

<b>Name:</b>	
<b>Date:</b>	
<b>Class/Section:</b>	

**Performance Task Description:**

To understand the labor market and make informed career decisions, career planning and research are essential. Evaluating your intrinsic and extrinsic motivation will help you to better understand yourself and consider how you can achieve your personal and career goals. You will conduct career research to identify potential careers, develop a résumé and cover letter for an active job posting, and create a targeted job advertisement to recruit and attract potential employees.

**Goals:**

- Understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest.
- Analyze the relationship between personal and career interests and potential occupations.
- Understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning.
- Establish individual goals, reflect on those goals, and develop strategies to overcome obstacles when challenges arise.
- Identify personal interests, goals, and skills and match those interests with applicable occupations.
- Evaluate and present occupational data.
- Establish a vision for achieving personal and career goals.

**Essential Questions:**

- How do my personal and career goals influence my career choice?
- What type of coursework is necessary to achieve my personal and career goals?
- What types of occupations am I most interested in pursuing?
- What types of skills and education are required to pursue a career of interest?
- Are there any other considerations to pursuing this career? Are there jobs in my region? What type of postsecondary education is required?
- Can I afford to support a family if I pursue a career of interest?
- How can I ensure that I am prepared to pursue a career of interest?

**Directions:**

**Step 1: My Next Move**

- Complete an interest profile using My Next Move
- Record and reflect on interest profile results and related categories
- Record 5 to 10 occupations that are “bright outlook” or “green outlook” in each job zone that you have some interest in pursuing
- Reflect on similarities and differences between occupations in each job zone

**Step 2: Career Research and Report**

- Select one occupation from the identified list that you are interested in pursuing
- Conduct labor market research on the select occupation, which includes:

**Directions:**

- Career description
- Postsecondary education or training required
- Entry-level salary
- Benefits
- Potential for Growth
- Intrinsic rewards
- Questions you still have or want to learn about before making a decision
- Develop a one-page report depicting the above criteria for the select career, using the following format:
  - Times New Roman font or similar font
  - 11 point font
  - Double spaced
  - One-inch margins

**Step 3: Job Research, Résumé, Cover Letter, and LinkedIn Profile**

- Research job postings for the select career using an online tool or recruitment website
- Select one job posting from a local or regional employer for which you are interested in applying
- Research and select a résumé and cover letter template
- Develop a résumé and cover letter for the posted job
- Research and select an online survey tool, develop a survey seeking feedback from your peers on your résumé and cover letter, and collect and present the survey data
- Enhance your résumé and cover letter based on the provided feedback
- Create a LinkedIn profile based on your résumé and cover letter

**Step 4: Career Recruiter**

- Create a career commercial for your select career and job posting using audio/visual technology
- Select technology for the career commercial including but not limited to YouTube, Prezi, podcast, Facebook, twitter, Instagram, etc.
- Post your career commercial using an electronic format to achieve the most views possible

**Resources:**

My Next Move Template

**Links to Resources:**

- [My Next Move](#)
- [Louisiana Star Jobs](#)
- [Surveys 101: A Simple Guide to Asking Effective Questions](#)

My Next Move Template

Student Name:

You will record information below to complete an interest profile using My Next Move. Visit [My Next Move](#) to begin the activity. Click “start” and complete the “interest profile” questions. Record and reflect on interest profile results and related categories below.

Note: The profile descriptions are taken from [mynextmove.org](#).

Interest Profiler Results

Profile	Number of Responses
<p><b>Realistic</b> interests like work that includes practical, hands-on problems and answers. Often people with <b>realistic</b> interests do not like careers that involve paperwork or working closely with others.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Working with plants and animals</li> <li>• Real-world materials like wood, tools, and machinery</li> <li>• Outside work</li> </ul>	
<p>People with <b>Investigative</b> interests like work that has to do with ideas and thinking rather than physical activity or leading people.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Searching for facts</li> <li>• Figuring out problems</li> </ul>	
<p>People with <b>artistic</b> interests like work that deals with the artistic side of things, such as acting, music, art, and design.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Creativity in their work</li> <li>• Work that can be done without following a set of rules</li> </ul>	
<p>People with <b>social</b> interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Giving advice</li> <li>• Helping and being of service to people</li> </ul>	
<p>People with <b>enterprising</b> interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Persuading and leading people</li> <li>• Making decisions</li> <li>• Taking risks for profits</li> </ul>	
<p>People with <b>conventional</b> interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas.</p> <p>They like:</p> <ul style="list-style-type: none"> <li>• Working with clear rules</li> <li>• Following a strong leader</li> </ul>	

**Interest Profiler Reflection**

List in order the top three profile results:	1. 2. 3.
Does the first profile result reflect your interests? Why or why not?	
Does the second profile result reflect your interests? Why or why not?	
Does the third profile result reflect your interests? Why or why not?	
Is there another profile that better reflects your interests? Why?	

Record 5 to 10 occupations that are “bright outlook” or “green outlook” in each job zone that you have some interest in pursuing. Reflect on similarities and differences between occupations in each job zone. Choose one occupation that you are interested in pursuing.

**Occupation Outlook and List**

Job Zone Number and Description:	Occupation List:
1. Little or no job preparation required	1. 2. 3. 4. 5.
2. Some job preparation required	1. 2. 3. 4. 5.



3. Medium job preparation required	1. 2. 3. 4. 5.
4. High job preparation required	1. 2. 3. 4. 5.
5. Extensive job preparation required	1. 2. 3. 4. 5.

**Occupation Outlook Reflection**

What similarities exist across the job zones?	
What differences exist across the job zones?	
Choose one occupation that you would like to pursue.	



**Creating a Professional Profile**

**Steps to creating your headline:**

1. Identify and list four to six of your best keywords.

_____	_____
_____	_____
_____	_____

2. Identify and list several of your important describing statements that resonate with your reader.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Create your headline using the keywords and describing statements you identified above. Use 120- characters or less.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Your Profile Summary**

1. Begin with a strategy statement that describes who you are.

\_\_\_\_\_

2. Develop a summary of what you have accomplished in your academic or work life so far.

\_\_\_\_\_

3. Communicate what you are you looking for right now. What are your present goals? Be precise.

\_\_\_\_\_

**Experience**

Job Titles-Make sure you word job titles correctly since the titles carry more weight than the description in the LinkedIn algorithm. Description of jobs-Be clear and concise. Let employers know what you have done so they know what you are capable of doing now.

**Skills**

This is a good place for a bulleted list of skill that makes you valuable to an employer. This may include manual labor skills, technology skills, or leadership skills. Anything that makes you more engaging to employers.

**Education**

If you've graduated from the school, you can put when you attended; otherwise, you can put your expected graduation year.



**Volunteer Experience**

List anywhere you have volunteer experience, interests, and active participation in groups, organizations, and influencers.

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**Accomplishments**

List any additional accomplishments that may not be listed above. This is a great place to include multiple languages, publications, or honors organizations.

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**Professional Profile**

First Name

Last Name

Headline:

**Introduction**

Education: If you've graduated from the school, you can put when you attended; otherwise, you can put your expected graduation year.

Country:

Zip Code: Zip code does not appear on your public profile but helps suggest job or internship opportunities in your area.

Industry:

**Summary**

Write in first person just like you are talking to the interviewer. Treat this like a cover letter.



**Experience**

Here are some things you can include in the experience section: Internships, both paid and unpaid; Part-time jobs; Entrepreneurial or freelance work

Title

Company

Summary

Title

Company

Summary

**Skills**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Volunteer Experience**

Organization  Role

Cause

Start Date  End Date





Description

**Accomplishments**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Section #: \_\_\_\_\_

**Unit 7 Performance Task 1: Is this Career for You? Rubric and Checklist**

**Deliverables**

1. The student applied the career pathways research to understand which career options align to his or her interests.	Yes	No
2. The student met all requirements of the My Next Move activity.	Yes	No
3. The student met all requirements of the career research and report.	Yes	No
4. The student met all requirements of the job research, résumé, cover letter, and LinkedIn profile.	Yes	No
5. The student completed all required sections to complete the career commercial.	Yes	No

**Relational Skills and Personal Attributes**

6. The student demonstrates effective independent work habits.		
a. responsibility	Yes	No
b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the requisite skills when preparing for and presenting at a career day: <ul style="list-style-type: none"> <li>critical thinking</li> <li>creativity</li> <li>ability to make sound decisions</li> <li>ability to solve problems</li> <li>ability to reason logically</li> <li>ability to plan well</li> <li>ability to organize ideas well</li> </ul>	Student demonstrates some of the requisite skills when preparing for and presenting at a career day, but does not demonstrate the skills checked: <ul style="list-style-type: none"> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> creativity</li> <li><input type="checkbox"/> ability to make sound decisions</li> <li><input type="checkbox"/> ability to solve problems</li> <li><input type="checkbox"/> ability to reason logically</li> <li><input type="checkbox"/> ability to plan well</li> <li><input type="checkbox"/> ability to organize ideas well</li> </ul>	Student does not demonstrate the requisite critical thinking skills.	
Applied Knowledge: Career-Related Technical Skills	Student demonstrates all of the following skills to demonstrate background knowledge and an understanding of key concepts	Student demonstrates some the following skills to demonstrate background knowledge and an understanding of key concepts	Student does not demonstrate the requisite career-related technical skills.	

