Career Exploration

Where are you heading in the next few years?

Grade Level
9 – 12
ELL
This learning activity was developed as part of the requirements for the Aurora University/District U-46 graduate credit course Design Problem Based Learning: OEDC 6047, Summer, under the guidance of instructor Richard Levine.
Overview

How many times have you told your students, “you want a good career for your life; get an education.” It is true that one of the most important decisions that students make is choosing a career; however, are we really encouraging them on the right path to find it?

It is already a fact that today’s generation will not keep the same job for their entire working life. In fact, many studies has shown that people nowadays will go through at least two to three different jobs before they reach a retirement age.
Overview

For this reason, teachers’ redefined role consists of becoming facilitators in order to encourage students to find and develop their skills, learn how to use technological tools to find something that appeals to their aptitudes as a career choice, and even acquire the knowledge to do self-inquiry in the case of having to look for a new job at a later stage in their lives.
Overview

In this unit students will:

• explore the world of careers.
• discover through self-assessment their aptitudes and skills.
• conduct research.
• write a résumé using a template.
• create convincing brochures.
• present their findings using the technology of computers
• conduct an electronic survey to assess their performance and ability to convince others.
Thematic Unit:
Career Exploration

Building Vocabulary

Name that career

Career Jargon

Information gathering tool: Two-columns

Writing Summaries: One summary sentence

Read article: comprehension

Grammar: Key Train

Coordinating and Subordinating conjunctions

Sentence Structure

Writing a Resume

Researching for professional institutions

Prepare a Power Point Presentation about a profession which includes: Income, Education required, and an interview as it fits. Include an ad promoting the career. (Persuasive Writing)

Research/compare/contrast

United Streaming: Aptitude and career choice

Taking an inventory (Testing Room)

Writing Summaries: One summary sentence

Worksheets

Use brochure creator (Publisher).

Use the Dept. of Labor Web site

Use web monkey to conduct survey: career preferences among local high school students

Career Cruising Software

Use brochure creator (Publisher).
Goals and Curriculum Fit

- Domain: Listening-process, understand, interpret, and evaluate in a variety of situations.
- Level 5: Bridging
  - Integrate information from oral documentaries and other sources on unfamiliar topics.
Goals and Curriculum Fit

• Domain: Speaking—engage in oral communication in a variety of situations for a variety of purposes and audiences

Level 4: Expanding
• Give persuasive speeches on school related topics
Goals and Curriculum Fit

• Domain: Reading-process, interpret, and evaluate written language, symbols, and text with understanding and fluency

Level 4: Expanding
• Make generalizations from explicit and implicit texts
• Critique information from various sources, including the Internet

Level 5: Bridging
• Evaluate validity of information from various sources, including the Internet
Goals and Curriculum Fit

- **Domain: Writing** - engage in written communication in a variety of forms for a variety of purposes and audiences.

  **Level 4: Expanding**
  - Summarize notes from written texts in paragraph form
  - Produce outlines and summary from lecture notes

  **Level 5: Bridging**
  - Produce essays and reports from notes or outlines
How would I prioritize my career choices?

Which is best, advertising or administration?

What would I ask my favorite sport player to become just like him?

What does a macromolecular chemist do?

What is the relationship between geometry and auto mechanic?

What do I need to do now to create my own business?
Identifying, Representing and Describing the Problem

As a young adult you may have drifted off a few times wondering, where are you heading in the next few years? In fact, you may have visualized yourself owning a nice sport car, a house with a pool in a nice neighborhood, and enjoying doing whatever you may be doing as an occupation. However, have you identified yet a career choice that would actually give you those things plus a secure future?

You may have already realized that things are not the same as they were for your parents a few years back. Maybe they didn't have to obtain a college or university education to have a good job and raise a family; then again, this kind of circumstances may not longer apply to your generation. Our modern informational society requires more than a high school diploma to obtain a nice job. You may have already noticed that highly skilled people are the one getting the higher paying jobs.
Now you may be pondering about career choices that would suit you best and give you some of the things you want in your life. Perhaps, you have already browsed through the Internet looking for information about different careers and occupation choices, or maybe you have asked your counselor about a particular interest. With thousands of careers to choose from, it is never too early to begin your pursue for something that you may want in your life.

