

Targeted Grade Levels – 9 or 10**Lesson Title – Education and Career Plans (Introduction to Personal Career Goals)**

Estimated time: 55 minutes

NOTE: This lesson can be completed by a paper-and pencil test, or by each student on a computer. Details are in the Resources section below.

Career Ready Practice Standard 3 – Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.

Learning Objectives: (Bold print below indicates targeted objective for this lesson)

- 1. Students will research and consider personal career goals.**
2. Students will develop personal short-term and long-term educational goals and align their desired career goals with appropriate educational goals.
3. Students will develop a positive mindset regarding the need for ongoing education and experiences in order to adapt to ever-changing work environments.
4. Students will identify how to connect with people who have the expertise to assist in the planning processes for education and career.

Resources Needed for this Lesson

1. Ensure access to the following website <https://youtu.be/ozECDX5yf0k> and ability to show videos in a whole class setting.
2. For **Option A (computer)**:
 - Activity #3: Provide this website: www.cacareerzone.org
3. For **Option B (paper-pencil)**:
 - Activity #3: Print one copy per student of the *The RIASEC Test*
5. Activity #3: print one copy per student of the *Instructions for Interest Profiler*, if so desired.
6. Activity #4: Print one copy per student of the *Holland Interest Profiles and Profile Graphic Organizer*.
7. OPTIONAL Extension Activities can be found on the final page of this lesson.

Key Vocabulary/Terms

- Career cluster – a grouping of related occupations ranging from entry-level to management
- Inventory – a survey of personal interests and traits
- Median – when analyzing averaged numbers, the median is the middle number
- Profile – a summary of traits and characteristics identifying a given individual

Activity #1: Introductory Video

1. Teacher describes to students that they will be viewing a scenario of students discussing what they might want to do in the future and how to figure that out.
2. Show Video 9.10.3.1 – (Introduction to Personal Career Goals)

Activity #2: Classroom discussion

3. Targeted learning objective and key vocabulary should be written on the white board and verbalized for students to understand what the lesson outcomes will be.
4. Ask for any student volunteers to share if they are certain of what they want to do or be after high school. How did they decide that?
5. Ask students what is the most important thing for them to consider in a future career?
6. If students do not volunteer many ideas, the teacher can elaborate how and when he/she decided to become a teacher.

Activity #3: Interest Inventory: 2 options – computer (Option A) or paper/pencil (Option B)

7. **Option A:** For classes using individual student computers, teacher will describe www.cacareerzone.org and give instructions for the completion of the online Interest Profiler.
 - Go to the website.
 - Students should be encouraged to create their own accounts so they can save their information for later reference. Remind students that they may have already created their personal account in a previous lesson.
 - To create an account, click on “Sign In” and then “Create a New Account”; previous users can log in to their accounts.
 - Go to “Assess Yourself”.
 - Click on “Begin Assessment”.
 - There are three different assessments. For the purpose of this lesson, have the students click on “Interest Profiler”.
 - Students may resume a previously incomplete Interest Profiler, retrieve prior scores, or go to “Start a New Interest Profiler”.
 - Direct students to select either the “30 Question – Mini” assessment or the

“60 Question – Short” assessment. (Note: There should be ample time in a single class period for them to complete the 60 question assessment. There is also a lengthier version containing 180 questions.)

- Explain to students that these questions are about work activities and they should answer whether or not they would enjoy the activity, not whether they currently have the necessary skills for it.
 - There are 5 answer choices represented pictorially, ranging from “Strongly Dislike” to “Strongly Like”.
 - Each student will complete the Interest Profiler.
 - For students who have created accounts, their results will be automatically saved. Other students should write down the 6 categories and their score summary, as their results will be saved for only 30 minutes.
 - Students can then click on “View Occupations” to look at occupations which most closely match their Interest scores.
8. **Option B:** Classes needing a paper and pencil inventory will use *The RIASEC Test*.
- Scores for paper versions must be tallied by hand.

Activity #4: Inventory Results

9. **Option A:** Each student will receive a copy of the *Holland Interest Profiles*.
- The teacher will review the profile descriptors for personality traits and interests.
 - These Profiles are aligned to the results that the students will receive from their individual Interest Profiler.
 - Once students have their results, they should look at the top 2 or 3 profile areas that were identified, and review the connected career clusters.
 - Each student will record their individual results on the *Profile Graphic Organizer*.
 - These organizers will be collected for use at the next future class session.
10. **Option B:** After completing *The RIASEC Test*, students will tally their total numbers according to the directions and use those scores to identify their top 3 areas of interest at the bottom of the test sheet.
- The teacher will explain *The RIASEC Test* results for each category.
 - Each student will record their individual results on the *Profile Graphic Organizer*.
 - These organizers will be collected for use at the next future class session.

Activity #5: Small Group Discussion

11. Ask students to share with a partner or small group their 3 identified interest categories and discuss how accurate they feel the results are, what results (if any) surprised them and why.

Activity #6: Assessment

12. Teacher will collect all students' *Profile Graphic Organizers* and/or *The RIASEC Test* as a formative assessment of student work. These *Organizers* or *RIASEC Test* results must be saved before continuing to Lesson 9.10.3.2.

Differentiation

1. Using either Option A or Option B, teacher will read the questions/prompts aloud for the students.

California Common Core Alignment (ELA Grades 9-10)

Literacy.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

Literacy.SL.9-10.1a – Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Literacy.SL.9-10.2 – Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Literacy.RLH/SS.7 – Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

English Language Development (ELD) Standards, grades 9-10

Part 1: Interacting in Meaningful Ways

A. Collaborative

1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics
3. Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

C. Productive

12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

Extension Activities (Optional)

1. Have students predict careers that might be included in their identified areas of interest.
2. Have students research careers in their identified areas of interest in preparation for the following lesson.
3. Have students interview an individual from a career area in which the student shows interest.
4. Have students explore the website: www.mynextmove.com.