

Strand	
<u>Concept</u>	<u>Learning Targets</u>
<p>A. Identify personal interests, skills, and abilities to identify career options</p>	<p>1.</p> <ul style="list-style-type: none"> • Determine interests, skills, and abilities to distinguish appropriate/realistic career choices/options • Analyze results of interests, skills, and abilities inventories • Create a portfolio identifying key facets of yourself (each student) and potential careers befitting these facets • Utilize contents of the portfolio to assess the top 3 best career choices
<p>Alignments: CCSS: 9-10.SL.1 Performance: 1.1, 1.2, 1.4, 1.10 Knowledge: (SS) 7 NETS: 1d; 4c DOK: 4</p>	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Facilitate discussion • Guided practice – Take computer and paper based: <ul style="list-style-type: none"> • interest • skills • abilities inventories • Model – Create a list of interests and prioritize from highest to lowest • Model simulation/role-play [Determine how abilities (limitations, strengths, etc.) affect career selections and possibilities] 	

- Facilitate through pair and group work:
 - interdependence activities
 - active learning
 - cooperative learning activities
- Supplication of real world problem examples/scenarios (what careers would require these skills & abilities/how used)
- Socratic seminar/question (variation)
- Lecture
- Demonstration

Assessments/Evaluations

Formative:

- Abilities assessments (to verify abilities) – assessed using:
 - teacher observations
 - skills chart

Summative:

- Differentiate between skills, abilities, and interests – assessed using:
 - teacher observations/discussions
 - tests
 - quizzes (written & performance)
- Analyze how interests and abilities affect career choices – assessed using teacher observations/discussions
- Portfolio presentation – assessed using teacher observation/scoring guide
- Tests
- Quizzes (written & performance)

Sample Assessment Questions

- What is the difference between a skill and ability? List 2 examples of each
- How does knowing/assessing our skills, interests, and abilities help us identify good career choices?
- List 3 of your strongest skills, abilities, and interests
- Name 1-3 careers that are good choices for you based on your skills, interests, and abilities. Explain how you chose these careers

Instructional Resources/Tools

- Online inventories (learn more Indiana, Missouri connections, BLS)
- Paper-based inventories (in book - career planning, other resources)
- Developing a portfolio (in book- career planning – example, online, other resources)

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Cross Curricular Connections

- During assessment and practice:
 - Math:
 - calculation
 - problem solving
 - Reading:
 - basic
 - comprehension
 - Geography – map reading
 - Computer skills:
 - typing
 - inventories
 - software knowledge
 - Writing:
 - grammar
 - editing
 - vocabulary

Strand	
<u>Concept</u>	<u>Learning Targets</u>
B. Demonstrate setting goals and developing action plans	<p>2.</p> <ul style="list-style-type: none"> • Formulate goals for various aspects of life in SMART format • Critique created goals to determine feasibility • Develop an action plan to achieve goals • Forecast potential obstacles to goal attainment • Develop alternate courses of action
<p>Alignments: CCSS: 9-10.SL1; 9-10.SL.4 Performance: 1.4, 1.10, 4.5 Knowledge: (SS) 7 NETS: 4a; 6a DOK: 4</p>	
<p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Facilitate discussion regarding classifying and comparing long- vs. short-term goals (differences, types, distinguishing) • Guided practice – footsteps goal writing • Facilitate through pair and group work: <ul style="list-style-type: none"> • cooperative learning activities • interdependence activities • active learning • Model – evaluating/critiquing goals to determine realistic vs. unrealistic • Model simulation/role-play • Supplication of real world problem examples/scenarios • Direct instruction – Identify SMART goals (what are they, why are they important, what do the letters stand for) • Socratic seminar/question (variation) • Facilitation of problem-based learning • Lecture • Demonstration 	

Assessments/Evaluations

Formative:

- SMART game
- Adding a piece of the goal
- Explain a piece of a goal
- Developing an action plan (as a class) – assessed using:
 - teacher observations
 - discussions
 - checklists

Summative:

- Apply goal writing and setting skills to develop 1-3 goals in 3 major life areas:
 - Personal
 - Career
 - Educationalassessed using a written exam/quiz
- Devise an action plan to accomplish each goal – assessed using:
 - goal presentation checklist
 - written exam
- Explain SMART goal writing and its benefits – assessed using a:
 - written exam
 - quiz
- Determine if goals are realistic or unrealistic – assessed using a:
 - goal presentation checklist
 - written exam
 - quiz

Sample Assessment Questions

- What is a goal?
- What are the types of goals?
- What are the categories of goals we have written?
- What is the format we learned for use when writing goals?
- What is an action plan?
- Write a SMART goal and identify the type and classification

Instructional Resources/Tools

- SMART goal examples
- Action Plan examples:
 - Book – textbook
 - Online – computer
 - IEP – personal

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

Cross Curricular Connections

- Reading, reviewing, and revising goals
- Writing goals utilizing a specified format
- Potentially all areas depending on specific goals