In this unit you will learn how to use Internet tools to explore career choices and use an occupational handbook to search for pay and benefits. In addition, you will learn how to use a job data bank to search for openings around the country, write a résumé and carry out an interview with a potential employer.
I don't need to be afraid of the future.
Interdisciplinary Considerations

- Technology
  - Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence).
  - Select and apply technology tools for research, information analysis, problem-solving, and decision-making content learning.

- Social Science
  - STATE GOAL 18: Understand social systems, with an emphasis on the United States.
  - LATE HIGH SCHOOL18.B.5 Use methods of social science inquiry (pose questions, collect and analyze data, make and support conclusions with evidence, report findings) to study the development and functions of social systems and report conclusions to a larger audience.
Timeline

Career Exploration

16 days

• **Day 1: Building vocabulary and background knowledge**
  - Activating prior knowledge with the use of a concept map (careers)
  - **Building vocabulary knowledge: context and name that profession**
  - Turn previous concept map into extended graphic organizers: connectors: prestige, security, high and low wages, higher degree of education, vocational skills, etc.
Terms to Learn

- Career
- Interests
- Aptitudes
- Skills
- Paraprofessionals
- Apprenticeship
- Entrepreneur
- Interview
- Résumé
Timeline
Career Exploration

• Day 2: Reading Comprehension Skills
  - Reading for comprehension: Generation gaps shape workplace choices, conflicts.
  - Doing an anticipation guide to generate ideas for predictions.
    • Completing a two-column notes chart with main ideas structured as questions for students to find and provide supporting details.
    • Writing a one sentence summary using the ideas gathered from the article through the completion of the two-column notes
**Main Idea** | **Supporting Ideas**
--- | ---
What examples can you find in this article that demonstrate the gap of work expectations between generations? | 
Why do you think that each generation approaches jobs differently? | 
Can you elaborate on the reasons why people may not be happy with their jobs? | 
Assess from your own perspective the value or importance for your generation of...  
* money.  
* prestige.  
* self-realization.  
* satisfaction. |
Timeline

Career Exploration

• Day 3: Key Train
  - Mini-lesson:
    • Sentence Structure
    • Writing complex sentences with coordinating and subordinating conjunctions.
    • Key Train: Complete lessons (same as mini-lesson)
    • Take quiz on Key Train

http://run.keytrain.com/
Timeline
Career Exploration

- Day 4: Aptitude Test
  - Reading Selection: Your Aptitudes and Skills & Reflection questions
  - Take an on-line aptitude test
    http://testingroom.com/logonAction2.do
  - Print findings and place in students’ portfolio.
  - Write a reflective journal entry about results.
Timeline
Career Exploration

- Day 5: United Streaming Video
  - Exploring Careers: What’s Right for You: students will watch the movie segments: Picking a career is a lifetime process, Personality types and The Holland hexagon.
  - Students will work in collaborative groups to discuss and report on a series of questions.
  - Take a personality type quiz and score it. Students will place a copy of this quiz in their portfolios. (United Streaming on-line teacher’s handbook)
  - Write an extension to yesterday’s journal entry by adding comments on the results of today’s personality quiz.
### Discussion Questions

Source: United Streaming Teacher’s Handbook (on-line)

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does it surprise you to learn that people change careers an average of six times in their lives? Can you offer examples of family members or other adults you know who have changed careers often?</td>
<td></td>
</tr>
<tr>
<td>2. What does the guidance counselor, Ms. Olmyer, mean when she says that “picking career is a process”? What does she mean when she says the first step in choosing a career is to get on the right “staircase”? What would be the wrong “staircase”?</td>
<td></td>
</tr>
<tr>
<td>3. Do you know someone whose work doesn’t fit his/her personality? Is the person successful? Is he/she happy? Why do you think that person chose that career?</td>
<td></td>
</tr>
<tr>
<td>4. Describe the Holland Hexagon. What is the idea behind it?</td>
<td></td>
</tr>
</tbody>
</table>
Timeline
Career Exploration

