College and Career Readiness Standards: Career Awareness Context

A Checklist and Standards-Based Sample Activities

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College and Career Readiness Standards: Career Awareness Context
A Checklist and Standards-Based Sample Activities

As adult education practitioners, we are charged with ensuring that our students are more than just GED® ready. Our primary goal is to help them become College and Career Ready. Toward that end, the College and Career Readiness (CCR) Standards for Adult Education serve as the foundation for all instruction. To help adult educators align career awareness activities with standards-based CCR instruction, this resource includes:

- *The Career Awareness Context for College and Career Readiness Checklist* provides agencies with a planning tool for developing a variety of lessons and activities to address CCR Standards and begin to build a more comprehensive scope and sequence for the Career Awareness Context. The checklist will allow programs to identify career awareness topics being addressed and who will be addressing them. Agencies may also use the checklist to determine if there are any additional topics that they would like to incorporate into their classrooms. For planning purposes, staff can work together to determine which topics to include in their delivery of career awareness and whether topics should be delivered by a case manager or embedded into instructional activities that align with the College and Career Readiness Standards.
- *Sample Lesson Plan* illustrates how these activities can be utilized and adapted for standards-based instruction. In the example, tasks were differentiated to target the specific standards at different levels (C and D).
- *Sample Activities Chart* gives instructors and case managers brief examples of standards-based activities that correlate to the topics on the Career Awareness Context Checklist, which begin on page 11.
- Appendices provide additional materials for several of the sample activities.

The Career Awareness Context for College and Career Readiness Checklist

Case Manager	Instructor	Partner	
☐	☐	☐	Set SMART goals
☐	☐	☐	Set initial career goal
☐	☐	☐	Administer assessments
☐	☐	☐	Skills
☐	☐	☐	Interests
☐	☐	☐	Work importance
☐	☐	☐	Provide information about personal job values
☐	☐	☐	Preferred work schedule
☐	☐	☐	Preferred work conditions
☐	☐	☐	Provide information about the local labor market
☐	☐	☐	Value of High Priority Occupations (HPO)
☐	☐	☐	Preferred geography
☐	☐	☐	Job outlook
☐	☐	☐	Labor supply
☐	☐	☐	Provide information about jobs
☐	☐	☐	Jobs vs. careers
☐	☐	☐	Salaries vs. wages
☐	☐	☐	Traditional vs. non-traditional jobs
☐	☐	☐	Temporary vs. permanent employment
☐	☐	☐	Job descriptions
☐	☐	☐	Potential for advancement
☐	☐	☐	Potential earnings
☐	☐	☐	Average salaries
☐	☐	☐	Benefits associated with potential employers
☐	☐	☐	Provide information about occupational profiles
☐	☐	☐	Skills required for potential jobs
☐	☐	☐	Provide information about sectors
☐	☐	☐	Similar occupations
☐	☐	☐	Map and develop career pathways (mapping)
☐	☐	☐	Provide information about education/training
☐	☐	☐	Cost of education/training
☐	☐	☐	Available financial aid
☐	☐	☐	Variety of fields of study
☐	☐	☐	Review initial career goal and revise (if needed)

Sample Lesson Plan

<table>
<tr><th colspan="2">Student Interest/Checklist Topic:</th></tr>
<tr><td colspan="2">Provide Information about Jobs: Jobs vs. Careers and Salaries vs. Wages</td></tr>
<tr><th>Writing Standards:</th><th>Language Standards:</th></tr>
<tr><td>CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (C) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (D) Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (C-D)</td><td>CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (C-D)

CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (C-D)</td></tr>
<tr><th colspan="2">Career Awareness Objectives</th></tr>
<tr><td>Short Term (Today):
1. Identify differences between jobs/careers and wages/salaries
2. Identify preferred lifestyle choices
3. Research careers that support preferred lifestyle choices
4. Write an essay</td><td>Long Term (Final Product):
1. Develop a Career Plan based on research that incorporates lifestyle preferences</td></tr>
</table>

