



# Career Exploration

## Unit Focus

Students will have the opportunity to explore a range of education careers that facilitate development of whole child, including:

- Teacher (elem/sec/SPED)
- Special Services (e.g., speech pathologist, occupational therapist)
- Social Worker
- School Psychologist
- Guidance Counselor
- School Nurse

This exploration will be grounded in understanding what they do, qualifications and training necessary, school community and vision of the program, and earning income potential. Every student is expected to do a job shadowing experience ideally based on the area of interest.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Connecticut Goals and Standards</b> <i>Cooperative Work Education: 12</i> <ul style="list-style-type: none"><li>• Evaluate/research occupational interests; <i>CWE-CR-2</i></li><li>• Use a variety of research tools (e.g., computer-assisted programs, newspapers, books, industry tours, job shadows, career fairs and the Internet) in the career exploration process; <i>CWE-CR-5</i></li><li>• Develop an individual career plan and portfolio; <i>CWE-CR-8</i></li><li>• Participate in work-based learning opportunities such as: mentoring, cooperative work, job shadows, apprenticeships and internships; <i>CWE-CA-1</i></li><li>• Demonstrate job search skills using a variety of resources; <i>CWE-CA-3</i></li><li>• Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation; <i>CWE-CA-5</i></li></ul> <i>Family and Consumer Science: 12</i> <ul style="list-style-type: none"><li>• Investigate career paths within education and family and community services; <i>6.4</i></li><li>• Analyze career paths within early childhood, education, and childcare services; <i>10.8</i></li></ul> <i>Family and Consumer Sciences (CTE)</i>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Leverage connection(s) in other subject areas (including STEM) to make sense of a given problem, product, or solution. <b>T2</b> Communicate effectively based on purpose, task, and audience using appropriate vocabulary.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> <b>U1</b> Realistic career preparation requires purposeful planning based on research, self-knowledge and informed choices. <b>U2</b> Educators have the potential to interact with students at all stages of development, from all walks of life, and in a variety of settings. <b>U3</b> What a person does for a living ideally provides personal satisfaction and professional growth.	<i>Students will keep considering...</i> <b>Q1</b> What are the benefits and challenges of working in a school setting? How does that impact your interest/expectation? <b>Q2</b> What are we learning from experts about their daily professional life? How does that impact your interest/expectation? <b>Q3</b> What are the qualities and skills necessary for this career path? How does that impact your interest/expectation?

## Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<ul style="list-style-type: none"> <li>• Career Paths: Analyze career paths within early childhood education, childcare services, and related fields. <i>FCS.EC.I</i></li> <li>• Demonstrate interpersonal skills that promote positive and productive relationships with children. <i>FCS.EC.I.28</i></li> <li>• Determine the roles and functions of individuals engaged in early childhood education childcare services, and related fields. <i>FCS.EC.I.29</i></li> <li>• Identify education and training requirements and opportunities for career paths in early childhood education, childcare services, and related fields. <i>FCS.EC.I.30</i></li> <li>• Explore career opportunities in early childhood education, childcare services occupations, and related fields. <i>FCS.EC.I.31</i></li> <li>• Describe and demonstrate effective employability skills. <i>FCS.EC.I.32</i></li> </ul> <p><i>School Counseling: 12</i></p> <ul style="list-style-type: none"> <li>• Assess strengths and weaknesses based on high school performance. <i>C4.11-12.1</i></li> <li>• Review four-year plan of goals and strategies. <i>C4.11-12.2</i></li> <li>• Reevaluate personal skills, interests, abilities and achievement. <i>C5.11-12.3</i></li> <li>• Identify advantages and disadvantages of various post-secondary programs for attainment of career goals. <i>C5.11-12.4</i></li> <li>• Identify requirements for postsecondary programs. <i>C5.11-12.5</i></li> <li>• Demonstrate skills to locate, interpret and use information about job opportunities. <i>C5.11-12.6</i></li> <li>• Complete a personal data inventory to develop and/or modify a resume. <i>C6.11-12.2</i></li> </ul> <p><b>Madison Public Schools Profile of a Graduate</b></p> <ul style="list-style-type: none"> <li>• Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)</li> <li>• Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)</li> </ul>	<p><i>Students will know...</i></p> <p><b>K1</b> Holland Code (Holland Occupational Theme)</p> <p><b>K2</b> Myers Briggs 16 Personality Types</p> <p><b>K3</b> Goal setting strategies</p> <p><b>K4</b> Connecticut Professional Code of Conduct for Educators</p> <p><b>K5</b> Interview strategies</p>	<p><i>Students will be skilled at...</i></p> <p><b>S1</b> Identify your personality type, abilities and attributes.</p> <p><b>S2</b> Match your personality, aptitudes and attributes with a potential career.</p> <p><b>S3</b> Engage in an interviewing process (prepare, communicate, and reflect) to gather information about a career.</p> <p><b>S4</b> Apply goal setting techniques to career planning.</p> <p><b>S5</b> Make decisions based on your values.</p>