


Education for Careers

This course was designed to assist students with exploring careers and developing skills necessary to make meaningful decisions about their career choice. Students will be made aware that there are many factors to consider before selecting a suitable career. This course will assist the students in assessing their personal strengths and weaknesses as they relate to career decisions. This course will aid the student in developing strategies to make an effective transition from school to work. The student will develop skills in this course that are generic to all occupations, such as properly preparing career documents needed to obtain employment. A major component of this course will be the development of an exit portfolio. The student will be able to recognize that career enhancements and career changes are common and that they need to be prepared with the proper tools, resources, and guidance to make informed decisions about their career choice throughout their lifetime. Students will have opportunities to meet career practitioners, visit worksites, conduct career research, participate in career shadowing and/or other short-term career experiences.

Prerequisite: None

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Education for Careers	Content Guideline															
Education for Careers Content Standard and Benchmarks 	Introduction	Qualities of a Good worker	Lifestyles	You: Personality, Interests, Values, Aptitude, Career Clusters	Career Research	Action Plan	Marketing Yourself									
Standard: The student will be able to develop a knowledge base from which to make intelligent career decisions in how to obtain a job, retain the job, and be prepared for the changing workplace.																
Benchmark 1: The student will be able to utilize career resources to research career choice.	•	•			•	•	•									
Benchmark 2: The student will be able to assess personal strengths and weaknesses as related to career choice.		•	•	•												
Benchmark 3: The student will be able to demonstrate knowledge of and develop strong employability skills to empower them to succeed in a work environment.		•	•	•												
Benchmark 4: The student will be able to complete a career portfolio to assist in successful transition from school to work that includes research materials and work samples.						•	•									
Benchmark 5: The students will be able to prepare themselves for career changes or future changes in their career choice and to be lifelong learners.						•	•									

Education for Careers

Content Guideline

(The student will be able to . . .)

Unit One

Introduction

1. Explain the objectives of the Education for Careers course.
2. Analyze a situation that has led to a career or lifestyle choice through the use of case studies, movies, or personal vignettes.
3. Explain the stages that are related to making a wise career choice.
 - a. Awareness
 - b. Exploration
 - c. Experience
4. Discuss the responsibilities related to employment.
 - a. Work hours, weeks, years
 - b. Relationship of skill level and compensation level
 - c. Relationship of job satisfaction and success on the job
5. Explain factors that need consideration when studying the realities of work life.
 - a. Issues relating to women in the workplace
 - b. Issues relating to minorities in the workplace
 - c. Job disparities based on gender issues
 - d. The value of education as it relates to acquiring and keeping a job
 - e. The role of technology
 - f. Skilled, unskilled and professional jobs
6. Discuss factors to consider before making a career choice.
 - a. Self: interest, personality, ability, values
 - b. Lifestyle: family, friends, leisure, values as it relates to time spent with family or friends
 - c. Community: rural, small city, large city
 - d. Economy: how will it effect my career choice?
 - e. Organization: what type of work environment do I want?
7. Sort out careers that students can label – *like*, *dislike*, or *unsure*

Unit Two

Qualities of a Good Worker

1. Discuss the term “good work ethic.”
2. Identify and explain qualities that employees need to possess and predict how these qualities can affect job performance.
 - a. Responsibility
 - b. Reliability and punctuality
 - c. Honesty and dependability
 - d. Good communication skills

- e. Cooperation
 - f. Job skills/knowledge
 - g. Reading comprehension
 - h. Problem solving
 - i. Independence
 - j. Mathematical skills
 - k. Taking the initiative
3. Identify and describe good and bad work habits
 - a. List work habits (some examples are: attitude, flexible, loyal, self-motivated, courteous)
 - b. Rank importance of individual work habits
 - c. Observe these work habits
 - d. Report on observations
 4. Present information about what it takes to be successful in the work place through the use of:
 - a. Guest speakers sharing success stories related to their career field
 - b. Movies illustrating qualities of good workers
 - c. Simulations demonstrating qualities
 - d. Case studies
 5. Explain why people are fired from their jobs.
 6. Generate “tips for moving up” in the workplace.

