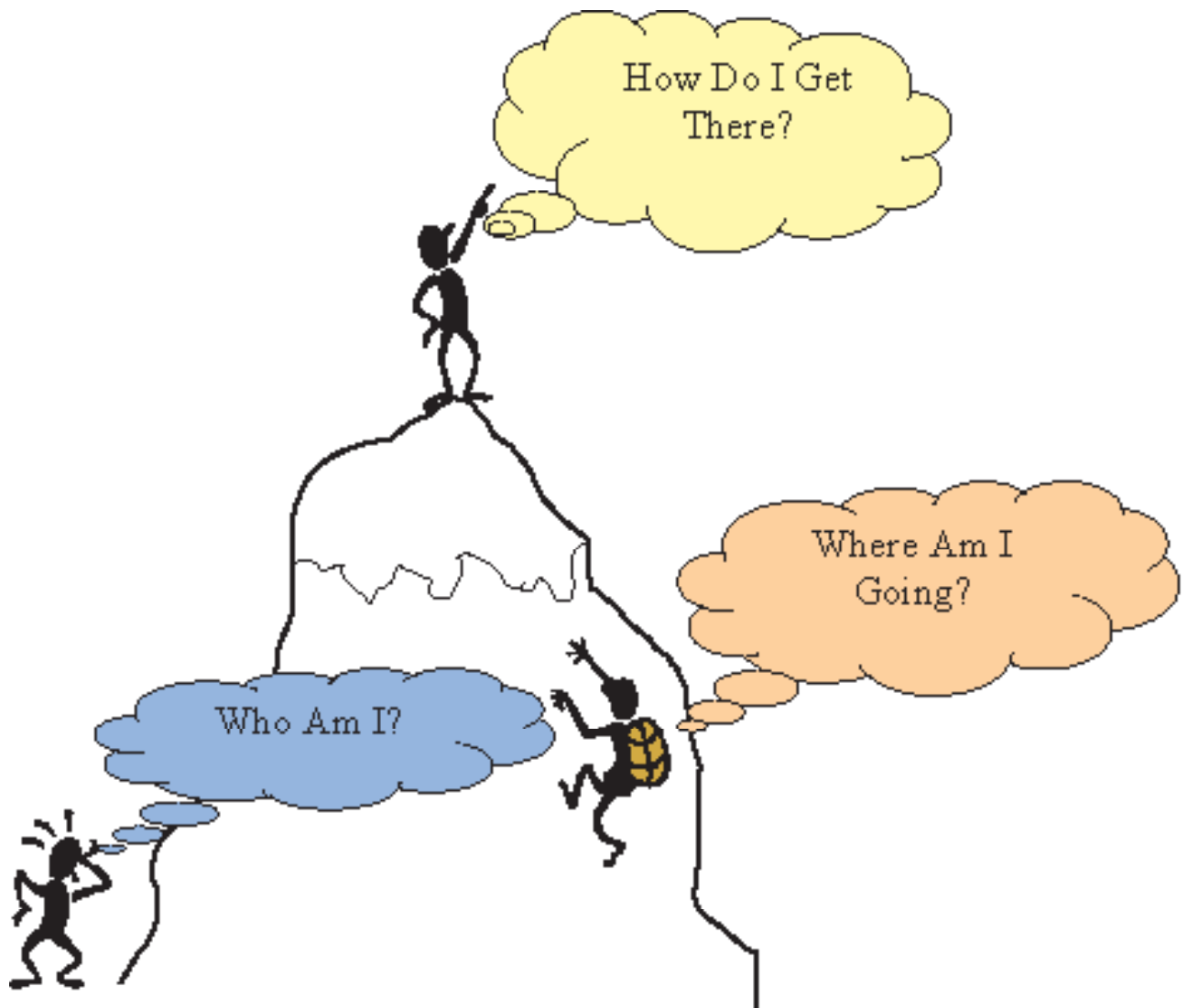


MAKING MEANINGFUL PLANS FOR ALL STUDENTS

IMPLEMENTING A CAREER DEVELOPMENT FRAMEWORK IN THE CURRICULUM

A MIDDLE SCHOOL MODEL USING CIS



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Introduction to the Framework

The following pages provide you with a framework within which to deliver the My Career Plan elements of CIS JUNIOR. My Career Plan includes activities, worksheets, games, and the opportunity for students to make portfolio and 'My Favorites' entries. The purpose of the framework is to help you lead group guidance and classroom-based career development instruction.