Sample Lesson Plan, continued

Procedure

Introduction

1. Create the following chart on the board or as a PowerPoint slide:

	Jobs	Occupations	Careers
Definition			
Requirements			
Training/Education Time Frame			
Income			
Security			

2. Divide students into groups and provide them with a copy of the above chart and an envelope that contains the answer from the Jobs, Occupations, and Careers Handout. (Appendix C) Have students work collaboratively to sort responses into the correct space.
3. Ask groups to share responses. Instructors may either confirm correct answers and write them on the board or reveal the answers on the PowerPoint slide.
4. Have students discuss information on the chart. Possible questions to discuss:
   - Are you more interested in having a job or a career? Why?
   - What is the most/least appealing aspect of a job to you? Why?
   - What is the most/least appealing aspect of a career to you? Why?

Sample Lesson Plan, continued

Instruction

1. Pose the following question: How much money do you think you will need to make annually to support the kind of lifestyle that you want? Write students' names and amounts that students share on the board.
2. Ask students to discuss why it would be important to find a job or career that supports a desired lifestyle.
3. Have students complete the Choose Your Lifestyle Budget Activity at http://www.pacareerzone.org/budget/. Have them write down the amount needed and three jobs/careers suggested that would allow them to support their lifestyle choices.
4. When all students have completed activity, ask students to share the amounts needed to support their lifestyles based on the activity completed.
5. Discuss results with students. Possible questions to pose include:
   - Was the amount of money that you needed a surprise?
   - What kinds of jobs/careers could support your lifestyle choice?
   - Would you be willing to change any of your lifestyle choices? Which ones? Why or why not?
6. Ask students to research the two careers that were of interest to them at http://www.pacareercoach.org/ and http://www.bls.gov/ooh/ that would support their lifestyle choices. Lower-level students may be assigned only one of the above sites to explore. Ask them to find information for the following questions:
   - What does a person in this job/career do?
   - What is the typical education level needed?
   - What is the starting wage?
   - Is there a training program offered for this job/career locally?
   - What are the top three skills needed for this job/career?
   - How many jobs are available for this job/career right now?

Closing

1. Select one of the following writing prompts for students to address:

   Based on your research, which job/career do you feel would be the best fit for you? Provide three reasons and support those reasons with information and examples from your research. (Anchor 1: Level C)
2. Compare and contrast what you learned about the two jobs/careers that you researched. Using this information, identify the job/career that you feel would be best suited to your skills and abilities. Be sure to include reasons from your research to justify your decision. (Anchor 2: Level D)

The Career Awareness Context for College and Career Readiness Checklist: Standards-Based Sample Activities

Please keep in mind that the sample activities on pages 11-26 will need to be tailored to address specific levels within any of the given standards. For example, the types of questions asked during instruction or the length of a writing assignment will differ if you are addressing a Level C vs. a Level E Writing Standard.

The document correlates to the sequential order of the Career Awareness Context Checklist and includes the standards being addressed by an activity, as well as the website links for some of the activities. Appendices have been included, where indicated, for some of the activities.

Sample Activity 1

Career Awareness Context for College and Career Readiness Checklist Topic	
Set SMART Goals	
Sample Activities	**Standard(s) Addressed**
Integrating Career Awareness in the ABE and ESOL Classroom: http://www.collegetransition.org/docs/ICAcurriculumguide.pdf See: Section II, Lesson III: Introduction to Goal Setting (Pages 34-37) **ESL Scenarios: Page 37** **ABE Scenarios: See Appendix A** 1. Have students work individually or in groups and read scenarios. Students complete the worksheet, which requires them to determine the goal (explicit) and if the goal is attainable within a given time frame (implicit). Ask students to share/defend their reasoning. Integrating Career Awareness in the ABE & ESOL Classroom: http://www.collegetransition.org/docs/ICAcurriculumguide.pdf See: Section IV, Lesson V: Setting Goals (Pages 107-111) (A-E) 1. Require students to write all goals in complete sentences. Incorporate mini language lesson based on student skill levels to address the standard.	Reading Standard: *CCR Anchor 1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Language Standards: *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (A-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (A-E)

