

Work Readiness

## Career Exploration

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### Standards

**CCR.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Common Core State Standards

**CCR.R.10** Read and comprehend complex literary and informational texts independently and proficiently. Common Core State Standards

**RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Common Core State Standards

**RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Common Core State Standards

**RST.9-10.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Common Core State Standards

**CCR.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Common Core State Standards

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### Objective

Students should be able to:

- Express what careers they are most interested in and give them direction in pursuing those career goals post high school.
  - Describe different careers and the pathways leading to a variety of careers
  - Articulate the importance of post-secondary education and training following high school graduation
  - Understand how different elements of a high school academic experience are related to the workplace
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### Materials

- Student accounts on CCGI (should be done before the lesson)
  - Access to internet
  - Smart Cart or Projector with Sound
  - Hard copy of Career Clusters Interest Survey if no internet/computer access available for students
  - Large sheet paper and markers
  - Rhyme and Reason handout
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### Procedures

1. Recommended - watch the [Introduction to Careers Video](#)

2. Have students complete the online [Interest Profiler](#)

- If lacking computers or internet, please have students complete a hard copy of the [Career Clusters Interest Survey](#) .
- It may take students some time to complete this activity based on their familiarity with Career Clusters. Facilitators will need to assess how much background students have to complete the survey and how much preparation time they will need to discuss their results.

3. **Activity** - Break students into groups based on similar [interest assessment results](#) - artistic, social, etc.

- Give each group one sheet of large poster size paper and five circles, labeling each with a question - [see attachment for example](#).
  - Have students collectively write their answers.
  - Students will put only their commonalities in the center circle.
  - Students will share their poster as a group and compare and contrast the findings.
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### Homework

The "[My Strengths](#)" Assignment may be done in class, or as homework to prepare for the next lesson in the series.

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### Accommodations & Modifications

2. For students with reading abilities, place students in groups and have them take turns reading the survey together. Students can then work together to complete sections of their own survey while practicing reading skills. Ensure appropriate adult monitoring/support for struggling readers.

a. For lower-level students without significant reading abilities, place students in small groups and have one adult read the survey with the students, encouraging group discussion about jobs they know, experiences they have had, and things they would like to do in the

future.

3. Include students with special needs in groups when breaking out into areas of interest as much as possible. Students who require lower student-to-teacher ratios can all be grouped together and discussion continued as stated in item 2.

Nearly all students should be able to participate in item 3 as noted, with the exception of students who require intense supervision. For those students, they should remain in the groups stated in item 2. Further explanation of the diagram may be necessary.

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