You will find a sample letter to teachers and a letter to students, which you may use or customize and use as you like. As classroom guidance is a relatively new concept to many teachers and students, these letters can help you make the introduction to My Career Plan. The letter to the teacher explains how best to lead classroom-based career development curriculum and use My Career Plan. The letter to the student provides the rationale for planning and the organizational structure of My Career Plan.

You will find three custom models for delivering My Career Plan. Model A assumes classroom guidance activities will transpire annually in middle school. Model B groups activities into two chunks or time periods, 5th - 6th and 7th - 8th, and Model C assumes you have only a "one shot" intensive opportunity to deliver your program, and so it assembles key rudiments of a skeletal program.

The overriding goal of My Career Plan is to instill realistic optimism and constructively guide student attitudes and actions regarding education, career, and life.

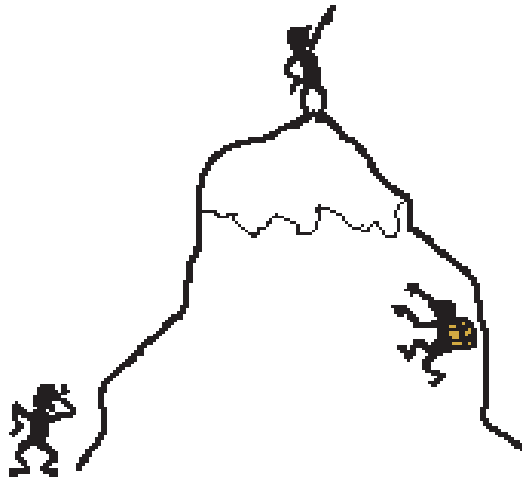
CAREER DEVELOPMENT IN THE CLASSROOM

A MESSAGE TO TEACHER

The purpose of classroom career development is to motivate students to become “engaged” — to take control of their own lives by: A) exploring who they are becoming (*Who Am I?*), and B) linking their emerging selves to needed future plans (*Where Am I Going?*, and *How Do I Get There?*). The overriding motivation is to instill hope as well as realism to guide student attitudes and actions regarding education, career, and life.

In developing a career development curriculum for middle schoolers, consider these **Seven Elements of Success**:

1. **Define the Framework**
Tie all elements of your career development program together and clearly articulate it to other staff, students, and parents.
2. **Build a Developmental Model**
You should not be alone in one class offering career development content. Work with other teachers, counselors, and administrators in your building and district to create a program offering appropriate activities for self-awareness, exploration, and planning at all levels, K through 12.
3. **Focus on the Process**
Career development needs to be valued as a life-long process, not a single decision-making moment. Teach self-awareness, research, decision-making, problem solving, and employability skills throughout education.
4. **Help Students Learn to Plan today, Plan to Learn tomorrow**
Personal planning is a life skill. People do not innately know how to plan. Just like math or reading, the skills to plan need to be taught over time.
5. **Help Students Develop Information Seeking Skills**
In an information age, finding, evaluating, and using information are important transferable skills.
6. **Use Cooperative Learning Strategies**
Build teamwork, communication skills, flexibility, and respect for diversity.
7. **Help Students Prepare for Change**
Change provides opportunities, if you are prepared for it.



CAREER DEVELOPMENT IN THE CLASSROOM A MESSAGE TO STUDENTS

What do you want to do after high school?

Research shows that students with goals and plans do better in school, and they are more likely to graduate and succeed.¹ One way you can plan for your future success is by using CIS' My Career Plan. My Career Plan helps you look at who you are and who you are becoming, then it assists you in identifying school, career, and life goals and routes to achieving these goals.

My Career Plan is a planning tool with three sections: *Who Am I?* *Where Am I Going?* and *How Do I Get There?* This planner links you to activities and worksheets that help you answer the three questions above. You can store information about yourself to help build your plans in My Career Plan. You can use it over and over again to update your reflections or completely change them. Upon your command, My Career Plan will assemble your comments and reflections into one document and print these, and the goals you set and plans you make in middle school, can follow you to high school.