Unit Three

Lifestyles

1. Explain what *lifestyle* means.
2. Discuss how to take advantage of opportunities that will lead to the lifestyle of our dreams.
3. Define vocabulary that relates to lifestyle choices (self-realization, social needs, survival, etc.).
4. Define and explain how the work we select influences our lifestyle.
5. Review the categories that influence lifestyle.
 - a. Family – where we live, size of family, cultural choices
 - b. Friends – co-workers, time for friends, socialization
 - c. Leisure – how do we spend our free time, money it will cost
 - d. Career – time, schedule, financial status, self worth
 - e. Spiritual well being – self worth, contentment
6. Interpret the statement, “Your work becomes your identity.”
 - a. Associations made according to your career
 - b. Circle of friends
 - c. Your schedule
 - d. Standard of living
7. Discuss changes that have taken place in the workplace.
 - a. Women in the workplace
 - b. Feminist movement
 - c. Equal Opportunity Employment Act
 - d. Gender Equity
 - e. Expected years to be employed
 - f. Disability Act
 - g. Age Discrimination

- h. Federal regulations
- 8. Review established career clusters.
 - a. National career clusters
 - b. State and/or local career clusters
 - c. Occupations that fall under each of the cluster areas
 - d. Local or regional people that are employed in each of the occupations under the clusters
- 9. Discuss “Why People Work?”
 - a. List reasons why they work/parents work.
 - b. Review Maslow’s Pyramid of Needs.
 - c. Discuss employee motivation after accepting a job.
- 10. Evaluate the traits, qualities or assets on which you place value.
- 11. Review and discuss the Career Decision Making Model.
 - a. Define wants and needs
 - b. Analyze your resources
 - c. Identify your choices
 - d. Gather information
 - e. Evaluate your choices
 - f. Make a decision
 - g. Plan of action to reach goals
- 12. Relate the seven-step Career Decision Making Model to who you are.
 - a. Your interests
 - b. Your lifestyle goals
 - c. Your values and work ethic
 - d. Your aptitude and abilities
 - e. Your personality
- 13. Relate the seven-step Career Decision Making Model to occupations you are interested in. Consider the following:
 - a. Working environment
 - b. Education and training involved
 - c. Salaries and fringe benefits
 - d. Values
 - e. Duties and responsibilities
 - f. Data, people, things
 - g. Required aptitudes and abilities
 - h. Career outlook
 - i. Working hours
- 14. Create a lifestyle diagram or lifestyle booklet representing the students' choices.
- 15. Present final diagram or booklet for class discussion.

Unit Four

You: Personality, Interest, Values, Aptitude, and Career Clusters

- 1. Define and explain the term *career awareness* as it relates to
 - a. Discovering self
 - b. Job market
 - c. Success in the workplace

2. Discuss four major areas of self.
 - a. Personality
 - b. Interest
 - c. Values
 - d. Aptitude
3. Summarize other factors that should be considered in the career awareness process.
4. Compare workers experiencing job satisfaction vs. dissatisfaction.
5. Create a self profile
 - a. Personal uniqueness
 - i. Choices we make
 - ii. Home environment
 - iii. Experiences
 - b. Personality – assessment/profile, video
 - i. Thinking
 - ii. Understanding
 - iii. Valuing
 - iv. Behavior
 1. Attitudes
 2. Preferences
 3. Wants
 4. Motives
 - c. Career interest inventory
 - d. Aptitude
 - i. Past achievements
 - ii. School subjects
 - iii. Leisure activities
 - iv. Aptitude test
 - e. Values assessment
 - f. Finding jobs that fit
 - i. Things I like to do
 - ii. Things I would not like to do
 - iii. Things I would like to try

