

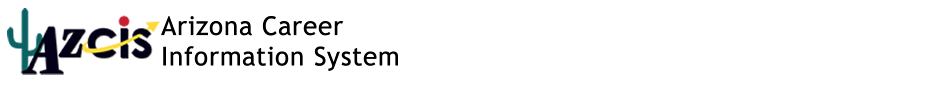
**SUSD Elementary Lesson Plan**

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| **Topic:** Career Interest Inventory – Exploring My Career Goals  **Duration:** 45 - 50 minutes  **Grade Level**: 6th Grade | | | |
| **ASCA COUNSELING STANDARDS / MINDSETS & BEHAVIORS** | | | |
| **ASCA STANDARDS**  C:A1.1 – Develop skills to locate, evaluate and interpret career information.  C:A1.3 – Develop an awareness of personal abilities, skills, interests, and motivations.  C:A1.7 – Understand the Importance of Planning  C:B1.2 – Identify personal skills, interests and abilities and relate them to current career  choice.  C:B1.3 – Demonstrate knowledge of the career planning process.  C:B1.6 – Learn to use the internet to access career planning information.  **ASCA MINDSETS & BEHAVIORS**  Mindset Standard: 4 – Understanding that postsecondary education and life-long learning are  necessary for long-term career success.  Mindset Standard: 5 – Belief in using abilities to their fullest to achieve high-quality results and  outcomes.  Behavior Standard: Learning Strategies 5 – Apply media and technology skills.  Behavior Standard: Self-Management Skills 3 – Demonstrate ability to work independently.  Behavior Standard: Self-Management Skills 5 – Demonstrate perseverance to achieve long and short-  term goals. | | | |
| **OBJECTIVES** | | **VOCABULARY** | |
| 1. Students will be able to use on-line resources to  develop an understanding of their own interests  and abilities and use that understanding to help  them make choices relating to the development  and achievement of their own career goals. | | 1. Career Goal  2. Interest Inventory  3. Career Clusters  4. Occupation | |
| **INTRODUCTION TO LESSON** | | | |
| 1. REVIEW – What a “goal” is, including an brief explanation of the difference between “long-term,”  “short-term,” “realistic,” and “unrealistic” goals.  2. REVIEW – Explain that to achieve goals, you must make a plan, take steps to complete the plan,  monitor the progress of the plan, and then adjust your plan if it is not working towards your goal.  3. RELATE – Talk about how the goal making/planning process can be used to determine what type of  job would be the most realistic and desirable for each student.  4. RELATE – Talk about how if someone’s “personal goal” is to be successful enough to easily take  care of themselves and their family when they are an adult, they need to research, make, plan for,  and take the steps necessary to achieve a realistic “career goal,” allowing them to be successful. | | | |
| **CONTENT KNOWLEDGE / INSTRUCTIONAL DESIGN** | | | |
| **INSTRUCTOR ACTIONS** | | **STUDENT ACTIONS** | |
| 1. Read first paragraph of worksheet out loud to students. | | 1. Students will silently read the first paragraph of the worksheet in pace with the instructor. | |
| 2. Instruct students to turn on their laptops and go to the AZCIS Arizona Career Information System website (under instruction 1 on worksheet). | | 2. Students will get out and turn on their laptops, get onto the internet, and type in the AZCIS website address. | |
| 3. Display the AZCIS website on the board using the LCD projector and instruct students to follow along with you as you read instructions 2 – 5 out loud and navigate through the website. | | 3. Students will navigate through the AZCIS website along with the instructor. | |
| 4. From the AZCIS website, read the Career Cluster Inventory “Getting Started” instructions and then each of the inventory questions out loud to students, giving students 3 slow seconds after each question to select an answer, while moving throughout the room and checking for understanding. Encourage each student to select the best and most honest answer for him/herself. (For questions with higher / unfamiliar vocabulary, the instructor should allow for extra response time and rephrase the question using student friendly language.) | | 4. Students will silently read the “Getting Started” instructions, as well as each inventory question, along with the instructor, and will indicate that they understand the question by selecting an answer for each inventory question, allowing them to progress through the inventory. | |
| 5. Read instruction 6 from the worksheet out loud to students and tell students to follow those instructions. | | 5. Students will silently read instruction 6 from the worksheet along with the instructor, click on the “results” link, and find the three highest ranking career cluster names on their graph in order to write them down on their worksheet. | |
| 6. Tell students to follow along with instructions 7 – 9 while the instructor reads them out loud and navigates through an example on the board in order to find an occupation within their highest career cluster that might interest them as a career goal. Give students 2 minutes to look for an occupation and write it down under 9.a. on their worksheet. | | 6. Students will follow instruction 7 – 9 along with the instructor, search through their own highest rated career cluster area, select the most interesting occupation within that cluster, and then will write the name of the occupation down under 9.a. on their worksheet. | |
