CAREERS

Lesson Descriptions

Careers 1: Interest Inventory
How can career development tools, such as RUReadyND.com's Interest Profiler and Basic Skills Survey , help me? How should I evaluate the results?
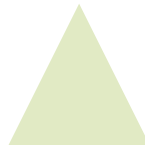
Careers 2: My Career Research
How do I know if I'm on a good career path, and how can I overcome obstacles that may stand in my way?

Careers 3: My Career Choice: Just Right or Rethink
How do I know if I'm academically prepared for my career goal, and how can I overcome obstacles that may stand in my way?

GRADE 11, Unit 3, Careers

Some Students Will:

- Modify or commit to career goals based on research and reflection.

Most Students Will:

- Compare their own academic preparation and skills to those required for a career.
- Review transcripts and set goals for improvement.

All Students Will:

- Use an interest inventory and skills inventory to create a list of potential careers.
- Understand the benefits and limitations of an interest inventory.
- Identify the main tasks, education requirements, and career outlook for a chosen career.

ROADS to SUCCESS

Grade 11   Careers

What do you want to be? Ten Tips for Teens

What do you want to be when you grow up? Little kids always have an enthusiastic (and often unrealistic!) answer to this question. For older students, not knowing the answer can be stressful. Teens may feel especially torn as they select educational options that narrow their choices. Here are tips to share with your teen as he figures out his future.

Know yourself. Look for career possibilities in the things you're good at and enjoy doing.

Investigate anything that looks interesting. Use RUReadyND.com to explore and discover new careers.

Compare TV and movie portrayals to the real deal. Find out how doctors, lawyers, police officers, etc., really spend their time. **Use the careers you know about as a way to jump into new territory.** Career websites often group related careers into clusters, which makes research easier.

Know how much education you're willing to invest in. Will you be comfortable spending four more years in school to be a teacher or an architect? Even more to be a doctor or a lawyer? Or would you prefer less time in school?

Find out what jobs will be available when you graduate. You don't have to pick an "in-demand" job, but it's helpful to know where the work will be, and how much competition you'll face.

Talk to adults who share your interests. They can provide helpful advice on good schools, career paths, and what they like and dislike about their jobs.

Get out there. There's no substitute for spending time in the workplace. Look for part-time jobs and internships that will let you "try on" a career.

Explore. Many students begin college with only a hazy idea of what they want to do when they graduate. Most four -year colleges require you to take courses from a variety of subject areas, so stay attuned to what inspires you. You may discover a new field of interest.

Know that your first career decision isn't your last. Many people's ideas about careers change as they gain experience.

Roads to Success

is a new program designed to help middle and high school students prepare for their futures. This newsletter will keep you posted on what we're doing in school, and how families can follow through at home.

For more information about Roads to Success, please visit our website: www.roadstosuccess.org.

Did you know?

A majority of college students change their major at least once.

Most people change careers four or five times during their work life.

SOURCE:
www.quintcareers.com

Grade by Grade

Grade 11 provides a final chance to continue in-class career research begun in earlier grades. Students take a career interest inventory and investigate the job responsibilities, education requirements, and career outlook for their first-choice career. They compare their grades and courses taken with courses recommended for their careers. As they finish high school, students who need more information about careers will know where to go for further information and all the right questions to ask.

Interest Inventory

The BIG Idea

- How can career development tools, such as RUReadyND.com's Interest Profiler and Basic Skills Survey, help me? How should I evaluate the results?

AGENDA

Approx. 45 minutes

I. Warm Up (5 minutes)

II. Interest Profiler (20 minutes)

III. Basic Skills Survey (15 minutes)

IV. Wrap Up: Reflection (5 minutes)

MATERIALS

❏ **PORTFOLIO PAGES:**

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results

❏ **STUDENT HANDBOOK PAGES:**

- Student Handbook pages 86 - 87, RUReadyND.com Basic Directions

- Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection

❏ **FACILITATOR PAGES:**

- Facilitator Resource 1, DO NOW

❏ Computer & LCD Projector or Chart Paper

OBJECTIVES

During this lesson, students will:

- Use an interest inventory tool to arrive at a list of careers.

- Recognize the benefits and limitations of an interest inventory.

- Use a skills inventory to assist in determining career suitability.

- Combine the list of their interest and skills assessment to learn which skills are a match for both their interests and skills.

OVERVIEW

In this lesson, held in the computer lab, students use an interest inventory tool in RUReadyND. com to generate lists of possible career matches. A skills inventory further narrows their lists by prioritizing careers that are the best match for the skills that the students believe they will have at the time that they are ready to enter the world of work. During this process, students are encouraged to recognize the benefits and limitations of such tools. The lesson concludes with students reflecting, in writing, on the inventory results.

PREPARATION

❑ Make arrangements for the class to use the computer lab, and make sure RUReadyND.com is accessible from the students' computers.

❑ List the day's **BIG IDEA** and activities on the board.

❑ Write the day's vocabulary and definitions on the board. Write the web address RUReadyND.com on the board.

❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  • **Student Handbook pages 86 - 87, RUReadyND.com Basic Directions**
  • **Portfolio page 1, Interest Profiler and Basic Skills Survey Results**
  • **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection**

BACKGROUND INFORMATION

RUREADYND.COM

RUReadyND.com is an online program that helps students explore education options, discover a wide variety of occupations, and make plans to achieve his or her goals -- from school or from home! Students have a unique password-protected account where they can store their assessment results, save information related to careers they read about, upload documents, and much more. Parents can access RUReadyND.com by creating a parent account..

NEW EDUCATOR ACCOUNT

With your RUReadyND.com professional account, you can view all student account names and passwords, review their portfolios, run a variety of reports, and more. Follow the account sign-in or creation instructions found in PDFs on the Roads to Success curriculum pages on RUReadyND.com.

SYSTEM REQUIREMENTS

You'll want to coordinate with your school's Audio/Visual or Information Technology specialist to make sure you'll have access to RUReadyND.com.

Preparing Students for Unexpected Career Matches

Students may be disappointed or surprised by the careers they are matched up with by the interest inventory. Explain that this inventory should be seen as a guide. These career choices are designed to reflect the students' interests; however, students may research a career that is not on their Interest Profiler results as long as it is listed in RUReadyND.com.

You should also explain that the goal of this unit is to learn about new careers, rather than summarize what's already known. Students should be encouraged to research careers out of their comfort zone.

VOCABULARY

Interest Inventory: A tool for helping you figure out what you're interested in; it often consists of a series of questions or choices.

Skills Inventory: An assessment for identifying skill strengths.

Basic Skills Survey: Designed to assess skills in core areas. Students are presented with a series of statements describing increasingly difficult tasks, and they are asked to indicate which activities they feel they could successfully perform today or that they will be able to perform in the future. These skill statements are concrete activities that illustrate advancing levels of achievement.

IMPLEMENTATION OPTIONS ·······································

DO NOW:

> *(**You may choose to present the Warm Up activity as a written Do Now.** Present the questions on the board or overhead, and have students write <u>only</u> their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW**.)*
>
> <u>*Directions:*</u> In 10th grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.
>
> **Career I chose last year:** _____
>
> ❑ I'm still excited about this career! Here's what I have to do next to reach my goal:
>
> ❑ I have doubts about this career. Some of the things I'm concerned about are:
>
> ❑ I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

If you have students who were not in the Roads to Success program in 10th grade, feel free to use the following alternate DO NOW.