Unit Five

Career Research

1. Discuss the importance of career research.
 - a. Dynamics of workplace - emerging careers, high growth, extinction of careers
 - b. Factors to consider in workplace – environment, work tasks
 - c. Skill requirements
 - d. Education requirements
2. List and discuss some considerations to be made before selecting a career.
 - a. Location of job
 - b. Traditional and nontraditional careers
 - c. Work schedules
 - d. Lifestyle choices

3. List and discuss different methods of completing career research.
 - a. Career Speakers
 - i. Job duties, work environment, physical demands
 - ii. Education and training needed for the job
 - iii. Personal qualities necessary for success
 - iv. Relate high school experiences and how to begin to prepare for this job.
 - v. Why did you select this career?
 - vi. Salary range, benefits, advancement opportunities
 - b. Interview Practitioners (personal or telephone)
 - i. How did you get started in this work?
 - ii. What do you like best?
 - iii. What did you learn on the job site that you did not learn in the classroom?
 - iv. How did you get where you are today in your job?
 - v. How are your daily duties different from your expectations?
 - c. Worksite visitations
 - i. How is technology being used?
 - ii. What is the work climate, culture?
 - iii. What are the career opportunities here?
 - iv. What is the hiring policy?
 - v. Are there transportation or schedule issues?
 - d. Career resource materials on the computer or hard copies
 - i. Choices® computer program
 - ii. Dictionary of Occupational Titles
 - iii. Occupational Outlook Handbook
 - iv. The internet
 - 1) Information necessary for completion of career research
 - a) Description of career
 - b) Duties of this occupation
 - c) Education, training, skills, abilities needed for this occupation
 - d) Earning potential, fringe benefits
 - e) Future outlook and employment forecast
 - f) Work environment
 - 2) Verification of research
 - a) Parent or guardian
 - b) Educator – guidance counselor, teacher, principal

Unit Six

Career Exploration

1. Report on the impact of certain concepts on the job market.
 - a. Technology in the workplace
 - i. E-commerce
 - ii. ATM machines
 - iii. Cell phones, beepers
 - iv. Lap top computers
 - b. Globalization

- c. Outsourcing
- d. Job outlook
- 2. Discuss different methods to acquire a “realistic view” of careers that are of interest to them.
 - a. Interviews of practitioners
 - b. Visit worksite
 - c. Career shadow practitioners
 - d. Internship (paid or non-paid)
- 3. Complete Career Shadowing experience or Career Report.
 - a. Career Shadowing
 - i. Benefits of career shadowing
 - 1) Student
 - 2) Business
 - ii. Student responsibilities
 - 1) Before shadowing day
 - a) Research career of interest (recommended at least two)
 - b) Complete appropriate documents – permission forms
 - c) Review concerns about professionalism, confidentiality, safety, liability
 - d) Arrange transportation
 - e) Confirm your shadowing appointment
 - f) Plan appropriate dress
 - 2) On shadowing day
 - a) Arrive on time
 - b) Bring prepared list of questions
 - i) Duties, responsibilities
 - ii) Skills, curriculum areas observed
 - iii) Employee work habits, attitudes, abilities
 - iv) Forms of communication observed
 - v) Entry level jobs available, opportunities for advancement
 - vi) Mentor describes preparation for this job, job tasks they like/dislike the most
 - vii) Hiring practices of this company
 - c) Establish positive, enjoyable relationship with business partner
 - d) Thank business partner upon completion of day
 - 3) After shadowing day, send a written thank you letter
 - b. Career Research Report
 - i. Written Report
 - 1) Introduction
 - a) Name of occupation and why you chose it
 - b) Purpose in writing paper
 - c) Methods of research (explain in detail how you used some/all of following methods and evaluate their effectiveness)
 - i) Personal interviews
 - ii) Field trip
 - iii) Books, magazines, newspaper articles

