

# Jay Curriculum: Unit Cover Page

**Unit title:** Career Awareness (Unit 4)

**Grade Level:** 9

**Content Area(s):** Freshman Essentials

**Date Created:**

**Designed By:** Shelley Joyce

## **Year 1 Map & Template Development**

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

## **Year 2 Piloting**

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

## **Year 3 Review & Complete Assessment**

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

## **Year 4**

- Full Implementation
- Benchmarks Established

### **Standard(s)/Performance Indicators:**

- A Career Prep 2, 3
- B 1, 3
- C 1

**Unit:** Career Awareness

### **Brief Summary of Unit/Topic**

**Summary:**

In this unit students will take a career assessment test to target careers that are of interest to them based on their current interests, skills and abilities. Students will then research several of the selected careers of interest to determine what duties are involved in the selected careers, salaries, required levels of education, and required high school courses. Students also explore various employment trends and how changing technology affects the job market.

### **Stage #1: Identify Desired Results**

**Essential Question/s:**

**General understanding/s (What is worth being familiar with?)**

Students will understand that there are many careers available to them and how to research to learn more about those careers. Students will understand that academics play an important role in acquiring their career of choice. Students will understand that the “world of work” is always changing and that they need to be able to change and adapt with it. Students will understand that there are many post-secondary paths to choose from.

**Students will know:**

- What career areas and specific careers are of interest to them at this point in time.
- Their career preferences and work values
- The importance of academics in acquiring a job
- How to conduct career research and the tools available to them
- What courses they need to take in high school
- What education or training is needed for their careers of interest
- What licenses or tests are required for their careers of interest.

**Students will be able to:**

- Identify career areas and specific careers that are of interest to them at this point in time.
- Conduct career research using the computer and available text publications (Occupational Outlook Handbook).

**Enduring Understanding/s:**

Understand that the “world of work” is always changing – due to technology.  
Know the career interest groups that are of interest to them.  
Know how to and the tools available to research careers of interest.  
Know that academics play an important role in acquiring a future career.

## Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)
Completion of career packet and career portfolios	CP A2, A3, B1, B3, C1			
OTHER				
Job application				
Cover letter				
Resume				

\*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

### **Stage #3: Plan learning experiences & instruction**

**What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):**

- Complete career packet:
  - Discuss the technological revolution and its effect on the job market
  - Discuss the importance of finding a career that you like
  - Complete an assessment test to determine careers of interest
  - Determine preference of working with Data/ideas, people, or things on the job
  - Determine work value choices
  - Determine work environment choice
  - Determine your physical needs (if any)
  - Discuss gender stereotypes
  - Take a pre-employment test
  - Determine core academic skill levels for reasoning, math and language
  - Evaluate current work habits and interpersonal skills
  - Discuss and determine post-secondary educational paths of interest
  - Discuss career ladders
  - Research six careers of interest (based on the results of assessment test) – using CHOICES (computer program) and the Internet to determine the following: duties; working environment and conditions; work values; physical needs; career ladders available and related jobs; recommended post-secondary career paths; training and education required for each job; recommended high school courses; tests, license, or certification needed; interests and dislikes about career.
  - Complete career portfolio packet – completed packets are distributed to the academic advisors to be included in their portfolios.

### **REFERENCES:**