	<p>about the career pathway or industry:</p> <ul style="list-style-type: none"> <li>• ability to research pathways and identify key characteristics in a career</li> <li>• ability to create an online survey that elicits background knowledge and key concepts from individuals in the field</li> <li>• ability to create a video presentation highlighting key characteristics in a career</li> </ul>	<p>about the career pathway or industry, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to research pathways and identify key characteristics in a career</li> <li><input type="checkbox"/> ability to create an online survey that elicits background knowledge and key concepts from individuals in the field</li> <li><input type="checkbox"/> ability to create a video presentation highlighting key characteristics in a career</li> </ul>		
Executive and Communication Skills	<p>Student demonstrates the requisite executive skills to</p> <ul style="list-style-type: none"> <li>• analyze and evaluate results of an online survey</li> <li>• communicate effectively by creating an online survey</li> <li>• communicate effectively by creating a video presentation</li> </ul>	<p>Student demonstrates some of the requisite executive skills, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> analyze and evaluate results of an online survey</li> <li><input type="checkbox"/> communicate effectively by creating an online survey</li> <li><input type="checkbox"/> communicate effectively by creating a video presentation</li> </ul>	Student does not demonstrate enough of the requisite executive skills.	
Executive and Communication Skills: Technology Skills	<p>Student demonstrates an understanding of technology and its appropriate uses when creating a video commercial.</p>	<p>Student demonstrates some understanding of technology and its appropriate uses when creating a video commercial.</p>	Student does not demonstrate the requisite technology skills.	
Executive and Communication Skills: Information Use	<p>Student demonstrates all of the requisite information use skills to meet the following indicators:</p> <ul style="list-style-type: none"> <li>• ability to locate information by researching career</li> </ul>	<p>Student demonstrates some of the requisite information use skills to meet the following indicators, but does not demonstrate the skills checked:</p>	Student does not demonstrate enough of the requisite information use skills.	

	<p>pathways and locating key concepts about the profession</p> <ul style="list-style-type: none"> <li>• ability to organize information from research and an online survey to apply to a video presentation</li> <li>• ability to analyze data from an online survey</li> <li>• ability to apply data from a video presentation</li> <li>• ability to communicate information by creating a video presentation</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ability to locate information by researching career pathways and locating key concepts about the profession</li> <li><input type="checkbox"/> ability to organize information from research and an online survey to apply to a video presentation</li> <li><input type="checkbox"/> ability to analyze data from an online survey</li> <li><input type="checkbox"/> ability to apply data from a video presentation</li> <li><input type="checkbox"/> ability to communicate information by creating a video presentation</li> </ul>		
Career Navigation Skills	<p>Student demonstrates all of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, including:</p> <ul style="list-style-type: none"> <li>• ability to research pathways and identify key characteristics in a career</li> <li>• ability to identify individuals in the career and create an online survey to elicit information from key individuals</li> <li>• ability to create a video presentation highlighting key characteristics in a career</li> </ul>	<p>Student demonstrates some of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to research pathways and identify key characteristics in a career</li> <li><input type="checkbox"/> ability to identify individuals in the career and create an online survey to elicit information from key individuals</li> <li><input type="checkbox"/> ability to create a video presentation highlighting key characteristics in a career</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to demonstrate knowledge of industries, sectors, careers, and pathways.</p>	

NOTES:



Name:	
Date:	
Class/Section:	

**Performance Task Description:**

Individual Graduation Plans (IGPs) are based on your academic record, talents, and interests and outline high school graduation requirements relevant to your postsecondary goals. With the assistance of your family and school guidance counselor, you will begin to develop the high school curriculum framework and related graduation requirements that best meet your postsecondary goals. You will revisit your IGP annually and update or revise as needed and indicate your participation in the University Pathway and/or the Jump Start Pathway at the end of 10<sup>th</sup> grade. Both pathways help students prepare for postsecondary success and gain access to scholarships. Students selecting the University Pathway will continue to pursue core academic credits that align with the TOPS Core Curriculum.

**Goals:**

- Understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest.
- Analyze the relationship between personal and career interests and potential occupations.
- Understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning.
- Establish individual goals, reflect on those goals, and develop strategies to overcome obstacles when challenges arise.
- Identify personal interests, goals, and skills and match those interests with applicable occupations.
- Evaluate and present occupational data.
- Establish a vision for achieving personal and career goals.

**Essential Questions:**

- How do my personal and career goals influence my career choice?
- What type of coursework is necessary to achieve my personal and career goals?
- What types of occupations am I most interested in pursuing?
- What types of skills and education are required to pursue a career of interest?
- Are there any other considerations to pursuing this career? Are there jobs in my region? What type of postsecondary education is required?
- Can I afford to support a family if I pursue a career of interest?
- How can I ensure that I am prepared to pursue a career of interest?

**Directions:**

**Step 1: My Next Move: Identify Interests and Career Options**

- Use the [ACT World-of-Work Map](#) to assist in conducting career research
- Review selected occupations using the [Louisiana Workforce Commission](#) tools to evaluate regional job demand
- Use the [Louisiana Build Your Future](#) website to research the requirements to start working toward a craft profession

**Step 2: My Next Move: Research Jump Start TOPS Tech Pathway and Career Opportunities**

**Directions:**

- Review Jump Start TOPS Tech Career Diploma [graduation requirements](#)
- Research credential and career opportunities using the [statewide IBC credentials](#) list which can provide graduates with the opportunity for a credential with lifelong value

**Step 3: My Next Move: Research TOPS University Pathway and College Entrance Requirements**

- Research TOPS University Pathway [requirements](#)
- Research entrance requirements for colleges of interest:
  - [Louisiana’s Community and Technical Colleges](#): These are typically non-residential and offer hundreds of two-year degrees and certifications that transfer to four-year universities
  - [Four-year Colleges and Universities](#): Both colleges and universities are public or private institutions that offer undergraduate degree programs in specific areas of study. Colleges usually have a smaller enrollment, smaller class sizes, and more student/teacher interaction. In contrast, universities offer undergraduate and graduate degree programs, usually offer more diverse curricular options, and have a much higher enrollment.
  - [TOPS Tech Early Start Private Training Providers](#): A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certification of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana public or nonpublic postsecondary education institution, or by any Louisiana training provider recognized by the Louisiana Workforce Commission and approved by the State Board of Elementary and Secondary Education.

**Step 4: Individual Graduation Plan**

- Meet with your teachers, school counselors, and parents/guardians to complete the Individual Graduation Plan form
- Update your Vision Board from Unit 1 to include your Individual Graduation Plan
- Present your Individual Graduation Plan to the class

**Resources:**

- [ACT World-of-Work Map](#)
- [Louisiana Workforce Commission](#)
- [Louisiana Build Your Future](#)
- [Jump Start TOPS Tech Career Diploma Graduation Requirements](#)
- [Statewide IBC Credentials List](#)
- [TOPS University Pathway requirements](#)
- [Louisiana’s Community and Technical Colleges](#)
- [Louisiana’s Four-year Universities](#)
- [ACT® College Search Tool](#)
- [TOPS Tech Early Start Private Training Providers](#)
- My Next Move Career Plan Template
- [Individual Graduation Plan Template](#)



**My Next Move Template**

Student Name: \_\_\_\_\_

Middle-skill jobs require some type of postsecondary education that includes military training, certifications, apprenticeship, or a two-year degree. High-skill jobs require a bachelor’s degree or higher. You will develop a list of potential careers and occupations that are middle- and high-skill that reflect your personal and career goal statements. Evaluate the list of occupations and choose one middle- and high-skill occupation that matches your personal and career goal statements.

Use the [ACT World-of-Work Map](#) to assist in conducting career research on middle- and high-skill occupations that you are interested in pursuing. Use the [Louisiana Workforce Commission](#) tools to evaluate regional job demand for the select middle- and high-skill occupation. You can also use the [Louisiana Build Your Future](#) website to research the requirements to start working toward a craft profession.

Identify a potential middle-skill occupation in the space provided below.

Occupation Title 1:	
Salary Range:	
Entry Level Salary:	
Growth Rate:	
Typical Education:	
Work Experience:	
Postsecondary Education Providers:	
Other Criteria:	

Identify a potential high-skill occupation in the space provided below.

Occupation Title 2:	
Salary Range:	
Entry Level Salary:	
Growth Rate:	
Typical Education:	
Work Experience:	
Postsecondary Education Providers:	
Other Criteria:	



**Reflection:** Jump Start TOPS Tech Pathway and Career Opportunities

In the space provided below, write a three or four sentence reflection on research conducted for the Jump Start TOPS Tech Pathway and Career Opportunities:

--	--

Are there industry credentials that align to your select middle-skill occupation? If yes, please list those credentials in the space provided.

