

Unit #2 Title: Navigating the World of Work	
Lesson Title: Investigating Career Resources	Lesson: 2 of 4
Grade Level: 10	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive Guidance and Counseling Domain:	
CD.7: Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.	
CD.8: Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education.	
Grade Level Standard (GLSs):	
CD.7.B.10.a.i: Evaluate a variety of resources to aid in career exploration and planning now and in the future.	
CD.8.A.10.a.i: Analyze career and educational information to identify the most relevant resources for specific career options.	
American School Counselor Association (ASCA) National Standard:	
Career Development	
A. Students will acquire the skills to navigate the world of work in relation to knowledge of self and to make informed career decisions.	

Materials (include activity sheets and/ or supporting resources)

<p>Listing of Career Paths/Career Clusters posters or handouts Activity Sheet: Outlook for Jobs in the Future Computer for each student or paper & pencil The <i>Occupational Outlook Handbook</i> - http://www.bls.gov/oco/ <i>Dictionary of Occupational Titles</i> - http://www.occupationalinfo.org/ On-line resources available through US government, e.g. America’s Career Resource Network (ACRN) www.acrnetwork.org and www.online.onetcenter.org Missouri Connections, www.missouriconnections.org Any other career resource Career Path Mini Poster</p>

Show Me Standards: Performance Goals (check one or more that apply)

X	<p>Goal 1: Gather, analyze and apply information and ideas</p> <p>2. Conduct research to answer questions and evaluate information and ideas</p> <p>4. Use technological tools and other resources to locate, select and organize information</p> <p>10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers</p>
X	<p>Goal 2: Communicate effectively within and beyond the classroom</p> <p>7. Use technological tools to exchange information and ideas</p>

X	Goal 3: Recognize and solve problems 1. Identify problems and define their scope and elements 2. Evaluate the processes used in recognizing and solving problems
X	Goal 4: Make decisions and act as responsible members of society 8. Explore, prepare for and seek educational and job opportunities

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization) 6. Identifying and evaluating relationships between language and culture
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

Lesson Measurable Learning Objectives:

The student will utilize career information from a variety of resources to identify educational requirements, average salary, and outlook for a job from 3 of the 16 Career Clusters.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLSs. Assessment can be question answer, performance activity, etc.
Students will choose one career from 3 of the 16 Career Clusters. They will identify and submit a written report, which addresses educational requirements, average salary, and job outlook for each job.

Lesson Preparation

Essential Question:
How do careers differ?

Engagement (Hook):
Did you know ... with a click of your mouse you can find information about any occupation? You can view video-clips of people at work? Our goal for today is to help you help yourself –to a lifetime of success.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/ Instructional Activities:
<ol style="list-style-type: none"> 1. Counselor will give students handouts with Career Paths and Career Clusters and the Activity Sheet: “Outlook for Jobs in the Future”. Students will be instructed to select three jobs from the Career Clusters. 2. Students are instructed to list educational requirements, salary or wages, and job outlook for each job using a different resource for each, on the attached reporting form. 3. Counselor monitors students’ progress. 	<ol style="list-style-type: none"> 1. Students will use the handouts to select a job of interest from 3 of the 16 Career Clusters. 2. Students list educational requirements, salary or wages, and job outlook for each job using a different resource for each on the form. 3. Students complete form and ask clarifying questions.

Teacher Follow-Up Activities

Students select one job and interview a person employed in that job. They could then write a paper entitled, “A Day in the Life of.....”

Counselor reflection notes (completed after the lesson)

Career Paths

Working Together in Our Community



Business, Management, & Technology

Occupations in this path are related to the business environment. These include entrepreneurship, sales, marketing, computer/information systems, finance, accounting, personnel, economics, and management.



Arts & Communications

Occupations in this path are related to humanities and performing, visual, literary, and media arts. These include architecture, writing, film, fine arts, journalism, languages, media, advertising, public relations, and graphic, interior, and fashion design.



Natural Resources/Agriculture

Occupations in this path are related to agriculture, the environment, and natural resources. These include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture, and wildlife.



Industrial & Engineering Technology

Occupations in this path are related to technologies necessary to design, develop, install, and maintain physical systems. These include engineering, manufacturing, construction, service, and related technologies.



Human Services

Occupations in this path are related to economic, political, and social systems. These include education, government, law and law enforcement, leisure and recreation, military, religion, childcare, social services, and personal services.



Health Services

Occupations in this path are related to the promotion of health and treatment of disease. These include research, prevention, treatment, and related health technologies.

THE 16 CAREER CLUSTERS

For more information and access to valuable resources re: Career Clusters go to:
States Career Clusters: www.careerclusters.org or www.missouriconnections.org

Agriculture, Food & Natural Resources

Architecture & Construction

Arts, A/V Technology & Communications

Business Management & Administration

Education & Training

Finance

Government & Public Administration

Health Science

Hospitality & Tourism

Human Services

Information Technology

Law, Public Safety, Corrections & Security

Manufacturing

Marketing

Science, Technology, Engineering & Mathematics

Transportation, Distribution & Logistics

OUTLOOK FOR JOBS IN THE FUTURE

Career Path Career Clusters	Job	Salary	Education	Outlook	Resource Used
Arts & Communication ----- Arts, A/V Technology and Communications					
Natural Resources Agriculture ----- Agriculture, Food and Natural Resources					
Business, Management & Technology ----- Information Technology Finance Marketing Business Management and Administration					
Industrial & Engineering Technology ----- Science, Technology, Engineering and Mathematics Architecture and Construction Manufacturing Transportation, Distribution and Logistics					
Health Services ----- Health Science					
Human Services ----- Human Services Hospitality and Tourism Government and Public Administration Law, Public Safety, Corrections and Security Education and Training					

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Dictionary of Occupational Titles: www.occupationalinfo.org
ONET: www.onetcenter.org
Other: www.careerclusters.org