



# Career Exploration Lesson

Lesson Summary	Advanced Preparation
<p>In this lesson, students will consider careers they are interested in pursuing and the reasons why. Students will then choose one of these careers to research further using CareerVillage.org to research topics provided on their student note sheet. (+/-60 min)</p>	<ol style="list-style-type: none"> <li>1) Familiarize yourself with <b>Career Exploration Lesson PowerPoint</b> taking note that some slides have additional comments in the notes section.</li> <li>2) Copy <b>Career Exploration Student Notes</b> (1 per student)</li> </ol>
Materials	
<ul style="list-style-type: none"> <li>• <b>Screen</b> (to project on)</li> <li>• <b>Projector</b></li> <li>• <b>Career Exploration Lesson PowerPoint</b> (slides 3-11 for students)</li> <li>• <b>Career Exploration Student Notes</b></li> <li>• <b>Computers</b> (for students to use in class)</li> </ul> <p><b>Materials for teacher:</b></p> <ul style="list-style-type: none"> <li>• Career Exploration Lesson PowerPoint (slides 1-2)</li> </ul>	
Learning Objectives	Background Knowledge
<p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1) research necessary requirements/duties for a particular career as well as other information about that career based on responses from actual working professionals.</li> </ol>	<p><b>Instructor should have:</b></p> <ol style="list-style-type: none"> <li>1) Read <b>“Educator First Steps”</b> (found in the <b>Getting Started</b> teacher resource) to sign up and create a Cohort/Cohorts.</li> <li>2) Presented the <b>“What is CareerVillage?” PowerPoint</b> (found in the <b>Getting Started</b> teacher resource) to students to provide a basic understanding of how CareerVillage can assist students. (20 minutes)</li> <li>3) Provided time/assigned students to create their own accounts on CareerVillage.</li> </ol>

## Assessment

**Formative Assessment:**

Instructors can collect the Career Exploration Student Notes and read through students' research notes. Instructor should look for any misconceptions or incorrect information and can clarify these at the start of the next lesson. Also, instructor may look for a lack of notes or nonsensical notes that may be an identifier for a student who is struggling with research. The instructor can address this on a case-by-case basis.

### Common Core Standards

Grades 8	Grades 9-10	Grades 11-12
<p><b>CCSS.ELA-LITERACY.W.8.7</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>CCSS.ELA-LITERACY.SL.8.1.C</b> Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p>	<p><b>CCSS.ELA-LITERACY.W.9-10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CCSS.ELA-LITERACY.SL.9-10.1.C</b> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p>	<p><b>CCSS.ELA-LITERACY.W.11-12.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>CCSS.ELA-LITERACY.SL.11-12.1.C</b> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

### ASCA National Standards (American School Counselor Association)

- C:B1.2** Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.5** Use research and information resources to obtain career information.
- C:B1.6** Learn to use the Internet to access career-planning information.
- C:B2.1** Demonstrate awareness of the education and training needed to achieve career goals
- C:C1.3** Identify personal preferences and interests influencing career choice and success

### ASCA Mindset & Behaviors Standards

- B-SS 1** Use effective oral and written communication skills and listening skills.
- B-SS 8** Demonstrate advocacy skills and the ability to assert self, when necessary.