--	--

Are there industry credentials that align to your select high-skill occupation? If yes, please list those credentials in the space provided.

--	--

**Reflection:** TOPS University Pathway and College Entrance Requirements

In the space provided below write a three or four sentence reflection on research conducted for the TOPS University Pathway and College Entrance Requirements:

--	--

Is there a Louisiana's Community and Technical College that aligns with your select middle- or high-skill career? If yes, what credential or degree program would you need to pursue?

--	--

Is there a Louisiana four-year university that aligns with your select high-skill career? If yes, what degree program would you need to pursue?

--	--





<p>Are there private and/or out-of-state universities that align with your select middle- or high-skill career? If yes, how do these universities differ from in-state postsecondary institutions?</p>	
<p>Are there TOPS Tech Early Start Private Training Providers that align with your select middle- or high-skill career? If yes, what credential program would you need to pursue?</p>	

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Section #: \_\_\_\_\_

**Unit 7 Performance Task 2: Individual Graduation Plan Rubric and Checklist**

**Deliverables**

1. The student researched career interests.	Yes	No
2. The student researched Jump Start TOPS Tech Pathway.	Yes	No
3. The student researched TOPS University Pathway.	Yes	No
4. The student met all required sections of the Individual Graduation Plan (IGP).	Yes	No
5. The student met all required sections of the Vision Board.	Yes	No

**Relational Skills and Personal Attributes**

6. The student demonstrates effective independent work habits.		
a. responsibility	Yes	No
b. self-discipline	Yes	No

Quality Indicators	Meets or Exceeds Expectations	Not Yet or Inconsistently Meets Expectations	Does Not Meet Expectations	Comments
Applied Knowledge: Critical Thinking Skills	Student demonstrates all of the following skills when developing the IGP (potentially modified for 6 <sup>th</sup> and 7 <sup>th</sup> graders) and revising the Vision Board: <ul style="list-style-type: none"> <li>critical thinking</li> <li>creativity</li> <li>ability to make sound decisions</li> <li>ability to solve problems</li> <li>ability to reason logically</li> <li>ability to plan well</li> <li>ability to organize ideas well</li> </ul>	Student demonstrates some of the requisite skills when developing the IGP and revising the Vision Board, but does not demonstrate the skills checked: <ul style="list-style-type: none"> <li><input type="checkbox"/> critical thinking</li> <li><input type="checkbox"/> creativity</li> <li><input type="checkbox"/> ability to make sound decisions</li> <li><input type="checkbox"/> ability to solve problems</li> <li><input type="checkbox"/> ability to reason logically</li> <li><input type="checkbox"/> ability to plan well</li> <li><input type="checkbox"/> ability to organize ideas well</li> </ul>	Student does not demonstrate enough of the requisite skills to applied knowledge and critical thinking.	
Applied Knowledge: Career-Related Technical Skills	Student demonstrates all of the following skills to display background knowledge and	Student demonstrates some the following skills to display background knowledge and	Student does not demonstrate enough of the requisite skills to applied knowledge and career-	

	<p>understanding of key concepts about the students' identified career pathway:</p> <ul style="list-style-type: none"> <li>• ability to understand the potential career requirements, such as level of credential or education that is required and type of experiences needed to pursue a career of interest</li> <li>• ability to analyze the relationship between students' personal and career interests and potential occupations</li> <li>• ability to reflect on how personal interests, goals, and skills match to those interest with applicable occupations</li> </ul>	<p>understanding of key concepts about the students' identified career pathway, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to understand the potential career requirements, such as level of credential or education that is required and type of experiences needed to pursue a career of interest</li> <li><input type="checkbox"/> ability to analyze the relationship between students' personal and career interests and potential occupations</li> <li><input type="checkbox"/> ability to reflect on how personal interests, goals, and skills match to those interest with applicable occupations</li> </ul>	<p>related technical skills.</p>	
Executive Skills	<p>Student demonstrates the requisite skills, including</p> <ul style="list-style-type: none"> <li>• ability to manage time effectively to complete all the required tasks on time</li> <li>• ability to manage other resources effectively to complete the components of the IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders)</li> <li>• ability to establish individual goals, reflect on those goals,</li> </ul>	<p>Student demonstrates some of the requisite skills, but does not demonstrate the skills checked</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to manage time effectively to complete all the required tasks on time</li> <li><input type="checkbox"/> ability to manage other resources effectively to complete the components of the IGP</li> <li><input type="checkbox"/> ability to establish individual goals, reflect on those goals, and develop</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to executive skills.</p>	

	and develop strategies to overcome obstacles when challenges arise	strategies to overcome obstacles when challenges arise		
Executive and Communication Skills: Information Use	<p>Student demonstrates all of the requisite information use skills to meet the following indicators:</p> <ul style="list-style-type: none"> <li>• ability to locate key information in order to identify key student interest and career options</li> <li>• ability to research credential and career opportunities, JumpStart TOPS Tech Career Diploma, and TOPS University pathways</li> <li>• ability to research entrance requirements for colleges of interest</li> <li>• ability to synthesize and organize information from research</li> <li>• ability to apply information to revise vision board and develop the IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders)</li> </ul>	<p>Student demonstrates some of the requisite information use skills, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to locate key information in order to identify key student interest and career options</li> <li><input type="checkbox"/> ability to research credential and career opportunities, JumpStart TOPS Tech Career Diploma, and TOPS University pathways</li> <li><input type="checkbox"/> ability to research entrance requirements for colleges of interest</li> <li><input type="checkbox"/> ability to synthesize and organize information from research</li> <li><input type="checkbox"/> ability to apply information to revise vision board and develop the IGP</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to executive and communication skills information use.</p>	
Career Navigation Skills	<p>Student demonstrates all of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, including:</p> <ul style="list-style-type: none"> <li>• ability to research pathways and identify key characteristics in a career</li> </ul>	<p>Student demonstrates some of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways, but does not demonstrate the skills checked:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ability to research pathways and identify key</li> </ul>	<p>Student does not demonstrate enough of the requisite skills to maintain knowledge of industries, sectors, careers, and pathways.</p>	

	<ul style="list-style-type: none"> <li>• ability to identify education and career goals that are of interest to the student and conduct labor market research to learn more about those occupations</li> <li>• ability to identify secondary coursework and postsecondary coursework required to pursue occupations that are of interest and relate to their individual graduation plan</li> <li>• ability to apply research to develop an IGP (potentially modified for 6<sup>th</sup> and 7<sup>th</sup> graders) that reflects their personal career goals and related milestones</li> </ul>	<p>characteristics in a career</p> <ul style="list-style-type: none"> <li>☐ ability to identify education and career goals that are of interest to the student and conduct labor market research to learn more about those occupations</li> <li>☐ ability to identify secondary coursework and postsecondary coursework required to pursue occupations that are of interest and relate to their individual graduation plan</li> <li>☐ ability to apply research to develop an IGP that reflects their personal career goals and related milestones</li> </ul>		
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NOTES:

### Unit Overview

#### Introduction to the unit:

Unit 7 helps students navigate careers and identify potential career pathways. Students will use their understanding of their individual strengths and interests—as they have evolved across course units—to refine their early career plans. Students will learn about various industry sectors and career pathways and develop a better understanding of related labor market information. Students will work to develop a career plan that includes high school, postsecondary coursework, certifications or apprenticeships and the necessary actions to be successful.

#### Students Will Know and Be Able To...

- analyze the relationship between their personal and career interests and opportunities;
- identify personal interests, goals, and skills and match those interests with applicable occupations;
- understand potential career opportunities and related requirements, such as the level of credential or education and the type of experiences needed; evaluate occupational data and present occupational information;
- understand how to navigate a career pathway for a specific occupation or occupational cluster and describe the required career planning; and
- establish a vision for achieving students' personal and career goals.

The following key vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as a vocabulary list, but so that teachers understand, support, and reinforce the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

- **career:** an occupation undertaken for a significant period of a person's life and with opportunities for progress
- **extrinsic motivation:** refers to behavior that is driven by external rewards such as money, fame, grades, and praise (from *verywellmind.com*)
- **individual graduation plan (IGP):** a document that shows a student's course and diploma pathway planning from eighth grade through graduation; students consult with family and their school counselor to update/revise the plan every year until graduation (from LDOE)
- **intrinsic motivation:** refers to the actions we take because of enjoyment and other internal factors rather than an external reward or motivation (from *verywellmind.com*)
- **job posting:** an advertisement created by an employer that announces a job opening within the company
- **labor market research:** all quantitative or qualitative data and analysis related to employment and the workforce to help customers make informed plans, choices, and decisions for a variety of occupations (created definition)
- **occupation:** a job or profession
- **recruiter:** a person whose job is to enlist or enroll people as employees, in the armed forces, or as members of an organization
- **survey:** a list of questions aimed at extracting specific data from a particular group of people and may be conducted by phone, mail, via the internet, and sometimes face-to-face on busy street corners or in malls

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a [word-wall](#) to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card “drills,” and complete work sheets or quizzes generally “teach” vocabulary in isolation and show little positive, lasting effect on student learning.) As a reminder, students generally need multiple exposures to the same word across multiple contexts and over time to master new vocabulary and its multiple and nuanced meanings.

