



## FOUNDATION SKILLS

**PATHWAY:** All Pathways  
**COURSE:** All CTAE Courses  
**UNIT 10.1:** Career Research Project



## INTRODUCTION

---

**Annotation:** Briefly describe the unit topics, tasks, methods, etc.

In this unit students will research a career in the pathway. They will use the internet, library, job shadowing, etc. to find information on the career. The information will be used for a career poster to be presented to the class along with an oral presentation. The career posters may then be displayed in the classroom.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** Five 50 minute periods.

**Author:** Eve Felton and Frank Flanders

**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. 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.



## FOCUS STANDARDS

---

**GPS Focus Standards:** Please list the standard and elements covered.

CTAE - FS- 10 Career Development: Learners plan and manage academic-career plans and employment relations.

**GPS Academic Standards:**

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

ESS09 Employability and Career Development: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.



## UNDERSTANDINGS & GOALS

---

**Enduring Understandings:** Enduring understandings are statements summarizing important ideas and have lasting value beyond the classroom. They synthesize what students should understand – not just know.

Students will understand the requirements and job outlook for a specific career area in their pathway.

**Essential Questions:** Essential questions probe for deeper meaning and understanding while fostering the development of critical thinking and problem-solving skills. Example: Why is life-long learning important in the modern workplace?

- Why is career research important?
- Have your career goals changed since you were a young child?
- Why are short term and long term goals important to set?

**Knowledge from this Unit:** Factual information.

- Students will recall information about the careers they research in the assessment activity.

**Skills from this Unit:** Performance.



# ASSESSMENT(S)

---

**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- 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 & 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:** Career Exploration Poster

**Assessment(s) Description/Directions:**

Explain and assign Handout 1 to students.

**Attachments for Assessment(s):** Please list.

Handout 1:

Purpose:

Select and study a career in your specific pathway that is of special interest to you

materials:

poster board

markers

construction paper

scissors  
glue  
paint

\*An alternative to using these materials is to use a program such as Photoshop, PowerPoint, or another graphic editing program, to create a presentation. Your teacher will tell you which method you may use.

Procedure:

1. Select a career of interest to you.
2. Research the career on the Internet, library, or interview someone in the field. Keep notes on the career.
3. Print photos relating to the career for use on the poster.
4. On sheet of notebook paper, sketch your design for a career poster. Ask the teacher to approve your design.
5. Layout your design on poster board by lightly sketching with a pencil.
6. Create a title/headline on the poster with the name of your selected career.
7. Paste-up photographs, drawings, and add text to complete your poster. Be sure to include important characteristics about the career from your notes.
8. When called by the teacher, give a short presentation to the class on your career. Explain the information on your poster.
9. Display your poster on the classroom wall or other location if directed by your teacher.



# LEARNING EXPERIENCES

---

**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## Sequence of Instruction

1. Identify the Standards. Standards should be posted in the classroom for each lesson.  
CTAE - FS- 10 Career Development: Learners plan and manage academic-career plans and employment relations.
2. Review Essential Questions.
  - a. Why is career research important?
  - b. Have your career goals changed since you were a young child?
  - c. Why are short term and long term goals important to set?
3. Have the students share stories about times they, or others they know, have forgotten to pack an item (or several) when going on a trip. Perhaps it was money for spending, toiletries, dress shoes, maps, etc. What challenges did they face? How did they feel at the time? Relate this feeling of being unprepared to the feeling of being poorly prepared for our careers. Discuss how one might feel if they discovered a career they really wanted, only to discover that they are not qualified for it.
4. Inform students of the importance of making a wise career choice.
5. Explain that careers should be enjoyable, beneficial to others, rewarding and provide adequate income for a family.
6. Discuss with the students the factors that should be considered when choosing a career.
7. Lead students in developing a list of factors that should be included in selecting a career. Examples: Importance of education, work place, work location, salary, retirement, insurance, other benefits.
8. Hand out the list of careers for the class's pathway.

9. Reserve career center in library and have students write a one page report on their career of interest from the pathway list of careers. The students may need a short time to look over several careers of interest and decide on one. The report should include the factors that the students developed.
10. Assist students to find materials and organize reports.
11. Lead each student in making a career choice selection.
12. Provide each student an opportunity to report to the class his/her career choice. (Oral presentation)
13. Lead students in exploring the Georgia career information system program.

**Attachments for Learning Experiences:** Please list.

**Rubric for Career Research Paper:**

<b>Grading Criteria</b>	<b>Superior 5</b>	<b>Excellent 4</b>	<b>Good 3</b>	<b>Fair 2</b>	<b>Poor 1</b>
Organization					
Quality of Information					
Grammar & Spelling					
Interesting					
Speaking & Eye Contact					

**Superior** – Meets all requirements; exhaustive coverage; completely understands problem and ability to apply solution; shows originality; few grammatical errors.

**Excellent** – Meets all requirements of task; well defined and documented; excellent understanding and ability to apply solution; shows evidence of creativity; few errors.

**Good** – Meets requirements; fairly well planned and documented; shows an understanding and ability to apply data to the solution of new problems; could show more evidence of creativity and more details; few grammatical/mechanical errors.

**Fair** – Uneven work; meets some requirements; poor coverage; little understanding and ability to apply data to problem solving; needs to improve in significant areas; many grammatical/mechanical errors.

**Poor** – Meets few if any requirements; little understanding and little application of solution; grammatical/mechanical errors significant.

**Notes & Reflections:** May include notes to the teacher, pre-requisite knowledge & skills, suggestions, etc.



# CULMINATING PERFORMANCE TASK (Optional)

---

**Culminating Unit Performance Task Title:**

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

**Attachments for Culminating Performance Task:** Please list.



# UNIT RESOURCES

---

## Web Resources:

## Attachment(s):

## Materials & Equipment:

Poster board  
Markers  
Construction paper  
Scissors  
Glue  
Paint

## 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 checked="" type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		