

Career Explorations

9066 36 weeks

Acknowledgments

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Course Description

Suggested Grade Level: 3 or 4 or 5

Students will identify their interests, skills, and values as they explore the world of work. Students recognize and discuss the 5 C's in relation to workplace readiness. Students recognize how their current academic career helps to prepare them to succeed in the future. While gaining exposure to Virginia's career clusters, students analyze how to choose satisfying potential careers that are compatible with their strengths, interests, and values. The student will create an Academic and Career Plan Portfolio (ACPP) that will be actively developed throughout their years in school.

Task Essentials Table

- Tasks/competencies designated by plus icons (⊕) in the left-hand column(s) are essential
- Tasks/competencies designated by empty-circle icons (○) are optional
- Tasks/competencies designated by minus icons (⊖) are omitted
- Tasks marked with an asterisk (*) are sensitive.

| 9066 | Tasks/Competencies |
|------|--|
| ⊕ | Identify personal interests. |
| ⊕ | Identify personal skills. |
| ⊕ | Identify personal values. |
| ⊕ | Develop the 5 C's. |
| ⊕ | Explore education and career terms and concepts. |

| | | |
|----------------------------------|--|--|
| <input checked="" type="radio"/> | Identify short-term and long-term goals. | |
| <input checked="" type="radio"/> | Explore career clusters. | |
| <input checked="" type="radio"/> | Choose a career cluster or clusters to investigate. | |
| <input checked="" type="radio"/> | Create an Academic and Career Plan Portfolio (ACPP). | |

Legend: Essential Non-essential Omitted

Curriculum Framework

Discovering Yourself

Task Number 001

Identify personal interests.

Definition

Identification should include current and aspirational interests, such as

- family, community, and school contributions
- topics you enjoy investigating
- volunteer work and community service programs and events
- religious associations
- cultural involvements
- extracurricular activities (e.g., student clubs, sports)
- hobbies (e.g., reading, arts and crafts, Legos).

Teacher resources:

[Academic Career Plan Portfolio: Interests](#), Virginia Career VIEW

[WHO AM I? Toolkit](#), Virginia Career VIEW

[Exploring Your Career Options: Career Guide Handouts Grades 5-8](#), Virginia Employment Commission (VEC)

[One-Pager, I'm Determined](#), Virginia Department of Education (VDOE) Self-Determination Project

[Virginia Wizard](#), Virginia Community College System (To access the ACPP, students should log in to their Wizard account→ Student Profile→Module 3)

Process/Skill Questions

- What does aspirational mean?
- What are your likes and dislikes?
- What kinds of games and puzzles do you enjoy?
- What foods do you enjoy?
- What genres do you enjoy reading?
- What do you wish you could learn about at school?
- How do volunteers contribute to the community? How do you volunteer now, and how would you like to volunteer in the future?
- What do you like to do in your free time? With whom do you like to spend your free time?

Task Number 002

Identify personal skills.

Definition

Identification should include current and aspirational skills, such as

- school subjects in which you excel
- extracurricular activities in which you excel
- activities that make you feel proud, curious, and challenged.

Identification should also include consideration of

- your learning style (e.g., auditory, kinesthetic, visual)
- how you solve problems
- positive feedback you have received from adults and peers.

Teacher resources:

[Academic Career Plan Portfolio: Skills](#), Virginia Career VIEW

[WHO AM I? Toolkit](#), Virginia Career VIEW

[One-Pager, I'm Determined](#), Virginia Department of Education (VDOE) Self-Determination Project

[Good Day Plan, I'm Determined](#), VDOE Self-Determination Project

[Elements of I'm Determined, I'm Determined](#), VDOE Self-Determination Project

[Virginia Wizard](#), Virginia Community College System (To access the ACPP, students should log in to their Wizard account→ Student Profile→Module 3)

Process/Skill Questions

- How do you like to learn? How do you like to demonstrate your learning?

