**Course Description and Standards**

**Michigan Middle School Careers Exploratory Class**

**Prepared by Gail Robert; Vulcan Middle School, Norway, Michigan**

***ADAPTED FROM TENESSEE STATE CTE STANDARDS***

Career Exploration is an introductory course designed to assist students in

(a) discovering their personal strengths and abilities,

(b) understanding opportunities available to them in different career areas, and

(c) practicing skills necessary to excel in the workforce and in postsecondary learning.

Students proficient in this course will know and exhibit soft skills (e.g. teamwork, creative thinking, and problem solving), as well as more technical skills (e.g. resume building and written communications) related to career exploration and experience.

Students will also learn about and be exposed to existing career pathways and elective focus options within our high school setting.

**Program of Study Application**

This course is meant to serve as a middle school exploratory course of study. This course is encouraged to be used, where needed, to orient students to available options, while also developing important 21st Century Skills noted by employers and postsecondary institutions alike as important for student success after high school.

**A. Personal Assessment and Goal Development**

1. Summarize the results of multiple available personal assessment tools (such as, but not limited to instruments determining: interests and aptitudes, personality traits, learning styles, career choice alignments, personal values, etc.) to develop a personal profile and reflect thoughtfully on the results. Ensure summaries cite specific textual evidence from the results and compare and contrast results with prior knowledge or opinions. Throughout the course, continue to refer back to the results of the profile to connect individual strengths and interests with goal setting, planning, and projects.

*[CCSS.ELA-LITERACY.RI.8.3](http://www.corestandards.org/ELA-Literacy/RI/8/3/)
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*

***[CCSS.ELA-LITERACY.W.8.1.B](http://www.corestandards.org/ELA-Literacy/W/8/1/b/)
Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

***[CCSS.ELA-LITERACY.SL.8.1.B](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/)
Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.***

2. Write, long-term (over 5 years), mid-term (1 - 5 years), and short-term (a year or less) personal goals, defining desired personal, education, career, and earning milestones in each set. Evaluate factors that may influence these goals, including family responsibilities and personal profile results, individual values, and economic conditions.

2

[***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.***

[***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) ***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

3. Comparing information in personal profile and desired short-, mid-, and long-term goals, identify areas where support and development may be needed and create (and continue to build throughout the course) a personal toolkit of multiple available resources (physical and digital) to assist with educational achievement, personal growth and development, and career advancement.

[*CCSS.ELA-LITERACY.RI.8.3*](http://www.corestandards.org/ELA-Literacy/RI/8/3/) *Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*

[***CCSS.ELA-LITERACY.SL.8.1.B***](http://www.corestandards.org/ELA-Literacy/SL/8/1/b/) ***Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.***

**B. Academic Achievement**

1. Using information about personal learning style and/or personality traits, research and select appropriate study habits, organizational strategies, and time management tactics to improve personal academic achievement and future career success.

***[CCSS.ELA-LITERACY.SL.8.2](http://www.corestandards.org/ELA-Literacy/SL/8/2/)
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.***

2. Conduct a research project, citing at multiple sources, to analyze and describe how skills learned in school (including academic, technical, and “soft skills”) benefit an individual in postsecondary training, career, and society. Articulate importance of specific skills that will be focus of high school, including literacy, numeracy, critical thinking and problem solving.

[***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) ***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

3. Research and articulate, in an informative essay, the importance of honesty and integrity in academics and career by describing appropriate and non-appropriate practices in topics such as writing/plagiarism, internet security, identity theft, workplace ethics, and interpersonal relationships/bullying. Using case studies **or** comparing and contrasting situational results, identify and practice (throughout the course) appropriate personal practices and strategies.

[***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) ***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

4. Demonstrate appropriate communication at various levels. Develop and practice active

listening skills and effective oral and written communications, appropriate to task and audience, to overcome communication barriers. Demonstrate effective note-taking strategies to summarize main points and speaker/author meanings from multiple sources such as lectures, journals, websites, and/or textbooks/manuals. Address the class in using a public-speaking activity.

