

**UNIT OVERVIEW:** Everyone has skills and talents to make the most of a career. An individual determines his/her potential. Continuing ones education is the best chance for securing a good job so as to have the desired life. Investing in training and education throughout ones career can pay off in salary increases and promotions; as well as provide options should persons encounter a work interruption such as a layoff.

STAGE ONE: A Map to your Future			
Established Goals/Standards	<b>CDOS Standards (Career Development and Occupational Studies):</b>  1, 2, 3a, and 3b  <b>CCTC Standards (Common Career Technical Core)* Finance Career Cluster® (FN)</b>  1, 2, 4, 8, 9, and 14	<b>Long-Term Transfer Goal</b>  <i>Student will learn the knowledge, skills and understandings from this course so that they can independently integrate interests, knowledge, and skills to decide a career path that allows for professional growth in a competitive, evolving, society where careers can change.</i>	
		<b>Meaning</b>	
	<b>Mission Vision Alignment Tenacious:</b> <ul style="list-style-type: none"> <li>Recognizes and takes advantages of opportunities to discover passions/interests</li> </ul> <b>Think Purposefully:</b> <ul style="list-style-type: none"> <li>Reflects on one's own thinking and the thinking of others to inform future actions</li> </ul> <b>Advocate for Self:</b> <ul style="list-style-type: none"> <li>Identifies and utilizes skills to support self and others globally</li> </ul>	<b>Enduring Understandings</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>Investment in your education will impact your future earning power in relationship to the careers you will be qualified for.</li> <li>In the world of work there is a relationship between education levels and earnings</li> <li>A successful career transition portfolio requires planning and self-reflection</li> <li>Exploring our interests, strengths, and learning styles offers insight into possible careers</li> <li>Setting SMART goals for employment and education increases the chances of success.</li> </ul>	<b>Essential Questions</b> <i>Scholars will consider such questions as...</i> <ul style="list-style-type: none"> <li>What is a career transition portfolio?</li> <li>How do people decide what career fits them?</li> <li>What impacts a person's earnings potential?</li> <li>What is the difference between a job and a career?</li> <li>What is a SMART goal?</li> <li>How do interests, aptitudes, and abilities apply to education and career choices?</li> </ul>
		<b>Acquisition</b>	
		<i>What knowledge will students learn as part of this unit?</i> <ol style="list-style-type: none"> <li>Examine factors that impact decisions about career choices and where one might live</li> <li>Employment trends and the impact on a career</li> <li>Examine personal goals and values and their impact upon career choices</li> <li>Compare/Contrast two careers based on your online assessment results</li> <li>How values and attitudes can impact career decisions</li> <li>Set career plan goals that are specific and measurable</li> </ol>	<i>What skills will students learn as part of this unit?</i> <ol style="list-style-type: none"> <li>How to Plan for future careers</li> <li>Analyze interests, strengths, and learning styles, through online assessments</li> <li>Analyze the relationship between careers and personal earning goals and potential</li> <li>How to write a SMART goal</li> <li>How to create a transition portfolio</li> <li>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) building on others' ideas and expressing their own clearly and persuasively.</li> </ol>

11/1/2016

		7. Compare/Contrast Education/Training Options	
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STAGE TWO: Determine Acceptable Evidence	
	Assessment Evidence
<p>Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i></p> <p>Rubric will be provided for individual assessments</p> <p><b>Creates</b> a solution that shows knowledge of their chosen career  <b>Explains</b> chosen career  <b>Demonstrates</b> technical skills when making the solution  <b>Interpretation-</b> Uses images, artistry, and narratives to enhance</p>	<p>Performance Task focused on Transfer:</p> <p><b>Goal</b> - How can we convince others that your chosen career is a good one to enter  <b>Role</b> - You have been employed in your career field for several years and have been asked to create a movie presentation to 7th graders at a local school.  <b>Audience</b> – will be presented to 7th grade scholars as a part of their introduction to careers  <b>Situation</b> - Your job is to research and gather background information and images on your career.  <b>Product</b> – Create a 2 minute Movie using Movie Maker</p> <p>Details to include:</p> <ul style="list-style-type: none"> <li>• Education/training/Certifications Required</li> <li>• Where to obtain the education/training</li> <li>• Job Duties</li> <li>• Salary</li> <li>• Job Outlook</li> <li>• Skills needed</li> <li>• How to be successful in the career</li> <li>• Why you chose it</li> <li>• After the research would you still choose this career, Why or why not?</li> </ul> <p>End Project: Scholars will research, create, and present a Transition Portfolio that includes selecting a career that best suits them. Scholars will explore interests, strengths, and learning styles, and then research careers that fit those styles including duties, education, outlook and salary. Scholars will then be able to choose a career and set measurable goals to obtain that career.</p> <p>Other Assessment Evidence:</p> <ul style="list-style-type: none"> <li>• Online assessments</li> <li>• Group work</li> <li>• Flyers/posters on values and interests</li> <li>• Evaluating Research</li> <li>• SMART Goal Setting</li> <li>• Classroom discussion</li> <li>• Teacher observation of classroom assignments/activities</li> <li>• Compare/contrasts</li> <li>• Participation in classroom discussion</li> </ul>

T, M, A	<b>STAGE THREE: Plan Learning Experiences</b>	
<p>A A A  M M  A/M A/M  A  M  A/M  M  M  T  T</p>	<p>Learning Events: <i>At the end of this unit, students will use what they have learned to independently...</i></p> <ul style="list-style-type: none"> <li>• Introduce Envision It and review course map</li> <li>• Identify what a transition portfolio is and what purpose it serves</li> <li>• Key vocabulary terms will be introduced as needed for the various activities and performance tasks.</li> <li>• Discuss the relationship between education levels and earnings</li> <li>• Able to use the internet effectively to navigate online career assessments</li> <li>• Analyze and summarize the results of online self-assessments</li> <li>• Discuss how learning styles, interests, and preferences relate to career interests</li> <li>• Identify skills, knowledge, and attitudes that employers value in the workplace.</li> <li>• Compare/Contrast two careers including pay, education, skills</li> <li>• Define and incorporate SMART goals for postsecondary employment and education</li> <li>• Ability to research financial aid programs to help pay for education or training in your Career Plan</li> <li>• Knowledge of the courses necessary for high school graduation and career transition.</li> <li>• Students work independently to research their career and gather information for their Movie Maker Project</li> <li>• Each student designs and produces a movie on their career and then present</li> </ul>	<p>Evidence of learning: <i>(formative assessment)</i></p> <ul style="list-style-type: none"> <li>• Career Research Packet: Gathering of Evidence for Movie Maker</li> <li>• Online assessments</li> <li>• Posters on values and interests</li> <li>• SMART Goal Setting</li> <li>• Classroom discussion</li> <li>• Group work</li> <li>• Compare/contrasts</li> <li>• Daily Do Now and Exit tickets</li> </ul>