Strand	
<u>Concept</u>	<u>Learning Targets</u>
C. Analyze current and future workplace trends and occupational/educational outlook	3. <ul style="list-style-type: none"> • Apprise appropriate careers for longevity and cost benefit • Determine appropriateness of career • Analyze data to predict outcomes • Compare various careers
Alignments: CCSS: 9-10.SL.1; 9-10.SL.4 Performance: 1.2, 1.4, 1.6, 1.8, 1.10, 4.5 Knowledge: (SS) 4,5,7 NETS: 1a,b,d; 3; 4b,c; 5a,b DOK: 4	
<u>Instructional Strategies</u> <ul style="list-style-type: none"> • Facilitate discussion • Guided practice – examine the connection between career outlook and career selection • Facilitate through pair and group work: <ul style="list-style-type: none"> • cooperative learning activities • interdependence activities – examine career availability in the area and compare it to a previous year • active learning – draw conclusions regarding: <ul style="list-style-type: none"> • career choices • education • career outlook • Model • Model simulation/role-play • Supplication of real world problem examples/scenarios • Direct instruction • Socratic seminar/question (variation) • Facilitation of problem-based learning • Lecture – speakers to discuss workplace trends (overall and specific to their career) • Demonstration 	

Assessments/Evaluations

Formative:

- Percent and outlook game – assessed using teacher observation
- Assessed using teacher observation/discussion evaluation:
 - Determine the career with the best outlook based on information provided. Would you choose this career? Why or why not?
 - Analyze information to determine if a career choice is a good or bad one (teacher observation/discussion evaluation)

Summative:

- Presentation (within a bigger presentation) – explain where to find career outlook information, how it is used, and why it is important
- Identify 2-3 careers that are growing and 2-3 that are decreasing – assessed using:
 - a scoring guide for presentation
 - written quizzes
 - a test

Sample Assessment Questions

- What does occupational outlook mean?
- Where can I find information about the occupational outlook for a career?
- How does knowing the occupational outlook help us choose a career?
- If a career's occupational outlook said it was decreasing by 12%, would this be a good career choice? Why or why not?

Instructional Resources/Tools

- Virginia career view
- Occupational Outlook Handbook
- Videos
- Relevant media
- Speakers

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

Cross Curricular Connections

- Career and educational choices, based on outlook, require understanding of mathematical concepts such as percent and integers
- Reading and writing are required to discover and record outlook information

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<p>D. Use research tools to investigate careers</p>	<p>4.</p> <ul style="list-style-type: none"> • Investigate various careers of choice and assignment • Draw conclusions regarding careers from various inventories results to identify 3 top career choices of interest • Collect information through research about specific careers from various sources and mediums • Assess information to determine which careers are right/wrong for their skills, interests, and abilities • Synthesize information procured into a project to present to the class • Critique their own and classmates work through revision and constructive criticism
<p>Alignments: CCSS: 9-10.SL.1; 9-10.SL.4 Performance: 1.1, 1.2, 2.7 Knowledge: (SS) 7 NETS: 1a,b,d; 3; 4b,c; 5a,b; 6a DOK: 4</p>	

Instructional Strategies

- Facilitate discussion – career vs. job
- Guided practice – define:
 - training
 - education
 - apprentices
 - on-the-job training
 - college vs. vocational
- Facilitate through pair and group work
 - cooperative learning activities
 - interdependence activities
 - active learning
- Model – revisit the Occupational Outlook Handbook and practice finding information
- Model simulation/role-play
- Supplication of real world problem examples/scenarios
- Direct instruction
- Socratic seminar/question (variation) – What are some ways we can investigate/find out about careers?
- Facilitation of problem-based learning
- Lecture – speakers to discuss various careers
- Demonstration

Assessments/Evaluations

Formative:

- Percent and outlook game (teacher observation)
- Determine the career with the best outlook based on information provided (teacher observation/discussion evaluation)
- Would you choose this career? Why or why not, Analyze information to determine if a career choice is a good or bad one (teacher observation/discussion evaluation)

Summative:

- Presentation (within a bigger presentation) – Discuss career chosen, why and information discovered
- Identify 2-3 careers that you have learned about and 2 things learned about each – assessed using:
 - a scoring guide for presentation
 - written quizzes
 - a test

Sample Assessment Questions

- What is a career?
- Where can I find information about a career? List at least 2 ways/places to find this information
- What is the difference between on-the-job and college training?
- What are three things to consider when choosing a career? Why do you have to think about these things?

