



GEORGIA MIDDLE SCHOOL

Instructional Resources

CAREER, TECHNICAL, & AGRICULTURAL EDUCATION

CAREER DEVELOPMENT

COURSE: Career Discovery

UNIT 4: Employability

INTRODUCTION

Annotation:

In this unit students will explore career pathways and the opportunities for employment in each field. Students will develop an understanding of their own strengths and weaknesses to achieve future success in the career of their choice.

Grade(s):

<input type="checkbox"/>	6 th
<input checked="" type="checkbox"/>	7 th
<input type="checkbox"/>	8 th

Time:

Five 50 minute periods

Author:

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Students with Disabilities:

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided appropriately. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation. Many students (both with and without disabilities) who struggle with reading may benefit from the use of text reading software or other technological aids to provide access to printed materials. Many of these are available at little or no cost on the internet.

GPS Focus Standards:

MSCD7-2- Students will investigate Georgia's Career Program Concentrations that align with their personal assessments and identify possible career pathways.

- e) Evaluate employability skills, academic proficiencies, and personal qualities needed for success in self-selected pathway.
- f) Examine employment outlook/demand in self-selected pathway.

GPS Academic Standards:

SS8E3 – The student will evaluate the influence of Georgia's economic growth and development.

ELA7LSV1 – The student participates in student-to-teacher, student-to-student, and group interactions.

ELA7LSV2 – The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.

ELA7W1 – The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.

ELA7W3 – The student uses research and technology to support writing.

National / Local Standards / Industry / ISTE:

CM1.R2 – Analyze your career plan and make adjustments to reflect ongoing career management needs.

CM1.R4 – Evaluate your career management skills and personal traits (e.g., resiliency, self efficacy, ability to identify trends and changes, and flexibility).

CM1.R3 – Re-examine your career goals and adjust as needed.

ED1.K1 – Recognize the importance of educational achievement and performance to the attainment of personal and career goals.

CM3.R3 – Judge the quality of the career information resources you plan to use in terms of accuracy, bias, and how up-to-date and complete it is.

CM1.K5 – Recognize that changes in you and the world of work can affect your career plans.

UNDERSTANDING & GOALS

Enduring Understandings:

- Students must identify trends and career outlooks to find the best career opportunities in their area.
- Students should be aware of their strengths and weaknesses to best achieve future success.

Essential Questions:

- Why is employment outlook helpful in identifying career options?
- How do skills and other personal qualities help people be successful?
- What are Peach State Pathways and which ones are best for you?

Knowledge from this Unit:

Students will be able to:

- Identify skills, academic proficiencies, personal qualities, pathways, employment outlook.
- Utilize this information to select a career area best for the student.
- Communicate with adults to gain information related to real-life situations.

Skills from this Unit:

Students will be able to:

- Explore career pathways through research, interviews, etc.
- Assess their strengths and weaknesses.

ASSESSMENTS

Assessment Method Type:

- ☐ Pre-test
- ☐ Objective assessment - multiple-choice, true- false, etc.
 - ☐ Quizzes/Tests
 - ☐ Unit test
- ☐ Group project
- ☐ Individual project
- ☒ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
 - ☐ Self-check rubrics
 - ☐ Self-check during writing/planning process
 - ☒ Journal reflections on concepts, personal experiences and impact on one's life
 - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
 - ☐ Academic prompts
 - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations

- _____ ☐ Essay tests
- _____ ☐ Observe students working with partners
- _____ ☐ Observe students role playing
- _____ Peer-assessment
 - _____ ☐ Peer editing and commentary of products/projects/presentations using rubrics
 - _____ ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
 - ☒ Student/teacher conferences
 - _____ Partner and small group discussions
 - _____ Whole group discussions
 - ☒ Interaction with/feedback from community members/speakers and business partners
- _____ Constructed Responses
 - _____ Chart good reading/writing/listening/speaking habits
 - _____ Application of skills to real-life situations/scenarios
- _____ Post-test

Assessment(s) Title:

Skills application

Assessment(s) Description/Directions:

After identifying skills, proficiencies, and personal qualities in previous units, students will use that information to best evaluate employability skills needed for their selected area. Students will interview with the teacher, or community member, and discuss how the student's individual skills and personal qualities will benefit a career area in the future.

Attachments for Assessment(s):

CA 7-4 Skills Application Rubric

LESSON PLANS

• **LESSON 1: CAREER PATHWAYS AND EMPLOYABILITY SKILLS (2 hours)**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MSCD7-2- Students will investigate Georgia's Career Program Concentrations that align with their personal assessments and identify possible career pathways.

- e) Evaluate employability skills, academic proficiencies, and personal qualities needed for success in self-selected pathway.

2. Review Essential Question. Essential Questions should be posted in the classroom for each lesson.

- How do skills and other personal qualities help people be successful?
- What are Peach State Pathways and which ones are best for me?

3. Identify and review the unit vocabulary.

Academic proficiencies	Personal qualities
Goals	Skills
Peach State Pathways	

4. Students are to review previous assessment results during class. Students should be provided CRCT score results from previous years and the strengths and weaknesses should be discussed. The different levels of performance should be discussed in class as well to best allow the students to set goals for achieving or maintaining high scores. Use attachment **CD 7-4 CRCT Results**.
5. Explain the importance of standardized testing. After this is discussed, have students take the 23 question employability skills assessment from http://www.coe.uga.edu/cgi-bin/cgiwrap/~rhill/new_owei/esa.pl to better understand the concept.
6. Students are to write a two page journal entry explaining their test score results, identifying their strengths and weaknesses and explain how they think they can be successful based on setting goals and improving skills. Use attachment **CD 7-4 Writing Rubric**.

• **LESSON 2: EMPLOYMENT OUTLOOK (3 Hours)**

1. Identify the Standards. Standards should be posted in the classroom for each lesson.

MSCD7-2- Students will investigate Georgia's Career Program Concentrations that align with their personal assessments and identify possible career pathways.

f) Examine employment outlook/demand in self-selected pathway.

2. Review Essential Question. Essential Questions should be posted in the classroom for each lesson.

- Why is employment outlook helpful in identifying career options?

3. Identify and review the unit vocabulary.

Department of Labor	Occupations
Employment outlook	Short-term outlook
Long-term outlook	

4. Students are to look at the employment details on <http://www.dol.state.ga.us/> and identify which Georgia career areas would be best for them based on their skills (30 minutes).
5. Students are to identify an occupation that best meets their skills and has a positive employment outlook (2 ½ hours). When this is identified students are to get into Pathway groups and schedule a community member to come in to discuss employability skills needed for that occupation area.

Attachments for Learning Experiences:

CA 7-2 Writing rubric

CA 7-2 CRCT Results

UNIT RESOURCES

Web Resources:

<http://explorer.dol.state.ga.us/mis/occupation.htm>

http://www.dol.state.ga.us/em/occupational_outlook.htm

http://teachertipstraining.suite101.com/article.cfm/teach_employability_skills

http://www.coe.uga.edu/cgi-bin/cgiwrap/~rhill/new_wei/esa.pl

http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_CRCT

Attachment(s):

Materials & Equipment:

What 21st Century Technology was used in this unit?

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		