

Career Planning: Opportunities in Your Community

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:A2.2 Apply job readiness skills to seek employment opportunities. - C:A2.3 Demonstrate knowledge about the changing workplace. STANDARDS DERIVED FROM: ASCA National Standards for Students	Transfer	
	Students will be able to independently use their learning to identify and access career opportunities in their community.	
	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 - Where are the jobs? - Is who you know important?
	Acquisition	
	Students will know... - that networking can help find a job. - that it is important to get along with others in the workplace. - that there are career opportunities in their own communities. - that communities need industries in 11 of 16 career clusters. - that working and living with others can have challenges. <u>vocabulary:</u> core services, networking, internship, informational interview, attitude, authority,	Students will be skilled at... - locating core services in a community. - gathering information about schools from catalogs, the internet and visits. - identifying the benefits of a positive attitude. - applying decision-making skills to career planning, course selection, and career transition. - identifying personal skills, interests, abilities, and relate them to current career choices.
Content Area Literacy Standards		21st Century Skills
not applicable		- reason effectively - make judgments and decisions - think creatively - communicate clearly - adapt to change - be flexible - manage goals and time - interact effectively with others

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	