

CAREER PREPAREDNESS

Unit	Academic Planning and Career Development	Time on Task: 420 minutes
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Course Content Standard(s)	<p>3. Analyze personal skills, interests, and abilities and relate them to current career opportunities.</p> <p>a. Participate in assessments that identify personal areas of interest and aptitude including utilizing results to develop a four-year high school educational plan.</p> <p>b. Explore individual career options from the 16 National Career Clusters to examine specific job descriptions, requirements, salaries, and employment outlooks.</p> <p>c. Identify safety and health standards in the workplace for daily procedures, emergency procedures, equipment/tools, dress, use of technology, and work area maintenance.</p> <p>13. Utilize an online learning-management system to engage in collaborative learning projects, discussions, and assessments beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented</p>
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College and Career Readiness Standards

(Teachers should select the appropriate grade span standard(s) as it pertains to reading and writing.)

Reading Standards for Literacy in Science and Technical Subjects 6-12 <u>or</u> Reading Standards for Literacy in History/Social Studies 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Standards for Mathematical Practice
4, 5	7	

Learning Objective(s)	<p>The student will:</p> <ol style="list-style-type: none"> 1. Participate in assessments that identify personal areas of interest and aptitude. 2. Utilize results from interest and aptitude assessments to explore individual career options from the 16 National Career Clusters. 3. Examine specific job descriptions, requirements, salaries, and employment outlooks for individual career options. 4. Utilize results from interest and aptitude assessments develop an electronic four-year high school educational plan. 5. Identify safety and health standards in the workplace for daily procedures, emergency procedures, equipment/tools, dress, and use of technology and work area maintenance.
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21st Century Competencies	<input checked="" type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Creativity Source: Partnership for 21st Century Skills (www.p21.org/)
Essential Question(s)	<p>What are my personal areas of interest and aptitudes?</p> <p>How do I complete a four-year high school education plan?</p> <p>What are my individual career options from the 16 National Career Clusters based on my interest and aptitude assessments?</p> <p>What are specific job descriptions, requirements, salaries, and employment outlooks for individual career options?</p>

What are the safety and health standards in the workplace for daily procedures, emergency procedures, equipment/tools, dress, and use of technology and work area maintenance?

Content Knowledge	Suggested Instructional Activities	Suggested Materials, Equipment, and Technology Resources
I. Interest Assessments	<p>Students will view the video of JK Rowling’s Commencement Speech at Harvard University, and complete a worksheet that ensures students are listening.</p> <p>Guide students through the registration/login instructions for Alabama Career Planning System - Kuder.</p> <p>Students complete the interest assessment on their ACPS - Kuder account.</p>	<p>JK Rowlig’s Commencement Speech at Harvard University. http://www.youtube.com/watch?v=wHGqp8lz36c</p> <p>To access Kuder visit Alabama Career Planning System (ACPS) and log in to your account through counselors and educator link then follow the instructions on the Quick Guide: www.alcareerinfo.org</p> <p>Access ACPS - Kuder through www.alacareerinfo.org</p>
II. Aptitude Assessments	<p>Students complete the aptitude assessment on their ACPS - Kuder account.</p>	<p>Access ACPS - Kuder through www.alacareerinfo.org</p>
III. Analysis	<p>Students will analyze the results of their assessments by completing the Interest and Skills Worksheet.</p> <p>Students will use a graphical representation of their own interest assessment scores and that of a fictitious person to determine and describe how the interest of the two people differs.</p>	<p>Access the worksheet through the administrator tab of ACPS - Kuder www.alacareerinfo.org, click on resources, under interest and skills click Student Worksheet.</p> <p>Access the worksheet through the administrator tab of ACPS - Kuder www.alacareerinfo.org, click on resources, under comparing interest click Student Worksheet.</p>
IV. Four-year High School Plan A. Required Core Courses B. Elective Courses C. Evaluation	<p>Review the Alabama High School graduation requirements and local course offerings with the students.</p> <p>Students will develop a four-year high school plan in their ACPS - Kuder account. They will choose the required core courses and the elective courses for all four years of high school based on their interest and aptitude assessments and career pathways. Students will then submit their four-year plan for review.</p>	<p>Alabama High School Diploma requirement document may be found in Career Preparedness Resources at www.alacareerinfo.org</p> <p>Access ACPS - Kuder through www.alacareerinfo.org</p>

