

Career Planning: Careers and Decision Making

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to integrate knowledge, skills, and practices required for career planning in order to make a successful transition from school to the work force. <u>Content Standards:</u> - C:A1:1 Develop skills to locate, evaluate and interpret career information - C:A1:2 Learning about the variety of traditional and nontraditional occupations - C:A1:3 Develop an awareness of personal abilities, skills, interests and motivations - C:B1:6 Learn to use the internet to access career-planning information - C:B1:7 Describe traditional and nontraditional career choices and how they relate to career choice STANDARDS DERIVED FROM: ASCA National Standards for Students	Transfer	
	Students will be able to independently use their learning to identify the best sources for information about careers and practice effective decision-making.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - having a realistic career plan is an essential part of personal growth and development. - a career plan is an opportunity to maximize true potential.	ESSENTIAL QUESTIONS - Is decision making necessary to having a career? - Will I get what I deserve?
	Acquisition	
	Students will know... - that there are many resources to use to find information about careers and occupations including; CDM Career Zone and the Occupational Outlook Handbook. - that job description and information are related to interests, task/job duties, skills, - knowledge/training needed, school programs, wages, job outlook, similar jobs, and location of job openings can be found on the CDM and OOH websites. - that there are steps to decision making such as; setting goals, making priorities, exploring options, assessing risks, and making a plan. “wage equity” means equal pay for equal work. <u>vocabulary:</u> wage, wage equity, decision , goal, priority, option, probability, motivation,	Students will be skilled at... - accessing the CDM and OOH websites. - navigating the CDM and OOH websites. - following the steps to decision making.

Content Area Literacy Standards		21st Century Skills
not applicable		• <i>make judgments and decisions</i> • <i>think creatively</i> • <i>communicate clearly</i> • <i>apply technology effectively</i> • <i>be flexible</i>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
Language Arts Integration	Mathematics Integration
• 1.OA.1 Use	• 1.OA.1 Use
Technology Integration	District Materials
• 1.OA.1 Use	

--	--