

CAREER DEVELOPMENT

Standard A:

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Students will:

| K-3 | 4-6 | 7-8 | 9-12 |
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| <p>Career Readiness</p> <p>Perform a variety of assigned classroom jobs and explain, orally or in writing, the connection to being a responsible citizen.</p> <p>-Extended response -Performance-based (observation) <i>Formative</i></p> <p>Display the skills needed to interact and work cooperatively in teams with adult support.</p> <p>Explain the relationship between school-related skills of problem-solving, cooperation and communication to work readiness skills. -Performance-based (observations, self and teacher assessments) <i>Formative</i></p> | <p>Career Readiness</p> <p>Perform a variety of assigned classroom jobs and explain, orally or in writing, the connection to being a responsible citizen in and out of school.</p> <p>-Extended response (DBQ with self reflection) -Performance-based (observation) <i>Formative</i></p> <p>Demonstrate the skills needed to interact and work cooperatively in teams.</p> <p>Refine, apply and self assess employability skills in and out of school. -Performance-based (observations, self and teacher assessments, school-sponsored community service) <i>Formative</i></p> | <p>Career Readiness</p> <p>Participate in a variety of roles in the classroom, school and community in order to increase awareness of the various skills needed in the workplace.</p> <p>Identify and employ interpersonal skills in order to be a productive team member.</p> <p>Synthesize employability and job readiness skills in and out of school. -Constructed response(Bridges) -Performance-based (observations, 4-year plan, Service Learning, unit tests, report cards and attendance reports with student reflection, extracurricular participation) -Extended response- (career projects/reports/ portfolio) <i>Formative/Summative</i></p> | <p>Career Readiness</p> <p>Participate in a variety of roles in the classroom, school and community and transfer these skills to current and future work experiences.</p> <p>-Constructed response (oral discussions) -Performance-based (observation, simulation, checklist (i.e. career connections with employer evaluation) -Extended response (portfolio-Bridges software inventories) <i>Formative/Summative</i></p> <p>Identify and employ interpersonal skills to be a productive member of society.</p> <p>Synthesize employability and job readiness skills in internship, mentoring, shadowing, and/or other work experience. -Performance-based (observations, checklist [ex. career connections with employer evaluation]) <i>Summative</i></p> |

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| <p>Career Exploration</p> <p>Acquire knowledge of personal abilities, skills and interests with adult support.</p> <p>Identify a variety of jobs in the school community.</p> <p>-Constructed responses (webs) Performance-based (checklists) <i>Formative</i></p> | <p>Career Exploration</p> <p>Acquire knowledge of personal abilities, skills and interests.</p> <p>Identify a variety of careers in society.</p> <p>-Performance-based (level of participation in extracurricular activities) <i>Formative</i></p> | <p>Identify the education and training necessary to achieve various career goals.</p> <p>-Constructed response(Bridges) -Performance-based(observations, 4-year plan, Service Learning opportunities, role-playing situations, unit tests, report cards and attendance reports with student reflection, extracurricular participation) -Extended Response-(career projects/reports/ portfolio) <i>Formative/Summative</i></p> <p>Career Exploration</p> <p>Identify personal interests and abilities as they relate to possible career choices.</p> <p>Evaluate resources needed to increase awareness of career opportunities.</p> <p>-Constructed response (Bridges inventories) -Extended response-(career portfolio) <i>Formative</i></p> | <p>Select and participate in challenging coursework and activities that will maximize and expand post high school opportunities, and enhance career decision-making.</p> <p>-Performance-based graphic organizer (program planning form) -Extended Response – portfolio (Bridges) <i>Formative/Summative</i></p> <p>Career Exploration</p> <p>Identify personal interests and abilities and begin to formulate a plan for possible career choices.</p> <p>Research and select specific career information from a variety of resources.</p> <p>-Performance-based (self assessment (interest inventory) -Extended response (career portfolio) <i>Formative</i></p> |
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CAREER DEVELOPMENT

Standard B:

Students will employ strategies to achieve future career goals with success and satisfaction.