	Teacher/counselor/administrator will evaluate the student’s four-year plan to ensure students have planned their courses appropriately, completed the plan, and understand the importance of the plan.	Access the administrative tab through ACPS - Kuder. www.alacareerinfo.org
V. Individual Career options	<p>Students will be introduced to choosing a career through the FEFE power point presentation. Students will discuss the various aspects of careers and different things to consider when making a career choice. In Kuder, students will explore various occupations options based on their interest and aptitude assessment and the 16 National Career Clusters.</p> <p>Students will research a career choice that is in their career cluster. They will complete a worksheet that guides them through the important aspects of a career.</p> <p>Students will develop questions they have about the career they are interested in and create an interview outline. Then students will interview a professional in the career cluster in which they are interested. Record, video, or write down the responses.</p> <p>Students will create a presentation of their chosen career. They should access the required information for their presentation through their online learning community. The requirements should include: job descriptions, requirements, salaries, and employment outlooks. After completing the presentation, they should send their presentation via the online learning community to peers in the classroom for review. Once students have made comments and suggestions, and those have been implemented into the presentations, students will then present their presentation in front of the class.</p>	<p>FEFE “Career Research” lesson plan to accompany the power point: https://fefe.arizona.edu/</p> <p>FEFE “Career Research” power point: http://www.slideshare.net/crystalpullen/career-research-power-point-112g1</p> <p>Access Kuder through www.alacareerinfo.org</p> <p>Worksheet can be accessed through FEFE “Career Research” lesson plan, https://fefe.arizona.edu/ Information on the careers can be found on ACPS - Kuder (www.alacareerinfo.org), http://www.mynextmove.org/, http://www.onetonline.org/, http://www2.labor.alabama.gov/</p> <p>Local business and industry professionals.</p> <p>Presentation requirements and a rubric can be found in the lesson plans through FEFE “Career Research” lesson plan, https://fefe.arizona.edu/. Online learning communities include: Moodle, Edmodo, Blackboard, Canvas</p>
VI. Safety and Health Standards	<p>Students will review federal and state safety regulations for workers.</p> <p>Students will research safety and health standards for the career they</p>	<p>Possible website to use: www.dol.gov, www.labor.alabama.gov</p> <p>Visit website of a possible employer within the</p>

	<p>chose to research. They will then create a two minute safety commercial that will overview the safety and health standards in the workplace.</p> <p>A guest speaker from a local business or industry will speak to the students about the specific safety and health standards that apply to their specific career cluster.</p>	<p>students' career cluster.</p> <p>A local business or industry professional.</p>
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<p>Assessment of Learning</p>	<p style="text-align: center;">Formative Assessments (AQTS 2.8)</p> <ul style="list-style-type: none"> • Discussion of the importance of career choices • Peer evaluation of career presentation • Discussion of health and safety standards • Visual presentations- Health and safety standards commercial 	<p style="text-align: center;">Summative Assessments (AQTS 2.9)</p> <ul style="list-style-type: none"> • Selected Response Items-Interest assessment • Selected Response Items- Aptitude assessment • Short Answer- 4 year plan • Extended written response- career research • Performance Assessments- Career Presentation
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<p>Sample Career Options</p>	
<p>Online Experience</p>	<p>Does this lesson address the required online experience? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please indicate length of time in minutes. 45 minutes</p>
<p>Unit/Course CTSO Activity <i>(if applicable)</i></p>	<p>Host a career fair with local business and industries.</p>

<p>Culminating Product</p>	<p>4 year plan Career Research Presentation</p>
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<p>Course/Program Credential(s): <input type="checkbox"/> Credential <input type="checkbox"/> Certificate <input type="checkbox"/> Other:</p>
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