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- [Internalization of Vocabulary Through the Use of a Word Map](#)
- [Grades 3-8 EngageNY ELA Appendix](#)
- [15 Vocabulary Strategies in 15 Minutes](#)
- [12 Vocabulary Activities and Mini-Lessons for High School Students](#)
- [5 Brain-Based Vocabulary Activities for the Secondary Classroom](#)

### Lesson One: What Do I Want To Do?

**Day 1:** The teacher will introduce the unit and discuss intrinsic and extrinsic motivation. Students will work in small groups to think-pair-share on previous class assignments and activities. Students will individually generate a list of three to five activities they enjoyed and explain why they enjoyed them. Students will work in groups to share their list of activities with their intrinsic and/or extrinsic motivation about each activity. Student groups will share one example of an activity they liked and their motivation. The teacher will introduce PT 1 and the PT 1 rubric. Students will have the opportunity to ask questions. Students will take an online assessment like [My Next Move](#) to identify how their interests align to potential careers. Students will record their interest profile and the types of careers that are in each job zone that are “best” fit and “great” fit. Recorded occupations should also be either “bright” outlook or “green” outlook. Students will reflect on the list of potential careers. (Note: Students, teachers, and parents/families should be reminded that the assessments/profiles of student interests and related fields is meant to support early career exploration, not to prescribe, define, or limit career ambitions, which will generally evolve as they continue to develop their sense of self (e.g., values, goals, vision for success); continue to learn about careers; and develop their knowledge, skills, and dispositions.

#### **Activity:** My Next Move

**Time Frame:** 40 minutes

**Class Configuration:** individual

**Materials:** computer, [O\\*NET Interest Profiler](#) or similar interest survey

**Description:** Students will identify how their interests align to potential careers. Note: The instructions for this activity are for based on the My Next Move interest survey; they can be modified to align with any appropriate interest survey.

1. Direct students to [My Next Move](#). Other online survey options include the following:
  - [What Are You Gonna Be When You Grow Up](#)
  - [Reality Check](#)
  - [Keirse Profile Assessment](#)
  - [Hawaii. Edu Which Career Pathway is right for you?](#)
  - [GEAR UP for College Resources](#)

2. Have students record, print, or copy their [O\\*NET Interest Profiler](#) results. This will capture student responses in the realistic, investigative, artistic, social, enterprising, and conventional categories from the “results” section of the profiler.
3. Review their profiler categories with the class. Have students revisit their results and reflect on their top three categories.

**The following text is taken directly from the O\*NET Interest Profiler at [mynextmove.org](http://mynextmove.org).**

People with **realistic** interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others. They like:

- Working with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work

People with **investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like:

- Searching for facts
- Figuring out problems

People with **artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like:

- Creativity in their work
- Work that can be done without following a set of rules

People with **social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like:

- Teaching
- Giving advice
- Helping and being of service to people

People with **enterprising** interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like:

- Persuading and leading people
- Making decisions
- Taking risks for profits

People with **conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like:

- Working with clear rules
- Following a strong leader

4. Have students record five to ten occupations in each job zone that have a “bright” or “green” outlook. This information will appear in the “careers” section of the profile. As a formative assessment measure, students can reflect on the list of potential careers.

**Tip:** The teacher will want to reinforce why they are selecting bright or green outlook occupations. Make sure students understand the concept that some occupations are in more demand than others and that this varies by region. They should also



understand that job demands can effect salary and opportunities for promotion. There is a list of these occupations on [Bright Occupations](#).

**Day 2:** Students will review potential careers and evaluate occupations across similar job zones and conduct labor market research on a chosen career.

1. Review PT 1 Student Resource and its rubric and allow time for students to ask questions. Explain to students that what they are doing is labor market research. Discuss why labor market research is essential when planning initial career choices or considering a career change later in life.
2. Have students review the list of potential careers and evaluate occupations across similar job zones and determine whether there are any themes between occupations and job zones.
3. Students should develop a list of criteria and constraints to evaluate the list of potential careers. Students may select and determine factors such as intrinsic and extrinsic motivation and/or their personal and career goals and/or other self-determined criteria—including values, interests, and other factors introduced in prior units. Have students select one career that is of interest. (Students may use a decision matrix or another tool to identify the career of interest.) A template for a decision matrix is found in Unit 2, PT 1B Student Resource.
4. Explain to students that they will begin to conduct labor market research on the chosen career and discuss the results of their research with the class. Students can use [Louisiana Star Jobs](#) and other sources to research the demand of their career choice in Louisiana. Students will build on their understanding of career options and how they align to their interests. Make sure students consider intrinsic reasons for selecting a career, not just salary. Students should identify the following in the career they choose to research:
  - career description
  - postsecondary education or training required (and related high school prerequisites, including courses, internships and other experiences, credentials that will help them on the path to success)
  - entry-level and median salary – ensure students understand the salary progression that can happen with different careers
  - benefits
  - intrinsic rewards

potential for career growth

As a formative assessment, students will reflect on the careers of interest.

Tip: It is essential that teachers emphasize and review both salary and intrinsic reward of a career. Students will also need some help understanding the concept of potential for career growth and a career ladder.

### Lesson Two: Is this Career for You?

**Day 1 and 2:** The teacher will review the PT 1 Student Resource and its rubric. Students will complete labor market research on the career of interest. Students will write a one-page report on the career of interest. Students will present their career of interest and report to the class.

The teacher will review PT 1 and the PT 1 rubric calling attention the career research and report step. Students will be given time to ask questions.

Students will individually research and develop a report on a specific career. The report should be one-page in length, Times New Roman font or similar font, 11-point font, double spaced, one-inch margins and identify the following:

- Career description
- Postsecondary education or training required
- Entry-level salary
- Benefits
- Intrinsic rewards
- Potential for Growth Questions they still have and would want to learn more about before making a decision

*Tip: Students can also use the [Louisiana Star Jobs](#) to research the demand of their career choice in Louisiana.*

*Tip: To increase the level of rigor to this assignment the teacher could have the students use more than one source to obtain their information, compare the information and validate their findings.*

As a formative assessment, students will present their career of interest to the class as well as their labor market research.

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**Day 3 and 4:** The teacher will review PT 1 and the PT 1 rubric. Students will research active **job postings** for the career of interest and identify one open position from a local or regional employer. Students will research and select a résumé template and cover letter template. Students will develop a cover letter and résumé for the open position.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the job research, résumé, cover letter, and LinkedIn section. The teacher may wish to highlight specific sections of the performance task based on student progress in the lesson. Students will be given time to ask questions.

**Tip:** The teacher will want to discuss the importance of professional networks by using a local example. Ask the students: Do I know someone in the profession? Do I know anyone who could put me in contact with someone in the profession? The teacher will also want to discuss ways students could potentially find out about job openings for example: word of mouth, social media, LinkedIn, newspapers, websites and recruiters/headhunters.

Students will individually research and identify an active **job posting** for their specific career. Ideally the active **job posting** is owned by local or regional employer.

Optional job posting websites include the following:

- [Indeed](#)
- [Monster](#)
- [Jobrapido](#)
- [CareerBuilder](#)
- [Glassdoor](#)
- [Jobs The Advocate](#)
- [Nola](#)

*Tip: Students can use the [Louisiana Star Jobs](#) to define occupation titles in Louisiana and search for those tools using the suggested websites.*

*Tip: The teacher may choose one or two job posting websites to narrow the options students have to search for available jobs. Each suggested website has resources and tools for broad and more refined searches. Most available jobs can be found using key word association and defined location(s).*

Students will research and select a résumé template and cover letter template.

Optional résumé and cover letter templates can be found here: [Office Résumés and Cover Letters](#).

**Tip:** The teacher should encourage students to find and select a résumé and cover letter template that they like. The selection of a cover letter and résumé template is something that can be discussed and evaluated in small groups or one-on-one discussion with the teacher. Evaluation tools and key elements can be found at the following links: [5 Critical Elements of a Résumé](#), and [Sample Résumé Evaluation Forms](#).

**Tip:** Most job/career recruiters look for résumés and cover letters that are direct and make an impact. A good cover letter should convey your interests and provide enough detail to signal to the potential employer that the candidate is qualified for the job. A good résumé uses active verbs and uses performance of current or prior tasks to showcase executive functions and leadership skills, while also signaling a strong subject matter expertise.

