

## Career Exploration, Unpacked Standards



Indicator # CE 1: Identify personal aptitudes, abilities, strengths, talents, and weaknesses		
Level 3: Strategic Thinking	CE 1.1 Demonstrate an understanding of self	
Level 3: Strategic Thinking	CE 1.2 Recognize the relationship between personal attributes and choosing a career	
Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>● Identify personal attributes                             <ul style="list-style-type: none"> <li>○ Learning Styles</li> <li>○ Strengths</li> <li>○ Weaknesses</li> <li>○ Aptitudes</li> <li>○ Abilities</li> <li>○ Talents</li> <li>○ Personality Traits</li> <li>○ Motivators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● How a career will affect personal lifestyle preference</li> <li>● Importance of determining personal ability and how it affects choosing a career path</li> </ul>	<ul style="list-style-type: none"> <li>● Access and use career exploration tools for career inventories and career aptitude assessments                             <ul style="list-style-type: none"> <li>○ SDMyLife (<a href="http://www.sdmylife.com">www.sdmylife.com</a>)                                     <ul style="list-style-type: none"> <li>▪ Career Matchmaker</li> <li>▪ Ability Profiler</li> <li>▪ Learning Styles</li> <li>▪ My Skills</li> <li>▪ Personal Learning Plan</li> <li>▪ Included lessons</li> </ul> </li> <li>○ O*Net's My Next Move</li> <li>○ 16 Personalities (<a href="http://www.16personalities.com">www.16personalities.com</a>)</li> <li>○ Get My Future (<a href="https://www.careeronestop.org/GetMyFuture/default.aspx">https://www.careeronestop.org/GetMyFuture/default.aspx</a>)</li> <li>○ ASVAB</li> <li>○ Career Wonders (SD Dept. of Labor &amp; Regulation publication for grades 5-8) (<a href="https://dlr.sd.gov/lmic/menu_career_wonders.aspx">https://dlr.sd.gov/lmic/menu_career_wonders.aspx</a>)</li> </ul> </li> </ul>
Industry Connections		
<ul style="list-style-type: none"> <li>● Understand how the intersection of your personality style, aptitude, abilities, strengths, talents, weaknesses, and career interest leads to more career success.</li> </ul>		
Academic Standards Alignment		
6-8.WHST.8 Gather relevant information from multiple print and digital sources. a. Use search terms effectively. b. Assess the credibility and accuracy of each source. c. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		

## Career Exploration, Unpacked Standards

Indicator # CE 2: Investigate the 16 career clusters		
Level 2: Skill/Concept	CE 2.1 Explore all 16 career clusters	
Level 2: Skill/Concept	CE 2.2 Identify specific careers within career clusters	
Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>16 career clusters from the National Career Clusters Framework</li> <li>Specific careers within each career cluster</li> </ul>	<ul style="list-style-type: none"> <li>Career cluster characteristics</li> <li>Career trends change in the workforce               <ul style="list-style-type: none"> <li>Hot Careers (<a href="https://dlr.sd.gov/lmic/menu_hot_careers.aspx">https://dlr.sd.gov/lmic/menu_hot_careers.aspx</a>)</li> <li>SDMyLife Career Profiles</li> </ul> </li> <li>Careers are categorized into career clusters and they may belong in more than one career cluster</li> </ul>	<ul style="list-style-type: none"> <li>Research the 16 career clusters from the National Career Clusters Framework</li> <li>Participate in career cluster exploration activities               <ul style="list-style-type: none"> <li>Attend a career fair</li> <li>Take an industry tour related to a career cluster</li> <li>Complete a job shadow or informational interview</li> <li>Industry presentations</li> <li>Participate in South Dakota Week of Work</li> </ul> </li> </ul>
Industry Connections		
<ul style="list-style-type: none"> <li>Identify your next career steps after you secure an entry level position.</li> <li>Understand how the intersection of your personality style, aptitude, abilities, strengths, talents, weaknesses, and career interest leads to more career success.</li> </ul>		
Academic Standards Alignment		
6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
6-8.WHST.9 Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.		
9-10.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support analysis, reflection, and research.		