1. Currently, what career(s) are you most interested in and why?
2. If you could go to a workplace for a day to learn more about what happens on a day-to-day basis, where would you go and why? (E.g. a law office, doctor's office, an elementary school, etc.)

Students unfamiliar with RUReadyND.com will need instructions on its use and should be paired with students who are familiar with the site and its tools from previous years.

Consider seating struggling readers (or students who have difficulty following directions) at computers next to stronger readers and have these pairs move through the Interest Profiler questions in tandem, reading each question aloud before proceeding.

For **Activity II, Interest Profiler,** if time permits, invite students to investigate why certain careers did not appear on their Interest Profiler results. Once students have completed the Interest Profiler (or anytime they click the results of the completed assessment), they will be taken to the Results page with the students' Top Interest Areas. From this page, students can click on **Check out careers matching your interests.** In the left-hand column on the page of matching careers, students can enter the name of a career to see how it compares with those on their list.

For **Activity III, Basic Skills Survey,** facilitators wishing to provide a more in-depth investigation of the Basic Skills Survey results may wish to have students complete the survey twice: first, using their current skills and reviewing the (necessarily limited) set of jobs, and a second time using the skills they envision developing. Once students have completed the Basic Skills Survey, they will be taken to the Results page that includes a graph displaying their basic skills levels. From this page, students click **Review Matching Careers**. On the left side of the screen, students can enter the name of any career that does not appear on the list to learn why.

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ACTIVITY STEPS ··

I. WARM UP (5 minutes)

1. Welcome students back to class. Let them know that today they are beginning their careers unit, which is made up of three lessons.

   SAY SOMETHING LIKE: During this unit, you'll make sure your career goals are clear, and that you are on track to pursue the education you'll need after high school. It's important to review your career choices periodically as new information becomes available, the class you loved, or the part-time job you hated. This kind of self-assessment is important to your work satisfaction throughout your life, whether you're 16 or 60.

   The first item on the agenda is to update your Interest Profiler, which should be very familiar by now.

II. Interest Profiler (20 minutes)

2. **SAY SOMETHING LIKE:** If your students have not created an account on RUReadyND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUReadyND.com Roads to Success page. If your students already have an account, then have them sign into it.

3. **SAY SOMETHING LIKE**: Now you will use the Interest Profiler - a tool that matches careers to your interests. You can find the directions on **Student Handbook page 87, RUReadyND.com Basic Directions.** To take the interest inventory (or retake it for those who did this last year), here's what to do:

- Click on the **Career Planning tab** at the top of the page and then select **Learn About Yourself.**
- Click on the **Interest Profiler**, and then click **Get Started.**

   SAY SOMETHING LIKE: Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike. The Interest Profiler will select Your Top Interest Areas based on the interests you've described.

   [Assist any students who struggle to understand the prompts. You may need to explain what each question is asking. Circulate around the computer lab, helping students as needed.]

4. Read aloud the instructions on the Introduction page as students follow along independently.

   Explain that based on their answers about their interests, the Interest Profiler will select possible careers. It should take most students no more than 20 minutes to complete the inventory.

5. Once students have completed the Interest Profiler, ask them to take a few minutes to review their list of careers.

   SAY SOMETHING LIKE: Were your interest areas consistent from last year to this year? Did they accurately reflect your interests? It's important to remember that the Interest Profiler is just a tool; it's not a fortuneteller. Just because a career doesn't appear, it doesn't mean that you shouldn't consider it. Your answers may change from day to day, and a different answer on a single question may result in a career being included or excluded. On the other hand, a benefit of the Interest Profiler (and other such tools) is it may offer possibilities you never knew existed.

6. Explain that their list is saved and they will be able to check it out again whenever they want. Each time you complete the assessment, your results are saved and listed by date.

   Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 1 aloud and model for the students how to complete one example. Then have students fill out the **Part 1: Interest Profiler Results.**

III. Skills Assessment (15 minutes)

1. **SAY SOMETHING LIKE**: Knowing what interests you is one part of choosing a career. Knowing what you're good at is just as important. Can you repair things easily? Are you great at organizing things? Different jobs require different types of skills. Knowing what skills you're strongest in can help you find careers that you'll succeed at.

   To rate your skills, you will now use the Basic Skills Survey in RUReadyND.com. In the Basic Skills Survey, you will be looking at 10 basic skills areas. These areas are:
   - Reading Comprehension
   - Active Listening
   - Writing
   - Speaking
   - Mathematics
   - Science
   - Critical Thinking
   - Active Learning
   - Learning Strategies
   - Monitoring

2. **SAY SOMETHING LIKE:** For each of the 10 basic skill areas, you will be presented with a series of statements that describe increasingly difficult tasks. You will be checking off each task that you feel you could successfully perform. I would like you to check off all of the tasks that you could successfully perform today as well as any tasks that you feel fairly confident that you will be able to perform before entering the workforce.

   I'm going to read you two of the tasks that are part of the writing skills statements.

   Raise your hand if you think you could do the following task today:
   1. Write an accurate and understandable telephone message?

   [Give students a few moments to raise their hands. It is likely that everyone in the class will raise their hands. Then ask the next question.]

   2. Write a 115 page master's degree thesis and have it approved.

[Note the number of students that raise their hands. It is likely that very few students will raise their hands].

SAY SOMETHING LIKE: Very few of you raised your hands when I asked about writing a master's thesis. That's OK! It's not expected that high school students will be asked to do master's degree level work. However, there are many jobs that do require this level of writing. That's why some of the tasks listed on the assessment are very challenging. The Basic Skills Survey asks about these challenging skills in order to match you to careers that require that type of skill.

Now, I'd like to know how many of you think that you would be able to write a 115-page master's degree thesis and have it approved by the time you enter the world of work. Please raise your hands if you think that you could do this.
[Observe which students raise their hands.]

SAY SOMETHING LIKE: If you enjoy writing and researching, it's likely that you raised your hand this time. If you don't enjoy writing, you may not have raised your hand. That's OK. You will all have different skills areas that you excel at.

As you complete the Basic Skills Survey, you should consider which tasks you can do today AND which tasks you believe you will be able to do by the time you enter the world of work. That way, careers will appear on the list that require skills that you plan to develop in the future. Remember, there are no right or wrong answers on this assessment. To get the best career matches possible, you'll want to answer as honestly as you can.

Now let's look at the instructions for the Basic Skills Survey so that you can begin the assessment.

1. Read aloud the instructions for the Basic Skills Survey on **Student Handbook page 87, RUReadyND.com Basic Directions** as students follow along independently.

2. **SAY SOMETHING LIKE**: Read each skill carefully and check off each skill that you feel you can demonstrate now or believe that you will be able to demonstrate by the time you enter the world of work. Later, we will combine these results with the results of the Interest Profiler to find careers that are a good match for your Interests and Skills. [Circulate around the computer lab, helping students as needed. When students have finished the Basic Skills Survey, give them a few minutes to review their results.]

3. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 2 aloud and model for the students how to complete one example. Then have students fill out the **Part 2: Basic Skills Survey Results.**

IV. Career Finder (10 Minutes)

1. **SAY SOMETHING LIKE:** Now we're going to combine your Interest Profiler and your Basic Skills Survey results using the Career Finder tool. This will generate a list of careers that are a match for both your interests and your skills. You can find the instructions for the Career Finder on **Student Handbook page 87, RUReadyND.com Basic Directions.**

   • First, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers.** Under the section titled Career Exploration Tools, click on the **Career Finder.**

   • When you have clicked on the **Career Finder,** you will see a number of criteria listed on the left side of the screen. The words `Choose Characteristics' appear at the top of this list. This list is divided into sections. Each section begins with a heading printed onto a blue bar. To combine the results of the Interest Profiler and the Basic Skills Survey, you will first look for the section with the heading `Skills.' Click **Basic Skills.** This will give you the option to add your basic skills into the Career Finder.

   • Add your Basic Skills Survey Results by clicking on **Use Basic Skills Survey Results.** You'll find this link in the blue box in the upper right corner of the screen.

   • Now click on **Interests** under the heading "My Characteristics."

   • Click **Use Interest Profiler Results.** You'll find this link in the blue box in the upper right corner of the screen.

   • Scroll to the bottom of the screen and click **See Your Matching Careers.** The list that appears will take both your basic skills and your interests into account.

2. Display **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** using an overhead projector or chart paper. Then refer students to this page. Read the instructions for part 3 aloud and model for the students how to complete one example. Then have students fill out **Part 3: Career Finder Results.**

   SAY SOMETHING LIKE: You can refine your Career Finder results by choosing additional criteria from the left side of the screen. This will help you to focus your career search further.

V. WRAP UP: Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Everyone did a great job today! Thinking about your interests and skills are important and worthwhile exercises because it helps you find careers that you will both succeed in and enjoy. Remember, however, that tools like the Interest Profiler simply provide suggestions that may be helpful in focusing your career search. In the end, your own likes, dislikes, and skills are the best guide.

    We won't spend a lot of time on career research this year, because there's so much to do to get you ready to graduate and plan the next couple of years of your life. But you're free to return to RUReadyND.com any time you need more info.

2. Next week, we'll take a look at your first choice career to learn more about skills and education needed for this job. Then you'll see if you're on the right track academically to reach your goal.

    [Refer students to **Student Handbook page 88, Interest Profiler and Basic Skills Survey Reflection.** Have them reflect on the results of the Interest Profiler tool by responding to each question. If they did not take the Interest Inventory in Grade 9, they may skip the last question.]

DO NOW
Careers 1: Interest Inventory

Directions: In 10th grade, you researched several careers to find one that was a good fit. Months have passed, and you may be firmly committed to this course of action, or having second thoughts. Choose the box that explains how you feel and describe the details.

Career I chose last year: _____

❑ I'm still excited about this career! Here's what I have to do next to reach my goal.

_____

_____

_____

❑ I have doubts about this career. Some of the things I'm concerned about are:

_____

_____

_____

❑ I really need more time to make up my mind (or can't remember what career I chose). Careers (or career clusters) I'd like to explore are:

_____

_____

_____

RUReadyND.com Basic Directions

I. Connecting to RUReadyND.com
- Turn on the computer.
- Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc.).
- Type the web address into the dialog box **(RUReadyND.com)**.
- Enter your account name and password.

II. Creating a Portfolio (First Time Users)
- If your students have not created an account on RUReadyND.com before, take them through the account creation sequence found in the Account Creation PDF on the RUReadyND.com Roads to Success page.

III. Interest Profiler
- Now, click on the **Career Planning** tab at the top of the page. Click on the section titled **Learn About Yourself**.
- Click on the **Interest Profiler Assessment** and then click **Get Started.**
- Read each of the questions to yourself and consider whether you would enjoy this activity. Answer Like, Not Sure, or Dislike.
- The Interest Profiler will select Your Top Interest Areas based on the interests you've described. You must select two to get a list of careers.
- Click the **View Careers** button to see the careers that match up with your interest areas.
- Using your results from the Interest Profiler, complete **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

IV. Basic Skills Survey
- Now, click on the **Career Planning** tab at the top of the screen, and then click on the **Learn About Yourself** section. Click on the **Basic Skills Survey**.
- Read all of the directions, and then click **Get Started.**
- Read each skill carefully and check off all of the skills that you believe you are able to demonstrate now or that you believe you will be able to demonstrate by the time you enter the world of work.
- Look over the chart that reflects your basic skill levels. Then, click on **Review Matching Careers.**
- Review the list of careers that match your basic skills. Careers that are the best match for your skills will appear first on the list.
- To see how closely your skills match the skills needed for a particular career, click **Compare Your Skills** in the column labeled Matching Skills.
- Using the results from the Basic Skills Survey, complete Part II of **Portfolio page 1, Interest Profiler and Basic Skills Survey Results.**

V. Career Finder
- Now, click on the **Career Planning** tab at the top of the screen, and then click on **Explore Careers.** Under the section titled **Career Exploration Tools**, click on the **Career Finder.**
- To combine the results of the Interest Profiler and the Basic Skills Survey, first look for the section labeled Skills on the left side of the screen, and then click on the **Basic Skills** link.
- Click **Use Basic Skills Survey Results.** You'll find this link in the blue box in the upper right corner

of the screen.

- Now click on **Interests** under the heading My Characteristics.
- Click **Use Interest Profiler Results.** You'll find this link in the blue box in the upper right corner of the screen.
- Scroll to the bottom of the screen and click **See Your Matching Careers.** The list that appears will take both your basic skills and your interests into account.
- You can use the Career Finder to narrow your search further by choosing additional criteria from the left side of the screen. This will help you to focus your career search.
- Using your Career Finder results, complete **Part III of Portfolio Page 1, Interest Profiler and Basic Skills Survey Results.**

Interest Profiler and Basic Skills Survey Reflection

Please answer the following questions based on your interest inventory results.

List your top two or three interest areas. Does this seem like an accurate description of your interests? Why or why not?

_____

_____

_____

List your top two or three skills areas. Does this seem like an accurate reflection of your skills? Why or why not?

_____

_____

What careers were surprising?

_____

_____

_____

What changes did you see from your Grade 10 career matches?
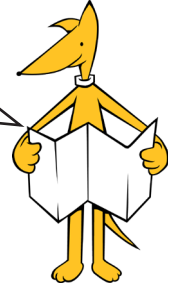
_____

_____

_____

What careers are you most likely to pursue? Why?

_____

_____

There are so many careers to choose from. Keep a list of the ones that interest you.

Interest Profiler and Basic Skills Survey Results

Student Name: _____

Date Interest Profiler Taken: _____

Part I: RUReadyND.com Interest Profiler Results: Take the Interest Profiler. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____
❑ 2._____
❑ 3._____
❑ 4._____

Part II: Basic Skills Survey Results: Take the Basic Skills Survey. Review the list of matching careers, then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____
❑ 2._____
❑ 3._____
❑ 4._____

Part III: Career Finder Results: Complete the Career Finder by combining the results of your Interest Profiler and your Basic Skills Survey. Review the list of matching careers, and then write four careers that sound most interesting to you below. In the weeks to come, check off each career you investigate.

