Career & Development Occupational Studies

Resource Guide

with
Core Curriculum

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INTRODUCTION

The *Career Development and Occupational Studies Resource Guide with Core Curriculum* is designed to serve as a companion document to the CDOS framework, learning standards, and previously released resource guide. The *Career Development and Occupational Studies Resource Guide with Core Curriculum* was developed with significant input from local districts, schools, teachers, and other educators who have made strides in aligning their instructional practices with the State standards. This resource guide is a "living document." Teachers, schools, and districts are invited to contribute locally developed curricular materials, assessments, learning experiences, and other resources that may be added to this resource guide. Instructions are given in the Next Steps section, which follows.

BACKGROUND—STANDARDS-BASED REFORM

Standards-based reform was initiated to provide high standards for all students and to ensure that students both attain high knowledge levels and apply that knowledge to solve real-world problems. Standards-based education addresses three types of standards—content, performance, and opportunity-to-learn. Content standards identify what students should know and be able to do. Performance standards identify levels of achievement in relation to the content standards, answering the question "How good is good enough?" Opportunity-to-learn standards refer to the availability of resources, programs, and qualified teachers needed to enable the students to meet the identified standards.

Schools that support a strong standards-based learning environment focus on student work supported by rich and challenging teaching. Teaching and learning engage students in work that develops a deep understanding of the concepts of a particular discipline, and students make connections between their classroom learning and situations in the real world.

This document provides examples of instructional activities that address the CDOS standards. Development of standards-based instruction requires a backward mapping procedure in that one first identifies what students are to know and be able to do, next identifies how students will demonstrate that learning, and finally develops activities that support learning and the activities provide students with the necessary knowledge and skills.

Essential building blocks in standards-based instruction are a focus on student work (products and performances) and the design of engaging, relevant learning activities. Because Career Development and Occupational Studies has a real-world focus and natural emphasis on quality student work, it is a prime area for standards-based instruction.

STRUCTURE OF THE DOCUMENT

The resource guide is divided into three parts:

1. **Career Development (Standard 1) and Universal Foundation Skills (Standard 3a)**
   includes the core curriculum with discussion questions, essential questions, sample activities overview, sample activities, and a cross Reference checklist.
2. **Integrated Learning (Standard 2)**
   includes sample activities overview, sample activities, and cross reference checklist.
3. **Career Clusters (Standard 3b)**
   includes the scope and sequence with discussion questions, sample activities overview, sample activities, and a cross reference Checklist.

Career Development and Universal Foundation Skills

Core Curriculum

The core curriculum reflects a synthesis of the skills, concepts, and competencies embedded in the State standards. The scope and sequence for Standard 1 (Career Development) and Standard 3a (Universal Foundation Skills) is arranged by level of achievement and does not necessarily correlate to grade levels.

Performance indicators for each standard appear in **bold** print. The skills and competencies that follow describe in further detail how students may demonstrate their skills, knowledge, and/or abilities to meet the performance indicator and standards.

Discussion Questions

In the right-hand column of the core curriculum, discussion questions are included. These questions are designed to stimulate classroom discussion around the CDOS Career Development and Universal Foundation Skills standards and performance indicators.

Essential Questions

Following the core curriculum in each section is a list of essential questions. Essential questions identify the basics of what students should know and be able to do. They provide the conceptual priorities for instruction. As organizers, essential questions provide the focus for teaching and learning. They identify what is "essential" for learning and focus instruction in that direction. Because they are written in a conceptual format, essential questions allow for natural linkages among the various CDOS standards and other learning standards. Additionally, they are written in a way that engages students in their own learning and provides a connection to their present and future lives. The following questions are examples of this direct connection between students' lives and their future roles in society:

- Who am I? (Elementary)
- How are my social skills related to my future success? (Intermediate)
- How do my career choices affect the systems in which I operate? (Commencement)

These questions are not only developmentally appropriate and of direct interest to students, they also provide a solid foundation for instruction in Career Development and Occupational Studies.

The CDOS learning standards engage students in preparing for future careers, in asking the probing questions that help determine future paths, and in mapping out a direction for gaining the skills and knowledge necessary for future success. What better way to organize this career journey than through a series of questions that require students to investigate and apply knowledge—that is, through essential questions?

Sample Activities Overview

The sample activities overview follows the list of essential questions and includes the titles of activities, page numbers, and a list of CDOS and connecting standards that each activity may address.

Sample Activities

Following the sample activities overview, there are samples of CDOS learning activities, which are based upon each of the essential questions. The sample activities include units, projects, lessons, and classroom activities that are authentic, standards-based, project-based, motivational, inclusive, creative, and student-centered. These activities are included as examples of how to provide learning experiences around essential questions and the CDOS standards.