Enjoy using My Career Plan and planning your successful future!

¹ G. Brigman, C. Campbell. Helping students improve academic achievement and school success behavior. *Professional School Counseling*, Dec, 2003.

Guiding Career Standards

1. Identify individual interests, abilities, and strengths.
2. Develop skills to assess interests, abilities, and strengths.
3. Recognize that a variety of general employability skills and personal qualities are important to success in school and employment.
4. Use family and community resources to explore career goals.
5. Identify ways to get involved in school.
6. Relate learning and activities in school to work.
7. Begin development of career portfolio.
8. Demonstrate skills in locating, evaluating, and interpreting career information.
9. Become informed about career opportunities and preparation for them.
10. Demonstrate job readiness skills through job shadowing.
11. Recognize that occupations may be organized and described in different ways.
12. Recognize skills and abilities required for work in different career clusters.
13. Learn about the world of work.
14. Recognize the impact of family, career, and leisure decisions on career goals.
15. Identify financial goals.
16. Identify the steps in one model of decision-making.
17. Describe how information can improve your decision-making.
18. Identify alternative options and potential consequences for a specific decision.
19. Develop a plan for personal growth.
20. Develop a career plan.
21. Relate personal characteristics to career goals.
22. Describe academic, occupational, and general employability skills.
23. Distinguish between appropriate and inappropriate behaviors in work settings.
24. Identify how skills learned in school subjects are used in occupations.
25. Recognize that a variety of general employability skills and personal qualities are important to success in school and employment.
26. Relate personal characteristics and career goals to educational goals.
27. Apply decision-making skills to course selection and career planning.
28. Create a four-year high school plan based on career goals and personal characteristics.

Introduction to the Three Models

Pages 9 through 20 present three custom models for using the framework goals to build middle school programs using CIS Junior.

- ✘ Model A offers an implementation plan for the school that strongly supports classroom based career planning and development. It structures a set of activities to be delivered annually, at each grade level, throughout middle school. Model A uses each activity in My Career Plan.

- ✘ Model B groups activities into two chunks or time periods for career development. The first period, for 5th or 6th graders targets introducing students to career development and middle school life. The second set, for 7th or 8th graders, offers higher-level activities, several supporting the important transition to high school. Model B uses most of the activities in My Career Plan.

- ✘ Model C assumes you have only a “one shot” intensive opportunity to deliver your program, and so it assembles the key rudiments of a skeletal program. Model C contains twenty-one concise activities, a little over 1/3 of the CIS My Career Plan contents.

Each model organizes the activities, worksheets, and portfolio entries using the structure of My Career Plan: *Who Am I?*, *Where Am I Going?*, and *How Do I Get There?* Activities are listed in a logical sequence to facilitate classroom implementation. For each model, you will first see the career development standards and goals targeted by the activities provided in the model.

Model A: Curriculum Scope and Sequence

Level 1: 5th and 6th Grade GOALS

The Student will:

1. Become familiar with the school's career development program
2. Become acquainted with CIS Junior
3. Set up career portfolio
4. Explore interests and life events
5. Explore occupations and occupational clusters
6. Complete Reality Check inventory
7. Learn about the community
8. Learn about the school
9. Identify ways to become involved in your school community
10. Learn about working conditions
11. Practice decision-making and increase decision-making skills
12. Learn about time management and dependability
13. Complete first of several reflection entries in My Career Plan for Who Am I?, Where Am I Going?, and How Do I Get There?