Sample Activity 2

Career Awareness Context for College and Career Readiness Checklist Topic	
Set Initial Career Goal	
Sample Activities	**Standard(s) Addressed**
Create an Individual Career Plan: Developing Career Related Research Questions and Internet Research **(Appendix B)** 1. Engage students in a discussion regarding career interests. Ask them to identify two careers that are of interest to them. Ask group to brainstorm types of information that they want to know about either of those careers. Answers will vary and may include education, openings, salary, geographic location, etc. for that career. Ask them to target one of those areas to research on the internet. Use template provided in Appendix B to record information. Have students conduct research on the internet to find answers to the research question. Have students formally write and share findings. 2. Have class research additional information about their careers of interest based on a brainstorming activity. Ask students to write/type a paragraph, essay, or develop a multimedia presentation that identifies their initial career goal and explicitly identify/cite the evidence from the research that influenced their decision.	<u>Writing Standards:</u> *CCR Anchor 1:* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (B-E) *CCR Anchor 6:* Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. (C-E) *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E) <u>Language Standard:</u> *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (A-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (A-E)

Sample Activity 3

Career Awareness Context for College and Career Readiness Checklist Topic	
Administer Assessments: Skills, Interests, Work Importance Personal Job Values: Preferred Work Values and Preferred Job Conditions	
Sample Activities	**Standard(s) Addressed**
Access PA Career Zone website: http://www.pacareerzone.org/ Access the assessments listed. Select only one, several or all of them for students to complete. Use this link to the Self Assessment page: http://www.pacareerzone.org/assessments Quick Assessment: Brief, limited descriptions focused on the personality categories. Interest Profiler: Assessment offers potential occupations for consideration based on interests. Skills Profiler: Students explore occupations based on current skill sets identified in the assessment. Work Importance Profiler: Questions allow students to learn what they value in a job and identify possible career interests based on those values. 1. Have students record/print assessment results. Have students write a paragraph or essay and develop a presentation based on their results to any of the prompts listed below: a) What careers did the (Name of Profiler) identify for you? From that list of careers, which one would you want to learn more about? Which one surprised you? Which one would you never consider? Be sure to share your reasons why. b) What is more important to you, finding a career based on the skills that you have or what you value in a job? Share your reasons why. c) Did you feel that these assessments were accurate in regards to your interests, skills, and values? Explain. More advanced students may be directed to find and then take similar assessments offered	Writing Standards: *CCR Anchor 1:* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content. (A-E) *CCR Anchor 3:* Write narrative to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. (A-E) *CCR Anchor 6:* Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. (A-E) Language Standards: *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (A-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (A-E) Mathematics Standard: *Level D:* Statistics and Probability-Summarize and Describe Distributions and Draw Informal Comparative Inferences about Two Populations

Sample Activity 3, continued

Sample Activities	Standard(s) Addressed
at other sites, comparing and contrasting results. This question may be extended to provide lessons based on reliability and validity. d) Introduce students to these concepts and have them research the significance of these terms in relation to statistics and probability. 2. Select one of the assessments and ask students to share results. Ask students to identify from the data such questions as the most common skills/values/interests identified in the group and represent data graphically. 3. Ask students to evaluate the results of these assessments compared to other types of assessments (GED, College Entrance Exams, etc.).	