- What positive words would a classmate use to describe you?
- What compliments have you received from adults or peers?
- What is a skill you would like to learn or improve?
- Who can help you learn a skill?
- What do you do when you feel disappointed?

Task Number 003

Identify personal values.

Definition

Identification should include

- defining *value* as what is important to you
- identifying what topics occupy your thoughts (e.g., concern for food and shelter, acquiring the latest gadget or toy)
- identifying important people and activities in your life
- identifying character traits important to you (e.g., honesty, kindness, responsibility)
- identifying your curiosities, passions, and purpose
- identifying the rules that are important to you
- identifying causes that you care about.

Teacher resource: [Character Education Toolkit](#), Virginia Career VIEW

Process/Skill Questions

- What are the key components of a good life? What makes you happy?
- How do you respond when someone has values different from yours?
- What is important to you about how friends describe you?
- What do you look for in a friend?
- What current issues in your community and/or the world do you care about?
- What makes a good citizen?
- Who is your role model? What character traits do you admire in this person?
- What rules do you think are important in school?

Developing Yourself

Task Number 004

Develop the 5 C's.

Definition

Development could include

- creative thinking (e.g., experiment and learn from failure)
- critical thinking (e.g., identify issues and formulate questions for investigation)
- communication (e.g., recognize and effectively use both verbal and nonverbal cues)
- collaboration (e.g., value and seek a diversity of opinions)
- citizenship (e.g., act as a steward of self, community, and the world).

Teacher resources:

[Virginia's 5 C's](#), VDOE

[In Brief: Graduation Requirements](#), VDOE

[Virginia College and Career Readiness Toolkit](#), Virginia Career VIEW

[Infusing Art into Career Development Toolkit](#), Virginia Career VIEW

[Goal Plan, I'm Determined](#), VDOE Self-Determination Project

[Virginia Education Wizard](#), Virginia Community College System (Coming in August 2020: An accessible exploration tool for each of the 5 C's appropriate for grades 3-5. Students should log in to their Wizard account → Student Profile→5 C's.

Process/Skill Questions

- How would you use the 5 C's in a career?
- Why would a company value creative thinking? Why would a company value critical thinking?
- Why are communication skills important?
- What does good communication look/sound like?
- What are the benefits of collaborating with others (e.g., diversity of ideas, voices, skills)?
- How can being a good citizen contribute to a positive work experience?
- Which of the 5 C's do you identify as a strength, and in which of the 5 C's do you need to improve?

Task Number 005

Explore education and career terms and concepts.

Definition

Exploration could include

- the similarities and differences among work, job, and career
 - work—the physical or mental effort spent to overcome obstacles or to meet an objective
 - job—situation in which a person performs tasks or duties for compensation
 - career—a chosen pursuit, such as military enlistment, skilled trades, transportation, educators
- definition of terms related to education and career (e.g., *work-based learning*, *degree*, *certification*).

Teacher resources:

[College Word Match](#), Virginia Career VIEW

[What Are Your Choices?](#) Virginia Career VIEW

[Academic Career Plan Portfolio: Career Assessments and Exploration](#), Virginia Career VIEW

[Career and Technical Education Work-Based Learning Guide](#), VDOE Kindergarten to College (K2C) Toolkit, Virginia Career VIEW

[Transition Guide, I'm Determined](#), VDOE Self-Determination Project

Process/Skill Questions

- Why do people work?
- How can work provide satisfaction?
- How can the work you do and the income you earn affect your lifestyle?
- What training or education do some jobs require?
- How is a career different from a job?
- How can a job lead to a career?
- What are some benefits of choosing a career that you enjoy?
- How do people prepare for careers (e.g. through apprenticeships, internships, mentorships, certifications, college degrees, licensure, military service)?
- Why do people change careers?

Task Number 006

Identify short-term and long-term goals.

Definition

Identification could include

- definition of the terms
 - *goal*
 - *short-term*—up to one year
 - *long-term*—more than one year
 - creation of personal and academic goals
 - creation of an action plan to reach a goal.

