

# Career Compass

## Scope & Sequence

### Description:

*Career Compass*, a quarter-long Unified Arts course, introduces seventh-grade students to each of the MSDE-recognized career pathways. Students will explore their interests and aptitudes and make informed decisions about their future educational and career goals through a series of engaging and interactive activities including individual and small group learning through digital and hands-on experiences. Students will gain insight into the various career programs offered in high school as well as the professions and careers they may lead to beyond high school.

### Unit 0: The World of Possibilities

*These are over-arching experiences interwoven throughout the quarter.*

#### Enduring Understandings:

The nature of careers within

- Arts, audio-video technology, printing, telecommunications, and media industries.
- Business Management and Finance.
- Construction and development.
- Hospitality and tourism.
- Agriculture and natural resources.
- Health sciences.
- Human services.
- Information and technology.
- Manufacturing and engineering.
- Transportation, distribution, and logistics.

#### Essential Questions:

- What types of jobs are related to each Career Cluster?
- Which Career Cluster(s) or job(s) is currently of most interest to me?

Learning Experience Title	Objective Students will be able to:
Arts, Media and Communication	<ul style="list-style-type: none"> <li>• Describe how occupations can be grouped into clusters.</li> <li>• Sort occupations and jobs into these clusters.</li> <li>• Analyze and experience various aspects of a career(s) in this cluster in the most authentic way possible.</li> </ul>
Business Management	

Construction and Development	<ul style="list-style-type: none"> <li>Reflect on the experience(s) and assess whether a career in this field may be suited for the student.</li> </ul> <p>Indicator CM3.A2: Demonstrate the ability to use different types of career information resources (i.e., occupational, educational, economic, and employment) to support career planning.</p> <p>Indicator CM3.K5: Identify occupations that you might consider without regard to your gender race, culture, or ability.</p> <p>Indicator CM3.K4: Identify several ways to classify occupations.</p> <p>Indicator CM3.A5: Demonstrate openness to considering occupations that you might view as nontraditional.</p>
Consumer Services, Hospitality, and Tourism	
Environmental, Agricultural, and Natural Resources	
Health and Biosciences	
Human Resource Services	
Information Technology	
Manufacturing and Engineering	
Transportation Technologies	

## Unit 1: You are Here

### Enduring Understandings:

- The relationship between personal self-concept and career choices
- Types of Self-Assessment tools
- Conducting a self-assessment and analyzing the findings

### Essential Questions:

- What idea or beliefs do I hold about myself?
- Which careers align to my current interests and aptitudes?
- What tools exist to aid me in conducting career research?

Learning Experience Title	Objective Students will be able to:
<b>You are Here!</b> <i>Self-Concept</i> 50 mins	<ul style="list-style-type: none"> <li>Introduce themselves through a creative display or presentation. <ul style="list-style-type: none"> <li>Teacher models with personal example.</li> </ul> </li> </ul> <p>Indicator PS1.K5: Describe aspects of your self-concept.</p>
<b>How did you get here?</b> <i>Self-Concept and Roles</i> 50 mins	<ul style="list-style-type: none"> <li>Define self-concept.</li> <li>Depict and describe their own self-concepts.</li> <li>State relationships between their personal self-concepts and career choices they may make.</li> <li>Select and describe the roles they are currently playing now and wish to play in the future.</li> </ul>

	<p>Indicator PS4.K4: Recognize that your life roles and your lifestyle are connected.</p> <p>Indicator PS1.A5: Demonstrate a positive self-concept through your behaviors and attitudes.</p> <p>Indicator PS4.K1: Recognize that you have many life roles (e.g., personal, leisure, community, learner, family, and work roles</p>
<p><b>Finding Your Personal Compass Points</b>  <i>Self-Assessment and Analysis</i>  100-150 mins</p>	<ul style="list-style-type: none"> <li>• Discuss the relationship of goals and consequences to decision-making.</li> <li>• Apply a Career Decision-Making Model to personal career decision making.</li> <li>• Access and conduct a personal assessment.</li> <li>• Analyze and reflect upon assessment findings:</li> <li>• Describe the relationship between the assessment findings and their self-concept. <ul style="list-style-type: none"> <li>○ What was affirming? Surprising?</li> </ul> </li> </ul> <p>Indicator PS1.K1: Identify interests, likes, and dislikes.</p> <p>Indicator PS1.K2: Identify abilities, strengths, skills, and talents. •</p> <p>Indicator PS1.R1: Assess how interests and preferences are reflected in career goals.</p> <p>Indicator PS1.R2: Assess the impact of abilities, strengths, skills, and talents on career development.</p> <p>Indicator PS:A1.10: Identify personal strengths and assets.</p> <p>Indicator CM2.A2: Demonstrate the use of a decision-making model.</p>

## Unit 2: Determining a Destination

### Enduring Understandings:

- Decisions I make today influence my future.
- Decision-making models can help me make the most-right choice for me.
- I can use various tools to conduct career research to aid my decision-making.

