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| **Essential Understandings** | * Career exploration and development enhances decision-making and planning skills for post-secondary options.
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| **Essential****Questions** | * What kind of academic preparation is essential to choose from a wide variety of career options?
* What skills are needed to investigate the world of work?
* What skills are needed to achieve future career success and satisfaction?
* What is the relationship between personal qualities, education and training and the world of work?
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| **Essential Knowledge** | * Identifying different career types while learning about personal career interests allows students to enhance career awareness.
* Identify programs available at a technical school.
* Understand the variety of skills and abilities required to successfully pursue both a technical program and career.
* Understanding the cost of living allows students to begin to learn how to budget and plan post-secondary options.
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| **Vocabulary** | * Terms:
	+ Career
	+ Occupation
	+ Post- secondary options
	+ Success
	+ Interests
	+ Budget
	+ Labor Market Information
	+ Job
	+ Self-employed
	+ Regular Hours
	+ Gross Income
	+ Overtime
	+ Seasonal Work
	+ Transferable skills
	+ Net Income
	+ Career Development
	+ Irregular Hours
	+ Trade
	+ Trade skills
	+ Job Safety
	+ Technical program
 |
| **Essential** **Skills** | * Learn about the variety of traditional and non-traditional occupations
* Develop an awareness of personal abilities, skills, interests and motivations
* Develop hobbies and vocational interests
* Know the various ways in which occupations can be classified
* Assess and modify their educational plan to support career
* Describe traditional and non-traditional career choices and how they relate to career choice.
* Identify personal preferences and interests influencing career

 choice and success  |
| **Related****Maine Learning****Results** | Career & Educational Development* A1. Self-Knowledge and Self-Concept (6-8) Students explain how interests, skills, habits of mind, and experiences, support and maintain a positive self-concept.
* A3. Interpersonal Skills (6-8) Students demonstrate behaviors that reflect positive interpersonal skills and analyze how positive interpersonal skills lead to success in a variety of school, work, and community settings.
* B1. Relationships Among Learning, Work, the Community, and Global Economy (6-8) Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community, and the world.
* B2. Skills for Individual/Personal Success in the 21st Century (6-8) Students analyze their skills in relation to those that lead to learning and success in the classroom, and the achievement of schoolwork, career, and personal life goals.
* B3: Students locate and analyze the use of different types of resources, including occupational information and labor market information, to explore post-secondary education, training, and career choices (6-8)
* C4. Societal Needs and Changes that Influence Workplace Success (6-8) Students identify and explain how diverse and changing societal and global needs, including economic needs, influence personal decision-making.
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| **Sample****Lessons****And****Activities** | * Career Exploration Lesson- see attached
* Career interest survey- see attached
* “Get a Life” Career Exploration Tools [www.Famemaine.com](http://www.Famemaine.com)
* “My Future” Worksheet- see attached
* Field Trip to Region 10 Vocational School
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| **Sample****Classroom****Assessment****Methods** | * Pre/Post survey
* Budgeting a successful income/lifestyle
* Post Region 10 visit survey
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| **Sample****Resources** | * FAME (Finance Authority of Maine)- “Get a Life” Career Planning tools

<http://www.famemaine.com/files/StaticPages/General/GetALife/GetALife.html>* Naviance Planning Program
* Maine Region Ten Technical High School <http://region10.mainecte.org/>
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| **Technology** **Link** | * http://www.brunswick.k12.me.us/curriculum
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