Teacher resources:

[SMART Goals: How to Make Your Goals Achievable](#), MindTools

[The Essential Guide to Writing SMART Goals](#), Smartsheet

[Academic Career Plan Portfolio: Career Planning and Goals](#), Virginia Career VIEW

Process/Skill Questions

- What is a goal?
- What are the characteristics of effective goals?
- What are the differences between a short-term and a long-term goal?
- Why are both short-term and long-term goals important?
- What are the steps you will take to achieve your short-term and long-term goals?
- What are some barriers to accomplishing goals, and how can you overcome them?
- How can ambition and strategy contribute to accomplishing goals?

Developing the Academic Career Plan Portfolio (ACPP): Exploring Career Clusters

Task Number 007

Explore career clusters.

Definition

Exploration should include

- defining *career clusters*
- gaining exposure to the career clusters in Virginia (e.g., through job fairs, guest speakers)
- completing a career interest assessment
- identifying clusters that you find, interesting, exciting, and/or meaningful.

Teacher resources:

[Introduce Career Clusters](#), Virginia Career VIEW

[Exploring Career Clusters in Elementary Toolkit](#), Virginia Career VIEW

[Kids Search: Search by Career Cluster](#), Virginia Career VIEW

[Exploring Your Career Options: Career Guide Handouts Grades 5-8](#), Virginia Employment Commission

[Draw a Scientist Lesson Plan](#), California Academy of Science

[Career Clusters, Pathways to College & Career Readiness](#), VDOE

[The National Career Clusters Framework Career Clusters](#), Advance CTE

[Goal Plan, I'm Determined](#), VDOE Self-Determination Project

[Virginia Education Wizard](#), Virginia community College System

- For a skills assessment, students should log in to their Wizard account→ Student Profile→Module 6
- To access the ACPP, students should log in to their Wizard account→ Student Profile→Module 3

Process/Skill Questions

- What jobs and careers can you identify?
- What is a *career cluster*?
- Why are jobs and careers separated into clusters?
- How do career clusters overlap?
- What gender stereotypes are associated with some careers? Why is it important to use the term *firefighter* rather than fireman? What other career stereotypes do you notice?
- What job tasks seem interesting or exciting to you?
- What jobs within these clusters are meaningful to you?
- Why should students repeat interest assessments?

Task Number 008

Choose a career cluster or clusters to investigate.

Definition

Investigation should include

- researching job types and responsibilities
- identifying associated skills and talents
- identifying educational requirements (e.g., degrees, certifications, licenses).

Teacher resources:

[Introduce Career Clusters](#), Virginia Career VIEW

[Kids Search: Search by Career Cluster](#), Virginia Career VIEW

[Career Assessments and Career Cluster Exploration Activities and Links](#), Virginia Career VIEW

[Virginia's 17 Career Clusters](#), VDOE

[Virginia Education Wizard](#), Virginia Community College (For a skills assessment, students should log in should log in to their Wizard account→ Student Profile→Module 6)

Process/Skill Questions

- Which career cluster do you want to learn about right now?
- What jobs within this cluster seem interesting or exciting to you?
- What skills are needed for these jobs? Which of these skills do you already have, and which do you need to learn?
- Within your cluster, what career is new to you?
- What are the educational requirements of some jobs within this cluster?
- Which of the 5 C's would be important in this cluster, and why?

Task Number 009

Create an Academic and Career Plan Portfolio (ACPP).

Definition

Creation could include a continuous and transferrable record of

- planning notes
- class projects
- interest inventory results
- awards and recognitions
- other information related to academic and career plans and preparations.

Teacher resources:

[Career Planning Activities and Links](#), Virginia Career VIEW

[VIEW ACPP Toolkit](#), [ACPP Fillable Forms](#), [Forms and Checklists](#), Virginia Career VIEW

[Academic and Career Plan](#), VDOE

[Virginia Education Wizard](#), Virginia Community College System (To access the ACPP, students should log in to their Wizard account→ Student Profile→Module 3; The information contained in the ACPP will serve as the foundation for creating the ACP in grade 7.)

