

Unit Title: Possibilities of Who You Can Be in the Future

Grade Level: (example: 9, 10, 11, 12 or 7-8)-11/12 (Age 16-21)

Subject Area: (example: Science, Physics; English, Short Stories) Career and College Preparation

Duration/Length/Number of class periods: (example: 5 class periods) 4 class periods

Description:

Students take strengths finder through Naviance, <http://careerwise.minnstate.edu>, and/or Find your Grind (if available). After students find strengths, they research potential jobs that match their strength, passion and future desired lifestyle, create an action plan and present their findings.

Established Goals (National, State, Local):

ASCA Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

A:A1 Improve Academic Self-concept

A:A3 Achieve School Success

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1.1 Demonstrate the motivation to achieve individual potential

A:B2 Plan to Achieve Goals

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1.3 Understand the relationship between learning and work

A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A2 Develop Employment Readiness

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

C:B1 Acquire Career Information

C:B2 Identify Career Goals

Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C2 Apply Skills to Achieve Career Goals

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

<p>What <u>Enduring Understandings</u> are desired? Everyone has strengths and passions. Each person can find a career/job that aligns with these in order to have a successful and fulfilled life.</p>
<p>What <u>Essential Questions</u> will be considered? What are my strengths/passions? What brings me joy? What careers/job align with what makes me happy?</p>
<p>Students will know / be able to: Identify their strengths/passions Identify careers/jobs that align Utilize research databases to compile job duty, labor market data, earning power, and training requirements for careers associated with their desired lifestyles. In doing so, students will narrow down their list of possible careers into a list of focus careers. Analyze their knowledge, skills, and abilities while comparing them to the needs of their desired careers.</p>

<p>Description</p> <p><i>Units must include at least one of each formative, summative, introductory activity and learning activity. Check the appropriate box; one per row.</i></p>	<p>Fo m ati ve</p>	<p>Su m m ati ve</p>	<p>Intr odu ctor y Acti vity</p>	<p>Lea rin g Acti vity</p>	<p>Stu den t Tec hno log y Use d</p>	<p>Teac her Tec hno logy Use d</p>	<p>ISTE Stan dard s</p>
<p>Day 1 a. Watch, Five Careers that have Changed Drastically this Century, as an introductory. b. Discuss in small groups how jobs/careers have changed over time. Current opportunities compared with previous generations. Each group comes up with 3 changes and participates In class discussion. C. Students then take the Do What You Are inventory in Naviance</p>		<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>1a 1b 1c</p>
<p>Day 2 a. Students complete their Do What You Are in Naviance if not complete b. Students identify 3-5 careers of interest on Naviance c. With the class, I demonstrate the Find Your Grind website by showcasing the lifestyles and up to date career/job interviews.</p>				<p>x</p>	<p>x</p>	<p>x</p>	<p>3a 3c 2b</p>

d. Students go to the Find your Grind Website and watch 3 career interest videos e. In class we divide into small groups base on Career Interests, such as Healers, Educators, Tech, Retail, Entrepreneur, Maker, etc... d. Students go onto Padlet and answer the prompt, Share a comment or reflection on what you found interesting or new about careers from the Find Your Grind site.							
Day 3 a. Students get into their groups based on Career Interests begin research and design an action plan to present to class. Students must be able to answer the following-examples of jobs in area, strengths needed for job, how one can find purpose/joy in this line of work, training/schooling, job market, and salary. Students must include visuals and/or digital objects b. Students go onto Flipgrid and answer the question, What am I going to do differently with my findings from my research?				x	x		6c 1b 1c 2b
Day 4 a. Students continue/finish their research and put together their presentations on Prezi or powerpoint				x	x		6b 1b
Day 5/6 a. Students will make small group presentations to the classroom b. Students will get onto padlet and answer, What I learned regarding a career I knew nothing about previously.	x			x	x		1b 1c

Materials, tools and resources: IPAD, Naviance, Find Your Grind account
Unit Plan Author (name, school and optional email address or hyperlink to teacher's web page) Molly McCurdy-Yates, Gateway to College
Additional credit given to