### Essential Questions:

- What steps can I follow to help me make decisions?
- What is the difference between a job and a career?
- What is my personal career objective?
- How can I use SMART goals to fulfill my career objective?
- What considerations should I make when choosing an occupation?

<b>Learning Experience Title</b>	<b>Objective Students will be able to:</b>
<p><b>My Career Compass</b>  <i>Decision-making and Goal Setting</i></p>	<ul style="list-style-type: none"> <li>• Apply a Career Decision-Making Model to personal career decision making.</li> <li>• Distinguish between a job and a career.</li> </ul>

50-100 mins	<ul style="list-style-type: none"> <li>• Develop a personal career objective statement.</li> <li>• Identify each component of a SMART goal.</li> <li>• Examine and evaluate SMART goals.</li> </ul> <p>Indicator CM1K3: Identify your short-term and long-term career goals.</p> <p>Indicator CM2.A2: Demonstrate the use of a decision-making model.</p> <p>Indicator CM1.K1: Recognize that career planning to attain your career goals is a lifelong process.</p> <p>Indicator CM2K4: Identify alternative options and potential consequences for a specific decision.</p>
<b>Considering the Characteristics</b> 50 mins	<ul style="list-style-type: none"> <li>• List at least five key pieces of information to research when considering any occupation.</li> <li>• Explain why it is important to know this information.</li> <li>• Access and navigate career research web tools following a teacher demonstration to conduct an occupational assessment.</li> <li>• Evaluate the validity/credibility of Career Research and Data sources.</li> </ul> <p>Indicator CM3.A2: Demonstrate the ability to use different types of career information resources.</p> <p>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p> <p>B-LS 5. Apply media and technology skills.</p>
<b>Identifying Alternatives and Collecting Information</b> 50-100 mins	<ul style="list-style-type: none"> <li>• Independently conduct three occupational assessments of jobs recommended in the self-assessment.</li> </ul> <p>Indicator CM2.A2: Demonstrate the use of a decision-making model.</p>
<b>Arriving at a Decision: Comparing and Prioritizing Alternatives</b> 50-100 mins	<ul style="list-style-type: none"> <li>• Summarize career research information.</li> <li>• Compare careers to one another and against individual career objectives.</li> <li>• Prioritize job options, citing their career objectives as the rationale.</li> </ul> <p>Indicator CM2.A4: Show how exploring options affected a decision you made.</p> <p>Indicator CM2K4: Identify alternative options and potential consequences for a specific decision.</p>

## Unit 3: Mapping Your Journey

### Enduring Understandings:

- Educational achievement and performance correlate to the attainment of personal and career goals.
- Postsecondary education and life-long learning are necessary for long-term career success.

### Essential Questions:

- How do my decisions and actions today influence my future options?

- What opportunities best support my personal and professional goals?

Learning Experience Title	Objective Students will be able to:
<p><b>Guideposts to Direct Your Journey</b> 50 mins</p>	<ul style="list-style-type: none"> <li>• List at least three job characteristics of importance to them.</li> <li>• List at least three work-related values of importance to them.</li> <li>• Demonstrate the relationship of job characteristics to job satisfaction.</li> </ul> <p>Indicator CM3.K5: Identify occupations that you might consider without regard to your gender, race, culture, or ability. Indicator PS1.K4: Identify your work values/needs. Indicator CM3.A2: Demonstrate the ability to use different types of career information resources. B-LS 4. Apply self-motivation and self-direction to learning. B-LS 5. Apply media and technology skills. B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p>
<p><b>Post-Secondary Education Considerations</b> 50-100 mins</p>	<ul style="list-style-type: none"> <li>• Describe various post-secondary education options and identify advantages/disadvantages of each (apprenticeships, vocational-technical schools, community colleges, four-year colleges, military service).</li> <li>• Develop or refine a SMART goal(s).</li> <li>• Justify which post-secondary option(s) best supports their personal goals and career objectives.</li> </ul> <p>Indicator CM1K3: Identify your short-term and long-term career goals. Indicator CM3.A2: Demonstrate the ability to use different types of career information resources. B-LS 4. Apply self-motivation and self-direction to learning. B-LS 5. Apply media and technology skills. B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p>
<p><b>Secondary Education Considerations and Plan Development</b> 150-200 mins</p>	<ul style="list-style-type: none"> <li>• Identify current high school graduation requirements.</li> <li>• Describe various secondary education options and identify advantages and disadvantages of each (apprenticeships, workforce training, comprehensive programs, signature programs, magnet programs, career and technical student organizations).</li> <li>• Develop or refine a SMART goal(s).</li> <li>• Develop an Education Plan of courses to take in high school.</li> <li>• Justify which secondary option(s) best support their personal goals and career objectives.</li> </ul> <p>Indicator CM1K3: Identify your short-term and long-term career goals. Indicator CM3.A2: Demonstrate the ability to use different types of career information resources.</p>