Process/Skill Questions

- What is important to include in your portfolio?
- What awards and recognitions could you include in your portfolio?
- Why should you continue to add to this portfolio in middle school and high school?

SOL Correlation by Task

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|-----|------------------------------|---|
| 001 | Identify personal interests. | English (Elementary): 3.5, 3.6, 4.1, 4.4, 4.5, 4.6, 5.1, 5.4 History and Social Science (Elementary): 3.13 |
| 002 | Identify personal skills. | English (Elementary): 3.4, 3.5, 3.6, 4.1, 4.4, 4.5, 4.6, 5.1, 5.4, 5.6 |

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| 003 | Identify personal values. | English (Elementary): 3.4, 3.5, 3.6, 4.1, 4.4, 4.5, 4.6, 5.1, 5.4, 5.5 History and Social Science (Elementary): 3.1 |
| 004 | Develop the 5 C's. | English (Elementary): 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 5.1, 5.2, 5.4, 5.5, 5.8 History and Social Science (Elementary): 3.1, 3.11, USI.1, VS.1 Mathematics (Elementary): 3.4, 3.5, 4.4, 4.5, 4.6, 4.7, 4.8, 5.4, 5.5, 5.6, 5.8, 5.9, 5.11, 5.16, 5.19 Science (Elementary): 3.1, 4.1, 5.1 |
| 005 | Explore education and career terms and concepts. | English (Elementary): 3.1, 3.4, 3.7, 3.9, 3.10, 4.1, 4.2, 4.4, 4.5, 4.6, 5.1, 5.2, 5.4, 5.5, 5.6, 5.9 Mathematics (Elementary): 4.13, 4.14 |
| 006 | Identify short-term and long-term goals. | Computer Science Grades 3-5: 4.6, 4.12, 5.5 Computer Technology Grades 3-5: C/T 3-5.1, C/T 3-5.2, C/T 3-5.3, C/T 3-5.4, C/T 3-5.6, C/T 3-5.7, C/T 3-5.8, C/T 3-5.10, C/T 3-5.11 English (Elementary): 3.1, 3.4, 3.5, 3.6, 3.7, 3.9, 3.10, 4.1, 4.4, 4.6, 4.7, 4.8, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8 Mathematics (Elementary): 3.9 |
| 007 | Explore career clusters. | Computer Science Grades 3-5: 3.5, 3.11, 4.5, 4.12, 5.11 Computer Technology Grades 3-5: C/T 3-5.1, C/T 3-5.7, C/T 3-5.8, C/T 3-5.10 English (Elementary): 3.1, 3.4, 3.5, 3.6, 3.9, 3.10, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9 History and Social Science (Elementary): USI.1, VS.3 |
| 008 | Choose a career cluster or clusters to investigate. | Computer Science Grades 3-5: 3.5, 3.11, 4.12, 5.11 Computer Technology Grades 3-5: C/T 3-5.6, C/T 3-5.7, C/T 3-5.8, C/T 3-5.10 English (Elementary): 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.4, 5.5, 5.6, 5.8, 5.9 History and Social Science (Elementary): USI.1, VS.1 |
| 009 | Create an Academic and Career Plan Portfolio (ACPP). | Computer Science Grades 3-5: 3.4, 3.5, 3.7, 3.11, 3.13, 4.4, 4.7, 5.6 Computer Technology Grades 3-5: C/T 3-5.2, C/T 3-5.4, C/T 3-5.5, C/T 3-5.6, C/T 3-5.7, C/T 3-5.8, C/T 3-5.10, C/T 3-5.11 |

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|--|---|
| | <p>English (Elementary): 3.2, 3.5, 3.6, 3.8, 3.9, 3.10, 4.2, 4.6, 4.7, 4.8, 4.9, 5.2, 5.5, 5.6, 5.7, 5.8, 5.9</p> <p>History and Social Science (Elementary): USI.1, VS.1</p> |
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