Career Explorations
Grades 9-12

Units of Credit: One Semester (Elective)

Prerequisites: Consent of Counselor

Course Description:
This course engages students in an interactive, technology rich learning process, helping them develop the knowledge, skills, and attitudes needed to successfully: examine their own lives, explore their own lives, explore and evaluate a wide range of education and career options, an make reasoned and researched goals for their future. This course is relevant, rigorous and relationship-rich. It allows time for students to be successful in other classes and culminates with students developing an individualized, online, 10-year plan that motivates them to envision a self-sufficient, productive life beyond high school, college or post-secondary training.

Topics:
- Who am I?
- What do I want?
- How do I get it?

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

STANDARD 1: Students experience various career opportunities and assess personal career pathways.
Benchmark 1:
Explore and identify personal interests, aptitudes, and abilities and develop strategies to achieve tentative career goals.
Learning Targets (*Type*):
1. I can use Montana Career Information Systems (MCIS) and/or other systems or web resources to investigate and evaluate my personal interests, aptitudes and abilities. *(S,R)*
2. I can formulate tentative career goals. *(R)*
3. I can evaluate approaches for meeting my goals. *(R)*
4. I can identify my personal goals and values. (*K*)
5. I can identify my personal strengths and weaknesses. *(K)*
Benchmark 2:
Utilize local resources to research career plans.
Learning Targets (*Type*):
1. I can identify local resources to develop career plans. *(K)*
2. I can contact my school career counselor or teacher to pursue career pathways. *(S)*
Benchmark 3:
Recognize the interrelationships of family, community, career, and leisure roles.
Learning Targets (*Type*):
1. I can describe the importance of balance between family and community in regards to career

and leisure activities. *(K)*
2. I can compare and contrast the needs of career and leisure activities and how they relate to and/or affect family and community. *(R)*
3. I can identify child development theories and their implications for educational and childcare practices. (*K, R*)
4. I can analyze cultural and environmental influences when assessing children's development. (*R*)
5. I can analyze abilities and needs of children and their effects on children's growth and development. (*R*)
6. I can identify appropriate guidelines for positive interactions with children. (*K*)
7. I can identify changes in family roles and family types. *(K)*
8. I can interpret the family life cycle/roles of parents. *(R)*
9. I can define and identify ways parenting skills can be developed. *(K)*
10. I can evaluate factors to consider in determining personal preparedness for parenthood: (i.e., biological, social, emotional, financial, and educational.) *(R)*
11. I can evaluate the demands and rewards of parenting. *(R)*

STANDARD 2: Students demonstrate an understanding and apply principles of Resource Management (i.e., financial, time, personal management)
Benchmark 1:
Prepare a budget and keep financial records.
Learning Targets (*Type*):
1. I can research and report cost of materials and time. *(S)*
2. I can document financial inputs and outputs. *(S)*
3. I can identify the necessity to maintain accurate financial records. *(K)*
4. I can apply and stay within a fixed budget. *(S)*
5. I can identify the costs involved with prenatal care, childbirth, and the first year of life. *(K)*
Benchmark 2:
Prioritize, allocate time, prepare and follow schedules to complete a project.
Learning Targets (*Type*):
1. I can estimate the required time to complete a project. *(S)*
2. I can prioritize resources, equipment and tasks. *(S)*
3. I can reflect upon completion. *(S)*
Benchmark 3:
Apply appropriate time to task.
Learning Targets (*Type*):
1. I can implement a time schedule for task completion. *(S)*
Benchmark 4:
Use physical resources wisely to accomplish a goal.
Learning Targets (*Type*):
1. I can identify the resources necessary to accomplish the task. *(K)*
2. I can maintain the tools of the trade. *(S)*
3. I can maximize the use of my resources. *(S)*
4. I can investigate the costs of birth defects to family and society. *(S)*

STANDARD 3: Students acquire and utilize personal and leadership skills to become successful, productive citizens.

Benchmark 1:

Demonstrate active leadership skills by participation in group activities and projects.

Learning Targets (*Type*):

1. I can investigate various leadership styles. *(S)*
2. I can apply leadership styles in group activities and projects. *(S)*

Benchmark 2:

Demonstrate positive personal and work ethics.

Learning Targets (*Type*):

1. I can arrive on time for class and work. *(S)*
2. I can develop personal and work related goals. *(S)*
3. I can describe ethical behavior in the workplace. *(K)*

Benchmark 3:

Demonstrate skills to be a productive citizen.