Students will evaluate and select a résumé and cover letter template. Students will individually develop a résumé and cover letter based on the current and past experiences for the active job posting. Students will write creatively to fulfill sections of the résumé and cover letter.

As a formative assessment, the teacher will provide feedback on each student's résumé and cover letter. The teacher may also provide questions to the student that their résumé and cover letter did not address.

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**Day 5 and 6:** The teacher will review PT 1 and the PT 1 rubric. Students will create an online survey to seek feedback on their cover letter and résumé. Students will send the survey to 5 to 10 individuals to complete. Students will collect the feedback data and present the data for evaluation. Students will incorporate peer feedback and make updates to their cover letter and résumé.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the job research, résumé, cover letter, and LinkedIn section. The teacher may wish to highlight specific sections of the performance task based on student progression within the lesson. Students will be given time to ask questions.

Students will individually create an online survey to seek feedback on their cover letter and résumé. Students will send the survey to 5 to 10 individuals to complete.

Free online survey platforms include:

- Survey Monkey
- Typeform
- Google Forms
- Client Heartbeat
- Zoho Survey
- Survey Gizmo
- Survey Planet

The teacher will model how to create a survey for the class by modeling how to create a survey (using Survey Monkey). The teacher will create a simple poll for students to survey, ex. "What is your favorite ice cream flavor?". The teacher will build the survey in real time, modeling how to create the survey. Once complete, the students will take the survey and see the results. The teacher will then clarify any questions on how to use the survey tool and any student questions on survey design.

**Tip:** If the teacher is not familiar with using Survey Monkey, they should review the following website: [How to Create a Survey](#).

Resources for students to read to learn more about writing survey questions include:

- [Qualtrics Survey Writing Tips](#)

- [Constant Contact How to Write Survey Questions](#)
- [12 Best Practices for Creating a Survey](#)
- [Surveys 101: A Simple Guide to Asking Effective Questions](#)

Students will practice writing and responding to sample survey questions in an online platform. Students will collect the feedback and data and present the data for evaluation.

Optional resources for data visualization include:

- [Forbes 7 Best Data Visualization Tools](#)
- [Top Data Visualization Software](#)
- [15 Most Common Types of Data Visualization](#)

Students will incorporate peer feedback and make updates to their cover letter and résumé.

After students make updates to their résumé and cover letter, students will work independently to create a LinkedIn profile (or related mock-up). The profile should include their career aspirations and any pertinent information about themselves like their employment history, professional associations, student organizations, out-of-school activities, and any leadership roles or formal roles within organizations that they have held. Students may work with their peers to accept invitations, endorse their skills, and like individuals, organizations, or employers in the local, state, or nation that reflect their career interests or personal goals.

***Tip:** During the development of the students' LinkedIn profiles, the teacher may wish to discuss what type of personal information should be published to a professional social media account—including what might be left out to protect one's privacy. (Teachers may want to refer to Unit 4 on digital citizenship, asking students to recall tips they learned for protecting themselves online.) The teacher may also wish to discuss how students can build networks through social media and organize community activities.*

As a formative assessment, the teacher will provide feedback on each student's résumé and cover letter.

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**Days 7, 8, and 9:** The teacher will review PT 1 and the PT 1 rubric. Students will be tasked to become a job recruiter for their chosen career and job posting. Students will develop a video commercial describing their labor market research about the field and the open position that they researched including the level of education, salary and benefits, and other company or job factors that are appealing. Students will develop opportunities for their peers to provide feedback and incorporate their feedback during the development process.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the career recruiter section. The teacher may wish to highlight specific sections of the performance task based on student progression within the lesson. Students will be given time to ask questions.

Students will be tasked to become a job recruiter for their chosen career and job posting. Students will develop a video commercial describing their labor market research about the field and the open position that researched including the level of education, salary and benefits, and other company or job factors that are appealing.

The teacher should ask the students to break off into groups and share with each other examples of commercials that they remember. The groups should discuss what made these commercials so appealing. Did they make them laugh, or did they make them want to eat, or buy something? Did they inspire them to be better? Groups should then come up with a list of ideas that will make the job recruiter commercial appealing. The teacher will hear from each group and create a class list that students will use to guide their thinking when they complete the activity.



## Unit 7: Navigating My Career Path Teacher Resource Guide

Students will work independently to select technology to develop their career commercial. Students may choose to develop a decision matrix to evaluate ideas. A template for a decision matrix can be found in Unit 3 PT1 Student Resource. Students will work during class to complete their commercial.

Optional technology tools to create the career commercial can be found here:

- YouTube
- Prezi
- Podcast
- Facebook
- Twitter
- Instagram

*Tip: The teacher should encourage students to find and select technology they like and are familiar with using. The evaluation of the technology is something that can be discussed and evaluated in small groups or one-on-one discussion with the teacher.*

Students will develop opportunities for their peers to provide feedback and incorporate their feedback during the development process.

As a formative assessment, the teacher will provide feedback on student's videos. The teacher may also provide feedback on work progress and video content.

**Day 10:** Students will share their career commercials with the class and reflect on what they have learned through labor market research.

### Lesson Three: Individual Graduation Plan

**Days 1:** The teacher will introduce PT 2 and the PT 2 rubric. Students will have the opportunity to ask questions. Students will review and build on their personal and career goal statements to create an individual graduation plan.

*Tip: As background, it will be important for the teacher to read the *Guidance for Individual Graduation Plan (IGP) and Diploma Pathway Selection* created by the Louisiana Department of Education, as well as any local guidance or customization related to graduation planning. Teachers are encouraged to consult with counselors in advance of this activity and unit to ensure the appropriate resources are shared (e.g., IGP documents, graduation requirements, available career pathways and related course offerings). Educators should also consult relevant LDOE and district resources and policies to ensure they are using the most up-to-date and accurate information. [Louisiana Believes Individual Graduation Plan Resource](#).*

The teacher will explain that the main purpose of the IGP is to:

- Guide selection of student coursework beginning in 8<sup>th</sup> grade (to occur in collaboration with counselors and parents/families)
- Assist in exploring education and career opportunities
- Support appropriate secondary and postsecondary education decision making, as well as post-high school workforce plans
- Identify required course courses and graduation requirements for chosen diploma pathway
- Help students in discussing and planning for high school and career success with their parents/families

*Note: Additional counselor tools can be found here: [Louisiana Believes Counselor Library](#).*

The teacher will introduce PT 2 and the PT 2 rubric. Students will have the opportunity to ask questions.



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The teacher should reference the [Louisiana High School Student Planning Guidebook](#) for this lesson. The teacher should also reference the [Louisiana Individual Graduation Plan](#).

Students will review and build on their person and career goal statements to create an Individual Graduation Plan. Each student's Individual Graduation Plan should incorporate labor market research, select careers, and the type of secondary and postsecondary education or training that is necessary to pursue the select occupations.

The teacher will introduce the concept of middle- and high-skill jobs to help students appreciate the value of technical training and expertise in ensuring access to good jobs and lifelong career opportunities. Middle-skill jobs require some type of postsecondary education that includes military training, certifications, apprenticeship, or a two-year degree. High-skill jobs require a bachelor's degree or higher. (As much as possible, teachers should encourage students to explore careers that reflect the interests that have emerged throughout the course, include many of the high-growth sectors and high opportunity jobs in the region, and ensures a range of careers in the class, and best support new and deeper learning.)

**Tip:** For help explaining the concept of middle-skill jobs, please refer to this one-page document about Louisiana from the National Skills Coalition and the Louisiana STARS program.

- [National Skills Coalition Middle-Skills Fact Sheet](#)
- [Louisiana Work Force Find A Job Explore Careers](#)

Students will complete PT 2 and identify the type of secondary and postsecondary coursework that is required for middle- and high-skill occupations that they are interested in pursuing.

Students will work independently to research middle- and high-skill careers they are interested in pursuing. Students will use the [ACT World-of-Work Map](#) to assist in conducting career research for the select occupations. Once students have selected at least one middle- and one high-skill career, they should review those selected occupations using the [Louisiana Workforce Commission](#) tools to evaluate regional job demand. Students may also use the [Louisiana Build Your Future](#) website to research the requirements to start working toward a craft/skilled trades profession.

The select careers and labor market data should be recorded for students to reference. Students will create a simple EXCEL table on careers and labor market data. The students and teacher will watch the following Microsoft video titled "Add and Edit Data" in order to create their chart: [Basic Tasks in Excel](#).

**Tip:** If you are not proficient in EXCEL, watch the video in advance, which will teach you how to build a simple data workbook in order to model and support students.

Once students have completed their career research, they should research the Jump Start TOPS Tech Career Diploma graduation requirements, which can be found [here](#). Educators should always consult relevant LDOE and district resources and policies to ensure they are using the most up-to-date and accurate information. Students will then research credential and career opportunities using the [statewide IBC credentials](#) list which can provide graduates with the opportunity for a credential with lifelong value. Teachers and students should utilize [this resource](#) to understand the rationale for a focus on earning industry-based credentials.

