



MCIS Junior Framework

3 Framework Models Using MCIS Junior

Implementing a Career Development Framework in the Curriculum



Montana Department of
LABOR & INDUSTRY

MCIS Junior Framework

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Adapted from "CIS Junior Implementation Framework" created by IntoCareers, a unit of the University of Oregon



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Introduction to the Framework

The following pages provide you with a framework within which to deliver the Career Plan elements of MCIS JUNIOR. 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 the Career Plan. The letter to the teacher explains how best to lead classroom-based career development curriculum and use the Career Plan. The letter to the student provides the rationale for planning and the organizational structure of the Career Plan.

You will find three custom models for delivering the 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 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 Teachers

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 the Career Plan. The 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.

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 these three questions. You can store information about yourself to help build your plans in the Career Plan. You can use it over and over again to update your reflections or completely change them. Following your lead, the Career Plan will assemble your typed thoughts 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 the Career Plan and planning your successful future!

Introduction to the Three Models

Pages six through fourteen present three custom models for using the framework goals to build middle school programs using MCIS 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 the 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 the 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 concise activities, a little over 1/3 of the Career Plan contents.

Each model organizes the activities, worksheets, and portfolio entries using the structure of the 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: Grade Level Structured Curriculum

Based on the American School Counselor Association Standards, the student will:

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

Model A: Curriculum Scope and Sequence Activities and Portfolio Entries

STARTING OUT

5th and 6th Grades

“Things I Like to Do”

MCIS: worksheet and portfolio entry

“My Community”

MCIS: worksheet and portfolio entry

“My Ideal Community”

MCIS: worksheet and portfolio entry

“Getting to Know My School”

MCIS: worksheet

“What to do to Prepare”

MCIS: worksheet

“Pay for Your Education”

MCIS: worksheet

“College and Career Schools”

MCIS: worksheet

LOOKING DEEPER

7th Grade

“IDEAS”

MCIS: assessment and portfolio entry

“Qualities for Success”

MCIS: worksheet and portfolio entry

“What Are My Skills?”

MCIS: worksheet

“My Accomplishments”

MCIS: worksheet and portfolio entry

“Activities and Achievement”*

MCIS: worksheet and portfolio entry

“If I Want to Be...”

MCIS: worksheet

“Pay for Your Education”

MCIS: worksheet

“Apprenticeship”

MCIS: worksheet

PREPARING FOR NEXT STEPS

8th Grade

“Career Cluster Inventory”

MCIS: inventory and portfolio entry

“Important Life Events”

MCIS: worksheet and portfolio entry

“Job Shadow”

MCIS: worksheet and activity

“My Network”

MCIS: worksheet and portfolio entry

“Should I Join?”

MCIS: worksheet

“Words for High School”

MCIS: worksheet

“Activities”*

MCIS: worksheet and portfolio entry

“College and Career Schools”

MCIS: worksheet

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

Model B: Grade Level Based 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 MCIS 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. Learn about working conditions
9. Learn about employability skill
10. Learn about time management and dependability
11. Learn about life after high school
12. Complete first of several reflection entries in the Career Plan
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
17. Learn about the costs of college

Model B: Curriculum Scope and Sequence Activities and Portfolio

Entries

MCIS: worksheet

STARTING OUT

Level 1: 5th and 6th Grades

“Things I Like to Do”

MCIS: worksheet and portfolio entry

“Qualities for Success”

MCIS: worksheet and portfolio entry

“Important Life Events”

MCIS: worksheet and portfolio entry

“My Community”

MCIS: worksheet and portfolio entry

“My Ideal Community”

MCIS: worksheet and portfolio entry

“Getting to Know My School”

MCIS: worksheet

“College and Career Schools”

LOOKING DEEPER & PREPARING FOR NEXT STEPS

Level 2: 7th and 8th Grades

“Career Cluster Inventory” or IDEAS interest assessment

MCIS: inventory and My Favorites entry

“What Are My Skills”

MCIS: worksheet

“My Accomplishments”

MCIS: worksheet and portfolio entry

“Job Shadow”

MCIS: worksheet and activity

“Activities”

MCIS: worksheet and portfolio entry

“Should I Join?”

MCIS: worksheet

“Words for High School”

MCIS: worksheet

“My Network”

MCIS: worksheet and portfolio entry

“Pay for Your Education”

MCIS: worksheet

“Apprenticeship”

MCIS: worksheet

“College and Career Schools”

MCIS: worksheet

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 Like to Do”

MCIS: worksheet and portfolio entry

“Qualities for Success”

MCIS: worksheet and portfolio entry

“Career Cluster Inventory” or “IDEAS” interest assessment

MCIS: inventory and My Favorites entry

“Important Life Events”

MCIS: worksheet and portfolio entry

“My Accomplishments”

MCIS: worksheet and portfolio entry

“Activities”

MCIS: worksheet and portfolio entry

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 the Career Plan. Using Model A or Model B, students comprehensively answer all of these questions. Using Model C, students only answer the asterisked questions. Bold-faced items carry forward to the high school planning portfolio.

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 Career Plan and Activity Title	Model A			Model B		Model C
	5th & 6th	7th	8th	5th & 6th	7th & 8th	Single
Who Am I?						
Learn About Me						
Things I Like to Do	X			X		X
Qualities for Success		X		X		X
IDEAS ¹		X			X	X
Important Life Events			X	X		X
What Are Skills?		X			X	
My Accomplishments		X			X	X
Career Cluster Inventory ¹		X			X	X
Explore My Community						
My Community	X			X		
My Ideal Community	X			X		
Job Shadow			X		X	
Focus on My School & Activities						
Getting to Know my School	X			X		
Activities and Achievements ²		X	X		X	X
Words for High School			X		X	
Should I Join?			X		X	
Think About My Network						
Where Am I Going?						
Occupation Activities						
Occupation Scavenger Hunt	X			X		
Boblator		X			X	
If I became ...		X			X	X
Job Shadow			X		X	
Career Cluster Activities						
Career Cluster Mobiles	X			X		
Career Cluster Inventory ¹			X		X	X
What's My Cluster		X		X		
Career Cluster Posters			X		X	
My Favorite Cluster			X		X	X
Learn about the Workplace						
What Are Working Conditions?	X			X		
Why Do People Work?		X			X	
What Rewards Do I Want from Work			X		X	X
Reality Check	X	X	X		X	X

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

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

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

Note: none of the Become Volunteer activities are included in this table, as none involve posting reflections.



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50 copies of this public document were produced at an estimated cost of \$0.97 per copy, for a total cost of \$48.50, which includes \$48.50 for printing and \$0.00 for distribution.