❑ 1._____
❑ 2._____
❑ 3._____
❑ 4._____

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My Career Research

The **BIG** Idea

• How do I know if I'm on a good career path, and how can I overcome obstacles that may stand in my way?

AGENDA

Approx. 45 minutes

I. Warm Up: Career Choice Reflection (5 minutes)

II. Aligning Career Choices with Skills (10 minutes)

III. Education Research (10 minutes)

IV. Investigating Career Outlook (10 minutes)

V. Wrap Up (10 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

• Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Careeers 1)

• Portfolio page 2, Evaluating Top Career Choices

• Portfolio page 3, Career Summary & Tasks

• Portfolio pages 4-5, Education Requirements

❑ **STUDENT HANDBOOK PAGES:**

• Student Handbook page 89, Career Inspirations & Obstacles

❑ **FACILITATOR PAGES:**

• Facilitator Resource 1, RUReadyND.com Directions

• Facilitator Resource 2, Identify that Education

❑ Overhead projector

❑ Laptop

❑ LCD projector

❑ Facilitator-created list of local career opportunities, one per student (See **Preparation** for details.)

OBJECTIVES

During this lesson, the student(s) will:

• Investigate job description, education, and career outlook for a chosen career.

• Devise strategies to overcome career obstacles.

OVERVIEW

In this lesson and the one that follows, students consider potential career goal obstacles and possible solutions. This week they evaluate their top career choice according to two considerations: 1) their enjoyment of the type of tasks required by the job, and 2) the local job outlook and their willingness to work in a highly competitive market and/or relocate to pursue a career. The lesson concludes with students sharing their obstacles and possible solutions with their classmates.

PREPARATION

❑ Arrange for the class to use the computer lab, and make sure the RUReadyND.com is accessible from students' computers.

❑ List the day's **BIG IDEA** and activities on the board.

❑ Write the day's vocabulary words and definitions on the board.

❑ Write the web address <u>RUReadyND.com</u> on the board.

❑ For instructions on accessing and using the RUReadyND.com website, see the previous lesson, **Careers 1, Interest Inventory.**

❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
   • **Portfolio page 2, Evaluating Top Career Choices**
   • **Facilitator Resource 1, RUReadyND.com Directions**
   • **Facilitator Resource 2, Identify that Education**

❑ Create a list of 20-30 jobs that are in high demand in your students' area, using the website below. Each career on the list must require one of the following postsecondary education options: tech/trade school, apprenticeships, community college, four-year college, or graduate school. Make a copy for each student.

   To find employment projections for your state, go to **http://www.projectionscentral.com/Projections/LongTerm**. Choose your state and sort by % change.

❑ Provide extra copies of **Portfolio page 2, Evaluating Top Career Choices** and **Portfolio page 3, Career Summary & Tasks,** for students who wish to consider a second career.

BACKGROUND INFORMATION

As students begin their junior year of high school, they need to begin thinking about steps to take towards pursuing careers that interest them, and possible obstacles they may encounter along the way. Identifying a career is an important first step. Recognizing challenges to reaching their goals is essential, too. Knowing in advance what obstacles they will face (e.g., skills, career outlook, cost, etc.), can help students be better prepared to solve these problems, and ultimately find a career that best suits their skills, interests, and needs.

VOCABULARY

Career Outlook: Expectations for an occupation's salary, job openings, and employment changes in the future.

Annual Job Openings: The number of available positions filled within a particular career in a given year.

IMPLEMENTATION OPTIONS

DO NOW:
If you prefer, you may choose to use **Student Handbook page 89, Career Inspirations & Obstacles** as a DO NOW. Once students complete the page, continue with the discussion in the **Warm Up**.

If time allows, you may choose to have some students investigate two top choice careers, rather than one. In this case, have students complete two evaluations, one for each career.

If your students are comfortable with RUReadyND.com, feel free to reduce the amount of modeling you do.

In **Activity III, Education Research,** if you think students will run short on time have them record only the suggested courses they have not already taken.

ACTIVITY STEPS

I. WARM UP: Career Choice Reflection (5 minutes)

1. As students enter the classroom, direct them to their completed **Portfolio page 1, Interest Profiler and Basic Skills Survey Results** from last week's lesson, "RUReadyND.com Interest Inventory."

2. **SAY SOMETHING LIKE:** Over the last couple of years, you have been investigating and learning about different careers. Maybe you even found a career field that you hope to work in one day. Today, you will take a look at your top career choice and think about ways in which it's a good fit (or not). You'll also consider obstacles you might face in reaching your goal, and explore ideas for getting around them.

3. **SAY SOMETHING LIKE:** First, I'd like you to review **Portfolio page 1, Interest Profiler and Basic Skills Survey Results,** which you completed last week. Please select one career that you are most interested in pursuing. Open to **Student Handbook page 89, Career Inspirations and Obstacles**. Write the career at the top of the page. Then answer the question about why you find this career inspiring, and list at least two obstacles you might face as you pursue this career.

4. Allow students three minutes to respond to the prompts.

II. Aligning Career Choices with Skills (10 minutes)

1. **SAY SOMETHING LIKE:** Most of your junior and senior years in Roads to Success will be spent working through the specific steps you need to take to find a job or apply for education after high school. Let's look at careers you're considering and obstacles to obtaining them. Being realistic can help you figure out the steps required to reach your goal.

2. Have students turn to **Portfolio page 2, Evaluating Top Career Choices,** and project a copy on the LCD panel or overhead projector. Review the questions listed in the left column with students. Say that today they will investigate the first two potential career obstacles listed: skills and career outlook. Explain that next week they will compare their academic performance with the education requirements for their career. If financing their education is a concern, explain that you'll talk more about that next week as well. Instruct students to put this page aside for later use.

3. **SAY SOMETHING LIKE:** The first step in evaluating a career is to review what the job

is and find out what tasks people in the job do day-to-day. Open to **Portfolio page 3, Career Summary & Tasks.** You will use RUReadyND.com to find the career profile related to your career and read the **What They Do** page. Then you will summarize what you read on this page. You will identify at least three tasks related to this career and list them on this page, too. To find three things a professional in your career does in his or her job, you need to read the entire **What They Do** page.

4. Use the LCD projector to display RUReadyND.com. Remind students how to navigate to a particular career profile by typing in the name of the career in the **Search** box at the top right of the page. As an example, type in "Librarian" and click *Go!* When the link appears, click it to access the career profile. The first page of the career profile is the **What They Do** page. Remind students they can also search for careers alphabetically by clicking a letter on the **Explore Careers** page in the **Career Planning** section.

5. When students complete the handout, instruct them to return their attention to **Portfolio page 2, Evaluating Top Career Choices.**

SAY SOMETHING LIKE: Now that you know what your career involves, answer the first question on the chart: Do I use and/or enjoy the skills needed in this career in my day-to-day life? If your answer is "Yes," use the middle column to give evidence of how you use the skills in your daily life. If your answer is "No," use the middle column to explain why, or identify the obstacle. For example, if you want to be a librarian, what are some things you probably already enjoy? [Students respond.]

