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| **Kentucky Academic Standards** | | | |
| **Career Studies**  **Career Skills** | | | |
| **Middle School - Grades 6-8** | | | |
| **Standard** | | **College and Career Curriculum** | |
| Grade | **Title: Overview** |
| ***Exploration*** | | | |
| C.M.1 | Analyze how career choices impact lifestyle. | 7 | **The College Advantage**: Mentors will learn some advantages of a college education. |
| 7 | **Future Spending:** Mentors complete a future family budget of expenses, including housing, transportation, childcare, food, clothing, entertainment, and extras (taxes, unexpected events). |
| 7 | **Investing in Your Future:** Mentors calculate and compare the average cost of a college degree vs. potential earnings over time to discover how investing in their education pays off |
| 7 | **Career Gallery Walk:** Mentors explore gender stereotypes and investigate nontraditional careers. |
| 7 | **Making Ends Meet**: Mentors enrich their understanding of future possibilities by exploring past and present economic trends to help them plan for college and career success. |
| 7 | **Exploring Jobs Where I Live:** Mentors explore different types of career opportunities that are available in different geographical areas, and will consider their similarities and differences. |
| 8 | **How School Pays:** Mentors will learn that a college education can do more than prepare you for a career,…it can also ensure that you earn more money over a lifetime than someone without a college degree. |
| 8 | **Jobs in Demand:** Mentors research available jobs in their state and community and identify the education level that is required for those jobs. |
| 8 | **Financial Futures (Pt. 1 & 2):** Mentors will explore their financial future. The game…will help them think about future decisions they may have to make, such as “do I take a new job?”, “should I pursue a master’s degree?”. |
| C.M.2 | Explore the cost (monetary and time) of post-secondary and technical education, including possible sources of funding. | 7 | **Investing in Your Future:** Mentors calculate and compare the average cost of a college degree vs. potential earnings over time to discover how investing in their education pays off |
| 7 | **Making Ends Meet**: Mentors enrich their understanding of future possibilities by exploring past and present economic trends to help them plan for college and career success. |
| 8 | **Jobs in Demand:** Mentors research available jobs in their state and community and identify the education level that is required for those jobs. |
| 8 | **Financial Futures (Pt. 1 & 2):** Mentors will explore their financial future. The game…will help them think about future decisions they may have to make, such as “do I take a new job?”, “should I pursue a master’s degree?”. |
| C.M.3 | Explain how roles in the workplace and in the community are constantly changing (e.g., librarian to media specialist,). Remote work opportunities) due to supply and demand and technology impact on industry. | 7 | **Career Scavenger Hunt:** Mentors will research job opportunities in their local area to better understand the opportunities that may be available for them in the future. |
| 7 | **Exploring Jobs Where I Live:** Mentors explore different types of career opportunities that are available in different geographical area, and will consider their similarities and differences. |
| 8 | **Jobs in Demand:** Mentors research available jobs in their state and community and identify the education level that is required for those jobs. |
| 8  8 | **Why STEM?:** Mentors will learn about why jobs in the STEM fields are in demand and will research STEM careers.  **Mystery STEM Careers**: Mentors learn about jobs, job descriptions, and careers in STEM field. |
| 8 | **Financial Futures (Pt. 1 & 2):** Mentors will explore their financial future. The game…will help them think about future decisions they may have to make, such as “do I take a new job?”, “should I pursue a master’s degree?”. |
| 7 | **Making Ends Meet**: Mentors enrich their understanding of future possibilities by exploring past and present economic trends to help them plan for college and career success. |
| C.M.4 | Identify resources (technology, counselors, shadowing, mentoring, career fairs, class speakers) that can be used for locating job and career information. | 7 | **Career Gallery Walk:** Mentors explore gender stereotypes and investigate nontraditional careers. |
| 7 | **Why People Work:** Mentors explore the many reasons people work and the variety of jobs that can help satisfy those reasons. |
| 7 | **Exploring Workplace Characteristics:** Mentors discuss the characteristics of various jobs, including context and activities. |
| 7 | **Career Scavenger Hunt:** Mentors will research job opportunities in their local area to better understand the opportunities that my be available for them in the future. |
| 7 | **Exploring Jobs Where I Live:** Mentors explore different types of career opportunities that are available in different geographical area, and will consider their similarities and differences. |
| 7 | **Making Ends Meet**: Mentors enrich their understanding of future possibilities by exploring past and present economic trends to help them plan for college and career success. |
| 7 | **Career Planning Workshop:** Mentors plan a workshop on career planning for their peers, families and school leadership. |
| 8  8 | **Why STEM?:** Mentors will learn about why jobs in the STEM fields are in demand and will research STEM careers.  **Mystery STEM Careers**: Mentors learn about jobs, job descriptions, and careers in STEM field. |
| 8 | **Jobs in Demand:** Mentors research available jobs in their state and community and identify the education level that is required for those jobs. |
| C.M.5 | Use information from personal inventory surveys to explore and evaluate jobs within the 16 KY Career Clusters to guide educational pathway choices at the secondary level. | 7 | **Inventories 1: Multiple Intelligences:** Mentors will identify the ways they explore and express new ideas and information. |
| 7 | **Inventories 2: Learning Styles:** Mentors will identify their learning preferences. |
| 7 | **Inventories 3: Now What:** Mentors will review their results from the Multiple Intelligences and Learning Styles inventories and use that information to create strategies for academic improvement. |
| 7 | **Identifying Student Skills:** Mentors will identify the skills and behaviors that support academic success and what behaviors take away from academic success. |
