Unit 4: Career Awareness and Exploration

Content Area: **Guidance**
Course(s): **21st Century Skills**
Time Period: **Marking Period 4**
Length: **4 Weeks**
Status: **Published**

Unit Overview

Students in grade six are introduced to career exploration by way of a brief study of Gardner's "Theory of Multiple Intelligence." Given a greater understanding of multiple types of intelligence, students will identify one or more areas out of nine that suit their personal talents, both academic and extracurricular. They will identify their current "job" as "student" and relate the importance of school work to the foundation for building future careers. Through this introduction to career development, students will develop a personalized learning plan in portfolio form, which they will use over the course of their middle-school career.

Standards

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Essential Questions

- Why is work important?
- How can I use my personal interests and talents to find the career that is right for me?
- What is "work" and how is it related to career choice?
- How do the academic subjects I take in middle school build a foundation for career choice?
- How does my ability to work with others influence career success?

Application of Knowledge and Skills...

Students will know...

- that career success involves the ability to collaborate with others
- that interests, abilities, talents, and academic strengths form the foundation for career choice
- that personal preferences have an effect on the way students relate to others and on possible career choices
- the definition of the “Theory of Multiple Intelligence” as it relates to personal strengths and their effect on possible career choice
- the definition of work, job, and career

Students will be skilled at...

- compare and contrast the terms, work, occupation, job, career, and profession
- define and distinguish interests, abilities, hobbies and talents, and relate them to potential career choice
- list areas of personal strength, both academic and extracurricular, as they relate to the Theory of Multiple Intelligence

Assessments

- Informal Open-Ended Response/Pre-test Diagnostic: Written Test Students will take a pre-test to determine their prior knowledge about careers. Pre-test data will assist in developing topics that will be discussed in-depth.
- My Career Plan- - Middle School Formative: Other written assessments Students will complete a worksheet outlining their personal interests, hobbies, talents and abilities as part of their Personalized Student Learning Plan Portfolio.
- End-of-Course Benchmark Assessment Summative: Benchmark Assessment Students will take the benchmark assessment to demonstrate their knowledge of how personal interests, abilities, talents, and preferences influence career choice. They will understand that academic knoweldge is just one facet of career development and that other skills (organizational, social, conflict-resolution, and creative) are also necessary for career success

Activities

My Career Plan: Students will identify personal interests, hobbies, talents, and abilities and will complete a worksheet: My Career Plan - Middle School. They will prepare their Personalized Student Learning Plan Portfolio.

Theory of Multiple Intelligences: Students will identify their personal abilities and talents as they relate to the nine intelligences. They will outline their academic and extracurricular strengths on their career path worksheet.

Benchmark Assessment

Students will complete the end-of-course test and will be able to demonstrate the following:

- distinguish interests from hobbies and talents from abilities
- relate personal interests to career choice
- define personal abilities as they relate to any one or few of the nine multiple intelligences
- distinguish associates degree from bachelors and graduate degrees
- distinguish a job and occupation from a career and profession

Activities to Differentiate Instruction

- Study-guides
- Modified assessment

Integrated/Cross-Disciplinary Instruction

- Students will be involved with mathematics, language arts, science, social studies and foreign language content as they discover how each content area prepares them for the world of work.
- Students will be analyzing all content areas when discovering their personal interests, abilities, and talents.

Resources

- Online Resources:

Ferguson's Career Guidance Center

- Teacher-made PowerPoint, worksheets, profiles, and assessment.