- iv) Pamphlets and other printed materials, professional organizations, journals
 - v) Materials from career research organizations
 - vi) Movies, film clips, tapes
- 2) Summary of duties involved
 - a) Typical day at work would be like
 - b) Additional duties
 - 3) Education and/or training requirements
 - a) Normal or standard requirements
 - b) Alternate methods of entering the field
 - c) Any licensing or special exams required by individual states
 - d) High school subjects that might help you prepare for this occupation
 - 4) Personal requirements
 - a) Personality and temperament
 - b) Physical requirements
 - c) Interests
 - d) Aptitudes
 - 5) How do my interests match this career?
 - 6) Working conditions
 - a) Environment – temperatures, indoors/outdoors, geographic limitation
 - b) Safety – hazards, dangers, noise, vibrations
 - 7) Other facts to consider
 - a) Hours
 - b) Salary
 - c) Advancement opportunities
 - d) Outlook for the future
 - e) Related occupations
- ii. Oral Report with visual demonstration
- 1) Class presentation to describe results of career research project
 - 2) Poster reflecting selected career for research project
 - 3) Visual demonstration of five items related to the career you report on

Unit Seven

Action Plan

1. Summarize information you have learned about yourself and the job market.
 - a. Personality, interests, hobbies, aptitude, values, lifestyle
 - b. Career research, worksite visits, interviews, speakers
2. Complete a summary page that includes information on:
 - a. Career cluster to pursue
 - b. Career major or focus
 - c. Suggested electives for selected cluster
 - d. Postsecondary educational opportunities in career field of interest.
 - e. Career experiences to pursue in your field of interest
 - f. Describe job you want to have in the future
3. Complete resume using approved format.

- a. Chronological
 - b. Functional
 - c. Combination
4. Review and explain the importance of volunteer work experiences.
 5. Review and demonstrate job interview techniques.
 6. Locate and summarize information on postsecondary educational opportunities.

Unit Eight

Marketing Yourself

1. Identify and review examples of work to be included in a portfolio.
2. Demonstrate ability to accurately complete a job application.
3. Create resume and recognize the need for future change in resume.
4. Create a cover letter.
5. Secure references and recognize the need for updating and changing references.
6. Identify and investigate generic (psychological, etc.) and specific employment tests and non-specific tests (drug screening, lie detectors, etc.).
7. Evaluate a job offer/rejection.
8. Develop a contact follow-up plan for after the interview or mailing of application and resume.

Resources

Farr, M. J. & Pavlicko, M. (1990). *A Young Person's Guide to Getting & Keeping a GOOD JOB*. Indianapolis, IN: JIST Works, Inc.

Career Choices Careerware®

Pima & Santa Cruz Tech Prep Consortium (1998). *Career Exploration, Part II – Classroom Curriculum Activity Packet for 10th Grade*. Center for Educational Development.

Troutman, K. K. (1998). *Creating Your High School Resume*, Indianapolis, IN: JIST Works, Inc.

Pima & Santa Cruz Tech Prep Consortium (1998). *Decisions! Decisions! – Classroom Curriculum Activity Packet for 9th Grade*, Center for Educational Development.

Dictionary of Occupational Titles, U. S. Department of Labor, Employment and Training Administration, Indiana, IN: JIST Works, Inc., 1991.

Lindsay, N. (1993). *Dream Catchers*, Indianapolis, IN: JIST Works, Inc.

Pima & Santa Cruz Tech Prep Consortium (1998). *Finding A Job You Like – Classroom Curriculum Activity Packet for 11th Grade*, Center for Educational Development.

Pima & Santa Cruz Tech Prep Consortium (1998). *Finding A Life You Like – Classroom Curriculum Activity Packet for 12th Grade*, Center for Educational Development.

Farr, M. J. (1995). *Getting the Job You Really Want – A Step by Step Guide*, Indianapolis, IN: JIST Works, Inc.

The Complete Guide for Occupational Exploration, US Department of Labor, JIST Works, Inc.

Wing, J. & Tong, R. (1995). *The Janus Employability Skills Program – Job Planner*, Globe Fearon.