Learning Targets (*Type*):

1. I can develop professional relationships with community members. *(S)*
2. I can contribute to my community in a positive manner. *(S)*

Benchmark 4:

Apply self-esteem building practices.

Learning Targets (*Type*):

1. I can define and provide evidence of my strengths in my career interest areas. *(K)*
2. I can persevere through set backs and stay focused on my goals. *(S)*

Benchmark 5:

Demonstrate appreciation for diverse perspective needs and characteristics.

Learning Targets (*Type*):

1. I can develop a working relationship with diverse populations. *(S)*
2. I can demonstrate communication skills that contribute to positive relationships. *(S)*
3. I can work to understand diverse points of view. *(S)*
4. I can participate in classroom discussions while respecting diverse opinions. *(S,R)*

Benchmark 6:

Practice several methods of effective communication.

Learning Targets (*Type*):

1. I can demonstrate good listening skills. *(S)*
2. I can effectively communicate verbally through collaborative projects. *(S)*
3. I can develop quality written professional communications. *(S)*
4. I can model and demonstrate appropriate communication skills. *(S)*

STANDARD 4: Students acquire and demonstrate current technical skills leading to an occupation.

Benchmark 1:

Practice technical skills and procedures required for an occupation.

Learning Targets (*Type*):

1. I can project into the future and understand the consequences of today's choices and actions. *(K,R)*
2. I can understand how to match academic and employment effort to lifestyle expectations.

(K,R,S)

3. I can practice communication, interpersonal and self-management skills necessary to succeed in today's educational and workforce setting. *(S)*
4. I can identify and plan for the challenges and stumbling blocks that are inevitable in today's fast pace, competitive world. *(K,R,S)*
5. I can envision a self-sufficient, productive life beyond high school, college, and/or post-secondary training. *(K,R)*

Benchmark 2:
Practice safe and appropriate use of technology.
Learning Targets (*Type*):
1. I can demonstrate that I am a responsible digital citizen. *(K,R)*
2. I can analyze and ethically use data and information from digital resources. *(K,R)*
3. I can share data and information ethically and appropriate city sources. *(K,R,S)*
4. I can use digital collaboration and communication tools in a safe, legal, and responsible manner. *(K,R)*
5. I can identify dangerous situations and keep myself safe in online environments. *(K,R)*

Benchmark 3:
Select the appropriate tools, equipment, and procedures for the task.
Learning Targets (*Type*):
1. I can become proactive, rather than reactive, in managing the change situations in my life. *(R,S)*
2. I can become identity choices I make for myself now and in the future through contemplation and self-discovery to achieve a goal. *(K,R)*
3. I can explain and practice appropriate procedures for completing complex taxes relating to digital environments. *(K,R,S)*

Benchmark 4:
Manage and maintain technological tools and follow troubleshooting protocol.
Learning Targets (*Type*):
1. I can recognize and follow appropriate troubleshooting techniques and protocol. *(K,R)*
2. I can demonstrate and use various technological tools in a variety of situations. *(R,S)*
3. I can return all materials (head phones, microphones, cameras, etc.) in the condition that I received them. *(K)*

Benchmark 5:
Apply technical information to a variety of sources.
Learning Targets (*Type*):
1. I can analyze quantitatively, what economic self-sufficiency equals for me. *(K,R,S)*
2. I can follow written and oral instructions. *(K,R)*
3. I can use technical tools and apply them to real life situations. *(K,R)*
4.   can develop and present technical information to a variety of sources. *(K,R,S,P)*

STANDARD 5: Students know and demonstrate the requirements of the workplace through authentic application.
Benchmark 1:
Practice and demonstrate academic and technical skills to a workplace setting.

Learning Targets (*Type*):
1. I can practice, and demonstrate my technical workplace skills in my school lab. *(S)*
2. I can research, write and present on the technical content utilizing academic skills found in workplace settings. *(S)*

Benchmark 2:
Apply the concepts of entrepreneurship.

Learning Targets (*Type*):
1. I can explain the concepts of entrepreneurship. *(K)*
2. I can demonstrate the concepts of entrepreneurship through a unique project. *(S)*
3. I can present my unique project to an authentic audience. *(S)*

Benchmark 3:
Identify possible outcomes and consequences of decisions.

Learning Targets (*Type*):
1. I can identify possible consequences of carelessness and horseplay. *(K)*
2. I can explain potential outcomes of not following directions, (i.e. safety, guidelines, rubrics). *(K)*

Benchmark 4:
Use acceptable industry standard equipment in a school setting.

Learning Targets (*Type*):
1. I can successfully use acceptable industry standard equipment to produce an authentic product within budget constraints. *(S)*