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Unit 7: Navigating My Career Path

Suggested Timeline: 15 Days

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)

Big Ideas:

People who experience happiness and lifelong success in their careers have acquired this through early planning, interest alignment, and ongoing progress monitoring.

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 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?
- Can I afford to live and support a family if I pursue my career of interest?
- How can I ensure that I am prepared to pursue a career of interest?

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

Career and Life Readiness Competencies

Applied Knowledge

- Critical Thinking Skills
  - thinking critically
  - thinking creatively
  - making sound decisions
  - solving problems
  - reasoning
  - planning
  - organizing

<u>Louisiana K-12 Student Standards English Language Arts</u>

Reading Standards for Science and Technical Subjects, Grades 6–8

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).

Writing Standards, Grade 8

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.

Speaking and Listening Standards, Grade 8

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Goals

- Career-Related Technical Skills
  - maintaining knowledge of industry sectors and pathways

Relational Skills and Personal Attributes
- Interpersonal Skills
  - working well with others
  - understanding teamwork
- Personal Qualities
  - demonstrating responsibility and self-discipline

Executive and Communication Skills
- Executive Skills
  - understanding and evaluating information
  - using a variety of information
  - communicating effectively in multiple formats
- Technology Skills
  - understanding technology and its appropriate uses
- Information Use Skills
  - locating and organizing information
  - using and analyzing information
  - communicating information

Career Navigation Skills
- Developing an awareness of personal temperament, skills, and strengths
- Maintaining knowledge of industries, sectors, careers and pathways

Additional Competencies

Critique and Revision

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.

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.

SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Writing Standards, Grades 9–10

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Speaking and Listening Standards, Grades 9-10

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.

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.

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.

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Goals

Targeted Career Cluster(s):
- Dependent on the student's interest discovered through this unit

Supports for Diverse Learners

- 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.
- Provide additional support for vocabulary
  - Preview the text or topic and identify vocabulary or sentence structures that might be new for the students.
  - Write these words and phrases on the board and have students write them in their notebooks or on index cards.
  - Use visuals, acting, translation or synonyms to relay the meaning of the word to the students.
  - Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence.
- Send out video links early and provide students with time to ask questions and retell the key points to the teacher.
- Provide project templates and set aside time for students to ask clarifying questions.
- Model directions and use gestures to support student understanding.
- Use checklist for modifying lesson plans.
- Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed.

Stage 2: Assessment/Evidence of and for Student Learning

Curriculum-embedded Performance Task(s)	Formative Checkpoints

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Performance Task 1: This Job is For You

Students will be asked to perform the role of a job recruiter.

- Students will research the characteristics of a career including important extrinsic and intrinsic rewards;
- Students will interview someone in the field and analyze interview data;
- Students will research active job postings that are of interest and develop a personal resume and cover letter;
- Students will develop a video commercial highlighting the job and key characteristics of the position to attract applicants into the industry.

Performance Task 2: Individual Graduation Plan

Students will develop an individual graduation plan to reflect a career of interest.

- Students will review and update an individual graduation plan using the IGP fillable form;
- 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;
- Students will identify secondary and postsecondary coursework for their individual graduation plan;
- Students will identify in-school and out-of-school opportunities to build skills and knowledge related to occupations of interest.

- **Class Discussion**—Students actively participate in daily class discussions throughout unit.
- **Reflection Paragraphs**—Teacher reviews the reflection page to provide feedback to support student understanding of career pathways.
- **Teacher Observation**—Teacher observes class discussions.
- **Student Presentations**—Students research careers using the career clusters framework and develop survey and data tools to capture and present information.
- **Peer Feedback**—Students develop survey tools and collect data from their peers or other individuals to discuss career pathways.
- **Resume and Cover Letter**—Students develop a resume and cover letter based on an active open position that is of interest.
- **Survey**—Teacher reviews and provides feedback on students' surveys.
- **LinkedIn Profile**—Teacher reviews and provides feedback on the students' LinkedIn profiles.
- **Career Video**—Teacher reviews students' videos that are meant to attract others into an industry.
- **Individual Graduation Plan**—Teacher reviews the IGP form.

Stage 3: Learning Plan Overview

Lessons	Lessons Overview
Lesson One: What Do I Want to Do? **2 days**	**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 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 My Next Move 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.

Unit 7: Navigating My Career Path

Suggested Timeline: 15 Days

Stage 3: Learning Plan Overview

	Day 2: 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.
Lesson Two: Is this Career for You?	**Day 1 and 2:** 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.
10 days	**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 resume template and cover letter template. Students will develop a cover letter and resume for the open position.
	Days 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 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.
	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.
	Day 10: Students will share their recruitment commercials with the class.
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 person and career goal statements to create an individual graduation plan.
3 days	**Days 2:** 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.
	Day 3: Students will present their individual graduation plan to the class.

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

Synopsis

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.

Essential Question(s)

- What types of occupations am I most interested in pursuing?
- How do my personal and career goals influence my career choice?

