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| **Title:** Career Awareness | | | |
| **Teacher Name:** Bob English, Steve Brown | | | **Duration (in minutes):**  2 class periods (42 minutes each) |
| **Grade Level(s):** 9th Grade | Subject/Course: Advisement period | | |
| **Resources needed:**  On-site people, facilities, tools, technology, materials, community connections | Chromebooks, projector, library media center, community partners for Career Fair | | |
| **Learning Standards:** | **New York State Standard: CDOS.C.1: Career Development**  Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.  **New York State Standard: CDOS.C.2: Intergrated Learning**  Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. | | |
| **Big Idea & Authentic Purpose:**  Why does this matter to your students?  How will this be helpful to your students? | Student will understand the job/career search process. They will understand the difference between a job and a career as well as the benefits following a pathway of jobs that lead to a career. By the end of the lesson, students will be able to explain what the advantages are for following a career path and how this will be beneficial to their future. | | |
| **Type of Career Content**  Career Development/Awareness | * Use of Holland’s Career Theory * Use of [Career Zone](https://careerzone.labor.ny.gov/jz/views/careerzone/index.jsf) and [ONET](https://www.onetonline.org/) * Introduce students to Career Village ([careervillage.org](https://www.careervillage.org/)) | | |
| **Relevancy:**  How does it connect to students' lives? | Career Awareness will help students find their unique skill sets that can guide them in exploring career options and connect their learning in school to prepare for their career choice. | | |
| **Objective(s):**   1. Learning about Career Awareness in relation to setting career goals. 2. Students will develop a deeper understanding of what careers they like. | | **Assessment(s):**  Hollands Career Theory [Holland Code (RIASEC) Test (openpsychometrics.org)](https://openpsychometrics.org/tests/RIASEC/) (Students will explore careers based on their individual results from the assessment) | |
| **Knowledge Construction**: How are students going to construct content knowledge and practice it? Beginning of lesson (10 minutes) How to Choose a Career Path--Students will be introduced to the Holland’s Career Theory codes and what they mean. They will be shown how to choose a career path using these three basic principles of good decision making: 1. Know yourself–your strengths, values, personality, and skills, 2. Know your options and learn about each one, 3. Make a good decision. | | | |
| Middle of lesson (20 minutes) Students will complete the Holland’s Career Interest Inventory and discuss what results mean. | | | |
| End of lesson (12 minutes) Students will learn as much as they can about the career options they identified in the interest inventory. Students will be introduced to ONET and Career Zone to research career information and pathways.**Closing:**  * Conduct a quick recap of the importance of career exploration and the steps taken during the lesson * Summarize key learnings from exploring different career options  **Homework:**  * As homework, students are encouraged to interview a family member or friend about their career, asking about the job responsibilities, educational requirements, and personal experiences in the field. * Instruct students to write a short reflection on the careers that align with their interests and the reasons behind their choices | | | |