**Career Research and Development**

**Course I: Career Research and Development**

**Course Description:**

The overarching goals in this first in-school course are to:

* introduce the career development process to students that includes self-awareness, career awareness, career exploration, career preparation, job seeking and advancement, and career satisfaction and transition; and
* personalize the career development process for students by integrating information from their academic and career assessments to inform planning for careers and education and/or training beyond high school.

Students enrolled in this course are given a variety of career-related assessments to help them become aware of their career preferences. Data from these assessments will assist students in creating a “self-study” from which they can begin to formulate education and career goals. While students research careers using Maryland’s career clusters and pathways as the framework for exploring technical and educational choices, they will demonstrate an understanding of how accurate, current and unbiased labor market information is necessary for successful career planning and management. In addition, students will be introduced to basic concepts of financial literacy to help them manage their personal finances. Course content will integrate the development of student’s competency in business writing, as well as, the Skills for Success (communication, learning, interpersonal, technology, and critical thinking). Students will also be required to prepare for and participate in the employment interview process.

In addition, students begin the process of developing a portfolio, refining and managing the contents throughout the program. Teachers and WBL coordinators will continuously review and assist in the development of the portfolio as part of individual course and end of program assessments. Toward the end of this course, students will review their high school plan and portfolio with the teacher and other school staff as appropriate, as part of the career development process to make appropriate adjustments.

 As a result of taking this course, students will:

* understand and practice the process of career development guided by standards in the MCDF;
* participate in interests and abilities self-assessment activities;
* explore and research the world of work, identifying career pathways of interest;
* demonstrate job seeking skills such as resume writing and interviewing;
* develop and practice workplace readiness skills including the Skills For Success;
* learn the process for setting and achieving personal and professional goals;
* demonstrate proficiency in workplace readiness skills by refining and upgrading portfolio materials; and
* develop skills to manage personal finances.

**Course Goals and Indicators**

**Course I: Career Research and Development (1credit)**

**Standard 1: Self-Awareness – Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.**

Indicator A

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| Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills and talents as seen by self and others. |

Students will:

1. Assess interests and abilities using self awareness/career interest inventories and integrate a broad range of career interests in a career development plan
2. Identify personality type and evaluate how that type is reflected in career decision-making and educational advancement.
3. Examine how personal interests are reflected in career decision-making and educational advancement.
4. Define personal learning style and assess how it is reflected in career decision-making and educational advancement.
5. Evaluate standard-of-living choices and assess the impact of those choices on career decision-making and educational advancement.
6. Identify abilities and personal strengths and assess how they are reflected in career decision-making and educational advancement.
7. Examine personal characteristics and values related to work and assess the impact of these values on career decision-making and educational advancement.

**Standard 2: Career Awareness – Students will use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.**

Indicator A

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| Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.  |

Students will:

1. Compose personal and professional goals based on career assessment results.
2. Explore and research career clusters and identify career pathways of interest.
3. Relate career assessment results to available local pathway options.
4. Describe the implications for workers as a result of technological advances in the workplace.

Indicator C

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| Understand how accurate current and unbiased career information is necessary for successful career planning and management using career clusters. |

Students will:

1. Analyze several ways to classify occupations and assess which occupational classification system is most helpful in career exploration.
2. Research different types of career information resources to find information on careers that relate to personal self knowledge and traits.
3. Apply career information to job search and education planning.

**Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways in order to develop an academic and career plan.**

Indicator A

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| Prepare an educational and career plan based on high school graduation requirements,a sequence of career pathway courses, related academics and postsecondary options. |

Students will:

1. Review academic/career plan to inform modifications to high school plan on a regular basis.
2. Effectively transfer knowledge and skills from one learning level to the next.
3. Apply cluster content standards to specific work-based learning experiences and high school plan.
4. Select postsecondary options and set goals for achieving postsecondary goals (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).

**Standard 5: Job-Seeking and Advancement – Students will demonstrate skills to secure, maintain and advance in their chosen or related career cluster.**

Indicator A

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| Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain and advance in one’s career.  |

Students will:

1. Demonstrate skills to seek employment, (write a resume and cover letter, complete a job application, interview for a job, find and pursue employment leads and market oneself in the workplace).
2. Demonstrate positive strategies to work with others in a diverse workplace.
3. Develop effective business writing and communication skills.
4. Develop personal responsibility characteristics regarding workplace situations involving workplace safety, sexual harassment, and personal ethics.
5. Practice workplace readiness skills including Skills For Success in the classroom and employment setting.
6. Establish and monitor personal, financial, and professional goals.
7. Develop a career portfolio to demonstrate academic and technical preparation leading to employment and postsecondary education.
8. Demonstrate proficiency in workplace readiness skills by refining and upgrading portfolio materials and including exhibits of proficiency.

**Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.**

Indicator B

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| Evaluate the impact of lifelong learning on one’s ability to function effectively in a diverse and changing economy. |

Students will:

1. Identify the components of the financial planning process.
2. Apply financial literacy skills to managing personal finances and consumer credit.
3. Develop financial goals.
4. Practice the principles of saving and investing.
5. Analyze the benefits and the risks associated with consumer credit and its association to financial planning.
6. Evaluate and revise financial goal statements.
7. Evaluate personal, financial and professional goal statements that apply to further education and/or technical training.
8. Develop one-year and five-year education and employment plans and monitor progress toward meeting the goals of each plan.