Level 2: 7th Grade GOALS

The Student will:

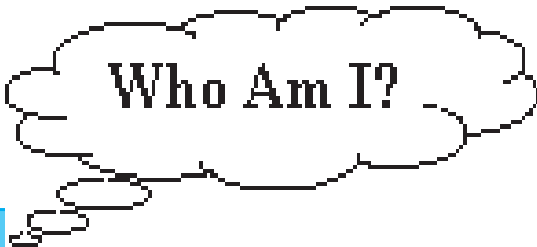
1. Explore qualities for success
2. Complete and save results of a IDEAS interest inventory
3. Conduct a job shadow
4. Identify network of supporters
5. Further research occupational clusters
6. Complete Reality Check inventory
7. Explore workplace concerns
8. Practice listening skills
9. Examine skills for success
10. Learn about job training
11. Learn how not to be fired from a job
12. Conduct a classroom performance review
13. Learn about preparing for college
14. Learn about the costs of college
15. Review and update portfolio entries

Level 3: 8th Grade GOALS

The Student will:

1. Explore skills, accomplishments, and interests
2. Conduct a job shadow
3. Identify network of supporters
4. Practice decision-making and increase decision-making skills
5. Develop an action plan
6. Develop cursory career plan
7. Practice listening skills
8. Examine skills for success
9. Learn about employability skills
10. Conduct a job shadow
11. Explore high school graduation requirements
12. Explore college admission requirements
13. Create a course plan for high school
14. Review and update portfolio entries

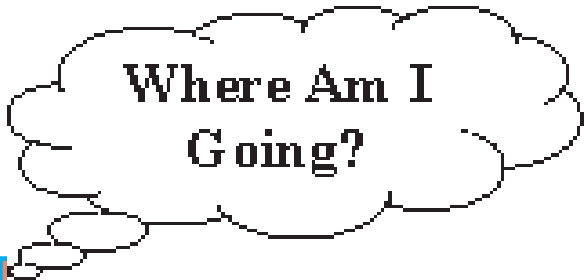
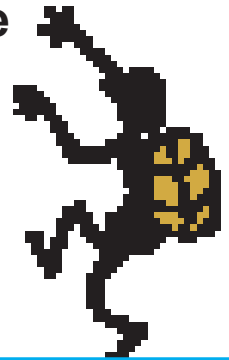
Model A: Curriculum Scope and Sequence Activities and Portfolio Entries



STARTING OUT <i>5th and 6th Grades</i>	LOOKING DEEP-ER	PREPARING FOR NEXT STEPS <i>8th Grade</i>
“Things I Like to Do” CIS: worksheet and portfolio entry	“IDEAS” CIS: assessment and My CIS Favorites entry	“Career Cluster Inventory” CIS: inventory and My CIS Favorites entry
“Qualities for Success” CIS: worksheet and portfolio entry	“What Are Skills?” CIS: worksheet	“Job Shadow” CIS: worksheet and experience
“Important Life Events” CIS: worksheet and portfolio entry	“My Accomplishments” CIS: worksheet and portfolio entry	“Activities and Achievements”* CIS: worksheet and portfolio entry
“My Community” CIS: worksheet and portfolio entry	“Activities and Achievements” CIS: worksheet and portfolio entry	“My Network” CIS: worksheet and portfolio entry
“My Ideal Community” CIS: worksheet and portfolio entry		
“Getting to Know My School” CIS: worksheet		
“Should I Join?” CIS: worksheet and portfolio entry		

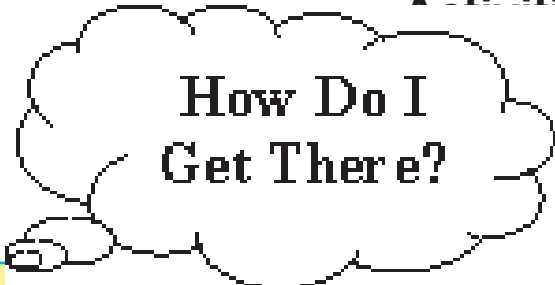
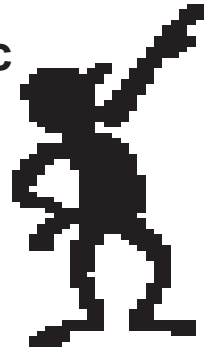
Note: *We suggest repeating “Activities and Achievements” in 7th and 8th grades so that students can update their records