Students will then research the TOPS University Pathway requirements, which can be found [here](#). Students will also research entrance requirements for colleges of interest:

- [Louisiana's Community and Technical Colleges](#): These are typically non-residential and offer hundreds of two-year degrees and certifications that transfer to four-year universities.



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- [Four-year Colleges and Universities](#): Both colleges and universities are public or private institutions that offer undergraduate degree programs in specific areas of study. Colleges usually have a smaller enrollment, smaller class sizes, and more student/teacher interaction. In contrast, universities offer undergraduate and graduate degree programs, usually offer more diverse curricular options, and have a much higher enrollment.
- [TOPS Tech Early Start Private Training Providers](#): A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certification of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana public or nonpublic postsecondary education institution, or by any Louisiana training provider recognized by the Louisiana Workforce Commission and approved by the State Board of Elementary and Secondary Education.

**Tip:** The teacher should discuss the advantages and opportunities Industry-Based Certifications provide.

As a formative assessment, students will discuss the Individual Graduation Plan with their parents/guardians to discuss coursework and career pathways.

**Days 2:** Students will complete PT 2 and identify the type of secondary and postsecondary training and/or experience that is required for middle- and high-skill occupations that they are interested in pursuing. Students will engage their parents and/or guardians, and counselors as appropriate, to complete the individual graduation plan.

The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.

The teacher will review the Individual Graduation Plan and related coursework. The teacher should reference the [Louisiana High School Student Planning Guidebook](#) for this lesson. The teacher should also reference the [Louisiana Individual Graduation Plan](#). (Note: In certain open-enrollment districts, as well as those with magnet and special-admissions schools—where students can select from among a variety of high schools (beyond their local school)—teachers, with counselor support, might help middle schoolers use their career interests to explore the high school application and selection process.)

**Tip:** The teacher may wish to include the school counselor to help prepare and/or facilitate this lesson.

Students will work independently to review secondary courses and available career clusters and pathways that align with their career interests and potential career pathways.

Students will reflect on the personal and career goals and consider changes to their Vision Board (which they will revise in the next unit) to include their desired career, options for secondary coursework, and options for postsecondary coursework. Students will be asked to write a one-page in-class reflection/exit ticket using Microsoft Word or Google docs.

**Tip:** The teacher will want to provide students with a list of essential questions for their reflections for example: Did you change your vision board? What is your desired career? What can you do in high school to help you prepare for your career? What degree or certifications do you have to complete to obtain your desired career? Do you have any contacts, or ways to get contacts, in your desired career and how can you use them to help you achieve your goal?

As a formative assessment, students will discuss the Individual Graduation Plan with their parents/guardians to discuss coursework and career pathways and the teacher will review the student exit tickets and be prepared to return the document to them for use during Unit 8.

**Day 3:** Each student will orally present their IGP to the class as a presentation that provides an overview of their plan.



### Website Links Referenced in Unit 7

- <https://www.mynextmove.org/explore/ip>
- <https://www.proprofs.com/quiz-school/story.php?title=what-are-you-gonna-be-when-you-grow-up>
- <http://www.jumpstart.org/reality-check.html>
- <http://www.hawaii.edu/cte/publications/RIASEC.pdf>
- <https://lpssgearup.com/college-prep/#Resources>
- <https://www.onetonline.org/help/bright/>
- <http://www.laworks.net/stars/>
- <https://www.indeed.com/>
- <https://www.monster.com/>
- <http://us.jobrapido.com/>
- <https://www.careerbuilder.com/>
- <https://www.glassdoor.com/index.htm>
- <https://jobs.theadvocate.com/>
- <https://www.nola.com/jobs/>
- <https://www.monster.com/career-advice/article/5-critical-elements-of-resume>
- <https://www.sampleforms.com/resume-evaluation-form-samples.html>
- [https://help.surveymonkey.com/articles/en\\_US/kb/How-to-create-a-survey](https://help.surveymonkey.com/articles/en_US/kb/How-to-create-a-survey)
- <https://www.qualtrics.com/experience-management/research/survey-writing-tips/>
- <https://blogs.constantcontact.com/how-to-write-survey/>
- [www.business2community.com/email-marketing/12-best-practices-creating-effective-surveys-01817298](http://www.business2community.com/email-marketing/12-best-practices-creating-effective-surveys-01817298)
- [Surveys 101: A Simple Guide to Asking Effective Questions](http://www.surveymonkey.com/help-center/101-a-simple-guide-to-asking-effective-questions)
- <https://www.forbes.com/sites/bernardmarr/2017/07/20/the-7-best-data-visualization-tools-in-2017/#5686bb726c30>
- <https://www.capterra.com/data-visualization-software/>
- <https://www.predictiveanalyticstoday.com/top-data-visualization-software/>
- <https://info.datalabsagency.com/blog/data-visualization-news/15-most-common-types-of-data-visualisation>
- <https://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/individual-graduation-plan-guidance-resource.pdf>
- <https://www.louisianabelieves.com/resources/library/counselor-toolbox-library>
- [https://www.louisianabelieves.com/docs/default-source/course-choice/high-school-planning-guidebook.pdf?sfvrsn=1fbd831f\\_42](https://www.louisianabelieves.com/docs/default-source/course-choice/high-school-planning-guidebook.pdf?sfvrsn=1fbd831f_42)
- [https://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/individual-graduation-plan-igp.pdf?sfvrsn=42068c1f\\_46](https://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/individual-graduation-plan-igp.pdf?sfvrsn=42068c1f_46)
- <https://nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/Louisiana-MiddleSkills.pdf>
- <https://www.laworks.net/stars/>
- <http://www.act.org/content/dam/act/unsecured/multimedia/wvmap/world.html>
- <http://www.laworks.net/>
- <https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-tech-course-requirements.pdf?sfvrsn=16>
- [http://www.laworks.net/Downloads/PR/WIC/IBC\\_StateFocusList\\_20151215.pdf](http://www.laworks.net/Downloads/PR/WIC/IBC_StateFocusList_20151215.pdf)
- <https://www.louisianabelieves.com/courses/graduation-requirements>
- <https://www.lctcs.edu/>
- <https://regents.la.gov/>
- <http://www.act.org/content/act/en/products-and-services/act-profile/college-planning.html>
- <https://www.louisianabelieves.com/courses/tops-tech-early-start-training-providers>



**Unit Focus:** Unit 7 helps students navigate careers and identify potential career pathways. Students will use their understanding of their individual strengths and interests to refine their career plans. Students will learn about various career sectors and pathways and develop a better understanding of labor market information. Students will work to develop a career plan that includes high school, postsecondary coursework, certifications or apprenticeships, and the necessary actions to be successful.

### Stage 1: Desired Results (both skills-based and concept-based)

<p><b>Big Ideas:</b> People who experience happiness and lifelong success in their careers have acquired this through early planning, interest alignment, and ongoing progress monitoring.</p>	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do my personal and career goals influence my career choice?</li> <li>• What type of coursework is necessary to achieve my personal and career goals?</li> <li>• What types of occupations am I most interested in pursuing?</li> <li>• What types of skills and education are required to pursue a career of interest?</li> <li>• Are there any considerations to pursuing a career that is of interest? Are there jobs in my local or regional economies? What type of postsecondary education is required?</li> <li>• Can I afford to live and support a family if I pursue my career of interest?</li> <li>• How can I ensure that I am prepared to pursue a career of interest?</li> </ul>
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- Students Will Know and Be Able To:**
- analyze the relationship between their personal and career interests and opportunities;
  - identify personal interests, goals, and skills and match those interests with applicable occupations;
  - understand potential career opportunities and related requirements, such as the level of credential or education and the type of experiences needed;
  - evaluate occupational data and present occupational information;
  - understand how to navigate a career pathway for a specific occupation or occupational cluster and describe the required career planning; and
  - establish a vision for achieving students' personal and career goals.