In some cases, the obstacle will simply be a lack of training. For example, if you want to be a surgeon, you obviously haven't had a chance to operate. But if you hate the sight of blood, or were grossed out when your biology teacher dissected a frog, this might be a clue that your interests lie elsewhere. If you answered no, use the third column, "Solutions," to provide possible ways to overcome this obstacle. In our surgeon example, one solution might be to get more exposure to your field — work in a hospital or doctor's office, or take more biology courses. These experiences might give you more information.

III. Education Requirements (10 minutes)

1. **SAY SOMETHING LIKE:** Different kinds of careers require different types of education and academic strengths. Some jobs, such as editor, require strong writing skills, while others, such as computer programmer, may involve more math. In a few minutes, you will return to RUReadyND.com to see what type of education and courses are required for your top career choice. But before we begin our research let's review the different

types of postsecondary education you learned about last year.

[Display **Facilitator Resource 2, Identify that Education,** on an overhead projector. As a class, match each type of postsecondary education to its correct description. Make sure students understand the number of years required for each type of education listed. Here are the correct answers in consecutive order for **Facilitator Resource 2, Identify that Education: C, B, A, D, E.**]

2. Instruct students to turn to **Portfolio pages 4-5, Education Requirements**. Explain that they will use these portfolio pages to record their education research. At the top of the first page they will write a summary detailing the required and recommended levels of education. Then they will list suggested high school courses for their career.

    Use the LCD projector to display the RUReadyND.com website. Model how to navigate to a particular career's education prerequisites by typing in the name of the career in the **Search** box at the top right of the page. As an example, type in "Computer Programmer" and click *Go!* When the link appears, click it. Then click the **What to Learn** button.

    As a class, briefly read the paragraphs under the title **"Education Level."** Then discuss the required versus recommended level of education needed for a computer programmer. Make sure students understand the amount of years needed for the recommended level of education. Once the discussion is complete, scroll to the top of the page to the first section, titled "High School" and click on the link for the **Information Technology Cluster** to view a sample High School Program of Study. (See **Implementation Options** for suggestions.)]

3. **SAY SOMETHING LIKE:** Some of the courses suggested are requirements for graduating from high school and for admittance to college, such as English/Language Arts, math, and social studies. When you develop your high school plan of study, you should select career and technical or electives courses that support your future career goals.

4. As a class, discuss any trends in the recommended courses from Grades 9 to 12. Ask students what courses are recommended in all four grades. Then ask for a volunteer to explain how this information could be useful to them as high school students. Explain that next week they will be comparing their academic performance with the career education requirements.

5. Have students go online to RUReadyND.com to review the recommended course plans for the cluster that their chosen career is a part of. Then write their summaries and generate a list of suggested courses for the career of their choice. Students should print out the suggested courses, or record them on **Portfolio pages 4-5, Education Requirements.**

IV. Investigating Career Outlook (10 minutes)

1. **SAY SOMETHING LIKE:** As you plan for your future, it is important to consider the outlook for the careers you are considering. A **career outlook** refers to the anticipated job openings, or the number of positions expected to be available in a specific career. It also refers to the general trend in job openings, whether they are are expected to increase or decrease in the future. [Point to the definitions on the chalkboard and have a volunteer read them aloud.]

2. **SAY SOMETHING LIKE:** What do you think you could do if you find out that there are very few openings in the career field that interests you the most? [Give students a chance to respond. Be sure they note solutions such as: consider other options within the same general career field, consider living somewhere where there are more job openings in the field, work very hard and really distinguish themselves in the field.]

3. **SAY SOMETHING LIKE:** Now let's check RUReadyND.com to see how to find career outlook information.

   [Model how to navigate to **Money and Outlook** for a sample career. Type in the name of the career in the **Search** box. As an example, type in "Pilot" and click **Go!** When the link appears, click it. Then, click the **Money and Outlook** tab and scroll to the bottom of the page to see the career outlook information for Aircraft Pilot/Flight Engineer.]

   SAY SOMETHING LIKE: How many commercial pilots are employed in our state ? How many openings are there on average each year? What does this tell you about this career? Is the outlook promising, or will there be tough competition for a few jobs? [Allow students to respond.]
   Just a note here — if you find that information for a particular career is not available for your state, don't assume that there are no jobs. Information is limited for some careers. It's worth checking the outlook in neighboring states to see if more information is available.

Students can also access career outlook information from this site:

- **http://www.projectionscentral.com/Projections/LongTerm**
- Select your state using the drop-down box.
- The jobs are listed alphabetically; scroll down to find the one you're looking for.

4. Distribute the list of "high-demand jobs" that you created for your state.

   SAY SOMETHING LIKE: Here's a list of jobs that are currently in demand in our state. If your career is here, you're in luck! This is also good information to have if you're undecided, or if job security is very important to you. As you complete your RUReadyND.com research, you may find that your career has limited opportunities. Earlier we discussed some of the solutions to this obstacle. One option is to consider similar careers that have stronger outlooks. Take a look at the list of high-demand jobs in our state. Do you see any that are similar to your career choice?

5. Have students research the career outlook for their top choice career. Then instruct them to return their attention to **Portfolio page 2, Evaluating Top Career Choices**.

   SAY SOMETHING LIKE: Now that you know the career outlook for your career, answer the last question on the chart: Will jobs be available when I graduate? If your answer is "Yes," use the middle column to give evidence, such as average annual openings. If the local career outlook concerns you, use the middle column to note your concerns, including the average annual openings. If you do not think there will be enough jobs available when you graduate, provide possible ways to overcome this obstacle, in the column titled "Solutions." Remember to look at the list of high-demand jobs in our state when thinking about solutions.

V. Wrap Up (10 minutes)

1. Conclude the lesson by having students share the obstacles and solutions they identified during the lesson. Encourage other students in the group to contribute solutions to their classmates' obstacles.

2. Wrap up class by reminding students that today's work is just one step in the lifelong process of finding satisfying work. Their career goals may be different tomorrow, next week, or next year. It's never too late to gather additional information and make a different choice.

RUReadyND.com Directions

1. **Connecting to RUReadyND.com:**
    *   Turn on the computer.
    *   Click on the icon that connects to the Internet (Internet Explorer, Mozilla, Firefox, etc.).
    *   Type the web address into the dialog box (RUReadyND.com).
    *   When the RUReadyND.com home page appears enter your account name and password.

2. **What They Do**
    *   Type in the name of the career you want to search for in the **Search** box at the top right of the page and click **Go!**
    *   As an example, type in "Librarian" and click **Go!**
    *   When the link to the career appears in the results list, click it.
    *   Remember, you can also search for careers alphabetically by clicking a letter on the **Explore Careers** page in the **Career Planning** section.

3. **What to Learn**
    *   Type in the name of the career you want to search for in the **Search** box at the top right of the page and click **Go!**
    *   As an example, type in **Computer Programmer**, and click **Go!**
    *   When the link appears in the results list, click it.
    *   Then click the **What to Learn** button on the left-hand side of the screen.
    *   Read the section titled "Education Level." Then scroll to the top of the page and find the section titled "High School." Click the link for the **Career Pathway** that this career is a part of in order to view the sample **High School Program of Study**. The **High School Program of Study** will give you a list of suggested courses.

