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| **Essential Understandings** | * Career exploration and development enhances decision-making and planning skills for post-secondary options. |
| **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? |
| **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. |
| **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. |
| **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 |
| **Sample**  **Classroom**  **Assessment**  **Methods** | * Pre/Post survey * Budgeting a successful income/lifestyle * Post Region 10 visit survey |
| **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/> |
| **Technology**  **Link** | * http://www.brunswick.k12.me.us/curriculum |