



## CAREER DEVELOPMENT

**COURSE:** Career Management

**UNIT 5:** Self Assessment Planning Tools

### **INTRODUCTION**

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**Annotation:**

This unit includes lessons on self assessment and goal setting and how this information can help students apply these concepts to their personal plans through research and reflection.

**Grade(s):**

	6 <sup>th</sup>
	7 <sup>th</sup>
X	8 <sup>th</sup>

**Time:**

Ten 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.

# FOCUS STANDARDS

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## **GPS Focus Standards:**

### **MSCM8-4- Students will personalize a self-selected Pathway that meets educational and career goals.**

- a) Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- b) Create an individual plan using Peach State Pathways: Education and Career Planning Tool.
- c) Recognize the importance of educational achievement to the attainment of personal and career goals.
- d) Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual's educational and career plan.
- e) Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)

## **GPS Academic Standards:**

**ELA8W3** The student uses research and technology to support writing.

**M8P5** Students will represent mathematics in multiple ways.

**M8P4** Students will make connections among mathematical ideas and to other disciplines.

## **National / Local Standards / Industry / ISTE:**

**PS1.R2** Assess the impact of your abilities, strengths, skills, and talents on your career development.

**PS1.R10** Assess how your educational achievement (performance) and/or success at work affect your self-concept.

**ED1.R1** Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.

**PS3.K1** Recognize that you will experience growth and changes in mind and body throughout life that will impact on your career development.

**ED1.R2** Analyze your educational achievement and performance strategies to create a plan for growth and improvement.

**ED1.R5** Evaluate the results of your plan for improving educational achievement and performance.

**CM5.K3** Identify employment trends that affect your career plans.

**CM1.K4** Identify skills and personal traits needed to manage your career (e.g., resiliency, self-efficacy, ability to identify trends and changes, and flexibility).

**PS1.R1** Assess how your interests and preferences are reflected in your career goals.

**PS1.R2** Assess the impact of your abilities, strengths, skills, and talents on your career development.

**ED1.K7** Recognize that your educational achievement and performance can lead to many workplace options.

- ED2.R4** Analyze how your knowledge and skills affect your transition from one learning level to the next (e.g., middle school to high school, high school to postsecondary).
- ED2.R5** Assess how participation in ongoing learning experiences (e.g., two- and four-year colleges, technical schools, apprenticeships, the military, on-line courses, and on-the-job training) affects your personal and career goals.
- ED2.R6** Evaluate how participation in specific education/training programs (e.g., high school career paths and courses, college majors, and apprenticeship programs) affects your ability to function effectively in a diverse and changing economy.
- CM1.A1** Give examples of how you use career-planning strategies to attain your career goals.
- CM1.R2** Analyze your career plan and make adjustments to reflect ongoing career management needs.
- CM1.R3** Re-examine your career goals and adjust as needed.

## UNDERSTANDING & GOALS

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### Enduring Understandings:

- Career planning is a tentative plan and can be updated. Being prepared now can help focus future decisions.

### Essential Questions:

- How can planning high school classes help students in the future?
- Why should students understand scholarship and college entrance criteria once they choose their Peach State Pathway?
- How do my skills and interests relate to my future options?
- How can networking meet educational and career goals?

### Knowledge from this Unit:

Students will be able to define:

GPA	Research	Graduation Requirements
Pathways	CTSO	AP Classes
Community Service	Informational Interview	Internship
Networking	Team	Long-Term Goal
Trend	Values	Associates Degree
Bachelors Degree	Transferable Skills	Interests



## ASSESSMENTS

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### 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:

4 Year Plan Project (written performance assessment)

### Assessment(s) Description/Directions:

After completing the assignments in this 8-5 Unit the students are to print their completed High School Plan from [www.GACollege411.org](http://www.GACollege411.org) and attach it to a written reflection of the assignment. The students will complete three sections of the project with the attached rubric:

1. 9<sup>th</sup> grade registration form (available from local school system)

2. Printed High School Plan
3. Written reflection of selected classes and pathway

Note, if a local 9<sup>th</sup> grade registration form is not available then the High School Plan and Written Reflection can each be worth 50% each.

