

Designing an Integrated Career and Course Content Activity

Career Development Planning Guide

Choose Objectives

Try to address at least two Virginia Academic and Career Plan standards in your activity.

Students in grade K-5 will:

- Understand the concepts of job and career
- Understand that behaviors such as punctuality, courtesy, proper dress and proper language are essential to current and future success
- Understand the relationship of individual effort, hard work and persistence to achievement
- Understand the importance of teamwork in working towards a common goal
- Demonstrate the decision making process
- Demonstrate goal setting
- Recognize the benefits of both individual initiative and teamwork
- Recognize that the changing workplace requires lifelong learning
- Identify hobbies and interests
- Identify career choices through exploration

Students in grade 6-8 will:

- Identify the relationship of course content, educational achievement, and career choices
- Identify personal preferences, skills, and interests that influence career choices and success
- Understand the effect of career choices on quality of life
- Understand that behaviors such as punctuality, courtesy, proper dress and language, and hard work are essential to success in the job market
- Demonstrate understanding of the education and training needed to achieve career goals
- Demonstrate employability skills such as individual initiative, teamwork, problem solving, organization, and communication
- Use research skills to locate, evaluate, and interpret career and educational information
- Demonstrate awareness of educational, vocational, and technical training opportunities available in high school



Collaborate

Encourage Teachers : Support what is already happening in the classroom.

Benefit students : Connect career content with classroom content.

Ask the teacher what current content is being covered in the class where the activity will be implemented. Discuss SOLs and any objectives the teacher may want the activity to address. Use this content to frame your activity.

Connect Careers

Use a resource like Virginia Career VIEW's Career Search to find careers related to your teacher objectives, SOLs, and current classroom content. Use these careers as part of your activity.

Plan out your instruction

1. Goal

What you want your learners to be able to do.

WHO

the learners

WHAT

the observable behavior the learners will be able to do

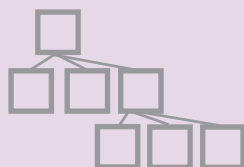
WHEN & WHERE

the context in which the observable behaviors will occur

WITH WHAT

the tools that will be available to the learners

2. Steps



Break your goal down.

Think about the steps someone would need to perform in order to complete the instructional goal.

3. Performance Objectives

Objectives

Performance objectives are a specific type of objective including:

- the **observable performance** (*what the learner is able to do*)
- the **condition/ circumstances in which that performance is expected to occur** (*context*)
- and the **criteria of which the performance will be considered acceptable.**

Typically a performance objective is written for each of the major steps of the instructional goal.

4. Assessment

Make your assessment **before** you gather your instructional materials.

Assessment items measure performance, so they should be closely aligned with your performance objectives.

Use the criteria you specified in your performance objectives to help guide how you make your assessment items.

Gather Materials

Gathering your instructional materials doesn't need to be hard. You can **find** already made worksheets and lesson plans that work for your activity as they are, **modify** worksheets and lesson plans to fit with your activity, or **create** your own materials.

The most important thing is using your objectives and assessment to guide gathering the rest of your instructional materials.