Model A: Curriculum Scope and Sequence Activities and Portfolio Entries



STARTING OUT <i>5th and 6th Grades</i>	LOOKING DEEP-ER	PREPARING FOR NEXT STEPS <i>8th Grade</i>
“Occupation Scavenger Hunt” CIS: Occupations & worksheet	“Bobilator” CIS: worksheet	“If I Became...” CIS: Occupations & worksheet
“Career Cluster Mobiles” CIS: worksheet	“What’s My Cluster?” CIS: worksheet	“Job Shadow” CIS: worksheet and experience
“What Are Working Conditions?” CIS: worksheet and portfolio entry	“Why Do People Work?” CIS: worksheet	“Career Cluster Posters” CIS: worksheet and activity
“Reality Check” CIS: inventory	“Reality Check” CIS: inventory element	“Career Cluster Inventory” CIS: inventory and My CIS Favorites entry
“How Do I Make Decisions?” CIS: worksheet	“Learn a New Skill” CIS: worksheet	“My Favorite Cluster” CIS: Cluster information and portfolio entry
“What Book Do I Pick to Read?” CIS: worksheet	“Make a Change” CIS: worksheet	“What Rewards Do I Want from Work?” CIS: worksheet and portfolio entry
		“Reality Check” CIS: inventory
		“What Do I Want to Be When I Grow Up?” CIS: worksheet
		“My Career Action Plan”

Model A: Curriculum Scope and Sequence Activities and Portfolio Entries



How Do I
Get There?

STARTING OUT <i>5th and 6th Grades</i>	LOOKING DEEP-ER	PREPARING FOR NEXT STEPS <i>8th Grade</i>
“Working Together” CIS: worksheet	“Job Success Scale” CIS: worksheet	“Words for High School” CIS: worksheet
“Are You Listening?” CIS: worksheet	“Free Job Training” CIS: worksheet	“High School Graduation Requirements” CIS: worksheet
“Listening Skills on the Job” CIS: worksheet	“Getting Fired at Work and School” CIS: worksheet	“College Admission Requirements” CIS: worksheet
“Being Dependable” CIS: worksheet	“Classroom Performance Review” CIS: worksheet	“Electives” CIS: worksheet and portfolio entry
“Using My Time for Success” CIS: worksheet	“Why Go to College?” CIS: worksheet	“Activities” CIS: worksheet and portfolio entry
“Planning My Time for Success” CIS: worksheet	“Education Pays” CIS: worksheet and game	“My High School Course Plan” CIS: worksheet and portfolio entry
		“What Can I Do to Prepare for College?” CIS: worksheet and game

Model B: Dual Level Curriculum

Level 1: 5th and 6th Grade GOALS

The Student will:

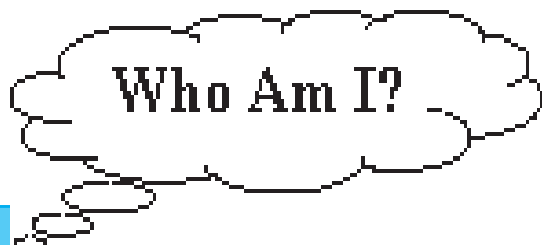
1. Become familiar with the school's career development program
2. Become acquainted with CIS Junior
3. Set up career portfolio
4. Explore interests and life events
5. Explore occupations and occupational clusters
6. Learn about the community
7. Learn about the school
8. Identify ways to become involved in your school community
9. Learn about working conditions
10. Learn about employability skill
11. Learn about time management and dependability
12. Complete first of several reflection entries in "My Career Plan" for Who Am I?, Where Am I Going?, and How Do I Get There?
13. Revisit and update portfolio entries

Level 2: 7th and 8th Grade GOALS

The Student will:

1. Explore skills, accomplishments, and interests
2. Complete and save results of a career cluster or interest inventory
3. Conduct a job shadow
4. Identify network of supporters
5. Further research occupational clusters
6. Complete Reality Check inventory
7. Explore workplace concerns
8. Practice decision-making
9. Develop an action plan
10. Develop cursory career plan
11. Practice listening skills
12. Examine skills for success
13. Explore high school graduation requirements
14. Explore college admission requirements
15. Create a course plan for high school
16. Learn about preparing for college

Model B: Dual Level Curriculum Activities and Portfolio Entries



Level 1: 5th and 6th Grades

“Things I Like to Do”

CIS: worksheet and portfolio entry

“Qualities for Success”

CIS: worksheet and portfolio entry

“Important Life Events”

CIS: worksheet and portfolio entry

“My Community”

CIS: worksheet and portfolio entry

“My Ideal Community”

CIS: worksheet and portfolio entry

“Getting to Know My School”

CIS: worksheet

“Should I Join?”

