of the project throughout the year. “Dress-rehearsal” for each student’s project will be the showing of the presentation to parents.</p> <p>4. Students will create a media presentation chronicling their present career journey and showcasing this presentation to 9th grade students.</p>
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Teacher Follow-Up Activities

Classroom teachers will be involved in the individual assessment process for each student. Classroom teachers will be encouraged to become involved throughout the development of the senior projects.

Counselor reflection (included after the lesson)