Sample Activity 4

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about the Local Labor Market: Value of High Priority Occupations, Preferred Geography, Job Outlook, and Labor Supply	
Sample Activities	**Standard(s) Addressed**
Access PA Workstats: http://www.paworkstats.state.pa.us/portal/server.pt/community/home/19890 The information available at PA Workstats lends itself very well to a wide array of mathematical-based lessons. Listed below are several activities utilizing resources at this site. 1. Explore Fast Facts: http://www.portal.state.pa.us/portal/server.pt?open=514&objID=1217887&mode=2 a) Have students use the drop down menu on this page to select their WIA region. Working individually or in small groups, have students focus on the Help Wanted On Line Ads section. Have students review the Top 10 Occupations and Top 10 Certifications Chart. Here is a brief list of sample activities that you could ask students to calculate: • Prepare a graphic representing the correlation between the Top 10 Certifications and the Top 10 Occupations. (How many of the listed certifications are required in the Top 10 Occupations?) Activity may be extended to represent information fractionally and as a decimal. • Calculate what percentage of total online job advertisements would require all to none of these certifications for employment. • Use these charts to introduce and explain the concepts of mean, median, and mode. • Have students calculate the unemployment rate if any number/fraction of these certifications were earned and hired. (What would the unemployment rate be if people earned the top three certifications and 50% were hired in the course of one month?)	Mathematics Standards: *Level B:* Represent and Interpret Data *Level C:* Statics and Probability and Number and Operations: Fractions *Level D:* Statistics and Probability *Level E:* Statistics and Probability (Interpreting Categorical and Quantitative Data) Writing Standards: *CCR Anchor 6:* Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. (A-E) *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E)

Sample Activity 4, continued

Sample Activities	Standard(s) Addressed
• Ask students how the unemployment rate would be affected if the Top 25 Employers filled 40% of the positions that were being advertised online. 2. Compare Areas, Industries, and Occupations: https://paworkstats.geosolinc.com/analyzer/session/session.asp?cat=CUR_COMPS a) Have students compare the various types of data between two areas, industries, or occupations from two different geographical regions. Ask students to make calculations using this data (Which geographic region had the largest increase in employment, occupations, etc.?) 3. Research Future Job Opening Predictions: https://paworkstats.geosolinc.com/analyzer/session/session.asp?cat=CUR_COMPS a) Have students select and review the data displayed from their respective WIA region. Compare the data of the Top 10 Occupations or Top 10 Certifications and identify the following: • Is there a correlation between the chosen data (Future Jobs and Top 10 Certifications)? • Create a pie chart for the different occupations based on level of education or industry cluster. Ask students to compare data and share what conclusions they are able to draw from this information. 4. Introduce students to the site and have them develop career-based questions related to job outlook. Have students utilize PA Workstats to find answers to those questions, paraphrase information found, draw conclusions based on those findings (which industry clusters offer the most job potential and are best suited to my values, interests, abilities, etc.), and identify additional research questions where this resource would be useful.	

Sample Activity 5

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Jobs: Jobs vs. Careers and Salaries vs. Wages	
Sample Activities	**Standard(s) Addressed**
1. Provide students with the Jobs, Occupations, and Careers Handout (Appendix C). Lower level students can complete the questions on the worksheet (Appendix D). Upper-level students can reference the handout to compare jobs/careers of interest using information from the Occupational Outlook Handbook (OHH) and classify those positions as a job or career. Ask students to identify/cite information from the OOH Handbook to justify category selection. a) Access OHH Handbook (Limited List): http://www.bls.gov/k12/content/students/careers/career-exploration.htm b) Access OHH Handbook (Full Site): http://www.bls.gov/ooh/ 2. Complete Budget Your Life Activity http://www.pacareerzone.org/budget/ a) Have students use this website to determine the amount of money they would need to earn to support a particular lifestyle or what they could expect to make if they are working in a particular job or career. b) Have students select both a job and career that is of interest to them and complete the activity for both. Have students discuss what they learned from the activity. c) Have students complete the activity based on lifestyle. Have them explore careers that would support that lifestyle. Ask students to compare these careers and determine if they are careers that match their interests, skills, or values. d) Have students research some of the suggested careers. Have students write a paragraph/essay about what they learned from this activity.	Writing Standard: *CCR Anchor 1:* Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (C) *CCR Anchor 2:* Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (D) *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E) Language Standards: *CCR Anchor 1:* Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (A-E) *CCR Anchor 2:* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (A-E)