• Day 6: United Streaming Video
  - After identifying students’ prevailing personality, they will take a second quiz according to their type to further explore their interests, aptitudes, likes and dislikes. (United Streaming on-line teacher’s handbook)
  - Having identified students’ interest, they will access the movie segment that pertains his/her interest from the teacher’s on-line folder.
  - Carousel Brainstorming: The teacher will write the names of the different types of personality-doer, thinker, creator, helper, persuader and organizer- on a poster paper. Students will move about each labeled poster paper and write either or both comments and questions about something they have learned from the video.
  - Students will reflect in a group discussion about connections they see between students’ comments.
Timeline
Career Exploration

• Day 7 & 8: Career Cruising
  - Students will access the program Career Cruising online in order to prepare a more personalized portfolio based on student's interests, skills, likes and dislikes and occupational interests.

Career Cruising
http://www.careercruising.com/default.asp
**Timeline**

**Career Exploration**

- **Day 9: Career choices and gathering information**
  - Having students profiled their personality type, skills and preferences, they will use the U.S. Department of Labor web site to search for specific information.
  - Students will use a **five column chart** to gather information about training and education needed, earnings, expected job prospects, what workers do on the job and working conditions for five different occupations.
  - Having completed the five-column chart, they will complete a **Goal-Reasons web** where they will state one goal (e.g., owning a home by the age of 25) and support it with ways of achieving it. They will use the information gathered from their previous research.
Goal-Reasons Web
Write reasons in the circles below. Add facts or examples in the circles connected to the reasons.
<table>
<thead>
<tr>
<th>Careers</th>
<th>Training and education needed</th>
<th>Earnings</th>
<th>Expected job prospects</th>
<th>What workers do on the job</th>
<th>Working conditions</th>
</tr>
</thead>
</table>
Timeline

Career Exploration

- Day 10: Career choices and gathering information
  - Students will create a list of requirements for a good résumé.
  - Having print out a copy of their résumé, students will assess each others work and write recommendations.
Timeline

Career Exploration

• Day 11 & 12: Career choices and gathering information
  
  - Students will select a profession and will prepare a Power Point presentation providing the following information: profession, training and education needed, institutions in the surrounding area offering required courses ([http://www.illinois.gov/learning/college.cfm](http://www.illinois.gov/learning/college.cfm)), earnings, expected job prospects, job description, ramifications (other areas where people can work on), working conditions, and job benefits.
  
  - Students will then use the MS Publisher to prepare a brochure that contains the same information providing with an introduction using persuasive writing style. A final copy of this brochure will be placed on a bulletin board.
  
  - Students will rehearse their Power Point presentation and place brochures on the bulletin board.
Timeline
Career Exploration

• Day 13 & 14: Career Exploration Students’ Presentation
  - Students will present their Power Point presentation to the class. The teacher will use a *rubric* to assess students’ performance.
  - During each presentation, students will fill out a *clock-shaped graphic organizer* where they write important details for every presentation.
  - Before starting the individual conferences, students will complete a four-column chart stating their strengths and weakness. The last two-columns (students’ recommendations and self-reflection) will be filled after conducting the survey.
  - The teacher will have individual conferences with the students to inform them of their grade and have them list their strengths and weakness during their presentations. Students that are not conferencing with the teacher will be working on a *Career Cruising worksheet*. 
# Research Report: Career Exploration Project Presentation