### Goals

<p><b>Career and Life Readiness Competencies</b> <i>Applied Knowledge</i></p> <ul style="list-style-type: none"> <li>• Critical Thinking Skills             <ul style="list-style-type: none"> <li>○ thinking critically</li> <li>○ thinking creatively</li> <li>○ making sound decisions</li> <li>○ solving problems</li> <li>○ reasoning</li> <li>○ planning</li> <li>○ organizing</li> </ul> </li> </ul>	<p><a href="#">Louisiana K-12 Student Standards English Language Arts</a> <i>Reading Standards for Science and Technical Subjects, Grades 6–8</i> RST.6-8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <i>Writing Standards, Grade 8</i> W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <i>Speaking and Listening Standards, Grade 8</i></p>
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Goals	
<ul style="list-style-type: none"> <li>• Career-Related Technical Skills               <ul style="list-style-type: none"> <li>○ maintaining knowledge of industry sectors and pathways</li> </ul> </li> </ul> <p><i>Relational Skills and Personal Attributes</i></p> <ul style="list-style-type: none"> <li>• Interpersonal Skills               <ul style="list-style-type: none"> <li>○ working well with others</li> <li>○ understanding teamwork</li> </ul> </li> <li>• Personal Qualities               <ul style="list-style-type: none"> <li>○ demonstrating responsibility and self-discipline</li> </ul> </li> </ul> <p><i>Executive and Communication Skills</i></p> <ul style="list-style-type: none"> <li>• Executive Skills               <ul style="list-style-type: none"> <li>○ understanding and evaluating information</li> <li>○ using a variety of information</li> <li>○ communicating effectively in multiple formats</li> </ul> </li> <li>• Technology Skills               <ul style="list-style-type: none"> <li>○ understanding technology and its appropriate uses</li> </ul> </li> <li>• Information Use Skills               <ul style="list-style-type: none"> <li>○ locating and organizing information</li> <li>○ using and analyzing information</li> <li>○ communicating information</li> </ul> </li> </ul> <p><i>Career Navigation Skills</i></p> <ul style="list-style-type: none"> <li>• Developing an awareness of personal temperament, skills, and strengths</li> <li>• Maintaining knowledge of industries, sectors, careers and pathways</li> </ul> <p><b>Additional Competencies</b> Critique and Revision</p>	<p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <p>SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><i>Writing Standards, Grades 9–10</i></p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><i>Speaking and Listening Standards, Grades 9-10</i></p> <p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>

Goals	
<p><b>Supports for Diverse Learners</b></p> <ul style="list-style-type: none"> <li>• Provide notes and readings ahead of time that include additional details and background information. Highlight any key points or topics and make notations to provide background information.</li> <li>• Provide additional support for vocabulary               <ul style="list-style-type: none"> <li>○ Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.</li> <li>○ Write these words and phrases on the board and have students write them in their notebooks or on index cards.</li> <li>○ Use visuals, acting, translation or synonyms to relay the meaning of the word to the students.</li> <li>○ Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.</li> </ul> </li> <li>• Send out video links early and provide students with time to ask questions and retell the key points to the teacher.</li> <li>• Provide project templates and set aside time for students to ask clarifying questions.</li> <li>• Model directions and use gestures to support student understanding.</li> <li>• <a href="#">Use checklist for modifying lesson plans.</a></li> <li>• Refer to <a href="#">Guidebook for Supporting Students with Disabilities</a> and <a href="#">English Learner Guidebook</a> as needed.</li> </ul>	<p><b>Targeted Career Cluster(s):</b></p> <ul style="list-style-type: none"> <li>• Dependent on the student’s interest discovered through this unit</li> </ul>

Stage 2: Assessment/Evidence of and for Student Learning	
Curriculum-embedded Performance Task(s)	Formative Checkpoints

<p><b>Performance Task 1: This Job is For You</b> Students will be asked to perform the role of a job recruiter.</p> <ul style="list-style-type: none"> <li>• Students will research the characteristics of a career including important extrinsic and intrinsic rewards;</li> <li>• Students will interview someone in the field and analyze interview data;</li> <li>• Students will research active job postings that are of interest and develop a personal resume and cover letter;</li> <li>• Students will develop a video commercial highlighting the job and key characteristics of the position to attract applicants into the industry.</li> </ul> <p><b>Performance Task 2: Individual Graduation Plan</b> Students will develop an individual graduation plan to reflect a career of interest.</p> <ul style="list-style-type: none"> <li>• Students will review and update an individual graduation plan using the <a href="#">IGP fillable form</a>;</li> <li>• Students will identify education and career goals that map to occupations that are of interest to the student and conduct labor market research to learn more about those occupations;</li> <li>• Students will identify secondary and postsecondary coursework for their individual graduation plan;</li> <li>• Students will identify in-school and out-of-school opportunities to build skills and knowledge related to occupations of interest.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Class Discussion</b>—Students actively participate in daily class discussions throughout unit.</li> <li>• <b>Reflection Paragraphs</b>—Teacher reviews the reflection page to provide feedback to support student understanding of career pathways.</li> <li>• <b>Teacher Observation</b>—Teacher observes class discussions.</li> <li>• <b>Student Presentations</b>—Students research careers using the career clusters framework and develop survey and data tools to capture and present information.</li> <li>• <b>Peer Feedback</b>—Students develop survey tools and collect data from their peers or other individuals to discuss career pathways.</li> <li>• <b>Resume and Cover Letter</b>—Students develop a resume and cover letter based on an active open position that is of interest.</li> <li>• <b>Survey</b>—Teacher reviews and provides feedback on students’ surveys.</li> <li>• <b>LinkedIn Profile</b>—Teacher reviews and provides feedback on the students’ LinkedIn profiles.</li> <li>• <b>Career Video</b>—Teacher reviews students’ videos that are meant to attract others into an industry.</li> <li>• <b>Individual Graduation Plan</b>—Teacher reviews the IGP form.</li> </ul>
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### Stage 3: Learning Plan Overview

Lessons	Lessons Overview
<p><b>Lesson One: What Do I Want to Do?</b></p> <p><b>2 days</b></p>	<p><b>Day 1:</b> The teacher will introduce the unit and discuss intrinsic and extrinsic motivation. Students will work in small groups to think-pair-share on previous class activities. Students will individually generate a list of 3 to 5 activities they enjoyed and why they enjoyed them. Students will work in groups to share their ideas and their intrinsic and extrinsic motivation about the activities. Student groups will share one example of an activity they liked and their motivation. The teacher will introduce PT 1 and the PT 1 rubric and give students the opportunity to ask questions. Students will take an online assessment such as <a href="#">My Next Move</a> to identify how their interests align to potential careers. Students will record their interest profile and the types of careers in each job zone that are a good fit for them. Students will reflect on the list of potential careers.</p>

### Stage 3: Learning Plan Overview

	<p><b>Day 2:</b> The teacher will review PT 1 and the PT 1 rubric. Students will review the list of potential careers and evaluate occupations across similar job zones. Students will determine if there are any themes between occupations and job zones. Students will develop a list of criteria and constraints to evaluate the list of potential careers. Students will begin to conduct labor market research on a chosen career.</p>
<p><b>Lesson Two: Is this Career for You?</b></p> <p><b>10 days</b></p>	<p><b>Day 1 and 2:</b> The teacher will review PT 1 and the PT 1 rubric. Students will complete labor market research on the career of interest. Students will write a one-page report on the career of interest. Students will present their career of interest and report to the class.</p> <p><b>Day 3 and 4:</b> The teacher will review PT 1 and the PT 1 rubric. Students will research active job postings for the career of interest and identify one open position from a local or regional employer. Students will research and select a resume template and cover letter template. Students will develop a cover letter and resume for the open position.</p> <p><b>Days 5 and 6:</b> The teacher will review PT 1 and the PT 1 rubric. Students will create an online survey to seek feedback on their cover letter and resume. Students will send the survey to 5 to 10 individuals to complete. Students will collect the feedback data and present the data for evaluation. Students will incorporate peer feedback and make updates to their cover letter and resume. After students make updates to their resume and cover letter, students will work independently to create a LinkedIn profile. The profile should include their career aspirations and any pertinent information about themselves like their employment history, professional associations, student organizations, out-of-school activities, and any leadership roles or formal roles within organizations that they have held.</p> <p><b>Days 7, 8, and 9:</b> The teacher will review PT 1 and the PT 1 rubric. Students will be tasked to become a job recruiter for their chosen career and job posting. Students will develop a video commercial describing their labor market research about the field and the open position that they researched including the level of education, salary and benefits, and other company or job factors that are appealing. Students will develop opportunities for their peers to provide feedback and incorporate their feedback during the development process.</p> <p><b>Day 10:</b> Students will share their recruitment commercials with the class.</p>
<p><b>Lesson Three: Individual Graduation Plan</b></p> <p><b>3 days</b></p>	<p><b>Days 1:</b> The teacher will introduce PT 2 and the PT 2 rubric. Students will have the opportunity to ask questions. Students will review and build on their person and career goal statements to create an individual graduation plan.</p> <p><b>Days 2:</b> Students will complete PT 2 and identify the type of secondary and postsecondary coursework that is required for middle- and high-skill occupations that they are interested in pursuing. Students will engage their parents and/or guardians to complete the individual graduation plan.</p> <p><b>Day 3:</b> Students will present their individual graduation plan to the class.</p>