**Attachments for Assessment(s):**

**Rubric for 4-Year Plan Project**

**Pathway list from Department of Education**

## LESSON PLANS

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• **LESSON 1: INDIVIDUAL AWARENESS THROUGH ASSESSMENTS (2-3 DAYS)**

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1. Identify the Standards.

**MSCM8-4** Students will personalize a self-selected Pathway that meets educational and career goals.

- a) Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- e) Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)

2. Essential Question:

- How do my skills and interests relate to my future options?

3. Identify and review the unit vocabulary:

Job	Career	Interests
Transferable Skills	Research	

4. Using [www.GAcollge411.org](http://www.GAcollge411.org) or another website, have the students take assessments based on skills, personality, interests, and learning styles (suggested Interest Profiler, Career Key, Transferable Skills Checklist). **CA 8-5 Online assessment directions**
5. After completing online assessments save the information by using their school e-mail and log-in and password that they can reference later. It is important that the students do not lose the information since this information will need to be accessed at a later time.
6. Once the information is saved have the students create a “SmartArt” or other graphic representing their results of the assessment. See attached example, **CA 8-5 self awareness graphic**

7. EXTENSION: Using the research website, have students investigate career options that match their personal skills, interests, and personality. Students should save a list of careers for future use. Students can create research notes page if time permits. **CA 8-5 Career Research extension**

• **LESSON 2: COLLEGE RESEARCH GROUP PRESENTATION (3-4 DAYS)**

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1. Identify the standards.

**MSCM8-4- Students will personalize a self-selected Pathway that meets educational and career goals.**

- c) Recognize the importance of educational achievement to the attainment of personal and career goals.
- d) Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual’s educational and career plan.
- e) Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)

2. Review the Essential Question.

- Why should students understand scholarship and college entrance criteria once they choose their Peach State Pathway?

3. Identify and Review the Unit Vocabulary:

GPA	Research	Graduation Requirements
Tuition	Pathway	Financial Aid
Scholarship	Long-Term Goal	

4. Students should sign into [www.GAcollege411.org](http://www.GAcollege411.org) (or other website) and access the saved results from Lesson 1. Or they can start by setting up a portfolio and selecting, “Plan of Study” which will allow students to choose a high school Peach State Pathway. Once the pathway is selected students should “Explore Schools” to find the college they would like to attend.
5. Get students into small groups of 2-3 students with matching post-secondary options that provides training for the chosen career areas.
6. Once the option is selected, the team needs to research the details of the school and present the information in a 4 to 5 minute presentation. **4 CA 8-5 College Group Assignment**

10 points each:

- 1. School name with city and state noted
- 2. List 10 school majors/programs and note associates degree or bachelor degree
- 3. Historical school facts and statistics
- 4. Graph of GPA and SAT scores accepted

5. Tuition and Financial Aid for this school
6. School website and logo
7. Sports or activities on campus
8. Ratio of faculty to students
9. Present details visually\*
10. Team present between 4 to 5 minutes

\*\*\*Suggestion of Power Point, presentation board, or brochure

\*\*points deducted for less than 4 minutes or more than 5 minutes)

7. Complete the lesson with the individual vocabulary quiz

**6 CA 8-5 College Vocabulary Quiz**

8. Extension: Verbally debate better and best post-secondary options once the presentations are completed. Include a debate discussing costs, GPA, and SAT scores.

**5 CA 8-5 College Debate Extension**

**• LESSON 3: FOUR YEAR HIGH SCHOOL PLAN PROJECT (3 DAYS)**

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1. Identify the Standards.

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- a) Assess individual learning styles, abilities, interests, and personality traits to enhance educational and career success.
- b) Create an individual plan using Peach State Pathways: Education and Career Planning Tool.
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- d) Describe the importance of community service and career-technical student organizations (CTSOs) in relationship to an individual's educational and career plan.
- e) Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)

2. Essential Question:

- How can planning high school classes help students in the future?

3. Review the Unit Vocabulary:

Pathways	CTSO	Advanced Placement Classes
Community Service	Informational Interview	Internship
Networking	Graduation Requirements	

4. Using [www.GAcollege411.org](http://www.GAcollege411.org) or another website, have students choose the high school planning tab and select the correct academic level class base on their current performance and long-term goals. The students

need to make sure they meet the new high school graduation requirements. It is important that the students choose their pathway based on their interests and skills discovered earlier in the Unit.