Sample Activity 6

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Jobs: Traditional vs. Non-Traditional Jobs	
Sample Activities	**Standard(s) Addressed**
Access Career Outlook: You're a what? Articles: http://www.bls.gov/careeroutlook/department/youre-a-what.htm 1. Have students explore the link. Career Outlook is a publication of the US Dept. of Labor Statistics and these articles specifically feature non-traditional careers, such as an online seller or golf ball diver. Allow students to select a career of interest from the link above and have students identify main ideas and supporting details, and summarize different parts of the articles.	Reading Standard *CCR Anchor 1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (A-E)

Sample Activity 7

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Jobs: Temporary vs. Permanent Employment	
Sample Activities	**Standard(s) Addressed**
Access the following articles: Temp to Hire: Growing Trends in Job Placement: http://www.businessnewsdaily.com/5328-temp-to-hire-definition.html 10 Growing Industries for Temporary Workers: http://www.businessnewsdaily.com/4083-temp-job-hire.html 1. Choose either article and identify main ideas and supporting details. Have students summarize different parts from either article. 2. Have students review local Fast Facts to answer research questions based on the information found in the 10 Growing Industries for Temporary Workers, determine if these industries are hiring locally, what temporary businesses hire locally, and write a paragraph/essay identifying benefits/drawbacks of accepting a temporary position based on information found at PA Workstats website.	Reading Standard: *CCR Anchor 1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (A-E) Writing Standards: *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (C-E) Language Standards: *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (C-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (C-E)

Sample Activity 8

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Careers: Job Descriptions, Potential for Advancement, Potential Earnings, and Average Salaries	
Sample Activities	**Standard(s) Addressed**
1. Access PA Career Zone: http://www.pacareerzone.org/clusters a) Have students select a career cluster and then view information about a career of choice in that cluster. b) Have students develop specific questions related to above topics and use internet to find answers. Have students write answers to those questions using complete sentences. c) Have students prepare a career presentation or write a paper that requires them to research these topics and include this information in the presentation, citing all resources used. 2. Access PA Career Coach: http://www.pacareercoach.org/ (Students must type in name and zip code and information is geographically based.) a) Use the Interpreting Line and Bar Graphs using Career Exploration lesson (Appendix E) to math-related concepts.	Writing Standard: *CCR Anchor 6:* Use technology, including the internet, to produce and publish writing and to interact and collaborate with others. (A-E) *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E) Mathematics Standard: *Level D:* Data and Statistics

Sample Activity 9

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Careers: Benefits Associated with Potential Employers	
Sample Activities	**Standard(s) Addressed**
1. Access PA Workstats Fast Facts: http://www.portal.state.pa.us/portal/server.pt?open=514&objID1217887&mode=2 Refer students to the Top 25 Employers with Online Help Wanted Ads based on WIA location. a) Have students develop questions that they want to research related to Employer Benefits. b) Have students select one or more of the listed employers to find the answers to those questions. 2. Have students compare and contrast company websites, focusing on words/layout/advertising used to promote company and entice job seekers. a) Have students evaluate strategies and determine techniques most effective in promoting the company. b) Have students write/present findings with support and specific examples from the website.	Writing Standard: *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E) Reading Standard: *CCR Anchor 6:* Assess how point of view or purpose shapes the content and style of a text. (B-E)

Sample Activity 10

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Occupational Profiles: Skills Required for Potential Jobs Provide Information about Sectors: Related Careers	
Sample Activities	**Standard(s) Addressed**
1. Access CareerOneStop website: http://www.careerinfonet.org/skills/skills_menu.aspx a) Have students select a job family from the link above. Have students select a career listed under that job family. A detailed list of work-related activities is displayed and students can check any of those activities that they have done in the past. Students also rank other work-based skills and a skills match profile is developed based on responses. b) Have students complete a profile for two different careers and compare/contrast required skills in a chart, graph, or table. 2. Access O*NET On Line: http://www.onetonline.org/find/ a) Have students use the various ways to search for careers at this link. Students can search for a career using these tools, which contain a significant amount of information related to skills. Students can select two careers to compare, or compare a Skills Profile from the CareerOneStop site to skills listed for the same career at the O*NET site. Have students compare/contrast related careers graphically or in writing.	Reading Standard: *CCR Anchor 7:* Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words. (A-E)