4. **Money and Outlook**
    *   Type the name of the career you want to search for in the **Search for Careers** box at the top right of the page and click **Go!**
    *   As an example, type in **Pilot,** and click **Go!**
    *   When the link appears, click it.
    *   Then click the **Money and Outlook** button on the left-hand side of the screen.
    *   Scroll down to the bottom of the page to see the **Employment and Outlook** information for that career.
        *   If there is no information for your state, select another nearby state from the pull-down menu at the top right corner of the page that says, "To view earnings and outlook for another state, select it from the following list."

This page intentionally blank.

Identify that Education!

Directions: Below you will see six categories of education. Match the type of education to its description below by writing the letter (A, B, C, D, E) next to each one.

A.   Apprenticeship
B.   Technical/trade program
C.   Community college
D.   Four-year college
E.   Graduate school

_____ a postsecondary school that offers career training, or preparation for a four-year college.

_____ a postsecondary school that offers instruction and training in a variety of skills and trades.

_____ a position in which a recent graduate receives on-the-job training and classroom instruction, sometimes with pay.

_____ a postsecondary school that provides four years of study. Upon graduating, students receive a bachelor's degree.

_____ a school offering courses leading to degrees more advanced than the bachelor's degree. A person needs to graduate from a four-year college before this step.

Career Inspirations and Obstacles

REFLECTION: Write the name of your top career choice. Then answer both questions below.

Career: _____

1. Why is this career inspiring to you, or why do you find it interesting?

_____

_____

_____

_____

_____

_____

2. What obstacles do you predict you will face as you pursue this career? (List at least two obstacles.)

_____

_____

_____

_____

_____

_____

Evaluating Top Career Choices

Directions: Answer each question. For "Yes" answers, provide evidence. For "No" answers, use the middle column to explain what obstacle is standing in your way, then describe a possible solution in the last column.

Question	Answer/Evidence	Solution
Skills: Do I practice/enjoy the skills I need for this career in my day-to-day life?		
Career Outlook: Will jobs be available when I graduate?		
Academic preparation: Am I academically prepared for the education I will need after high school?		

2

Career Summary & Tasks

Directions: Write a brief summary of the job description for your career choice. Then list at least three day-to-day tasks the job requires.

Career Choice:_____

Job Description Summary:

_____
_____
_____
_____
_____

Tasks:

1. _____
_____
_____
_____
_____

2. _____
_____
_____
_____
_____

3. _____
_____
_____
_____
_____

Education Requirements

Directions: Write a brief summary of the required and recommended level of education for your career choice. Make sure to include the number of years needed for each level. Then list the suggested subjects for each grade. Note that these are only suggestions; courses offered at your high school will vary.

Name of Career: _____

Education Summary:

_____
_____
_____
_____
_____

Suggested High School Subjects

Grade 9

- _____
- _____
- _____
- _____
- _____
- _____

Grade 10

- _____
- _____
- _____
- _____
- _____
- _____

Grade 11

- _____
- _____
- _____
- _____
- _____
- _____

Grade 12

- _____
- _____
- _____
- _____
- _____
- _____

My Career Choice: Just Right or Rethink

The **BIG** Idea

- How do I know if I'm academically prepared for my career goal, and how can I overcome obstacles that may stand in my way?

AGENDA

Approx. 45 minutes

I. Warm Up: Career Research Reflection (5 minutes)

II. Parts of a Transcript (10 minutes)

III. Comparing Academic Performance with Career Requirements (10 minutes)

IV. Improvement Plan (15 minutes)

V. Wrap Up (5 minutes)

MATERIALS

❑ **PORTFOLIO PAGES:**

- Portfolio page 1, Interest Profiler and Basic Skills Survey Results (from Careers 1)

- Portfolio page 2, Evaluating Top Career Choices (from Careers 2)

- Portfolio pages 4-5, Suggested High School Subjects (from Careers 2)

- Portfolio page 6, Plan for Improvement

❑ **STUDENT HANDBOOK PAGES:**

- Student Handbook page 90, Career Research Reflection

❑ **FACILITATOR PAGES:**

- Facilitator Resource 1, Suggested Subjects for a Computer Programmer

- Facilitator Resource 2, Academic Performance

- Facilitator Resource 3, Sample Transcript

- Facilitator Resource 4, SAMPLE Plan for Improvement

❑ Overhead projector

❑ Laptop

❑ LCD projector

❑ Student transcripts

OBJECTIVES

During this lesson, the student(s) will:

- Compare education requirements for career choice with current academic performance.

- Devise strategies to overcome career obstacles.

OVERVIEW

In this lesson, students continue to consider potential career goal obstacles and possible solutions. They examine their current academic performance to evaluate if they are on track to meet the education requirements for their top career choice. The lesson concludes with students sharing their academic obstacles and possible solutions with their classmates.

PREPARATION

❑ Meet with the school counselor(s) to obtain students' transcripts. Your counselor will need to explain what each part of the transcript means so that you can accurately address students' questions during the lesson. In addition, you will also need to obtain the district or state requirements for graduation. This includes specific courses needed along with the number of credit hours needed to graduate. Explain to the counselor(s) that in this lesson, students review their academic records to gauge their level of preparation for future careers. (NOTE: Transcripts are also requested in **Education After High School 1: Choosing Courses for Senior Year,** so students should save them in their Portfolios for future use.) If transcripts are unavailable, provide copies of **Facilitator Resource 2, Academic Performance,** so students can estimate their current academic performance (one copy per student). In addition, you may wish to ask the school counselor to serve as a co-facilitator of this lesson.

❑ List the day's **BIG IDEA** and activities on the board.

❑ Create a sample transcript that is based on your school's template. Make sure that the grades in your sample transcript match the ones listed on **Facilitator Resource 3, Sample Transcript.**

❑ The following handouts need to be made into overhead transparencies or copied onto chart paper:
  • **Portfolio page 2, Evaluating Top Career Choices**
  • **Portfolio page 6, Plan for Improvement**
  • **Facilitator Resource 1, Suggested Subjects for a Computer Programmer**
  • **Facilitator Resource 2, Academic Performance**
  • **Facilitator Resource 3, Sample Transcript** (If possible, replace this with a sample transcript from your school district, with all identifying student information removed.)
  • **Facilitator Resource 4, SAMPLE Plan for Improvement**

IMPLEMENTATION OPTIONS ···

DO NOW:

If you prefer, you may choose to use **Student Handbook page 90, Career Research Reflection** as a DO NOW. Once students complete the page, continue with the **Warm Up** discussion.

If time allows, you may choose to have some students investigate two top choice careers, rather than one. In this case, have students complete two evaluations, one for each career.

For **Activity III, Comparing Academic Performance with Career Requirements**, if transcripts are not available, allow time for students to use **Facilitator Resource 2, Academic Performance** to list the courses they are taking and their grade in each.

You may also wish to change the courses listed in **Facilitator Resource 4, SAMPLE Plan for Improvement** to reflect courses offered at your school.

