CTE Standards Unpacking
Career Exploration

Course: Career Exploration
Course Description: Career Exploration is an exploratory course that helps students identify their skills and interests while also providing direction towards possible career choices within the sixteen career clusters. This course will help students develop personal learning plans/career learning plans through experiential learning and hands on activities.
Career Cluster: All
Prerequisites: None
Program of Study Application: Career Exploration is a foundation course that is intended to precede further studies at the career cluster and career pathway levels.

INDICATOR #CE 1: **Identify personal aptitudes, abilities, strengths, talents and weaknesses**

SUB-INDICATOR 1.1 (Webb Level: 3 Strategic Thinking): Develop an understanding of self

SUB-INDICATOR 1.2 (Webb Level: 3 Strategic Thinking): Recognize the relationship between personal attributes and choosing a career

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Define Vocabulary: Aptitudes, Learning Styles, Values, Attributes, job vs. career Identify Personal • Learning Styles • Strengths • Weaknesses • Aptitudes • Abilities • Talents	Career choices should correlate with self-assessment results Understand the importance of determining personal ability and how it affects choosing a career path.	How to access and use career exploration tools such as SDMyLife (www.sdmylife.com) • Career Matchmaker • Ability Profiler • Learning Styles • My Skills • Personal Learning Plan Reality Check Activity (http://www9.intocareers.org/realitycheck_SD/)

Benchmarks
Students will be assessed on their ability to:
• Complete a career interest inventory.
• Complete a career aptitude inventory.
• Complete a self-assessment of strengths, weaknesses and talents.

ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	Sample Performance Task Aligned to the Academic Standard(s):
SL4: Present information, findings, and support evidence clearly and logically W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience	Complete an activity such as a brochure, power point, prezi, poster, or presentation based on one or more of the careers recommended from their assessments.

INDICATOR #CE 2: Investigate the knowledge and skills associated with the career clusters

SUB-INDICATOR 2.1 (Webb Level: 2 Skill/Concept): Locate, identify, research and interpret career information

SUB-INDICATOR 2.2 (Webb Level: 2 Skill/Concept): Compare and contrast characteristics of various careers

SUB-INDICATOR 2.3 (Webb Level: 2 Skill/Concept): Compare and contrast education/training requirements for employment in various industries

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Knowledge of the 16 career clusters from the National Career Clusters Framework. Understand Labor Market information	It is important to know the career cluster characteristics that correlate with the student	Research the 16 career clusters from the National Career Clusters Framework. Determine the top 2 or 3 clusters recommended by assessments Conduct Labor Market analysis Compare and contrast career characteristics Compare and contrast career education and training requirements.

Benchmarks
Students will be assessed on their ability to:
- Describe the clusters that closely relate to your interests and abilities
- Locate and utilize labor market data

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): SL4: Present information, findings, and support evidence clearly and logically W.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broad in the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	**Sample Performance Task Aligned to the Academic Standard(s):** Complete an activity such as a brochure, power point, prezi, poster, or presentation about a career cluster(s)

INDICATOR #CE 3: Explore relevant factors that impact success and satisfaction in careers		
SUB-INDICATOR 3.1 (Webb Level: 3 Strategic Thinking): Formulate relevant criteria for choosing a career		
SUB-INDICATOR 3.2 (Webb Level: 4 Extended Thinking): Investigate and make connections relevant to areas of interest		
Knowledge (Factual): Understand the pros and cons of a career	**Understand (Conceptual):** Understand how personal criteria determines job choice and satisfaction	**Skills (Application):** Complete a personal satisfaction inventory Explore work-based learning opportunities Explore post-high opportunities

Benchmarks
Students will be assessed on their ability to:
• Identify steps necessary to obtain desired career

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard):	**Sample Performance Task Aligned to the Academic Standard(s):**
W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience	Complete "Reality Check" and write a reflection on the process

INDICATOR #CE 4: Develop a personal learning plan
SUB-INDICATOR 4.1 (Webb Level: 1 Recall): Explain the value and importance of a personal learning plan
SUB-INDICATOR 4.2 (Webb Level: 4 Extended Thinking): Develop an educational plan
SUB-INDICATOR 4.3 (Webb Level: 3 Strategic Thinking): Investigate experiential learning opportunities aligned with a personal learning plan
SUB-INDICATOR 4.4 (Webb Level: 4 Extended Thinking): Explore possible barriers to a personal learning plan
SUB-INDICATOR 4.5 (Webb Level: 4 Extended Thinking): Begin creating a career portfolio

Knowledge (Factual):	Understand (Conceptual):	Skills (Application):
Knowledge of academic planning	Understand the value and importance of a PLP	Create an academic plan based on career of interest, outlining a transition towards the career
Knowledge of Personal Learning Plans (PLP)	Understand potential barriers and solutions to personal career goals (example: changing economy and technology, academic struggles, personal choices and	Investigate experiential learning opportunities aligned with PLP (example: job

distractions)	shadowing, volunteer work, internships, career focus camps, part-time jobs, FCCLA)

Benchmarks
Students will be assessed on their ability to:
- Begin creating a career portfolio.
- Develop a PLP

Academic Connections	
ELA Literacy and/or Math Standard (if applicable, Science and/or Social Studies Standard): W.4: Produce coherent writing with development, organization, and style appropriate to task purpose and audience	**Sample Performance Task Aligned to the Academic Standard(s):** Write a response to the prompt: Where do you see yourself in 10 years? Write a cover letter to a future employer.

Additional Resources
Please list any resources (e.g., websites, teaching guides, etc.) that would help teachers as they plan to teach these new standards.
- Free online Personality Test (Meyers Briggs) http://kisa.ca/personality/
- Meyers Briggs Resources http://typelogic.com/entp.html and http://www.personalitypage.com/
- Free online Values Assessment https://www.123test.com/work-values-test/
- Career Insite, Hollands Codes (RIASEC) https://apps.sd.gov/ld01dol/Template/Main.aspx?TemplateID=24&OrphanPage=https://apps.sd.gov/LD55CareerInsite/CustomContent/welcome.aspx
- Multiple Intelligences online assessments http://www.literacynet.org/mi/assessment/findyourstrengths.html
- 16 Career Clusters Survey https://careertech.org/sites/default/files/StudentInterestSurvey-English.pdf
- United States Dept of Labor www.bls.gov
- www.strengthsquest.com
- www.sdmylife.com