**Chinle High School Curriculum Guide**

**Grade:** 9th Grade **Subject:** Career Exploration **Timeline:** Week 8-10 **Date:** February 24-March 14, 2013

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| **Activity:** Develop a 4 year Career and Educational Plans | | | | | | |
| **Performance Objective**  **1.0 evaluate individual strengths, values and personality traits**  1.1 Evaluate the importance of a positive self- concept  1.2 Explore and relate personal achievements, interests and skills to career options  1.3 Evaluate how personality traits, behavioral styles and personal values influence work habits  1.4 Evaluate how personality traits, behavioral styles and values align with career options  **2.0 explore a variety of occupational areas**  2.2 Research occupations within Career Pathways and Career Clusters  2.3 Explore various occupations and classify into career clusters | | 2.4 Identify the skills, educational requirements and program of study related to different Occupations.  **5.0 demonstrate decision making and critical thinking skills required for career success**  5.1 Identify appropriate methods for problem-solving and decision-making  5.2 Apply decision-making skills to career planning, course selection and educational Transition  **4.0 demonstrate career planning skills**  4.1 Demonstrate skills to locate, understand and use career information  4.2 Research school and community resources to explore educational and occupational choices  4.3 Develop a 4-6 year career and educational plan  4.4 Develop, maintain, and update a career portfolio. | | | | |
| **Learning Targets** | | | **Academic Vocabulary** | **Level of Thinking** | **Assessment Options** | **Instructional Resource** |
| **East:** By the end of this unit, I will analyze and design my 4 Year and Educational Plan to present and display during the Celebration with Parents.  **South:** We will show that we can do this by completing the following activities in AzCIS – My Career Plan; Getting started  Evaluate Option   * Evaluate My Occupation Option * Evaluate My Program of Study Option * Evaluate My Education Options   Education Plan   * Refer to your Set Goals   My Course Planner   * Enter 4 Year Plan using CHS Program of Study to plan for courses.   Attend and display education plan during Celebration with Parents. | **West:** To know how well we are learning this, we will look for:   * Completion of My Career Plan in ECAP * Completion of My Course Planner in ECAP * Completion of Sophomore year Pre-Registration. (TBA)   **North:** It is important for me to plan my 4 years of high school to get a head start on my Educational and Professional Career Goal. | | Course Planner  Occupation  Program of Study  Training Program  Program Admission  Coursework  Undergraduate  4 Year Plan  Requirements  Electives  Educational, Career, Personal Goal  Educational Career Action Plan (ECAP)  Graduation Requirements  Fine Arts  Social Science  Lab Science  Credit/Units  Semester vs. Quarter  Letter Grade | Analyze  Categorize  Identify  (Analysis) | **ECAP Checklist** | Internet  AZCIS Website  My Course |
| Create  Design  Display  Develop  Generate  Plan  (Synthesize) | AZCIS My Course Planner –Getting Started – Evaluation Activities and Education Plan Activities  4 Year Course Plan | Planner  My Career Plan  Activities  CHS Course Catalogue  ECAP |
|  | **Parent Review Checklist** |  |
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| **Essential Question(s):**  Why are we evaluating your Education Plan?  Why is it important to choose an occupation while in High School?  Why is it important for selecting a program of study?  What are the benefits of pre-planning your high school courses?  Self-reflect on your choices, what obstacles can keep you from completing your 4 year planner?  Why is it important to have parent involvement in your education plan? | | | | | | |
| **Other Suggested Instructional Resources:**  Program of Study, AZCIS Electronic Portfolio, Occupational Outlook Handbook, High School Counselors | | | | | | |
| **Suggested Strategies:**  Questioning Strategies (Low, Middle, High), Thinking Strategies, Planning and Goal setting | | | | | | |