ACTIVITY STEPS

I. WARM UP: Career Research Reflection (5 minutes)

1. **SAY SOMETHING LIKE:** Last week you took a look at your top career choice and thought about the ways in which it matched your interests and skills. You also considered obstacles you might face in reaching your goal, and explored ideas for getting around them. Today you are going to use the education research you did on RUReadyND.com last week to consider whether you are academically prepared for your career's education requirements.

2. **SAY SOMETHING LIKE:** First, I'd like you to reflect on your research from last week. Open to **Student Handbook page 90, Career Research Reflection.** Write the career at the top of the page. Then answer the questions below.

3. Give students three minutes to respond to the prompts.

II. Parts of a Transcript (10 minutes)

1. Display a copy of **Facilitator Resource 3, Sample Transcript** or the sample transcript you created (See **Preparation**) on chart paper or an overhead/LCD projector. Give each student a copy of this handout so everyone can follow along.

2. Walk the students through this sample transcript highlighting where students can find the GPA, class rank, number of credits this student earned along with any other important information. Note that high school transcripts are usually provided to a college as part of the application process.

3. Display a copy of the district/state requirements for graduation. Review the credits for each subject required by your district/state. Then, as a class, examine if this sample student is on track to meet these requirements.

4. Distribute students' transcripts. (If you were not able to access them, see **IMPLEMENTATION OPTIONS.**) Give students a few minutes to look over their transcripts and answer any questions students may have about their transcripts. Then have them determine whether they are on track to graduate on time by calculating the number of credits earned so far.

III. Comparing Academic Performance with Career Requirements (10 minutes)

1. **SAY SOMETHING LIKE:** Last week you found a list of suggested high school courses recommended for your career. You probably noticed trends in the courses recommended. How many people found their career suggested a lot of math and science courses? [Show of hands; then call on a few students to share what career they researched.] Who found that their career recommended a lot of English or writing courses? [Show of hands; then call on a few students to share what career they researched.]

   In this activity, you will compare your transcript with the education requirements for your career to see how your academic preparation compares with the expectations of your top career choice.

   SAY SOMETHING LIKE: Last week we looked at the education for a computer programmer as a class. Let's review the recommended subjects for this career.

   Display a copy of **Facilitator Resource 1, Suggested Subjects for a Computer Programmer** using an overhead or LCD projector.

   SAY SOMETHING LIKE: Some of the subjects suggested are requirements for graduating from high school and for admittance to college, such as English/language arts, math, and social studies. Remember, in addition to required courses, you should select other courses like career and technology education courses or academic electives that support your career goals.

   To assist students in viewing a more specific program, tell them the names of classes offered at your school that support the career goal of becoming a computer programmer. You may choose to list these in the career and technology education row on **Facilitator Resource 1, Suggested Subjects for a Computer Programmer.**

   One of the suggested high school subjects listed for all the grade levels is English or language arts. English must be important. Look at the sample transcript we looked at in the last activity. You can see the student failed English first semester of ninth grade, but his grades have improved over time. The student will want to make sure to stay on top of his English grade.

   Computer programming involves lots of math; I see math is in the suggested subjects. This student did not do so well in algebra in ninth grade, but he's gotten As in math courses since then. He will need to stay on top of his math grades, and maybe get extra help in reviewing algebra.

2. Give students a few minutes to compare the suggested subject list for their top career choice with their transcripts.

3. Have students return to **Portfolio page 2, Evaluating Top Career Choices.**

   SAY SOMETHING LIKE: Now that you have an idea of the education requirements for your career, answer the second question: "Am I academically prepared for the education I will need after high school?" If your answer is "Yes," use the middle column to give evidence of your academic readiness. If your answer is "No," use the middle column to explain why, or what the obstacle is. Then use the third column "Solutions" to provide possible ways to overcome this obstacle.

   For example, the student in the sample transcript might say, "I need to bring up grades in my computer courses. In addition, I should also try to take more of these types of courses in the future." I'll be walking around the class while you are working, so raise your hand if you have any questions.

   Give the students a few minutes to complete the last row in **Portfolio page 2, Evaluating Top Career Choices.**

IV. Plan for Improvement (15 minutes)

1. Draw students' attention to **Portfolio page 6, Plan for Improvement** as you display **Facilitator Resource 4, SAMPLE Plan for Improvement** on the overhead project.

2. **SAY SOMETHING LIKE:** When thinking about how to prepare yourself for college, or a job, it's helpful to begin with the end in mind. Start with your big goal, then think of the smaller steps you need to take to get there. You all started by identifying what career you would like to pursue. Your next step was figuring out what postsecondary education, if any, you need.

   Next, you'll need to evaluate how you're doing in each of your classes, so you'll know where to focus your energy. If you're not certain of your grade right now, think about the grade you got last semester, or on your last test. On the top of **Portfolio page 6, Plan for Improvement,** write in the two classes you feel need the most improvement. Next you will write in your current grades and then identify your desired grade for each course.

   Give students two minutes to complete this top section of their portfolio page.

SAY SOMETHING LIKE: The next step is to identify small, doable actions you can take right away that will help you raise your grades. By identifying these actions, and setting a date to each, you increase your chance of making your longer-term goals a reality. Before you create your own action plans, let's look back at our sample student. In this case, this student needs to raise his grade in computer science and chemistry. He currently has a B in chemistry and a C in computer science.

3. Direct students' attention to the "Part II: Creating an Action Plan" section on **Facilitator Resource 4, SAMPLE Plan for Improvement.** Make sure to cover up all of the English row. For the computer science row, only display the box titled "Reason for Low Performance."

   Have a volunteer read the "Reason for Low Performance" in computer science. Then ask the class what desired goal this student should work for. After students respond, show the desired grade. Next ask the class what realistic actions this student should take to improve his C grade in computer science. Jot their ideas on chart paper. Make sure students are addressing the underlying problem. Simply saying, " I'll stop passing notes during class," may not be enough to raise this student's computer science grade.

   Once you have heard from a few students, display the "Action Plan" for raising your computer science grade.

4. **SAY SOMETHING LIKE:** Those of you who had Roads to Success in ninth grade may remember SMART goals. Today we are going to focus on the first three parts of SMART goals: Specific, Measurable, and Achievable.

5. Write the following questions below on chart paper, an overhead, or the board. Ask the students the following questions and write how the action plan for improving this sample student's computer science grade grade fits each of these criteria.
   • Is my goal Specific?
   • Is it Measurable?
   • Is it Achievable?

6. If your students are struggling to understand SMART goals, repeat the steps above for the science class. In addition, you may want to brainstorm as a class some solutions to address one or two students' reasons for low performance in a class. Make sure that students understand that they are personally responsible for improving their grades. For example, students should not blame a poor grade on a teacher they do not get along with. You can acknowledge that it can be difficult working with someone you

don't like, but that is bound to happen to them at some point in their life. Learning how to overcome those types of challenges will help them in the future.

Once you think your students are ready to make their own action plans, have them complete **Portfolio page 6, Plan for Improvement**. Instruct the students that they will have 10 minutes to complete these pages.

NOTE: It is important for students to understand that they should aim for the highest grades possible. If they are only aiming to pass their classes, they will not be ready for college work. This could result in the students needing to take "catch up" classes at their school or college. These courses cost money and don't count toward college credits.