**Teacher Name: Ms. Febles**

**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount of Information</strong></td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td><strong>Quality of Information</strong></td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>All sources (information and graphics) are accurately documented in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but a few are not in the desired format.</td>
<td>All sources (information and graphics) are accurately documented, but many are not in the desired format.</td>
<td>Some sources are not accurately documented.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical, spelling or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td><strong>Paragraph Construction</strong></td>
<td>All paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Most paragraphs include introductory sentence, explanations or details, and concluding sentence.</td>
<td>Paragraphs included related information but were typically not constructed well.</td>
<td>Paragraghing structure was not clear and sentences were not typically related within the paragraphs.</td>
</tr>
<tr>
<td><strong>Internet Use</strong></td>
<td>Successfully uses suggested internet links to find information and navigates within these sites easily without assistance.</td>
<td>Usually able to use suggested internet links to find information and navigates within these sites easily without assistance.</td>
<td>Occasionally able to use suggested internet links to find information and navigates within these sites easily without assistance.</td>
<td>Needs assistance or supervision to use suggested internet links and/or to navigate within these sites.</td>
</tr>
<tr>
<td><strong>Diagrams &amp; Illustrations</strong></td>
<td>Diagrams and illustrations are neat, accurate and add to</td>
<td>Diagrams and illustrations are neat and accurate and add to</td>
<td>Diagrams and illustrations are neat and accurate and</td>
<td>Diagrams and illustrations are not accurate OR do not</td>
</tr>
<tr>
<td>the reader's understanding of the topic.</td>
<td>the reader's understanding of the topic.</td>
<td>sometimes add to the reader's understanding of the topic.</td>
<td>add to the reader's understanding of the topic.</td>
<td></td>
</tr>
</tbody>
</table>

Date Created: Aug 01, 2006 12:19 pm (CDT)


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Houghton Mifflin English
Clock
Write details in time order in each section. Not all sections need to be filled in.

Topic
Timeline
Career Exploration

• Day 15: Final Evaluation
  - Students will use the program SurveyMonkey.com (http://www.surveymonkey.com/home.asp) to design a survey, collect responses and analyze results. Students will be collecting information about other students professional preferences, priorities, individual performance during presentations and recommendations.
  - Students in class will then proceed to take the surveys.
Timeline
Career Exploration

• **Day 16: Final Evaluation**
  - Having gathered the information and responses from the surveys, students will analyze the results. They will go back to their self-assessment four-column chart and complete the columns for students’ recommendations and final self-reflection.
  - Students will share these reflections with the rest of class in an open discussion.
  - Student’s will take one final survey designed by the teacher to gather information about students impression of the unit and future recommendations.
  - The teacher will use the results to make changes and improvements to the unit.
Project Level
Learning Objectives

In their study of the theme Career Exploration, students will conduct a research about different career choices, write a résumé, display their research results, and prepare a brochure with the aid of two different computer programs.
Project Level
Learning Objectives

Knowledge
• Define a series of terms related to career choices and job search.

Comprehension
• Explain the difference between choices and conflicts in the workplace between generations.
• Explain how interests, aptitudes, and skills influence career choices.

Application
• Relate aptitudes to personal career choices.
• Identify ways to gain work skills
• Write a résumé.
Project Level Learning Objectives

Analysis
• Compare/Contrast the cost of an education program, wages and demand of several professional fields of students’ choice.

Synthesis
• Create a power point presentation presenting and promoting a professional field and its ramifications.
• Discuss sources for finding jobs.
• Design a brochure promoting a profession
• Compile information from an electronic survey to determine the impact of their presentation.

Evaluation
• Rate their performance as a speaker and presenter by correlating it to survey results.
• Set criteria by which they can decide what are the best career choices and what are the best strategies for applying and interviewing for such jobs.
Target Audience

ELL Students
Grade Level
9 - 12
Technologies

Comic Creator
http://www.readwritethink.org/materials/comic/index.html

News article: Generation gaps shape workplace choices, conflicts
http://news.yahoo.com/s/nm/20060713/us_nm/life_work_generation_dc_1

Key Train
http://run.keytrain.com/

United Streaming
http://www.unitedstreaming.com/

Career Cruising
http://www.careercruising.com/default.asp

Aptitude Test
http://testingroom.com/logonAction2.do

Graphic Organizers
http://www.eduplace.com/graphicorganizer/

U. S. Department of Labor
http://www.dol.gov/
Technologies

Microsoft Office Online

Learning in Illinois
http://www.illinois.gov/learning/college.cfm

Survey Monkey
http://www.surveymonkey.com/home.asp
Roles of Students

Students will assume the role of:
  • Inquirers
  • Analytical readers and thinkers
  • Graphic designers
  • Presenters

Most importantly:
Assume responsibility for gathering the facts that will help them make wiser decisions about their futures.