| 7. Instruct and give students 3 more minutes to find and write down two more occupations they might like as a career goal by reading instructions 10 – 11 and searching through their second highest career cluster to complete 10.a. and their third highest career cluster to complete 11.a. on their worksheet. | | 7. Students will silently read instructions 10 – 11 and will search through their own second and third ranking career cluster areas to find two more occupations of interest. Then, they will write the occupation names on their worksheets under 10.a. and 11.a. | |
| 8. Instruct students to star/bookmark/favorite the AZCIS website on their laptop (for future use with career planning), shut their laptops down, and turn in their worksheets. During clean-up, review with the students that by researching their interests and abilities and by choosing three possible occupations today, they are showing how they can use their abilities to accomplish short term planning goals, which will help them achieve their long term career goals and have a more successful future as part of their personal goals. | | 8. Students will star/bookmark/favorite the AZCIS website on their laptops, shut the laptops down, and turn in their worksheets to the instructor while listening to the instructor’s words regarding the importance of the lesson. | |
| **CLOSURE / CHECKS FOR UNDERSTANDING** | | | |
| 1. Instructor will give students one minute following the out-loud reading of the interest inventory to  ensure that all students have understood and completed all questions on the interest inventory and  will move throughout the room making visual confirmation that all students have moved on to the  completion screen of the interest inventory containing each student’s results graph.  2. Instructor will give students one minute to look at the graph, find the top 3 rated Career Clusters  on their graph, and write those 3 Career Cluster down on their AZCIS Worksheet, and then will  move throughout the room making visual confirmation that all students have correctly interpreted  the graph as shown by having written down their top 3 Career Clusters on their AZCIS Worksheet.  3. Instructor will give students five minutes to browse through the lists of occupations found within  their top 3 Career Clusters and write the names of three occupations they would like to explore as  Career Goal options down on their AZCIS Worksheet, and then will move throughout the room  making visual confirmation that all students have made their 3 Career Goal choices as shown by  having written down the names of 3 occupations on their AZCIS Worksheet. | | | |
| **AVID WICOR STRATEGIES UTILIZED** | | | |
| W – Students will write down their top 3 Career Clusters from the results of their interest inventory.  I – Students will answer 80 questions on the interest inventory to develop an awareness of their own  varied interests and ability levels.  C – Some bi-lingual students with high comprehension levels will work together with ELL students to help ensure understanding by those ELL students and to help reinforce learning and understanding by allowing those bi-lingual students to explain instructions to the ELL students.  O – Students will be able to sort through their interest inventory results, identify their top three Career Clusters, and will write them down in the corresponding areas of their worksheet.  R – Students will read along quietly in their mind while the instructor reads the AZCIS Worksheet and portions of the AZCIS Website and interest inventory out loud. | | | |
| **RESOURCES** | | | |
| 1. Instructor access to an LCD projector connected to a laptop/computer with internet accessibility.  2. Student access to individual laptops/computers.  3. AZCIS Website - https://azcis.intocareers.org/  4. AZCIS Worksheet - attached below | | | |
| **DIFFERENTIATED INSTRUCTION** | | |
| 1. Project AZCIS Website on the board to give students in need of visuals the ability to see the  steps they must take to navigate through the website.  2. Read the steps written on the AZCIS Worksheet out-loud to all students while visually navigating  through those steps on the board for those students who are in need of auditory reinforcement,  who have difficulty following multi-step directions, and/or who have reading comprehension  problems.  3. Instruct all students to follow along with you (the instructor), step-by-step, as you navigate  through the website. Pair students having a difficult time following along with another student  who can quickly navigate through the steps so they can provide help to those students while  waiting for further instructions.  4. Read all the questions on the interest inventory out-loud and have all students follow through  through the inventory with you (the instructor). Take the time to explain higher level/unfamiliar  vocabulary, rephrase questions using student friendly language, and check for student  understanding following every question by having students raise their hand each time after they  have submitted their response on-line, showing that they understood the question.  5. Students who are ELL will be partnered with bi-lingual students with high comprehension levels  who are able to use their extra time between steps on the website to explain instructions to those  students in need of language based accommodations. | | |
| **SUPPLEMENTAL LESSON AND RESOURCES** | | |
| 1. Have students read more about Choosing Occupations at the following website:  <https://azcis.intocareers.org/ViewHtmlWithNav.aspx?File=Occ/Occ100.htm> | | |