V. Wrap Up (5 minutes)

1. Have a few volunteers share a course they need to improve in with the class. Students should read their reasons for low performance and read the action plan (Strategy to Raise My Grade). If time permits, ask the class whether the goal is specific, measurable, and achievable.

2. **SAY SOMETHING LIKE:** As you discovered today, your academic skills will influence your postsecondary plans. Strong academic skills reveal to a college or employer that you can succeed. So, set your goals, work hard, and you will be well prepared.

3. Wrap up class by reminding students that today's work is just one more step in the life-long process of finding satisfying work. Their career goals may be different tomorrow, next week, or next year. It's never too late to gather additional information and make a different choice.

SKILLS CHECKLIST

Direct students' attention to **Portfolio page 25, Grade 11 Skills Checklist**. Have students complete the skills checklist questions for careers skills only.

CAREERS

I can…

Identify careers that match my skills and interests.	❑ not at all	❑ somewhat	❑ very well
Compare my interests and academic skills to a career I'm interested in.	❑ not at all	❑ somewhat	❑ very well
Use career outlook information to decide if I need to consider a back-up plan (a career where more jobs are available).	❑ not at all	❑ somewhat	❑ very well

Suggested Subjects for a Computer Programmer:
Information Technology Cluster

	Sample High School Program of Study			
	Grade 9	**Grade 10**	**Grade 11**	**Grade 12**
	English/Language Arts			
Math	Algebra I * 1 credit(s) OR Geometry *1 credit(s)	Algebra II * 1 credit(s) OR Geometry *1 credit(s)	Algebra II *1 credit(s) OR Pre-Calculus *1 credit(s) OR Trigonometry *1 credit(s)	AP Calculus * 1 credit(s) OR Pre-Calculus *1 credit(s) OR Trigonometry *1 credit(s) OR AP Computer Science *1 credit(s)
Science	Earth Science * 1 credit(s) OR Life Science *1 credit(s) OR Physical Science *1 credit(s)	Biology * 1 credit(s)	Chemistry *1 credit(s)	Applied Physics * 1 credit(s)
English/Language Arts	English * 1 credit(s) OR Language Arts I * 1 credit(s	English * 1 credit(s) OR Language Arts II * 1 credit(s	English * 1 credit(s) OR Language Arts III * 1 credit(s	English * 1 credit(s) OR Language Arts IV * 1 credit(s
Social Studies	Civics * 1 credit(s) OR State History * 1 credit(s) OR World History *1 credit(s)		Economics *1 credit(s) OR Political Science *1 credit(s)	
Technology	Information Technology Applications *1 credit(s) OR Introduction to Information Technology *1 credit(s	Fundamentals of Computer Systems *1 credit(s)	Fund. Of Programming and Software Development *1 credit(s)	Software Development Tools *1 credit(s)

Academic Performance

Directions: Add courses you are taking or that you took last semester to the list. Put a check mark if the class is required for education for your career. Record your grade for each course.

Course	Grade	Required for your career?
Math		
English		
Social Studies		
Science		

Sample Transcript

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L O S   A N G E L E S   U N I F I E D   S C H O O L   D I S T R I C T
    O F F I C I A L   H I G H   S C H O O L   T R A N S C R I P T

         Sample Transcript              Locke Senior High
                                        325 East 111th St.
            Grade 10                    Los Angeles, CA 90061
                                        (323)420-2100
                                        CEEB: 051523    06/06/07
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Locke Hi                      Grade=09
Term Ending 02/04/05
Class Title     Credits Marks  WH  CO
ENGLISH 9A       0.0    Fail   S   S
CREAT WRITING    5.0    B      S   S
HEALTH SH        5.0    B      S   S
ALGEBRA 1A       5.0    C      S   E
SOFTBALL         5.0    C      S   S
BIOLOGY A        5.0    B      E   E
-----------------------------------------------------------------------
Locke Hi                      Grade=09
Term Ending 06/27/05
Class Title     Credits Marks  WH  CO
ENGLISH 9B       5.0    B      S   E
CREAT WRIT WK    5.0    B      E   E
ESSENTIAL MATH   5.0    A      E   E
SOCCER           5.0    B      E   E
BIOLOGY B        5.0    A      E   E
LIFE SKLS 21ST   5.0    A      S   E
-----------------------------------------------------------------------
Locke Hi                      Grade=10
Term Ending 08/16/05
Class Title     Credits Marks  WH  CO
PAINTING 1A      5.0    B      S   S
ENGLISH 9A       5.0    A      E   E
-----------------------------------------------------------------------
Locke Hi                      Grade=10
Term Ending 02/03/06
Class Title     Credits Marks  WH  CO
ENGLISH 10A      5.0    B      E   E
SPAN SP 1A       5.0    A      E   E
GEOMETRY A       5.0    A      S   S
AEROBICS         5.0    A      E   E
CHEMISTRY A      5.0    B      S   S
WHG: MOD WLD A   5.0    C      E   E
AVID 2A          5.0    A      E   E
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CAHSEE ELA P 03/25/06  Math F 03/20/07
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Transcript from The Fulfillment Fund, www.fulfillmentfund.org

SAMPLE: Plan for Improvement

Part I: *Identifying Areas in Need of Improvement*

List two courses in which you need to improve your grade. Write the name of the course and your current grade. (If you are not certain of your exact grade, make your best guess.)

1. Computer Science - C
2. Chemistry - B

Part II: *Creating an Action Plan*

Course Name	Reason for low performance	Desired Grade	Action Plan (Strategy to Raise My Grade)
Computer Science	I sit next to my friend and all we do is pass notes during class. I don't pay attention, and then I am lost when it comes time to completing on our projects, because I haven't taken notes while the teacher was giving instructions.	B+	I need to start taking this class more seriously. I will start by telling my friend that I need to stop writing notes during class. This will help me pay attention so that I can take notes during class. If I am still having trouble in a week, I will ask my teacher if I can get extra help after school and even see if there is something I can work on at home.
Chemistry	I try really hard in this class. I always do my homework. I take notes in class and I even study at home before the tests. No matter what I do I still seem to make careless errors on the tests.	A	I need to ask my teacher when he holds morning or after school tutorials. I will attend at least one tutorial session a week and I will ask my teacher to help me make flashcards to study for our next test.

Adapted from the Fulfillment Fund: www.fulfillment.org

Career Research Reflection

Directions: Write the name of your top career choice. Then answer both questions below.

Career: _____

1. Did you find any obstacles to your career goal during last week's lesson? If so, explain the obstacle and one possible solution you came up with.

   _____

   _____

   _____

   _____

   _____

   _____

2. Last class you researched the education needed for your career goal. Do you think you are academically prepared for this education? Explain.

   _____

   _____

   _____

   _____

   _____

   _____

Plan for Improvement

Part I: *Identifying Areas in Need of Improvement*

List two courses in which you need to improve your grade. Write the name of the course and your current grade. (If you are not certain of your exact grade, make your best guess.)

1. _____

2. ._____

Part II: *Creating an Action Plan*

Course Name	Reason for low performance	Desired Grade	Action Plan (Strategy to Raise My Grade)

Adapted from the Fulfillment Fund: www.fulfillment.org