3

***[CCSS.ELA-LITERACY.SL.8.1.C](http://www.corestandards.org/ELA-Literacy/SL/8/1/c/)
Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.***

***[CCSS.ELA-LITERACY.SL.8.1.D](http://www.corestandards.org/ELA-Literacy/SL/8/1/d/)
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.***

[***CCSS.ELA-LITERACY.RI.8.7***](http://www.corestandards.org/ELA-Literacy/RI/8/7/) ***Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.***

***[CCSS.ELA-LITERACY.SL.8.1](http://www.corestandards.org/ELA-Literacy/SL/8/1/)
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.***

**C. Qualities for Success**

1 Analyze and describe how interpersonal and leadership skills (such as respecting differences within groups, personal responsibility, and articulating a clear vision) are necessary to maintain quality relationships and success in postsecondary training and the workplace. Identify, develop, and practice specific skills through team projects in the course.

[***CCSS.ELA-LITERACY.SL.8.1***](http://www.corestandards.org/ELA-Literacy/SL/8/1/) ***Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.***

2. Research and demonstrate understanding of characteristics and tactics for handling difficult conversations, resolving conflict, and giving and receiving constructive criticism.

***[CCSS.ELA-LITERACY.SL.8.3](http://www.corestandards.org/ELA-Literacy/SL/8/3/)
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.***

**D. High School, Postsecondary, and Career Planning**

1. Explore available course options for high school elective focus of study using available resources (such as high school catalog, academy marketing materials, interviews with teachers and/or upperclassmen students, etc.). Include information about potential early postsecondary (dual credit, dual enrollment, etc.) and work-based learning opportunities in addition to extracurricular opportunities (Career and Technical Student Organizations, sporting teams, service organizations, academy activities, fine arts organizations, etc.). Using results of personal profile and mid- and long-term personal goals, identify potential

pathways to continue to explore throughout the course.

***[CCSS.ELA-LITERACY.W.8.2.A](http://www.corestandards.org/ELA-Literacy/W/8/2/a/)
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***

4

***[CCSS.ELA-LITERACY.W.8.2.B](http://www.corestandards.org/ELA-Literacy/W/8/2/b/)
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***

2. Explore available occupations and career fields using a variety of available sources, such as print, online, interviews with business representatives, job shadowing, tours, guest speakers, career fairs, videos, and simulated work activities/products. Compare results of research to available career opportunities in the local community or region using local job postings, newspapers, and local occupational outlook data. Select a few specific careers to continue to explore throughout the remainder of the course.

[***CCSS.ELA-LITERACY.RI.8.3***](http://www.corestandards.org/ELA-Literacy/RI/8/3/) ***Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).***

13. Using results of personal profile, high school course options, and career exploration research, create both a four-year high school plan and a long-term (i.e. 10-year) career plan. Make a claim about why the chosen path plans are appropriate, and citing evidence from readings and projects to develop and support that claim.

[***CCSS.ELA-LITERACY.W.8.1.B***](http://www.corestandards.org/ELA-Literacy/W/8/1/b/) ***Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.***

**E. Experiential Learning**

1. Using results of personal profile and career plan goals, create and prepare customized career preparation materials or exercises for a specific occupation or industry, such as:

a. Resume

b. Cover letter(s)

c. Thank you note(s) (after interviews) to potential employers

d. List of transferable skills

e. Job application(s)

f. Mock interview or role-play exercise

[***CCSS.ELA-LITERACY.RI.8.7***](http://www.corestandards.org/ELA-Literacy/RI/8/7/) ***Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.***

[***CCSS.ELA-LITERACY.W.8.2***](http://www.corestandards.org/ELA-Literacy/W/8/2/) ***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

[***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***

[***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***

[***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***

[***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***

2. In a team, research, identify, and apply the steps of the problem solving process (problem identification, brainstorming, evaluating, solution selection, monitoring and revising). Apply the process in a contextualized situation to determine a solution to a work-related problem presented from a specific career cluster area. Write a proposal outlining and justifying your team’s decision or solution.

[***CCSS.ELA-LITERACY.W.8.2***](http://www.corestandards.org/ELA-Literacy/W/8/2/) ***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

5

[***CCSS.ELA-LITERACY.SL.8.1***](http://www.corestandards.org/ELA-Literacy/SL/8/1/) ***Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.***

3. Work in a team, with identified roles and responsibilities, to develop a content-area specific work product (such as designing a product or developing an advertisement). Create a flowchart or some type of graphic organizer to illustrate processes taken to accomplish the task. Execute the plan of the product by designing, organizing, creating, reflecting, maintaining, and updating processes and team member responsibilities as needed.