| 7 | **Career Interests, Part 1:** Mentors complete an interest inventory to find career matches. |
| 7 | **Career Interests, Part 2:** Mentors learn about the six different types of workers and use the results of their Career Interest handout to identify the type of work that they might enjoy. |
| 7 | **Career Interests, Part 3:** Mentors use the results of their Career Interest Types handout to identify the type of work they might enjoy. |
| 7 | **VIA Strength Survey:** Mentors will identify and explore their character strengths. |
| ***Preparation*** | | | |
| C.M.6 | Explain how skills (both academic and technical) necessary for a variety of career pathways may be gained through extracurricular activities, community experience, volunteer work, etc. | 7 | **Inventories 1: Multiple Intelligences:** Mentors will identify the ways they explore and express new ideas and information. |
| 7 | **Inventories 2: Learning Styles:** Mentors will identify their learning preferences. |
| 7 | **Inventories 3: Now What:** Mentors will review their results from the Multiple Intelligences and Learning Styles inventories and use that information to create strategies for academic improvement. |
| 7 | **Identifying Student Skills:** Mentors will identify the skills and behaviors that support academic success and what behaviors take away from academic success. |
| 7 | **Memory Skills, Part 2:** Mentors explore strategies to help them remember important information. |
| 7 | **Prioritization:** Mentors will learn how to prioritize their time. |
| 7 | **Why People Work:** Mentors explore many reasons people work and the variety of jobs that can help satisfy those reasons.. |
| 7 | **Exploring Workplace Characteristics:** Mentors discuss the characteristics of various jobs, including context and activities. |
| 7 | **Career Interests Part 1:** Mentors complete an interest inventory to find career matches. |
| 7 | **Career Interests Part 2:** Mentors learn about the six different types of workers and use the results of their Career Interest handout to identify the type of work that might enjoy. |
| 7 | **Career Interests Part 3:** Mentors use the results of their Career Interest Types handout to identify the type of work they might enjoy. |
| 7 | **Effective Spoken Communication:** Mentor practice effective communication |
| 7 | **Public Speaking:** Mentors explore the qualities that make a speech interesting and engaging. |
| 7 | **VIA Strength Survey:** Mentors will identify and explore their character strengths. |
| 7 | **Preparing for Success, Part 1:** Mentors will learn how to plan for successfully completing their assignments. |
| 7 | **Finding a Win-Win Solution, Part 1 and 2:** Mentors learn about win-win solutions and practice achieving a win-win through role play |
| 7 | **Communication Challenge:** Mentors practice communication without using words |
| 7 | **Active Listening, Part 1 and 2**: Mentors learn about and practice active listening |
| C.M.7 | Use various sources of career information (e.g., Career Day, guest speaker, field trips, virtual field trips, career fairs, career websites) to evaluate jobs/careers that reflect individual interests/needs. | 7 | **Career Gallery Walk:** Mentors explore gender stereotypes and investigate nontraditional careers |
| 7 | **Why People Work:** Mentors explore many reasons people work and the variety of jobs that can help satisfy those reasons.. |
| 7 | **Exploring Workplace Characteristics:** Mentors discuss the characteristics of various jobs, including context and activities. |
| 8 | **Jobs in Demand:** Mentors research available jobs in their state and community and identify the education level that is required for those jobs. |
| C.M.8 | Create and maintain an Individual Learning Plan (ILP) as a tool to explore self-knowledge and academic aptitude and by relating interests, values, and abilities to career choices. | 8  8 | **My Pathway:** Mentors identify and discuss the missing part of a given college and career pathway – the high school connection; then draw their own planned pathway starting in middle school.  **Individual Academic Plan:** Mentors review their state’s high school requirements and develop an individual academic plan for high school. |
| C.M.9 | Identify high school and career/ technical center courses and programs that support career or occupational areas of interest. | 8 | **Come to College (Pt. 1 & 2):** Mentors learn more about different higher education options in their state and community by becoming college recruiters, competing in teams to convince others in the Club to go to their particular school. |
| 8 | **Benefits of College Workshop:** Mentors plan a workshop in the benefits of college for their peers, families, and school leadership. |
| C.M.10 | Apply reasonable digital citizen practices (e.g., intellectual property, copyright, online reputation, cyberbullying, digital footprint). | 7 | **Is It Bullying?**: Mentors will identify and discuss bullying behaviors.[[1]](#footnote-1) |
| 7 | **I Will… I Won’t…**: Mentors develop goals for building positive social relationships |
| 7 | **Telephone of Gossip:** Mentors will understand how easily rumor can be distorted. |
| C.M.11 | Explain the relationship between personal behavior and employability (e.g., academic achievement, extracurricular activities, community involvement, impact of online behavior, digital citizenship) | 7 | **Servant Leadership:** Mentors learn about and discuss servant leadership, and then share their own leadership experiences.[[2]](#footnote-2) |
| ***Application*** | | | |
| C.M.12 | Identify and follow agreed-upon work skills (e.g., attendance, respect, preparedness, quality of work, time-management) that are necessary for both the classroom and workplace. | 7 | **Exploring Workplace Characteristics:** Mentors discuss the characteristics of various jobs, including context and activities.[[3]](#footnote-3) |

1. All three lessons associated with the “Practice to be a good digital citizen” standard will need to add digital content to specifically meet the standard. [↑](#footnote-ref-1)
2. Lesson deals with leadership qualities and behaviors, but does not connect it to employability. [↑](#footnote-ref-2)
3. Lesson covers context and activities for various jobs, but does not include skills for the various jobs. The skills for each job would need to be added (i.e. the ones stated in the standard) and a discussion linking those in the classroom to the workplace. [↑](#footnote-ref-3)