Columbia Public Schools
8th Grade - Career Exploration
Unit Number/Name

Standards
PLC Question 1: What do we want all students to know and be able to do?

Critical Concept Proficiency Scale(s)	Pacing/Duration
EEE Career Exploration Proficiency Scales	15 class periods

Priority Standard Proficiency Scale(s)

Teacher Facing	Student Facing
Code and standard wording - link code to the proficiency scale *CD.7.A.08: Develop an educational and career plan based on current interests, strengths, and limitations.* *CD.8.A.08: Compare personal interests with information about careers and education.* *CD.8.B.08: Identify the training and education required for occupations in career paths of interest.* *CD.9.A.08: Evaluate personal, ethical, and work habit skills as they relate to achieving the student's educational career plan.*	*Link documents* *I can find a potential career path using my strengths, weaknesses, interests, talents, and values.* *I can identify connections between my personality and potential career paths.* *I can identify what my future would feel like for certain career paths.* *I can evaluate my traits to match with a potential career path.*

Supporting Standards

n/a

Vertical Progression

n/a

CPS Instructional Resources/Materials and Standard Documents

Resources used throughout the unit	Resources referenced in the lessons below
• Missouri Connections *We would link the documents we have that are listed above (or add additional ones). Take off the items from this list that you do not have.*	• Truity Career Interest and Personality Tests • O*NET Interest Profiler • CareerExplorer • Career Fitter • Career OneStop Test • Career Cluster Test • CACC Website • GPS for Success

	• Career OneStop Career Clusters • Indeed Career Clusters • ASVAB Career Clusters *Consider inserting links on "how to access" these tools here.*
Essential Questions	**Corresponding Big Ideas**
How can I use personality tests to discover my interests, strengths, weaknesses, values, and talents? What are the CACC Career Clusters and what do they do, what do they value, and what paths are there? How can I use both my personality and the Career Clusters to identify a potential job for me?	Picking a good career requires both an understanding of the career itself and your personality to identify if it is a good fit.

Key Unit Vocabulary
Career Cluster, traits, strengths, weaknesses, talents, interests, values,

Unwrapped Priority Standards *See RCD, p. 98*

Standard:	**Skills Scholars Need to be Able to Do:**	**Concepts Scholars Need to Know:**	**Levels of Rigor**	
			Bloom's	**Webb's DOK**
	Verbs from the standards	*Nouns from the standards*		
CD7, CD8, CD9	***Identify***	*Personality traits such as interests, values, strengths, weaknesses, and talents*	**Understand**	**1**
CD8	***Understand***	*CACC Career Clusters and their values, pathways, and required skills through research with a partner*	**Understand**	**2**
CD7, CD8, CD9	***Demonstrate***	*Understanding of a potential Career Cluster through traits, opportunities, requirements, and a paragraph explaining why it's a good fit*	**Create**	**4**
	Demonstrate	*EEE priority standards such as initiative, independence, perseverance, responsibility, effort, focus, and balance*	**Apply**	**2**

Assessments **PLC Question 2: How will we know when students have learned?**	
Common Unit Assessments	**Administration Dates**

• Formative 1: Table of Traits (link) • Answer Key with item analysis	**Self-Paced; No Specific Date**
• Formative 2: Career Clusters Paragraphs • Answer Key with item analysis	**Self-Paced; No Specific Date**
• Summative Final Assessment: Poster • Answer Key with item analysis	**Self-Paced; No Specific Date**
Authentic Performance Tasks	
Potential Evidence of Learning Opportunities	

Instruction **How have we planned instruction so that students can learn?**	
Instructional Strategies and Lesson Plans	**Supporting Resources** Resources for the lesson, digital tools, links
High-Effect-Size Instructional Strategies Lesson by Lesson Progression (link) Sample Lesson Plans (link)	**Missouri Connections (Access through ClassLink)** **Truity Career Interest and Personality Tests** **O*NET Interest Profiler** **CareerExplorer** **Career Fitter** **Career OneStop Test** **Career Cluster Test** **CACC Website** **GPS for Success** **Career OneStop Career Clusters** **Indeed Career Clusters** **ASVAB Career Clusters**

PLC Question 3: What will we do when students have not learned? **PLC Question 4: What will we do when students have learned?**			
Specialized Instructional Strategies *(use RCD pp. 180-200)*			
Differentiation Strategies (Supports & Enrichment)	**Intervention Strategies**	**Specially Designed Instruction for Special Education Students**	**Strategies for English Language Learners**
Students will work on taking the next step by comparing possible careers to pursue. If students already have a career choice in mind, students will do their project on either the same career or a	**If students need intervention, they will receive one-on-one assistance with extra guidance on what they need.**	**For those who are in special education, students can use accessibility features on their laptops if impaired in some way or use the assistance of a paraprofessional.**	**For those who are ELL, students can use translation features on their laptops or use the assistance of an ELL teacher.**

different career of their choosing.			