CIS: worksheet and portfolio entry

LOOKING DEEPER & PREPARING FOR NEXT STEPS

Level 2: 7th and 8th Grades

“What Are Skills”

CIS: worksheet

“Career Cluster Inventory” or “IDEAS”

CIS: inventory and My CIS Favorites entry

“My Accomplishments”

CIS: worksheet and portfolio entry

“Job Shadow”

CIS: worksheet and experience

“Activities and Achievements”

CIS: worksheet and portfolio entry

“My Network”

CIS: worksheet and portfolio entry

Model B: Dual Level Curriculum Activities and Portfolio Entries



Level 1: 5th and 6th Grades

LOOKING DEEPER & PREPARING FOR NEXT STEPS

Level 2: 7th and 8th Grades

“Occupation Scavenger Hunt”
CIS: Occupations and worksheet

“Career Cluster Mobiles”
CIS: worksheet

“What’s My “Cluster?””
CIS: worksheet

“What Are Working Conditions?”
CIS: worksheet and portfolio entry

“Bobilator”
CIS: worksheet

“If I Became...”
CIS: activity and portfolio entry

“Job Shadow”
CIS: worksheet and experience

“Career Cluster Posters”
CIS: worksheet and activity

“Career Cluster Inventory” or “IDEAS”
CIS: inventory and My CIS Favorites entry

“My Favorite Cluster”
CIS: Cluster information and portfolio entry

“Why Do People Work?”
CIS: worksheet

“What Rewards Do I Want from Work?”
CIS: worksheet and portfolio entry

“Reality Check”
CIS: inventory

“How Do I Make Decisions?”
CIS: worksheet

“What Book Do I Pick to Read?”
CIS: worksheet

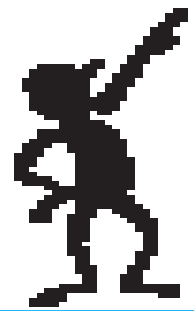
“Learn a New Skill”
CIS: worksheet

“Make a Change”
CIS: worksheet

“What Do I Want to Be When I Grow Up?”
CIS: worksheet

“My Career Action Plan”
CIS: worksheet and portfolio entry

Model B: Dual Level Curriculum Activities and Portfolio Entries



How Do I
Get There?

STARTING OUT

Level 1: 5th and 6th Grades

“Working Together”

CIS: worksheet

“Are You listening?”

CIS: worksheet

“Listening Skills on the Job”

CIS: Occupations and worksheet

“Being Dependable”

CIS: worksheet

“Using My Time for Success”

CIS: worksheet

“Planning My Time for Success”

CIS: worksheet

LOOKING DEEPER & PREPARING FOR NEXT STEPS

Level 2: 7th and 8th Grades

“Job Success Scale”

CIS: worksheet

“Free Job Training”

CIS: worksheet

“Getting Fired at Work and School”

CIS: worksheet

“Classroom Performance Review”

CIS: worksheet

“Words for High School”

CIS: worksheet

“High School Graduation Requirements”

CIS: worksheet

“College Admission Requirements”

CIS: worksheet

“Electives”

CIS: worksheet and portfolio entry

“Activities”

CIS: worksheet and portfolio entry

“My High School Course Plan”

CIS: worksheet and portfolio entry

“Why Go to College?”

CIS: worksheet

“Education Pays”

CIS: worksheet and game

“What Can I Do to Prepare for College?”

