

**Unit Title: College and Career Exploration**

**Grade Level: 9th**

**Subject Area: *English and Advisory***

**Duration/Length/Number of class periods: *5 class periods/2 advisories***

**Description:**

**College and Career Exploration:**

1. There are four major topic areas that address core career development questions:  
Self-knowledge
  - a. “Who Am I?” Focus on building a student’s understanding of their interests, values, and skills through assessments and activities that help them reflect and learn how these relate to the identification of career goals.
2. Career Exploration
  - a. “Where Am I Going?” Focus on conducting research to help students explore careers and occupations, understand the job market, and learn how labor market information can help determine career and occupational goals.
3. Career Planning
  - a. “How Do I Get There?” Focus on developing middle school and high school plans, understanding requirements for postsecondary options including the military, skilled trades, and college, and creating a viable postsecondary plan (Career Action Plan) that identifies at least initial occupational goals and conveys an understanding of the steps necessary to achieve those goals.
4. 21st Century Skills
  - a. “How Do I Succeed?” Focus on helping students identify essential workplace skills, workplace safety issues they need to be aware of, develop financial literacy skills, and become media/technology literate for the 21st Century workplace.

**Established Goals (National, State, Local):**

**These lessons will enable students to:**

- identify a broad range of careers and occupations,
- explore potential life and work goals, and
- build awareness of the array of postsecondary education and training options available to them

**Because many of the lessons require using a computer with Internet access, please note:** • •  
For homework assignments, students without home access to computers and the Internet may need extra time in the school computer lab or library.

**What Enduring Understandings are desired?**

**By the end of this lesson, students will be able to:**

- Describe what their futures might/could look like beyond high school
- Explore the benefits of a college education
- Identify and discuss how to address the potential challenges young people can experience as they prepare for life beyond high school, specifically if college is a goal
- Research college or alternative educational/training/career opportunities for post-high school planning purposes
- Provide a forum for self-reflection
- Have the opportunity to practice verbal communication and presentation skills
- Build enduring partnerships between students, families, and staff
- Be able to identify career and occupational goals
- Be able to describe postsecondary education and training options
- Understand the role that interests and values play in career selection
- Understand the financial implications of career decisions, including the cost of education and training in relation to specific occupational goals

**What Essential Questions will be considered?**

- When should the unit be introduced? Implemented?
- Should this be included in the student portfolio?
- How do we get the parents engaged?

**Students will know / be able to:**

- Use technology and Electronic Library for Minnesota (ELM) to explore and research
- Schoology
- Email
- Ipad
- Computer

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<b>What Skills Do I Need?—Career Exploration (1–2 Sessions)</b>		x				x	x	
<b>Gaining By Giving—Career Exploration (1 Session)</b>				x		x	x	
<b>Plagiarism is Stealing!—21st Century Skills (1 Session)</b>				x		x	x	
<b>Learning the Skills to Pay the Bills—Career Planning (1 Session)</b>				x		x	x	
<b>What's the Plan?—Career Planning (1 Session)</b>					x	x	x	
<b>Matchmaking: Interests &amp; Careers—Self-knowledge (1 Session)</b>			x			x	x	

**Materials, tools and resources**

- SPPS - Office of College and Career: Educational Planning Over the Next Four Years (<https://www.spps.org/Page/22327>)
- Best Prep: Cloud Coach
- Schoology
- Electronic Library for Minnesota (ELM)
- iPad/Computer

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