

## Career Development Competencies and Activities For the K-12 System

### CAREER AWARENESS (GRADES K-5)<sup>1</sup>

<b>Grades K-2 Student Competencies</b>
<ul style="list-style-type: none"> <li>• Discuss different kinds of work.</li> <li>• Know about goal setting and decision making.</li> <li>• Know what it means to be a good worker.</li> </ul>
<b>Grades K-2 Activities</b>
<ul style="list-style-type: none"> <li>• Parents and other volunteers visit to classroom for “Career talks.”</li> <li>• Students review materials aimed at young children to help them identify basic jobs.</li> <li>• Students participate in community field trips that include discussion of jobs.</li> </ul>

<b>Grades 3-5 Student Competencies</b>
<ul style="list-style-type: none"> <li>• Recognize that individuals have unique interests, and describe the impact of individual interests and abilities on career choices.</li> <li>• Connect personal interests, abilities, and academic strengths to personal career options.</li> <li>• Describe the key attributes of a person who is ready for College, Career and Life (as defined by the district or state).</li> <li>• Recognize the state’s key industries (e.g. manufacturing, tourism, food production, health care) and jobs in those industries.</li> <li>• Discuss “Career Clusters” (the national or state model that organizes careers into “clusters.”)</li> <li>• Identify “Pathways” – groupings of similar or related occupations within a Career Cluster.</li> <li>• Identify how change affects the perception of and access to traditional and nontraditional careers.</li> <li>• Explain how money is used, and the value of good money management.</li> <li>• Develop and use a personal schedule for home and school responsibilities.</li> <li>• Define entrepreneurship and successful entrepreneurial traits.</li> <li>• Understand the basic concepts found in career decision-making models.</li> </ul>

<sup>1</sup> This framework is adapted from Georgia Department of Education Career Cluster Awareness Activities Guidance and the Pennsylvania Career Education and Work Standards.

### Grades 3-5 Activities

- Parents and other volunteers visit to classroom for “Career talks.” Teachers help the guest speakers show how their business fits into the Career Clusters model.
- Guest speakers who are entrepreneurs visit the school to talk about starting and operating a business.
- Create a written portfolio tool (print or electronic) that allows students to document personal development of college, career and life readiness attributes.
- Create classroom and community-based activities to focus on aspects of College, Career and Life Readiness Framework (or similar state/district framework.)
- Integrate at least career theme each year into “specials” – music, arts, and physical education.
- Review career-related materials with students.
- Have students compose and compare a business and personal letter.
- Have students make oral presentations to other adults to strengthen public presentation skills and confidence.
- At media center visits, show students where the career materials are located.
- At least one time each year, have students select non-fiction reading that has career-related or entrepreneurial themes, and incorporate the career theme into classroom discussions and writing assignments.
- 5<sup>th</sup> Grade students visit a college or university for a tour, learning about majors, careers and general campus life.
- The school or a partner community-based organization runs a “STEM Career Day” where students learn about a variety of careers that utilize STEM concepts.

## CAREER EXPLORATION (GRADES 6-8)

### Grades 6-7 Student Competencies

- Identify the steps of the career decision-making process:
  - Who am I?
  - Where am I going? and
  - How am I going to get there?
- Understand how career inventory and assessments can contribute to career decision-making.
- Identify at least four jobs within a career pathway that require different levels of education (on-the-job training, short-term certification, associate’s degree and bachelor’s degree).
- Identify and explore sources of career information, both written and web-based.

- Students continue to develop College, Career and Life Readiness Skills.

### Grades 6-7 Activities

- Students use informal career inventories to identify possible occupations.
- Students use assessment tools to explore their skills.
- Students begin career exploration activities, including identification of learning opportunities in the community.
- Students are introduced to the career pathways in each career cluster.
- Students take a career related assessment.
- Students explore careers through designated classes Grades, 6, 7 & 8 (some states require Family Consumer Science and/or Technical Education in middle school).
- Teachers incorporate career understanding into core academic and other elective classes.
- Conduct an annual research project in either English or Social Studies about a career or an industry sector.
- Students take career personality assessment (e.g. Holland Codes), and discover careers based on the Holland codes.
- Invite volunteers, and conduct "speed-networking" small group of students interviewing several volunteers from different industries and careers.
- Use "fishbowl questions" technique for students to post multiple questions to business volunteers.
- Students are given a Career & Life Skills Portfolio with goals for High School Readiness. Students begin to monitor and record their own development and progress.

### Grade 8 Student Competencies

- Identify one to three pathways for career exploration, based on assessment, exploration and investigation.
- Understand the transition from middle school to high school, and how expectations and the experience between the two are different.
- Understand the meaning of grade point averages, and how grades and course selection may impact the ability to pursue postsecondary education.
- Be prepared to decide on high school opportunities to enroll in pathway programs of study.
- Know the general concepts of how early college credit options work, either through dual enrollment or through an articulated course or test-based college-level courses like Advanced Placement (AP) or International Baccalaureate (IB).