Although some activities include rubrics and assessment materials, as well as classroom handouts, the majority do not. The activities in this resource guide are intended to be altered and/or enhanced to meet specific instructional needs.

Cross Reference Checklist

The cross reference checklist, found at the end of each section (Elementary, Intermediate, and Commencement), is designed to provide an at-a-glance overview of the standards that may be addressed in the activities.

Integrated Learning

Sample Activities—Integrated Learning

The Integrated Learning sample activities are similar to the sample activities described above. They are designed to provide educators with examples of possible ways to integrate CDOS with other content areas. As a result of the vast possibilities of content combinations and instructional approaches, a core curriculum and essential questions are not provided as they are for Standards 1 and 3a. The sample activities are preceded by a sample activities overview and followed by a cross reference checklist.

Core Curriculum

The core curriculum reflects a synthesis of the skills, concepts, and competencies embedded in the State standards. The scope and sequence for Standard 3b (Career Clusters), reflects the body of knowledge that all students in that particular career major should acquire regardless of area of specialty beyond the core.

Performance indicators for each standard appear in **bold** print. The content outline that follows each indicator illustrates the skills, knowledge, and/or abilities a student must learn to meet the performance indicator and standard.

Discussion Questions

In the right-hand column of the scope and sequence, discussion questions are included. These questions are designed to stimulate classroom discussion regarding the Career Clusters performance indicators.

Sample Activities Overview

The sample activities overview includes the titles of activities, page numbers, and a list of CDOS connecting standards that each activity may address.

Sample Activities

Following the overview are activities that serve as examples of how to provide learning experiences to help students meet the performance indicators found within the career major.

Cross Reference Checklist

The cross reference checklist, found at the end of each career major section, is designed to provide an at-a-glance overview of the standards that may be addressed in the activities.

Resources

- publications and Internet resources.

Supplemental Teaching Tools

- sample rubrics, checklists, etc.

NEXT STEPS

This document contains sample instructional activities as examples of how the Career Development and Occupational Studies (CDOS) standards can be presented in the classroom. Some activities are short, one-day events that focus on a single topic or concept. Others are multi-day instructional units that lead students through inquiry processes that increase their understanding.

While there are specific CDOS standards, there are unlimited ways to teach those standards. The approach used depends upon several factors, including students' developmental stage and interests and community resources. Whether using commercial products or teacher-developed activities, it is important to review the activity for any needed adaptations to meet the needs of the students.

Developing Your Own Activities

Classroom activities can be developed independently or by a team of teachers. The following steps will lead to appropriate activities:

- Select the CDOS standards and any other learning standards that will be targeted for instructional focus. Limit the standards to a reasonable number.
- Select the CDOS standards and any other learning standards that will be targeted for instructional focus. Identify an appropriate organizer (i.e., life issue, problem, or question) that provides the context for learning and provides a "hook" for student interest.
- Select the CDOS standards and any other learning standards that will be targeted for instructional focus. Combining the selected standards and the organizer, craft the essential questions that guide the instructional unit. These should be written in student language; reflect the selected instructional focus; use broad, yet distinct, terms; and be realistic in relation to the amount of time available for instruction (three to five questions).
- Select the CDOS standards and any other learning standards that will be targeted for instructional focus. Identify the evidence of student learning, that is, the product or performance that will allow students to demonstrate learning.
- Select the CDOS standards and any other learning standards that will be targeted for instructional focus. Select activities that will provide students with the skills and knowledge they need to complete the product or performance.

Throughout the unit of study or activity, rubrics should be designed that provide guidance on the expectations for particular products or performances. These can be designed by the teacher or by the teacher and students working together.

Once appropriate activities or units of study have been developed, it is helpful to share those with others. Files of successful units can be maintained for future reference.

ACTIVITY FORM

Name: _____

School/District: _____

Address: _____

Phone: _____ E-mail: _____

FAX: _____

Activity Title: _____

Grade Level (Circle): K 1 2 3 4 5 6 7 8 9 10 11 12

CDOS Standards Addressed:

Other Content Standards Addressed:

CDOS Essential Question(s):

Objectives:

Description of Activity:

Materials/Resources:

Comments/Modifications:

Assessments/Evaluations:

ELEMENTARY SAMPLE ACTIVITY

Essential Question(s):

Title of Activity:

GRADE				
K	1	2	3	4

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

ELEMENTARY STANDARDS	
Career Development (1)	
1. Career Plan	
2. Awareness of Interests, Aptitudes, and Abilities	
3. Value of Work	
4. Changing Nature of Workplace	
5. Exploring Preferences	
6. Relationship of Decision Making	
7. Changing Roles	
Integrated Learning (2)	
1. Identify academic knowledge and skills	
2. Demonstrate differences	
3. Solve problems	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	
POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