### Lesson One Learning Plan: What Do I Want to Do?

<b>Synopsis</b> Students will be introduced to the unit while identifying, describing, and understanding the difference between jobs and careers. Students will review their strengths and identify current interests and determine which careers best suit their strengths and interests.		<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li>• What types of occupations am I most interested in pursuing?</li> <li>• How do my personal and career goals influence my career choice?</li> </ul>	
<b>Assessed Career and Life Readiness Competencies:</b>			
<i>Developing an awareness of personal temperament, skills, and strengths is demonstrated by taking an online interest survey and matching interests to careers.</i>			
<b>Suggested Texts and Resources:</b>			
<b>Resources</b> <ul style="list-style-type: none"> <li>• My Next Move online interest survey</li> <li>• PT 1: Student Resource</li> <li>• PT 1: Rubric</li> <li>• <a href="#">O*NET Interest Profiler</a></li> <li>• <a href="#">My Next Move</a></li> <li>• <a href="#">What Are You Gonna Be When You Grow Up</a></li> <li>• <a href="#">Reality Check</a></li> <li>• <a href="#">Keirseey Profile Assessment</a></li> <li>• <a href="#">Hawaii. Edu Which Career Pathway is right for you?</a></li> <li>• <a href="#">Gearup for College Resources</a></li> </ul>		<b>New Vocabulary for the Learning Plan</b> <ul style="list-style-type: none"> <li>• career</li> <li>• extrinsic</li> <li>• intrinsic</li> </ul>	
<b>Learning Events and Formative Checkpoints:</b>			
<b>Day 1</b>	Students will know and be able to <ul style="list-style-type: none"> <li>• identify personal interests, goals, and skills and match those interests with applicable occupations</li> <li>• analyze the relationship between students' personal and career interests and potential occupations</li> </ul>		
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>• teacher observation of class discussion</li> <li>• teacher review of student reflections</li> </ul>		
	<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>• Online interest survey</li> <li>• PT 1: Student Resource</li> <li>• PT 1: Rubric</li> </ul>		
<b>Day 2</b>	Students will know and be able to		

### Lesson One Learning Plan: What Do I Want to Do?

	<ul style="list-style-type: none"> <li>identify personal interests, goals, and skills and match those interests with applicable occupations</li> <li>analyze the relationship between their personal and career interests and potential occupations</li> </ul>
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher observation of class discussion</li> <li>teacher review of student reflections</li> </ul>
	<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> </ul>

### Lesson Two Learning Plan: Is this Career for You?

<b>Synopsis</b> Students will research careers and interview or survey someone in the industry of their choice. Students will analyze and share the results of their interview/survey and create a commercial to recruit other students into the profession.	<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li>What types of occupations am I most interested in pursuing?</li> <li>What types of skills and education are required to pursue a career?</li> <li>What type of coursework is necessary to achieve my personal and career goals?</li> <li>What are the other considerations to pursuing a career?</li> <li>What are the jobs in my local or regional economies?</li> <li>What type of postsecondary education is required for those occupations?</li> <li>Can I afford to live and support a family if I pursue my career of interest?</li> </ul>
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### Assessed Career and Life Readiness Competencies:

*Thinking critically is demonstrated by identifying a job posting that matches to a specific career, by creating an online survey, and by incorporating feedback and data into a cover letter and resume.*

*Thinking creatively is demonstrated by creating a resume and a cover letter and by creating video and a LinkedIn profile.*

*Reasoning is demonstrated by evaluating feedback and data.*

*Planning and organizing is demonstrated by creating a video commercial.*

*Background knowledge and understanding and key concepts about the occupation, career pathway or industry is demonstrated by researching a career and by creating a commercial as a job recruiter.*

*Understanding teamwork and able to work with others is demonstrated through a critique and revision process.*

*Understanding, evaluating, and using a variety of information is demonstrated by researching careers.*

*Communicating effectively with others in multiple formats is demonstrated by writing a paper and presenting the information to the class.*

*Understanding technology and its appropriate uses is demonstrated by creating video and by creating a LinkedIn profile*

*Locating information is demonstrated by researching a specific career of interest.*

### Suggested Texts and Resources:



<b>Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> <li>Free online survey platform</li> <li>Technology tools to create the career commercial</li> </ul>		<b>New Vocabulary for the Learning Plan</b> <ul style="list-style-type: none"> <li>survey</li> <li>recruiter</li> <li>data visualization</li> </ul>
<b>Learning Events and Formative Checkpoints:</b>		
<b>Days 1 and 2</b>	Students will know and be able to understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest.	
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher observation of class discussion</li> <li>teacher observation of career paper presentations</li> </ul>	
	<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> </ul>	
<b>Days 3 and 4</b>	Students will know and be able to identify personal interests, goals, and skills and match those interests with applicable occupations.	
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher review of cover letters and resumes</li> </ul>	
	<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> <li>Links to job postings</li> </ul>	
<b>Days 5 and 6</b>	Students will know and be able to	
	<ul style="list-style-type: none"> <li>evaluate occupational data and present occupational information</li> <li>establish a vision for achieving students' personal and career goals</li> </ul>	
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher review of the students' surveys</li> <li>teacher review of LinkedIn profiles</li> </ul>	
<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> <li>Online survey platforms</li> <li>Links to writing survey questions</li> <li>Links to data visualization resources</li> </ul>		
<b>Days 7, 8, and</b>	Students will know and be able to	



9	<ul style="list-style-type: none"> <li>understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest</li> <li>understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning that is required</li> <li>evaluate occupational data and present occupational information</li> </ul>
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher observation of class discussion</li> <li>teacher review of student videos</li> </ul>
	<b>Materials/Resources</b> <ul style="list-style-type: none"> <li>PT 1: Student Resource</li> <li>PT 1: Rubric</li> <li>Online video platforms</li> <li>Video equipment</li> </ul>
Day 10	Students will know and be able to <ul style="list-style-type: none"> <li>understand potential career requirements, such as the level of credential or education that is required and the type of experiences needed to pursue a career of interest</li> <li>understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning that is required</li> <li>evaluate occupational data and present occupational information</li> </ul>
	<b>Formative Assessment</b> <ul style="list-style-type: none"> <li>teacher observation of student presentations.</li> </ul>

### Lesson Three Learning Plan: Career Plan Development

<b>Synopsis</b> Students will have the opportunity to ask questions. Students will review and build on their personal and career goal statements to create an individual graduation plan.	<b>Essential Question(s)</b> <ul style="list-style-type: none"> <li>How can I ensure that I am prepared to pursue a career of interest?</li> </ul>
<b>Assessed Career and Life Readiness Competencies:</b>	
<i>Thinking critically is demonstrated by creating an individual graduation plan.</i> <i>Background knowledge and understanding and key concepts about the occupation, career pathway or industry is demonstrated by revising a career goal statement.</i> <i>Communicating information is demonstrated by sharing the IGPs with the class.</i>	
<b>Suggested Texts and Resources:</b>	
<b>Resources</b> <ul style="list-style-type: none"> <li>PT 2: Student Resource</li> </ul>	New Vocabulary for the Learning Plan

- PT 2: Rubric
- [Louisiana Believes Individual Graduation Plan Resource](#)
- [Louisiana Believes Counselor Library](#)
- [Louisiana High School Planning Guidebook](#)
- [Louisiana Individual Graduation Plan](#)
- [National Skills coalition Middle Skills Fact Sheet](#)
- [Louisiana Work Force Find A Job Explore Careers](#)
- [ACT World-of-Work Map](#)
- [Louisiana Workforce Commission](#)
- [Louisiana Build Your Future](#)
- [Basic Tasks in Excel](#)
- [statewide IBC credentials](#)
- [Louisiana’s Community and Technical Colleges](#)
- [Louisiana Four-Year Universities](#)
- [ACT® College Search Tool](#)
- [TOPS Tech Early Start Private Training Providers](#)

### Learning Events and Formative Checkpoints:

<b>Day 1</b>	Students will know and be able to <ul style="list-style-type: none"> <li>• establish a vision for achieving students’ personal and career goals.</li> </ul>
	Formative Assessment: <ul style="list-style-type: none"> <li>• teacher observation of class discussion.</li> <li>• teacher reviews and provides feedback on the students’ IGP.</li> </ul>
	Materials/Resources: <ul style="list-style-type: none"> <li>• PT 2: Student Resource</li> <li>• PT 2: Rubric</li> <li>• Links to IGP resources</li> <li>• Links to secondary and postsecondary coursework</li> </ul>
<b>Day 2</b>	Students will know and be able to <ul style="list-style-type: none"> <li>• establish a vision for achieving students’ personal and career goals by developing their IGP.</li> </ul>
	Formative Assessment: <ul style="list-style-type: none"> <li>• teacher observation of class discussion.</li> <li>• teacher reviews and provides feedback on the students’ reflections.</li> </ul>
	Materials/Resources:

	<ul style="list-style-type: none"> <li>• PT 2: Student Resource</li> <li>• PT 2: Rubric</li> <li>• Links to IGP resources</li> <li>• Links to secondary and postsecondary coursework.</li> </ul>
<b>Day 3</b>	<p>Students will know and be able to</p> <ul style="list-style-type: none"> <li>• establish a vision for achieving students' personal and career goals.</li> <li>• present their IGP to the class.</li> </ul> <p>Formative Assessment:</p> <ul style="list-style-type: none"> <li>• teacher observation of class discussion.</li> <li>• teacher observation of students' presentations.</li> </ul>