### Grade 8 Activities

- Every student meets with parents, counselors, and teacher-advisors to develop an

Personal Education and Career Plan to include both academic and career pathway course planning

- Students continue to track personal development of College, Career and Life Readiness Skills.
- Students may participate in work-based learning activities like service learning, job shadowing, and mentoring.
- Students visit specialty schools and CTE programs in the region to which they might enroll.
- Students participate in “Real Life” simulation activity like Junior Achievement “BizTown.”
- Students choose a career pathway for high school exploration, and may choose to enroll in a pathway program of study that starts during 9<sup>th</sup> grade.
- Students participate in 8<sup>th</sup> Grade scheduling event (held at night to encourage parent participation) and learn about high school opportunities.
- Students participate in “8<sup>th</sup> Grade Transitions Night” visit (with parents) to high school. A school-day visit is also held for students with a low-level of parent engagement.
- Students participate in a regional- or community-wide “Future Fair” (blended career and college fair) or a Career Fair held for 8<sup>th</sup> and 10<sup>th</sup> graders. Student prepare for the fair and complete post-fair classroom activities.

## **CAREER APPLICATION**

(Grades 9-Postsecondary)

### **Competencies, Grades 9-12**

#### **Grade 9-12 Student Competencies**

- Analyze career options based on personal interests, abilities, aptitudes, achievement, and goals.
- Evaluate school-based opportunities for career awareness/preparation.
- Make ambitious choices for career preparation that take into account personal work values, educational aptitude and achievement, and financing options.
- Analyze and choose among career preparation opportunities that include a range of post-secondary options.
- Develop personal attitudes and work habits that support school success, postsecondary education and training success, and future career retention and advancement.
- Apply financial literacy knowledge and skills to personal money management, and decisions about financing postsecondary education.
- Analyze how entrepreneurship relates to personal character traits, and if appropriate, begin developing an entrepreneurial concept.
- Understand the role of job-search skills and creating a professional job network as part of career development.

### Grade 9 Student Activities

- Students review and update their *Personal Education and Career Plan* annually with counselor/advisor and parent.
- Students participate in a “freshman seminar” course or activity to facilitate a successful transition into high school.
- Students begin to explore financial aid opportunities through a variety of print and web-based resources.
- Students participate in related Career Technical Student Organizations and other organized activities.
- Teachers in all courses emphasize the importance of professional skills for work-life success, such as timeliness, individual follow-through and responsible team-work.
- Students will continue developing awareness of early college credit options, including dual enrollment courses as well as including AP and IB (International Baccalaureate).

### Grade 10-11 Activities

- Students will begin making decisions about pursuing early college credit options, reviewing dual enrollment courses as well as including AP and IB.
- Students review and update their *Personal Education and Career Plan*, with particular attention to postsecondary goals and meeting graduation requirements.
- Students participate in college tours, including four-year college, two-year college and technical training options.
- Students learn about apprenticeship programs available in the region, and participate in tours of such programs.
- Students take appropriate postsecondary admissions and placement assessments i.e. PSAT, SAT, ACT, Asset, etc.
- Students continue to choose academic and elective courses related to a selected career pathway and take appropriate end-of-pathway assessments or industry-based certifications related to their pathway.

### Grade 12 Activities

- Students complete state and district graduation course requirements.
- Students may participate in work-based learning activities such as job shadowing, internships, and apprenticeships that contribute to a career-focused capstone project.
- Students take appropriate postsecondary admissions and placement assessments.
- Students and parents participate in a FAFSA/student financial aid activity to help them prepare to apply for financial aid.
- Students complete any remaining courses for the selected career pathway and take appropriate end of pathway assessments, and/or industry-based certification assessments.
- Students begin the transition process to post-high school life by applying for admission into postsecondary education, the military, apprenticeship, or work.

### Post-Secondary Activities

- Students may continue to pursue a pathway program of study at the postsecondary level (through short-term certification, two-year college, four-year college, military or apprenticeship).
- Some students may choose a field of study that is different from what they pursued during high school, having determined that the area of focus during high school was not the best long-term fit for them. Given the high cost of postsecondary education, discovering a poor career fit during high school, and choosing a better fit is a good outcome.
- During postsecondary education and training, students should participate in more advanced and long-term internships and cooperative learning experiences. For well-performing students, many of these learning experiences yield job offers upon graduation.

## CAREER MANAGEMENT

### Grade 12 and Beyond

#### Career Management

#### (Search, Retention, Advancement, Entrepreneurship)

##### Competencies, Career Search

- Apply research skills in searching for a job.
- Develop job hunting document such as a cover letter and resume.
- Apply effective speaking and listening skills used in a job interview.
- Model the “professional” skills required to hold a job – punctuality, courtesy, personal initiative, professionalism – in the process of search and interviewing for a job.

##### Competencies, Career Retention and Advancement

- Develop personal attitudes and work habits that support career retention and advancement.
- Develop and practice team member skills such as active listening, conflict resolution, and time management.
- Develop a personal budget based on personal career choice.
- Consider and develop strategies for career retention and advancement based on the job availability in different fields.
- Evaluate the need for ongoing, life-long learning to support career retention and advancement.
- Identify and evaluate the quality and economic value of programs offered by postsecondary education and training institutions, in both on-site and online learning platforms, to access additional learning to promote career advancement.

##### Competencies, Entrepreneurship

- Analyze how entrepreneurial skills relate to personal career goals, business opportunities, and personal character traits.
- Develop a business plan for an entrepreneurial concept of personal interest.
- Research and identify available support resources such as community-based organization, financial institutions, small business administration services, and venture capital.

**Activities**

- Students create a resume and begin networking the market for possible job opportunities.
- Program participants or graduates obtain rewarding entry-level employment within their chosen pathway.
- Program participants or graduates continue to refine career choices throughout their lifetime of learning.
- Program participants or graduates enroll in entrepreneurship courses offered by postsecondary education providers, community-based organizations or economic development organizations.