Instructional Resources/Tools

- Virginia career view
- Occupational Outlook Handbook
- Videos
- Relevant media
- Speakers

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task

Cross Curricular Connections

- Career choices based on outlook require understanding of mathematical concepts such as percent and integers
- Reading and writing are required to discover and record research information
- Research skills will be developed and practiced which apply to English, Social Studies, and other courses

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<p>E. Consider how the nature of the workplace, the business cycle, stereotypes, and the economy affect the work experience</p>	<p>5.</p> <ul style="list-style-type: none"> • Define economy, stereotype, business cycle, formal and informal work environment, etc. (depending on class make-up) • Analyze problems in the work place (i.e., stereotypes, racism) • Compare/contrast strong vs. weak (and economic circumstances between) economy work experiences • Investigate economic issues (local and national) • Assess the effect of economic movement on various careers • Formulate solutions to real world problems affecting the work experience • Develop a personal plan of action to implement to withstand the effects of the economy, stereotyping, and the nature of the work place
<p>Alignments: CCSS: 9-10.SL.1 Performance: 3.5, 3.6 Knowledge: (SS) 4 NETS: 1d; 3b; 4c DOK: 4</p>	

Instructional Strategies

- Facilitate discussion
- Guided practice
- Facilitate through pair and group work
 - cooperative learning activities
 - interdependence activities – identify factors that affect work (experience and job acquisition)
 - active learning
- Model
- Model simulation/role-play
- Supplication of real world problem examples/scenarios (what would/should you do? What are the results?)
- Direct instruction – define words with students (discussion combination – depending on student background knowledge)
- Socratic seminar/question (variation)
- Facilitation of problem-based learning:
 - What could/should have been done?
 - Why?
 - How can we prevent it?
- Lecture
- Demonstration

Assessments/Evaluations

Formative:

- Evaluation, through teacher observation, of:
 - writings
 - scenarios
 - conclusions created
- Teacher observation and evaluation of:
 - responses to written questionnaires
 - discussions
- Teacher observations and checklists for:
 - role plays
 - discussions
- Simulation evaluations of student performance through teacher observations and checklists

Summative:

- Written quizzes
- Tests
- Mid-term/final
- Problem-solving participation and conclusions developed – assessed using:
 - teacher observation
 - checklist
- Performance based quizzes & tests (scoring guide/checklist)

Sample Assessment Questions

- What happens to the number of jobs available in a bad economy?
- What is a stereotype?
- How do stereotypes affect the job/career search process?
- What is a business cycle?

Instructional Resources/Tools

- Textbooks
- Scenarios – various
- videos:
 - online
 - DVD
 - VHS
- Questionnaires
- Simulation pieces
- Articles
- Real world problems:
 - TV
 - newspaper

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Cross Curricular Connections

- Math: determine dollar amounts and their actual cost to companies for lawsuits and economic fluctuations
- Reading/Writing: read about problems and write responses
- Social Studies: discuss people interacting with one another and the basis and potential corrections for various stereotypes
- All areas: work on dispelling stereotypes and learning to work with a variety of individuals

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<p>F. Compose texts for a variety of career and workplace communications</p>	<p>6.</p> <ul style="list-style-type: none"> • Compare/contrast various types of work related communications • Create a variety of work related communications • Formulate a list of references • Critique a variety of work related communications • Revise various work related communications • Explain the use of various work related communications • Design a personal portfolio
<p>Alignments: CCSS: 9-10.SL.1 Performance: 1.8, 2.1, 2.6 Knowledge: (CA) 4 NETS: 6a DOK: 4</p>	
<u>Instructional Strategies</u>	
<ul style="list-style-type: none"> • Facilitate discussion • Guided practice – creating resumes and cover letters • Facilitate through pair and group work: <ul style="list-style-type: none"> • active learning – completing applications • cooperative learning activities • interdependence activities • Model – sending an email with and without attachments • Model simulation/role-play 	

- Supplication of real world problem examples/scenarios – taking a message
- Direct instruction
- Socratic seminar/question (variation)
- Facilitation of problem-based learning
- Lecture
- Demonstration

Assessments/Evaluations

Formative:

- Evaluation of writings and scenarios – assessed using:
 - teacher observations
 - checklists
- Teacher observation and evaluation of:
 - applications
 - resumes
 - cover letters
 - discussions
- Teacher observations and checklists for:
 - role plays
 - discussions
- Simulation evaluations of student performance through:
 - teacher observations
 - checklists

Summative:

- Written quizzes
- Tests
- Mid-term/final
- Performance-based tasks such as:
 - resume and cover letter writing
 - application completion
 - writing of memosassessed using:
 - teacher observation
 - checklist
 - scoring guides

Sample Assessment Questions

- When would you be able to use email for a professional communication?
- What is the difference between a resume and an application?
- What would you use a memo for?
- What are 3 benefits of using a resume instead of an application for the person wanting to get a job?

Instructional Resources/Tools

- Textbooks
- Scenarios – various
- videos:
 - online
 - DVD
 - VHS
- Questionnaires
- Listening quizzes
- Simulations
- Real world problems:
 - TV
 - Newspaper

Literacy Connections

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

Cross Curricular Connections

- Reading/Writing: read and write various forms of work-related communications
- All areas – practice:
 - listening skills
 - following directions
 - real-time note-taking (recording) skills