INTERMEDIATE SAMPLE ACTIVITY

Essential Question(s):

Title of Activity:

GRADE			
5	6	7	8

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

INTERMEDIATE STANDARDS

Career Development (1)	
1. Career Plan	
2. Relationship among Interests, Aptitudes, and Abilities, and Career Research	
3. Relationship among Interests, Aptitudes, and Abilities, and Successful Employment	
4. Changing Nature of Work and Educational Requirements	
5. Relationship of Personal Choices to Career Decision Making	
Integrated Learning (2)	
1. Apply academic knowledge and skills	
2. Solve problems that call for applying academic knowledge	
3. Use academic knowledge and skills in an occupational context	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT SAMPLE ACTIVITY

Essential Question(s):

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Business/Information Systems

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Business/Information Systems (3b)	
1. Basic Business Understanding	
2. Business-Related Technology	
3. Information Management/ Communication	
4. Business Systems	
5. Resource Management	
6. Interpersonal Dynamics	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	
POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Health Services

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS

Health Services (3b)	
1. Academic Foundations	
2. Health Care Systems	
3. Health Maintenance	
4. Legal and Ethical Responsibilities	
5. Safety	
6. Communications	
7. Interpersonal Dynamics	
8. Technical Skills	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS

English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Engineering/Technologies

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Engineering/Technologies (3b)	
1. Foundation Development	
2. Technology	
3. Engineering	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Human and Public Services

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Human and Public Services (3b)	
1. Ethical/Legal Responsibilities	
2. Communication	
3. Sanitation	
4. Human Growth and Development	
5. Interpersonal Dynamics	
6. Safety	
7. Thinking/Problem Solving	
8. Personal Resource Management	
9. Wellness	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Natural and Agricultural Sciences

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Natural and Agricultural Sciences (3b)	
1. Basic Agriculture Foundation	
2. Agriculture-Related Technology	
3. Information Management and Communication	
4. Agriculture Business Systems	
5. Resource Management	
6. Interpersonal Dynamics	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

COMMENCEMENT—CAREER CLUSTERS SAMPLE ACTIVITY

Arts/Humanities

Title of Activity:

GRADE			
9	10	11	12

Estimated Time:

OBJECTIVE(S)

DESCRIPTION OF ACTIVITY

MATERIALS/RESOURCES

COMMENTS/MODIFICATIONS

ASSESSMENT/EVALUATION

SOURCE/CREDIT

COMMENCEMENT STANDARDS	
Arts/Humanities (3b)	
1. Foundations	
2. Communication	
3. Aesthetics	
4. Personal Qualities	
5. Creative Processes and Practices	
6. Making Results Public	
Career Development (1)	
1. Complete development of career plan	
2. Apply decision-making skills in selection of a career option	
3. Analyze skills and abilities in a career option	
Integrated Learning (2)	
1. Demonstrate integration and application	
2. Use academic knowledge and skills	
3. Research, interpret, analyze, and evaluate information	
Universal Foundation Skills (3a)	
1. Basic Skills	
2. Thinking Skills	
3. Personal Qualities	
4. Interpersonal Skills	
5. Technology	
6. Managing Information	
7. Managing Resources	
8. Systems	

POSSIBLE STANDARDS CONNECTIONS	
English Language Arts	
Languages Other than English	
Mathematics, Science, and Technology	
Health, Physical Education, and Family and Consumer Sciences	
Social Studies	
The Arts	

You Know You Are Doing CDOS When....

CDOS is not a mystery. In fact, Career Development and Occupational Studies is a central part of every classroom. The following statements, collected from educators across the State, identify how easily CDOS fits into the curriculum.

You know you are doing CDOS when...

- Learning experiences have real-life application.
- Lessons are authentic and project-based.
- Lessons are experiential in nature.
- Lessons are hands-on.
- Lessons connect to careers.
- Students are able to connect present learning to future goals.
- Students explore various career paths without limiting their choices.
- Students engage in career role-playing.
- Students learn and then apply skills they learn in school.
- Students participate in entrepreneurial endeavors in the school environment.
- Students create class expectation charts.
- Students integrate knowledge with experience.
- Students offer comments of how much they are looking forward to their future careers because classroom activities are relevant to the real world.
- The teacher discusses his/her own skills with students.
- Assessment directly measures performance.
- Parents thank you for introducing career opportunities to their child.
- Graduates return to thank you for guiding them toward their career goals.