5. Have the students print and save a copy of their 4 year plan (23 credits required)
6. Once the classes and pathway is selected students are to write a one page reflection of why they choose those classes and pathway.
7. Students need to turn in a completed 4 year plan chart in addition to their written reflection  
**7 CA 8-5 High School 4 Year Plan Rubric** and **8 CA 8-5 High School Plan Directions**
8. Extension: Write an essay explaining why you think some students (approximately 30%) do not graduate from high school. Use at least 4 vocabulary terms from this unit in your explanation.

#### • **LESSON 4: INFORMATIONAL INTERVIEW/CAREER SPEAKERS (1 DAY)**

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1. Identify the Standards.

**MSCM8-4- Students will personalize a self-selected Pathway that meets educational and career goals.**

- e) Investigate available resources to enhance educational and career goals (CTSOs, civic organizations, corporations, individuals, Internet, libraries, mentors, religious affiliations, etc.)

2. Review the Essential Question:

- How can networking meet educational and career goals?

3. Review the Unit Vocabulary:

Networking

Research

Long-Term Goals

4. Contact CTSO (career and technical student organization) from your local high school, business leaders from Junior Achievement, parents of students, or local chamber members to conduct informational interviews with students or to speak to the class.
5. Have students answer the questions based on the career discussion to better understand how these organizations and individuals can enhance the students' experiences in middle school and high school.

**9 CA 8-5 Informational Interview/ Career Speaker Questions**

#### • **ATTACHMENTS FOR LESSON PLANS**

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**1 CA 8-5 Online assessment directions**

**2 CA 8-5 self awareness graphic**

[3 CA 8-5 Career Research extension](#)

[4 CA 8-5 College Group Assignment](#)

[5 CA 8-5 College Debate Extension](#)

[6 CA 8-5 College Vocabulary Quiz](#)

[7 CA 8-5 High School 4 Year Plan Rubric](#)

[8 CA 8-5 High School Plan Directions](#)

[9 CA 8-5 Informational Interview/ Career Speaker Questions](#)

[10 CA 8-5 Dropout Essay Extension](#)

• **NOTES & REFLECTION:**

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Please note:

The following information will assist you in obtaining teacher training prior to working with your students on these internet research sites.

Free access to career assessments and career portfolios –

Training: <http://www.gacollege411.org/Home/Educator.aspx>

Student access: [www.GAcollge411.org](http://www.GAcollge411.org)

Georgia Department of Labor specific assessments: [Www.dol.state.ga.us/js/assessment\\_link.htm](http://www.dol.state.ga.us/js/assessment_link.htm)

Learning Styles with graphic results: [www.learning-styles-online.com](http://www.learning-styles-online.com)

Junior Achievement assessments and college/financial aid resource: <http://studentcenter.ja.org>

Community and career assistance –

Georgia Junior Achievement: [www.georgia.ja.org](http://www.georgia.ja.org)

Websites for a charge (see your local school system for access)

[www.careercruising.com](http://www.careercruising.com)

[www.gcic.peachnet.edu](http://www.gcic.peachnet.edu) (junior edition is also available)

## UNIT RESOURCES

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**Web Resources:**

<http://www.gacollege411.org/Home/Educator.aspx>

[www.GAcollge411.org](http://www.GAcollge411.org)

[Www.dol.state.ga.us/js/assessment\\_link.htm](http://www.dol.state.ga.us/js/assessment_link.htm)

[www.learning-styles-online.com](http://www.learning-styles-online.com)

<http://studentcenter.ja.org>

[www.georgia.ia.org](http://www.georgia.ia.org)

[www.gcic.peachnet.edu](http://www.gcic.peachnet.edu)

[www.careercruising.com](http://www.careercruising.com)

**Attachment(s):**

Previously mentioned

**Materials & Equipment:**

Use of computer lab for online research and assessments; also need internet access and the lesson can be enhanced with membership to [www.careercruising.com](http://www.careercruising.com) or [www.gcic.peachnet.edu](http://www.gcic.peachnet.edu) sites.

**What 21st Century Technology was used in this unit?**

<input checked="" type="checkbox"/>	Slide Show Software	<input checked="" type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" 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 checked="" type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		