

Targeted Grade Levels – 9 or 10**Lesson Title – Education and Career Plans (Research and Establish Goals)**

Estimated time: 55 minutes

NOTE: This lesson requires student access to computers.

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 objectives 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/sKU_5ZBko28 and ability to show videos in a whole class setting.
- 2. Students will need computer access to complete this lesson; it's possible to partner students to work together.**
3. Copies of *Profile Graphic Organizers* or *The RIASEC Test* results previously collected from Lesson 9.10.3.1. **Note to Teacher: If you do not have access to prior test results, this lesson can also be used with some variations. Please go to page 4 of this lesson for modifications. In this case, you will need to print one copy per student of both the "What is a Job Zone?" handout and the Career Interest Graphic Organizer.**
4. Activity #3: Print one copy per student of the "What is a Job Zone?" handout.
5. Activity #3: Print one copy per student of the *Holland Interest Profiles*.
6. Activity #4: Print one copy per student of the *Career Interest Graphic Organizer*.
7. Activity #4: Print one copy per student of the *Instructions for Career Research Activity*, if so desired.

8. Activity #5: Provide 1 index card or post-it per student.
9. OPTIONAL Differentiation #2: Provide chart paper and markers for table groups.
10. OPTIONAL Extension Activities can be found on the final page of this lesson.

Key Vocabulary/Terms

- Job families – lists of occupations grouped by the industry type they are in
- Outlook – future projection of job availability

Activity #1: Introductory Video

1. Teacher describes that they will be viewing a scenario of students discussing what they might want to do in the future and how to set goals to match their expectations.
2. Show Video 9.10.3.2 – (Short- and Long-Term Goals)

Activity #2: Classroom Discussion

3. Targeted learning objectives 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 have ever set any personal goals for themselves? (Ex: scoring a goal in soccer, finish reading a book, lose weight, etc.)
5. Ask students how they might go about setting a goal for themselves?
6. If students do not volunteer many ideas, the teacher can provide some personal goal-setting experiences.
7. Have students consider one job they might like to do as a future career and share with a partner.

Activity #3: Discussion – Career Review

8. Distribute the *Profile Graphic Organizers* or *The RIASEC Test* results from Lesson 9.10.3.1. Review with students the information gathered from that lesson, and provide specific instruction regarding the meaning of their results (*Holland Interest Profiles*). Any students who had not been present for that lesson should be given instructions to complete *The RIASEC Test* during this class period.
9. Distribute the “*What is a Job Zone?*” handouts and review with students, emphasizing the different requirements for education and experience.

Activity #4: Career Research

10. Go to www.cacareerzone.org with students. Each student should create his/her personal account in order to save information. Click on Sign In and then Create a New Account. Inform students that once they have an account, they can access it at any time to do more research or to refine their plans. (Note: Teacher may give each student the *Instructions for Career Research Activity*, if so desired.)
11. Using a student’s results from the *Profile Graphic Organizer* or *The RIASEC Test*, model the process of exploring jobs using the Assess Yourself tab.

- a. Go to Assess Yourself and click on Begin Assessment.
 - b. Next click on Quick Assessment.
 - c. Choose your 3 top identified Interest Codes.
 - d. Click on View Results.
 - e. A list of potential jobs is revealed. Click on an individual job for further details. (Note to Teacher: The icons on the right show levels of education needed, with 1 being the lowest and 5 the highest. Then you may select and check up to 4 jobs for comparison.)
12. Students should be given time to explore their own results. They need to explore at least 4 different jobs. (Note to teacher: If a student does not find any jobs he/she likes, direct the student to the Explore tab at the top of the page and select Job Families under Occupations.)
 13. Students will complete the *Career Interest Graphic Organizer*, which also includes reflection questions regarding the alignment of career and educational goals.
 14. Students will share their conclusions with a partner.

Activity #5: Assessment

15. Students will provide a ticket out the door listing the favorite job they discovered and what they would need to do as a first step to attain that job.

Differentiation

1. The teacher can explore Job Families with the whole class, determined by student input.
2. Group students by Job Families and have one student in each group lead the exploration. Have the groups create a chart depicting their findings, and have the students share with the whole class.

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.9-10.1c – Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Literacy.SL.9-10.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

LESSON MODIFICATIONS (in the absence of prior inventory results)

Activity #1 – same

Activity #2 – same

Activity #3 – Job Exploration

1. Distribute the “*What is a Job Zone?*” handouts and review with students, emphasizing the different requirements for education and experience.
2. Develop additional background knowledge through discussion and instruction, leading students to the following website:
Go to www.cacareerzone.org with students. Each student should create his/her personal account in order to save information. Click on Sign In and then Create a New Account. Inform students that once they have an account, they can access it at any time to do more research or to refine their plans.
3. Click on “Explore Job Families” and model several examples for students. Give students any necessary background to explain the meaning of a specific job family (many jobs are shown with pictures and/or videos.) Click on a job family and a list of potential jobs is revealed. Click on an individual job for further details. (Note to Teacher: The icons on the right show levels of education needed, with 1 being the lowest and 5 the highest. Then you may select and check up to 4 jobs for comparison.)
4. Students should be given time to explore jobs. They need to explore a minimum of 4 different jobs within at least 2 different families.
5. They will complete the *Career Interest Graphic Organizer*, which also includes reflection questions regarding the alignment of career and educational goals.
6. Students will share their conclusions with a partner.

Activity #4 - Assessment

7. Students will provide a ticket out the door listing the favorite job they discovered and what they would need to do as a first step to attain that job.

Extension Activities (Optional)

1. Using one of the occupations that the student researched, develop a plan for high school coursework and further education, whether academic or technical.
2. Have students research careers with positive outlooks for future employment.
3. Have students interview an individual from a career area in which the student shows interest.

4. Students can prepare a brief PowerPoint on a career cluster and accompanying occupations and then present it to the class.
5. Students can make an appointment with their school counselor to review the findings and make sure they are on the right track for their chosen occupation.
6. Explore an additional resource for teachers and students:
www.mynextmove.org.