## Career Exploration, Unpacked Standards

Indicator # CE 3: Investigate the knowledge and skills associated with various careers		
Level 2: Skill/Concept	CE 3.1 Research and interpret career information	
Level 2: Skill/Concept	CE 3.2 Compare and contrast characteristics of various careers	
Level 2: Skill/Concept	CE 3.3 Investigate education/training requirements for employment in various industries	
Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>• Characteristics of various careers</li> <li>• Labor market information</li> <li>• Education and training required for careers</li> <li>• Postsecondary opportunities in South Dakota</li> </ul>	<ul style="list-style-type: none"> <li>• Personal values determine job choice and satisfaction</li> <li>• Opportunities for career advancement</li> <li>• Various types of career training opportunities (on-the-job training, military, apprenticeship, diploma, certificate, associate degree, bachelor's degree, master's degree, doctorate, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify careers of interest               <ul style="list-style-type: none"> <li>○ SDMyLife</li> <li>○ O*Net</li> </ul> </li> <li>• Identify career characteristics and education and training requirements</li> <li>• Locate geographic demands/limitations for careers of interest               <ul style="list-style-type: none"> <li>○ Job outlook</li> <li>○ Conduct Labor Market analysis                   <ul style="list-style-type: none"> <li>▪ <a href="https://dlr.sd.gov/lmic/default.aspx">https://dlr.sd.gov/lmic/default.aspx</a></li> </ul> </li> </ul> </li> <li>• Analyze career and education/training opportunities (tour local businesses, take a field trip to apprenticeship providers, a technical college or university, etc.)</li> </ul>
Industry Connections		
<ul style="list-style-type: none"> <li>• Identify your career path within a specific company.</li> <li>• Identify your next career steps after you secure an entry level position.</li> <li>• Understand how the intersection of your personality style, aptitude, abilities, strengths, talents, weaknesses, and career interest leads to more career success.</li> </ul>		
Academic Standards Alignment		
6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.		
6-8.WHST.9 Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.		
9-10.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support analysis, reflection, and research.		

## Career Exploration, Unpacked Standards

Indicator # CE 4: Explore factors that impact success and satisfaction in careers		
Level 3: Strategic Thinking	CE 4.1 Formulate criteria for choosing a career, including but not limited to: wages & benefits, values & lifestyle preferences, required education, working conditions, working environment	
Level 4: Extended Thinking	CE 4.2 Investigate and make connections relevant to areas of interest	
Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>The personal factors that impact career choice</li> </ul>	<ul style="list-style-type: none"> <li>Potential barriers and resources to achieve your personal career goals</li> <li>Values can impact career success</li> <li>Careers can impact life satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Assess the relative income and benefits of a possible career               <ul style="list-style-type: none"> <li>Reality Check Activity (<a href="http://www9.intocareers.org/realitycheck_SD/">http://www9.intocareers.org/realitycheck_SD/</a>)</li> <li>SDMylife Lesson: Careers and Lifestyle Costs (recommended for 10<sup>th</sup> grade)</li> </ul> </li> <li>Analyze personal values and strengths for a career               <ul style="list-style-type: none"> <li>Industry speakers share about aspects of a career and employment needs (soft skills)</li> <li>Department of Labor and Regulation Career Launch (<a href="http://careerlaunchsd.com">careerlaunchsd.com</a>)</li> <li>Bring Your "A" Game</li> </ul> </li> </ul>
Industry Connections		
<ul style="list-style-type: none"> <li>Identify your career path within a specific company.</li> <li>Identify your next career steps after you secure an entry level position.</li> <li>Understand how the intersection of your personality style, aptitude, abilities, strengths, talents, weaknesses, and career interest leads to more career success.</li> </ul>		
Academic Standards Alignment		
6-8.RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.		
6-8.WHST.9 Draw relevant evidence from informational texts and/or literary fiction or nonfiction texts to support written analysis, reflection, and research.		
9-10.WHST.9 Draw relevant evidence from informational and/or literary fiction or non-fiction texts to support analysis, reflection, and research.		

## Career Exploration, Unpacked Standards



Indicator # CE 5: Create and then maintain a career plan		
Level 1: Recall	CE 5.1 Explain the value and importance of a career plan	
Level 4: Extended Thinking	CE 5.2 Create a career plan, which includes but is not limited to: career(s)/career cluster(s) of interest, related activities and/or classes, and required training or education after high school (This may include a personal learning plan)	
Level 3: Strategic Thinking	CE 5.3 Investigate experiential learning opportunities aligned with a career plan	
Level 4: Extended Thinking	CE 5.4 Explore possible barriers to a career plan	
Knowledge	Understanding	Skills
<ul style="list-style-type: none"> <li>● The purpose of academic planning</li> <li>● The components of a career plan                             <ul style="list-style-type: none"> <li>○ Resume</li> <li>○ Personal Learning Plan</li> <li>○ Cover Letter</li> <li>○ References</li> <li>○ Career Path</li> <li>○ Job related experiences</li> <li>○ Extracurricular involvement</li> <li>○ Certifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The value and importance of a career plan</li> <li>● A career plan is a living document that evolves over time</li> <li>● Conflict and compromise can impact a career plan</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and grow personal network strengths (family connections in a career of interest, volunteer experience in a field of interest, etc.)</li> <li>● Create an academic plan based on career of interest, outlining a transition towards the career</li> <li>● Investigate experiential learning opportunities aligned with career plan (job shadowing, volunteer work, internships, career focus camps, part-time jobs, summer employment, student organization opportunities, etc.)</li> </ul>
Industry Connections		
<ul style="list-style-type: none"> <li>● Identify your career path within a specific company.</li> <li>● Identify your next career steps after you secure an entry level position.</li> <li>● Understand how the intersection of your personality style, aptitude, abilities, strengths, talents, weaknesses, and career interest leads to more career success.</li> </ul>		
Academic Standards Alignment		
6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style and tone are appropriate to task, purpose, and audience		