C:\Users\saral\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\NCL1W22J\MC900363858[1].wmf**C:\Users\saral\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\T75P3F4S\MC900361262[1].wmfExploring My Career Goals**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period # \_\_\_\_\_

If you want to be able to successfully earn the money you need to take care of yourself in the future, you need to start thinking about your career goals as soon as possible. Take the following steps to help you follow the path towards discovering the best career goals for you.



1. Go to the website: [**https://azcis.intocareers.org**](https://azcis.intocareers.org)



1. Click the tab on the lower right hand side of the web page.
2. Move your cursor over  **ASSESSMENTS** at the top left hand side of the web page.
3. Go to What are my interests? and click on Career Cluster Inventory.
4. Take the 80 question Career Cluster Inventory by clicking on Rate the Activities
5. Click on Results when finished and then write down the first 3 Career Cluster Names that appear on the top of the results screen in the lines below.

Career Cluster #1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Career Cluster #2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Career Cluster #3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Click on the first Career Cluster name on the very top of your screen.
2. Under Related Information on the left side of your screen, find **Occupations** and click on it.
3. Click on one of the Occupations listed that you are interested in exploring as a career goal, and then fill in the blank areas below using the exact information provided about that occupation from the AZCIS website:
4. The **name of the first job I would like** to explore as a career goal is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Wages:** |  |
| **Employment:** |  |
| **10 year growth**: |  |
| **Annual openings:** |  |

1. **Preparation:** Name **one** thing a person in this job ***typically needs to*** do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Working Conditions**: Name **one** thing a person in this job can expect in a ***typical work setting***: \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Under Topics on the left had side of your screen, click on **Helpful High School Courses**. Write down **one** course you can take in school that will help you work towards your career goal:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Go back to the list of Career Clusters , click on another one of the Occupations listed that you are interested in exploring as a career goal, and then fill in the blank areas below using the exact information provided about that occupation from the AZCIS website:

1. The **name of the second job I would like** to explore as a career goal is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Wages:** |  |
| **Employment:** |  |
| **10 year growth**: |  |
| **Annual openings:** |  |

1. **Preparation:** Name **one** thing a person in this job ***typically needs to*** do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Working Conditions**: Name **one** thing a person in this job can expect in a ***typical work setting***: \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Go back to the list of Career Clusters , click on another one of the Occupations listed that you are interested in exploring as a career goal, and then fill in the blank areas below using the exact information provided about that occupation from the AZCIS website:
2. The **name of the third job I would like** to explore as a career goal is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Wages:** |  |
| **Employment:** |  |
| **10 year growth**: |  |
| **Annual openings:** |  |

1. **Preparation:** Name **one** thing a person in this job ***typically needs to*** do: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Working Conditions**: Name **one** thing a person in this job can expect in a ***typical work setting***: \_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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