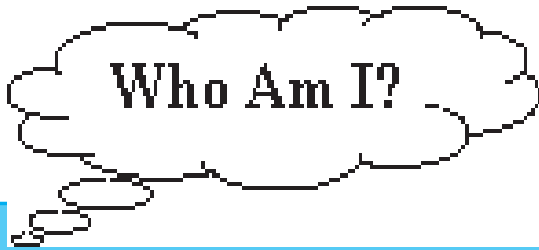
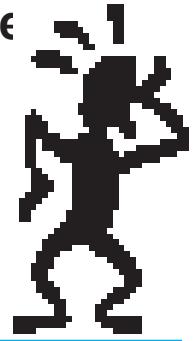
CIS: worksheet and game

Model C: Single Level Curriculum

The Student will:

1. Become familiar with the school's career development program
2. Become acquainted with CIS Junior
3. Set up a career portfolio
4. Complete and save results of a career cluster or interest inventory
5. Explore occupations and occupational clusters
6. Explore skills, accomplishments, and interests
7. Conduct a job shadow
8. Practice decision-making
9. Develop an action plan and cursory career plan
10. Examine skills for success
11. Learn high school graduation requirements
12. Create a course plan for high school

Model C: Curriculum Scope and Sequence Activities and Portfolio Entries



Single Level Curriculum

“Things I Life to Do”

CIS: worksheet and portfolio entry

“Qualities for Success”

CIS: worksheet and portfolio entry

“Important Life Events”

CIS: worksheet and portfolio entry

“My Accomplishments”

CIS: worksheet and portfolio entry

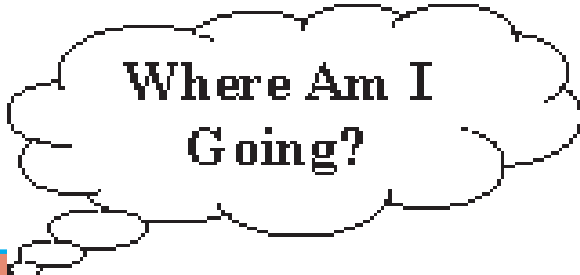
“Career Cluster Inventory” or “IDEAS”

CIS: assessment and My CIS Favorites entry

“Activities and Achievements”

CIS: worksheet and portfolio entry

Model C: Curriculum Scope and Sequence Activities and Portfolio Entries



Single Level Curriculum

"If I Became"

CIS: Occupations and worksheet

"My Favorite Cluster"

CIS: Cluster information and portfolio entry

"What Rewards Do I Want from Work?"

CIS: worksheet and portfolio entry

"Reality Check"

CIS: inventory

"How Do I Make Decisions?"

CIS: worksheet

"Make a Change"

CIS: worksheet

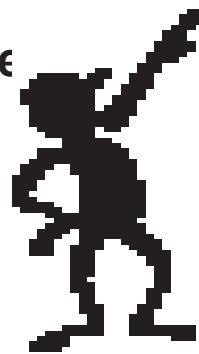
"What Do I Want to Be When I Grow Up?"

CIS: worksheet

"My Career Action Plan"

CIS: worksheet and portfolio entry

Model C: Curriculum Scope and Sequence Activities and Portfolio Entries



How Do I
Get There?

Single Level Curriculum

“Job Success Scale”

CIS: worksheet

“High School Graduation Requirements”

CIS: worksheet

“Electives”

CIS: worksheet and portfolio entry

“Activities”

CIS: worksheet and portfolio entry

“My High School Course Plan”

CIS: worksheet and portfolio entry

“Education Pays”

CIS: worksheet and game

“What Can I Do to Prepare for College?”

CIS: worksheet and game

My Career Plan Reflection Elements for CIS JUNIOR

As students complete the activities for their level, they build individual education plans by completing statement or reflections in My Career Plan. Using Model A or Model B, students comprehensively answer all of these questions. Using Model C, students only answer the asterisked questions. Items that carry over to the CIS high school plan are bold faced.

From Who Am I?

- ✕ What are five things you really like to do?*
- ✕ List one thing you want to learn to do.*
- ✕ List three qualities that help you to be successful in your school, community, and home.*
- ✕ List one personal quality you want to improve on to be more successful.*
- ✕ **What is one thing you want to do in your future life?***
- ✕ Name five skills you like to use.
- ✕ Give the names of two people who helped you learn those skills.
- ✕ List one thing you want to learn to do.
- ✕ Give the name of two businesses in your community you would like to learn more about.
- ✕ List three things a town must have for you to choose to live there.
- ✕ **What activities, clubs, or hobbies will I take part in during high school?***
- ✕ **Record activities and achievements portion of CIS Portfolio***

From Where Am I Going?