	<p>B-LS 4. Apply self-motivation and self-direction to learning.          B-LS 5. Apply media and technology skills.          B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p>
<p><b>Extracurricular Considerations and Plan Development</b>  <i>50-100 mins</i></p>	<ul style="list-style-type: none"> <li>• Describe various extracurricular options and identify advantages and disadvantages of each (clubs, sports, hobbies, organizations, volunteering, part-time employment, etc.).</li> <li>• Develop or refine a SMART goal(s).</li> <li>• Develop an Extracurricular Plan.</li> <li>• Justify which extracurricular option(s) best support their personal goals and career objectives.</li> </ul> <p>Indicator CM1K3: Identify your short-term and long-term career goals.          Indicator CM3.A2: Demonstrate the ability to use different types of career information resources.          B-LS 4. Apply self-motivation and self-direction to learning.          B-LS 5. Apply media and technology skills.          B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p>
<p><b>Create and Share a Roadmap</b>  <i>50-100 mins)</i></p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive Career Plan to achieve their SMART goal(s) and fulfill their career objectives.</li> <li>• Articulate their Career Plans in a final product of choice.</li> </ul> <p>Indicator CM1K3: Identify your short-term and long-term career goals.          Indicator CM3.A2: Demonstrate the ability to use different types of career information resources.          B-LS 4. Apply self-motivation and self-direction to learning.          B-LS 5. Apply media and technology skills.          B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions.</p>

**Recommended Digital Resources**

- Naviance
- [MyNextMove.org](http://MyNextMove.org)
- [Occupational Outlook Handbook](#)
- [HCPS Student Education Planning Guide](#)
- [HCPS High School Websites](#)
- [Maryland's Career Cluster Framework](#)
- [Harford Community College Dual Enrollment](#)

## Key Vocabulary:

**Apprenticeship:** Legal agreement to work for another for a specific amount of time in return for instruction in a trade, art, or business.

**Career and Technical Education (CTE):** Prepares young people to manage the dual roles of family member and wage earner and enable students to gain entry-level employment in a high-skill, high-wage, in-demand job and/or to continue their education.

**Career Clusters:** Way of organizing curricula, instruction, and assessment around specific occupational groups.

**Career Decision-Making Process:** An ongoing five-step process to inform one's professional choices, encompassing self-assessment, identifying and researching options, evaluating and prioritizing, choosing and acting on a choice, reflecting and re-evaluating.

**Certification:** A designation earned by a person to assure qualification to perform a job or task.

**Coherent Sequence of Courses:** Educational plan made up of developmentally appropriate courses suited for a given career objective or goal.

**Dual Enrollment:** Refers to an opportunity and agreement through which a student may earn high school credit for successfully completing a college course.

**Internship:** Any period during which a beginner acquires experience in an occupation or profession.

**Programs of Study:** A way of organizing curricula and educational activities within a career cluster related to a student's specific academic or career goal.

## Incorporating North Star Attributes

### English Language Proficiency Strategies:

Activities may include:

- Word wall
- Draw visual representations of terms on word wall.
- Add terms and definitions to a personal dictionary.
- Utilize Four Corners Vocabulary/ Word Wall Activity.
- <http://dictionary.reference.com/> for pronunciation and meaning of career terms.

### Reading Strategies:

- Preview and teach vocabulary.
- Encourage visualization when reading.
- Provide graphic and schematic organizers for students to record questions, organize thoughts, and make meaning of the information.
- Reciprocal teaching.

### Writing Strategies:

- Freewriting / “Brain Dump”
- Anchor Charts
- RAFT Writing
  - Role, Audience, Format, Topic
- Reflective Journaling
- Model and provide feedback

### **Wellness Strategies:**

Explore / discuss

- Employee Wellness Programs.
- What makes a work environment healthy?
- Government regulations/OSHA.
- Creating and maintaining work-life balance.
- Develop an employee wellness campaign/initiative.

### **Problem-Solving Strategies:**

- Case Studies
  - Analyze the influence of AI on the work environment and job-seeking/recruitment process.
  - Analyze how the nature of working has changed post-pandemic.
  - What are businesses doing to promote Diversity, Equity, and Inclusion (DEI)?
- Scenarios
  - Sample resumes: Of these candidates, which is best suited for (job) and why?
  - The job you are seeking requires a minimum of 3 years of experience, but you do not yet have formal work experience. Should you still apply? Why or why not? What might you do to make up for your lack of work experience?

This course is intended to engage 7<sup>th</sup>-grade students in the career exploration process, building their awareness of academic- and career-related opportunities within HCPS, develop their capacities to conduct independent research, set career-related goals, and make informed decisions. Within this course, students are offered mini experiences featuring at least one occupation from each of the named MSDE-recognized Career Clusters. These experiences may involve physical components and/or virtual reality components.



*\*Developed from the National Career Development Guidelines and ASCA Mindsets & Behaviors for Student Success.*

**Maryland Career Development Framework**

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