

### **Goals of the High School Career Development Program**

These goals and competencies are based on Georgia's Comprehensive Guidance and Counseling Curriculum - Quality Core Curriculum (QCC) standards.

#### **Self-Knowledge**

- Understanding the influences of a positive self-concept
  - ***Classroom Integration (all levels)***: Utilize peer partners and peer feedback with projects within the curriculum.
- Skills to interact positively with others
  - ***Small Groups (all levels - 8-12 people)***: Role play - supervisor reacting to an employees work (various situations)
- Understanding the impact of growth and development
  - ***Health Curriculum 9<sup>th</sup> grade***: Unit - Developmental Changes: Effects on physical and mental health

#### **Career Planning**

- Understanding the relationship between educational achievement and career planning
  - ***Classroom Guidance 10<sup>th</sup> grade***: Using the resources available in the Career Center, students research their top 3 career aspirations education requirements and courses they might need to take in preparation for these occupations.
- Understanding the need for positive attitude toward work and learning
  - ***Small Group(all levels - 8-12 people)***: Value Evaluation – What is important to you?
- Skills to locate, evaluate, and interpret career information
  - ***Same as Career Planning Competency #1***
- Skills to prepare to seek, obtain, maintain and change jobs
  - ***Classroom Guidance 12<sup>th</sup> Grade***: Mock interviews – business and college
- Understanding how societal needs and functions influence the nature and structure of work
  - ***Economics Curriculum 11<sup>th</sup> Grade***: Unit - Supply and Demand

#### **Educational & Career Exploration**

- Skills to make decisions
  - ***Classroom Integration***: Decision Making Skills
- Understanding the interrelationship of life roles

- ***Classroom Guidance 9<sup>th</sup> Grade:*** Students need to become aware of the numerous factors that will affect their future lifestyle: income, education, class, ethnicity, and prestige. Students can explore these factors through the compiling of a Life Style Album. Students identify the lifestyle they would like to have in 15 years, then choose 4 occupations and conduct research to see if the lifestyle can be met through those occupations.
- Understanding the continuous changes in male/female roles
  - ***Classroom Guidance 9<sup>th</sup> Grade:*** (Same classroom guidance unit as above)  
Debunking Occupational Myths: A Quiz. To challenge and change faulty beliefs and misconceptions are at the core gender stereotyping and bias in educational and occupational settings.
- Skills in career planning
  - ***Parent/Student Career Evenings 10<sup>th</sup> grade:*** 5 – one hour sessions throughout the year on: elements of career planning, goal setting and goal management, how to gather information, college application process, and resume writing.

### **Miscellaneous**

- ***Classroom Guidance 11<sup>th</sup> grade*** – Test Preparation & Test Anxiety – Lecture/Discussion Format
- Transitioning
  - ***9<sup>th</sup> grade orientation days*** (Orientation days are Freshman only days (2) prior to the start of the regular school year)– Career Topics covered include: Study Skills, effective transitioning skills.
  - ***12<sup>th</sup> Grade small groups (8-12 people)***– Moving on – give seniors opportunity to discuss future plans and feels about the future.

### **Theory**

Super labeled the period from 14 to 25 years the exploratory stage with three substages: tentative, transitional, and trial. Adolescence represents the tentative and transitional stages. The developmental tasks during this period are crystallization, specification, implementation, stabilization, and consolidation. Crystallization, the primary career development task of adolescence, is characterized by high school students formulating ideas about work that might be appropriate for them. High school students begin to explore resources to help them in their decision-making and give less time to their hobbies; in short, they develop a realistic self-concept.