- ✕ Select favorite occupation cluster*
- ✕ What four or five working conditions are most important to you?
- ✕ What rewards do I want from work?*
- ✕ **What is your career goal?***
- ✕ **What courses will you take in high school to achieve your goal?***
- ✕ **What will you do after high school to achieve your career goal?***
- ✕ What hobbies or activities will help you achieve your career goal?*

From How Do I Get There?

- ✕ **What activities, clubs, or hobbies will I take part in during high school?***
- ✕ **Complete high school course plan in CIS Portfolio***

Table Comparison of Models with Activities

Section of My Career Plan and Activity Title	Model A			Model B		Model C
	5th & 6th	7th	8th	5th & 6th	7th & 8th	Single
<i>Grade Level Level</i>						
Who Am I?						
Learning About Me						
<i>Things I Like to Do</i>	X			X		X
<i>Qualities for Success</i>	X			X		X
<i>Important Life Events</i>	X			X		X
<i>What Are Skills?</i>		X			X	
<i>My Accomplishments</i>		X			X	X
<i>IDEAS¹</i>		X			X	X
<i>Career Cluster Inventory¹</i>			X		X	X
Learning About My Community						
<i>My Community</i>	X			X		
<i>My Ideal Community</i>	X			X		
<i>Job Shadow</i>			X		X	
Learning About My School						
<i>Getting to Know my School</i>	X			X		
<i>Should I Join?</i>	X			X		
<i>Activities and Achievements²</i>		X	X		X	X
Learning About My Network				X		X
Where Am I Going?						
Occupations						
<i>Occupation Scavenger Hunt</i>	X			X		
<i>Bobilator</i>		X			X	
<i>If I became ...</i>		X			X	X
<i>Job Shadow</i>			X		X	
Career Clusters						
<i>Career Cluster Mobiles</i>	X			X		
<i>What's My Cluster</i>		X		X		
<i>Career Cluster Posters</i>			X		X	
<i>Career Cluster Inventory¹</i>			X		X	X
<i>My Favorite Cluster</i>			X		X	X
Workplace						
<i>What Are Working Conditions?</i>	X			X		
<i>Why Do People Work?</i>		X			X	
<i>What Rewards Do I Want from Work</i>			X		X	X
Reality Check	X	X	X		X	X

Table Comparison of Models with Activities

Section of My Career Plan and Activity Title	Model A			Model B		Model C
	5th & 6th	7th	8th	5th & 6th	7th & 8th	Single Level
<i>Grade Level</i>						
Making Decisions						
<i>How Do I Make Decisions?</i>	X				X	X
<i>What Book Do I Pick to Read?</i>	X				X	
Action Plans						
<i>Learn a New Skill</i>		X			X	
<i>Make a Change</i>		X			X	X
My Career Plan						
<i>What Do I Want to be When I Grow Up?</i>			X		X	X
<i>My Career Action Plan</i>			X		X	X
How Do I Get There?						
Employability Skills						
<i>Working Together</i>	X			X		
<i>Are You Listening?</i>	X			X		
<i>Listening Skills on the Job</i>	X			X		
<i>Being Dependable</i>	X			X		
<i>Using My Time for Success</i>	X			X		
<i>Planning My Time for Success</i>	X			X		
<i>Job Success Scale</i>		X			X	X
<i>Free Job Training</i>		X			X	
<i>Getting Fired at Work and School</i>		X			X	
<i>Classroom Performance Reviews</i>		X			X	
Planning for High School						
<i>Words for High School</i>			X		X	
<i>High School Graduation Requirements</i>			X		X	X
<i>College Admission Requirements</i>			X		X	
<i>Electives</i>			X		X	X
<i>Activities</i>			X		X	X
<i>My High School Course Plan</i>			X		X	X
Planning for College						
<i>Why Go To College?</i>		X			X	
<i>Education Pays</i>		X			X	X
<i>What Can I Do to Prepare for College?</i>			X		X	X

¹ Recommend using both the "Career Cluster Inventory" and "IDEAS" in **Model A**, recommend using one or the other instruments in **Model B** and **Model C**

² Model A uses "Activities and Achievements" in both grades 7 and 8 in order to update the student record