

Unit #5 Title: Getting a Job!

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

Time Required for Each Lesson: 55-70 min

Best time of year to implement this Unit:

9th grade Career Portfolio lesson: Early in the academic year

10th grade Personal Code of Ethics and 11th grade Resume Interview: Anytime

Lesson Titles:

Grade 9

Lesson #1: Career Portfolio

Material/Special Preparations Required:

Career Portfolio for each student. This may be done within a computer program or created by the counselor.

Grade 10

Lesson #2: Personal Code of Ethics

Material/Special Preparations Required:

Code of Ethics Worksheets

School Discipline Policy (or other school policy documents that provide guidelines for student behavior.

Copies of Ethical Standards for a variety of professions (e.g. American Counseling Association, American School Counselor Association, American Medical Association, Hippocratic Oath)—The ethical standards are (usually) available from the websites of professional organizations.

Grade 11

Lesson #3: The Resume Interview

Material/Special Preparations Required:

Resume Interview Worksheet

Resume Writer

Computer Lab

Grade 12

Unit 6: Ultimate Senior Project

See Ultimate Career Development Experience For Seniors (Unit 6)

Missouri Comprehensive Guidance Standard:

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

Grade Level Expectation(s):

CD.9.A.09.a.i: Identify situations which would compromise ethical habits in school or work situations.

CD.9.B.09.a.i: Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community

CD.9.A.10.a.i: Identify the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.10.a.i: Compare and contrast the post-secondary application process to the job application process.

CD.9.A.11.a.i: Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.

CD.9.B.11.a.i: Refine and utilize a portfolio, which may be used for a variety of post-secondary opportunities.

American School Counselor Association National Standard (ASCA):

Career Development

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 devaluate 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
X	Goal 2: Communicate effectively within and beyond the classroom 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	Goal 3: Recognize and solve problems 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	Goal 4: Make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions 3. Develop, monitor and revise plans of action to meet deadlines and accomplish goals 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 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

Lesson Assessment (acceptable evidence):

<p>Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc. Development of a resume Completion of the Ultimate Senior Experience</p>

<p>Brief Summary of Unit: Unit 5 addresses the concept of being a valued employee or employer – acting ethically and responsibly in any work environment. This unit will provide students with information and skills to resolve ethical issues in school and work situations as well as the skills actively seek and obtain employment.</p> <p>Unit Goals and Objectives: Students will apply personal, ethical and work habit skills, which contribute to job success and utilize appropriate job-seeking skills to obtain employment.</p> <p>Student Prior Knowledge: What prior knowledge do students need) e.g. the steps to solving a problem) to be successful in this unit? Ability to use computers for research, to develop portfolios and resumes and to compose presentations</p>