***[CCSS.ELA-LITERACY.RI.8.4](http://www.corestandards.org/ELA-Literacy/RI/8/4/)
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.***

[***CCSS.ELA-LITERACY.W.8.2.A***](http://www.corestandards.org/ELA-Literacy/W/8/2/a/) ***Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.***

[***CCSS.ELA-LITERACY.W.8.2.B***](http://www.corestandards.org/ELA-Literacy/W/8/2/b/) ***Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.***

***[CCSS.ELA-LITERACY.SL.8.1.A](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/)
Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.***

4. Apply specific mathematics and numeracy concepts to real-world workplace scenarios and projects to demonstrate understanding and transferability of appropriate grade-level mathematics skills. For example:

a. Comparing and contrasting pay earned by different worker.

b. Ordering, measuring, and storing job supplies and materials using functions.

c. Determining interest on a loan by exploring a graph of the repayment terms.

d. Determining an appropriate quantity or cost of a project or set of items by comparing different functions and calculating accurately.

[***CCSS.ELA-LITERACY.RI.8.3***](http://www.corestandards.org/ELA-Literacy/RI/8/3/) ***Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).***

5. Apply communications and literacy skills to real-world workplace scenarios and projects to demonstrate understanding and transferability of appropriate grade-level communications skills. For example:

a. Research a particular historical figure important to a given field or occupation and craft

an informative essay outlining his/her contribution.

[***CCSS.ELA-LITERACY.W.8.2***](http://www.corestandards.org/ELA-Literacy/W/8/2/) ***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

[***CCSS.ELA-LITERACY.SL.8.1.A***](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) ***Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.***

b. Research a controversial topic (or project from a hypothetical manager with different

solutions)Read a case-study about an ethical dilemma in a workplace (such as

plagiarism) and craft an argumentative essay that develops and supports a claim about a

6

potential solution to the challenge posed in the case-study.

***[CCSS.ELA-LITERACY.RI.8.6](http://www.corestandards.org/ELA-Literacy/RI/8/6/)
Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.***

***[CCSS.ELA-LITERACY.W.8.1.E](http://www.corestandards.org/ELA-Literacy/W/8/1/e/)
Provide a concluding statement or section that follows from and supports the argument presented.***

[***CCSS.ELA-LITERACY.W.8.2***](http://www.corestandards.org/ELA-Literacy/W/8/2/) ***Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

c. Evaluate a piece of marketing material and analyze the publisher’s purpose in using the

language, structure, and symbols therein.

[***CCSS.ELA-LITERACY.RI.8.6***](http://www.corestandards.org/ELA-Literacy/RI/8/6/) ***Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.***

d. Select and apply the correct communications tool/technology for a given workplace or

academic situation (such as writing a memo relating to the ordering of supplies).

[***CCSS.ELA-LITERACY.SL.8.1.A***](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) ***Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.***

e. Develop and present a speech to a public audience (such as students in a particular

program of study or a panel of industry guests) on a topic specific to a desired

occupation or industry.

***[CCSS.ELA-LITERACY.RI.8.7](http://www.corestandards.org/ELA-Literacy/RI/8/7/)
Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.***

[***CCSS.ELA-LITERACY.W.8.1.E***](http://www.corestandards.org/ELA-Literacy/W/8/1/e/) ***Provide a concluding statement or section that follows from and supports the argument presented.***

[***CCSS.ELA-LITERACY.SL.8.1.A***](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) ***Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.***

6. Participate in, and document, a service project that will be presented to the school and/or the community. Investigate a need in the school or community, conduct interviews, ask clarifying questions to determine specifics of the need, create an innovative way to address the need, document all service project research and proposed solution, and present proposal using effective oral and written communications skills.

***[CCSS.ELA-LITERACY.W.8.2](http://www.corestandards.org/ELA-Literacy/W/8/2/)
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.***

[***CCSS.ELA-LITERACY.SL.8.1.A***](http://www.corestandards.org/ELA-Literacy/SL/8/1/a/) ***Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.***

*\* Experiential Learning should be customized to the needs of the students in a particular district and school. Mastery of all Experiential Learning standards are not required for the successful completion of the course.*

**Standards Alignment Notes**

These standards have been developed to align with Core Content Standards and Michigan Curriculum Standards with the basic outline being adapted from Tennessee State CTE standards.