Assessed Career and Life Readiness Competencies:

Developing an awareness of personal temperament, skills, and strengths is demonstrated by taking an online interest survey and matching interests to careers.

Suggested Texts and Resources:

Resources

- My Next Move online interest survey
- PT 1: Student Resource
- PT 1: Rubric
- O*NET Interest Profiler
- My Next Move
- What Are You Gonna Be When You Grow Up
- Reality Check
- Keirsey Profile Assessment
- Hawaii. Edu Which Career Pathway is right for you?
- Gearup for College Resources

New Vocabulary for the Learning Plan

- career
- extrinsic
- intrinsic

Learning Events and Formative Checkpoints:

Day 1	Students will know and be able to
	• identify personal interests, goals, and skills and match those interests with applicable occupations
	• analyze the relationship between students' personal and career interests and potential occupations
	Formative Assessment
	• teacher observation of class discussion
	• teacher review of student reflections
	Materials/Resources
	• Online interest survey
	• PT 1: Student Resource
	• PT 1: Rubric
Day 2	Students will know and be able to

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

- identify personal interests, goals, and skills and match those interests with applicable occupations
- analyze the relationship between their personal and career interests and potential occupations

Formative Assessment
- teacher observation of class discussion
- teacher review of student reflections

Materials/Resources
- PT 1: Student Resource
- PT 1: Rubric

Lesson Two Learning Plan: Is this Career for You?

Synopsis

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.

Essential Question(s)

- What types of occupations am I most interested in pursuing?
- What types of skills and education are required to pursue a career?
- What type of coursework is necessary to achieve my personal and career goals?
- What are the other considerations to pursuing a career?
- What are the jobs in my local or regional economies?
- What type of postsecondary education is required for those occupations?
- Can I afford to live and support a family if I pursue my career of interest?

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:

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Resources
- PT 1: Student Resource
- PT 1: Rubric
- Free online survey platform
- Technology tools to create the career commercial

New Vocabulary for the Learning Plan
- survey
- recruiter
- data visualization

Learning Events and Formative Checkpoints:

Days 1 and 2	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. Formative Assessment • teacher observation of class discussion • teacher observation of career paper presentations Materials/Resources • PT 1: Student Resource • PT 1: Rubric
Days 3 and 4	Students will know and be able to identify personal interests, goals, and skills and match those interests with applicable occupations. Formative Assessment • teacher review of cover letters and resumes Materials/Resources • PT 1: Student Resource • PT 1: Rubric • Links to job postings
Days 5 and 6	Students will know and be able to • evaluate occupational data and present occupational information • establish a vision for achieving students' personal and career goals Formative Assessment • teacher review of the students' surveys • teacher review of LinkedIn profiles Materials/Resources • PT 1: Student Resource • PT 1: Rubric • Online survey platforms • Links to writing survey questions • Links to data visualization resources
Days 7, 8, and	Students will know and be able to

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	• 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 • understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning that is required • evaluate occupational data and present occupational information
	Formative Assessment • teacher observation of class discussion • teacher review of student videos
	Materials/Resources • PT 1: Student Resource • PT 1: Rubric • Online video platforms • Video equipment
Day 10	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 • understand how to navigate a career pathway for a specific occupation or occupational cluster and identify the proper career planning that is required • evaluate occupational data and present occupational information
	Formative Assessment • teacher observation of student presentations.

Lesson Three Learning Plan: Career Plan Development

Synopsis 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.	**Essential Question(s)** • How can I ensure that I am prepared to pursue a career of interest?

Assessed Career and Life Readiness Competencies:

Thinking critically is demonstrated by creating an individual graduation plan.

Background knowledge and understanding and key concepts about the occupation, career pathway or industry is demonstrated by revising a career goal statement.

Communicating information is demonstrated by sharing the IGPs with the class.

Suggested Texts and Resources:

New Vocabulary for the Learning Plan
Resources • PT 2: Student Resource

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- 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:

Day 1

Students will know and be able to
- establish a vision for achieving students' personal and career goals.

Formative Assessment:
- teacher observation of class discussion.
- teacher reviews and provides feedback on the students' IGPs.

Materials/Resources:
- PT 2: Student Resource
- PT 2: Rubric
- Links to IGP resources
- Links to secondary and postsecondary coursework

Day 2

Students will know and be able to
- establish a vision for achieving students' personal and career goals by developing their IGP.

Formative Assessment:
- teacher observation of class discussion.
- teacher reviews and provides feedback on the students' reflections.

Materials/Resources:

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	• PT 2: Student Resource • PT 2: Rubric • Links to IGP resources • Links to secondary and postsecondary coursework.

Day 3	Students will know and be able to
	  • establish a vision for achieving students' personal and career goals.
	  • present their IGP to the class.
	
	Formative Assessment:
	  • teacher observation of class discussion.
	  • teacher observation of students' presentations.

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