Students will:

| K-3 | 4-6 | 7-8 | 9-12 |
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| <p>Identify and describe decision making and problem solving strategies. TBD (as it relates to careers)</p> <p>Choose, with adult intervention, opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities.</p> <p>-Performance-based (participation in extracurricular activities both in and out of school, Reflections, Evening of Creative & Performing Arts) Formative</p> | <p>Apply decision making and problem solving skills to career exploration and academic planning.</p> <p>-Constructed response (oral and written short answers [interest and learning styles inventories]) Formative</p> <p>Choose opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities.</p> <p>-Performance-based (participation in extracurricular activities both in and out of school, Reflections, talent show, observation) Formative</p> | <p>Apply decision making and problem solving skills to career planning and course selection. Incorporating the understanding of how individual strengths and weaknesses impact these choices.</p> <p>Choose opportunities for learning about career skills and personal strengths through age-appropriate extracurricular activities and community based experiences.</p> <p>-Constructed response (Bridges, written and oral short answers, interviews) -Performance-based (4 year plan) -Extended response (career portfolio) Formative/Summative</p> | <p>Apply decision making skills and problem solving skills to career planning, course selection, and career transition.</p> <p>-Constructed response (journal, oral discussion) Performance-based (role play, simulations, rubric) Formative</p> <p>Maintain/modify career plan based upon self reflection on experiences gained through academic program, community experiences, and extracurricular activities.</p> <p>-Constructed response oral discussion -Extended response (portfolio, student writing) (TBD) Summative</p> |

CAREER DEVELOPMENT

Standard C:

Students will understand the relationship between personal qualities, education, training and the world of work.

Students will:

| K-3 | 4-6 | 7-8 | 9-12 |
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| <p>Motivation</p> <p>Describe the relationship between working hard and achieving success.</p> <p>-Constructed response (work behavior section of report card, think aloud) -Performance-based (observation) Formative/Summative</p> | <p>Motivation</p> <p>Reflect and analyze their level of effort and resulting achievement.</p> <p>-Performance-based (rubric-self and teacher evaluation and observation) Formative</p> | <p>Motivation</p> <p>Analyze the connection between work ethic and achieving success. Then begin to use this information to modify behavior to improve achievement.</p> <p>-Constructed response-verbal reflections, Individual Counseling, Team meetings with student, parent(s) -Performance-based (report card comments, self-assessment on improvement plan goals, attendance report) Formative</p> | <p>Motivation</p> <p>Demonstrate understanding of the connection between work ethic and achieving success.</p> <p>-Performance-based (report cards, oral discussion re: attendance, 5 week reports, observation) Summative</p> |

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| <p>Self-awareness Identify academic strengths and needs along with personal preferences.</p> <p>-Constructed responses (webs) -Performance-based (checklists) Formative</p> | <p>Self-awareness Identify academic strengths and needs along with personal preferences and begin to relate them to career choices.</p> <p>-Constructed response (oral and written short answers [interest and learning styles inventories]) Formative</p> | <p>Self-awareness Analyze strengths, personal preferences and interests which influence career choice and success.</p> <p>-Constructed response (Bridges inventories) -Extended response- (career portfolio) Formative</p> <p>Analyze the impact of job performance/satisfaction on one's lifestyle.</p> <p>-Constructed response (Bridges inventories) Formative</p> <p>Reflect on work based experiences to realign career goals when necessary.</p> <p>-Constructed response (transition planning through vocational assessment) -Performance-based (Service Learning (assessment TBD)) Formative</p> <p>Research various careers in the changing workplace in order to make informed career decisions.</p> <p>-Constructed response (Bridges inventories) Formative</p> | <p>Self-awareness Synthesize knowledge of strengths, personal preferences and interests to make a career choice and make academic decisions based upon career choice.</p> <p>Evaluate the impact of one's own decisions regarding school and work performance on future lifestyle.</p> <p>Reflect and adjust career decisions based on school and work experience when necessary.</p> <p>Evaluate one's potential career decision in order to implement a post high school plan.</p> <p>-Constructed response (oral discussion, verbal reflection with counselor) -Performance-based -Extended response portfolio (Bridges checklist) Summative</p> |
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