Job Smarts – Understanding Work and Myself, Curriculum Associates, Inc. 1996.

Brooks, D. B., Ph.D. (1998). *Lessons in Character*. San Diego: Young People's Press.

Louisiana Career Compass – Navigating the Job Market, LA Department of Labor, 2003-04.

Louisiana Career Paths – Wages, Education, Training Information for LA Jobs, LA Department of Labor, 2003-04.

Occupational Outlook Handbook, Bureau of Labor Statistics, JIST Works, Inc., 1997.

Lindsay, N. (1994). *Pathfinder*. Indianapolis, IN: JIST Works, Inc.

Farr, M.J. (1991). *The Right Job for You – an Interactive Career Planning Guide*. Indianapolis, IN: JIST Works, Inc.

Duffy, P. L. & Wannie, T. W. *Setting Your Career and Life Direction*. Indianapolis, IN: JIST Works, Inc.

Kimbrell, G. & Vineyard, B.S. (1992). *Succeeding in the World of Work*, , Glencoe McGraw Hill.

Internet Sites

www.LAWORKS.com Section on integrated skills assessment – LISA – choose the “quick trip” or “full flight”; or select –LOIS – Labor Market Information (call 1-888-302-7662)

www.ericir.syr.edu AskERIC –Virtual Library for lesson plans.

www.col-ed.org/cur Columbia Education Center lesson plans.

www.mcrel.org/connect/plus Connections+ for lesson plans.

<http://mapping-your-future.org/planning> Mapping Your Future. Planning a career.

<http://www.bls.gov> U. S. Department of Labor, Bureau of Labor Statistics

http://www.careerweb.com/rescen/car_advice/jobsearch/resumkr_crplan.html Employment Guide: Real Jobs, Real People.

<http://www.jobcenter.com> Employment site.

<http://careerfrontier.net> New Jersey, Lenape Regional High School web site on career education.

www.ed.gov/thinkcollege/early Government web site promoting college preparation.

www.yahoo.com/Education/guidance (Education Guidance Web)

<http://bronze.ucs.indiana.edu/~gillies/careers.html> (Career Employment Resources)

www.jobtrak.com/jobguide Jobtrak: contains directory of employment resources on the Internet

www.careercity.com Career Communications, Inc.

www.ajb.dni.us America’s Job Bank

www.careers.org Career Net

www.espan.com Occupational Outlook Handbook can be located at this site.

www.jobweb.org Occupational Outlook Handbook can be located at this site.

www.jobsmart.org/tools/salary/index.html To locate salaries on the Net.

<http://www.jobsmart.org/> Career counseling site.

www.uidaho.edu/pathways Career inventory site.

www.heldrich.rutgers.edu/newsOl.html Work trends.

www.dol.gov/ Workplace of the future.

www.ajb.doi.us/almis Occupational and employment trends.

www.rwm.org/rwm/ Technical/Vocation.

www.rpi.edu/dept.edc/hoepage.html Career resources.

www.career.com Career connections.

www.careermosaic.com:80 Career Mosaic.

www.union.edu The Career Development Center @ Union College.

www.cabrillo.cc.ca.us/connect/docs/jobsearch.html Job Search Guide: Strategies for Professionals.

www.occ.com Search for job openings.

<http://nerve-oss.ed.uiue.edu> National Center for Researching Vocational Education.

School-to-Work sites.

- www.gsn.org The Global School House. A site for collaborative learning.
- www.netschool.net Net School. Site which lists schools experiences with School-to-Work.
- www.jobweb.org/careerplanit Job Web, sponsored by National Association of Colleges and Employers.

Marketing plan for Tech Prep.

- www.calltoparents.org A Call To Parents. A Family's Guide to High School and College Success.
- www.rtol.net/centralwvtp/ Central West Virginia Tech Prep Consortium
- www.wvtechprep.wvnet.edu/ West Virginia Edge with Tech Prep programs.