Sample Activity 11

Career Awareness Context for College and Career Readiness Checklist Topic	
Map and Develop Career Pathways (Mapping)	
Sample Activities	**Standard(s) Addressed**
Access Blank Career Map: One Entry http://www.paadultedresources.org/uploads/8/6/3/4/8634493/career_pathways_map_template_one_entry_point1.pdf Access Blank Career Map: Multiple Entry Points http://www.paadultedresources.org/uploads/8/6/3/4/8634493/career_pathways_map_template_various_entry_point.pdf 1. Provide students with a blank copy of either map and have students conduct internet research to complete the map. Print off a sample completed map from a different WIB area and review with students. Refer students to My Next Move http://www.mynextmove.org/ or My Plan http://www.myplan.com/ websites to conduct the research. Students may work individually or in groups to complete the maps. Have students cite sources used. 2. Have students research how required skills change as they move up the career ladder. Have them draw conclusions about skills sets as they move up a career ladder. Have students review initial career goal and adapt/change career goals based on what they learned.	Writing Standards *CCR Anchor 7:* Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words. (A-E) *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E)

Sample Activity 12

Career Awareness Context for College and Career Readiness Checklist Topic	
Provide Information about Education and Training: Cost of Education, Available Financial Aid, and Variety of Fields to Study	
Sample Activities	**Standard(s) Addressed**
1. Access Integrating Career Awareness in the ABE & ESOL Classroom http://www.collegetransition.org/docs/ICAcurriculumguide.pdf a) Complete Navigating College: College Websites Lesson Section IV, Career Planning Skills, Lesson 14 (p. 147-150) b) Have students brainstorm information that would be important to search for when exploring college websites. After discussion, provide students with Online Scavenger Hunt worksheet, noting similarities between information on the worksheet and questions identified during the discussion. Working individually or in pairs, refer students to the following website: c) Access My Next Move: http://www.mynextmove.org/ d) Have students select a career that is of interest to them and use the link provided to search for postsecondary training programs based on location. Have students utilize those links to complete the Online Scavenger Hunt worksheet. Have students share findings with the group orally. Have students repeat this activity for other postsecondary training programs and compare findings. Have students write a paragraph/essay summarizing which postsecondary program they plan to visit/attend and explain how the information that they learned from this activity influenced this decision. 2. Access Job Gateway Training Provider List: https://www.cwds.pa.gov/cwdsOnline/Provider/SearchProvidersAndServices/CertifiedProgramsOrServicesList.aspx a) Have students use this link to research WIA Approved ITA/TAA/Youth Training Providers/Programs by county. WIA provides additional funding to students attending approved programs offered by listed providers. Students will need to make appointments with their local	Writing Standards *CCR Anchor 7:* Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. (A-E) Language Standards *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (C-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (C-E) Reading Standards *CCR Anchor 1:* Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Sample Activity 12, continued

Sample Activities	Standard(s) Addressed
CareerLink prior to starting a program to determine eligibility and complete the application process. Have students develop a series of questions to ask a CareerLink representative prior to eligibility appointment. 3. Access Adult Financial Aid Checklist: https://studentaid.ed.gov/prepare-for-college/checklists/adult a) Refer students to this page which provides a checklist of steps related to the financial aid process specifically for adult students. Have students identify questions associated with the checklist and develop action steps needed to complete the financial aid process. Have students work individually or in small groups to read these articles. Have students share the main ideas and supporting details in each article. 4. Complete Article Reviews a) Choose a Career School Carefully: https://studentaid.ed.gov/sites/default/files/choose-school.pdf b) Be an Informed Consumer…When It Comes to Federal Student Aid: https://studentaid.ed.gov/sites/default/files/be-informed-consumer.pdf c) Choose either article and identify main ideas and supporting details. Have students summarize different parts from either article.	

Sample Activity 13

Career Awareness Context for College and Career Readiness Checklist Topic	
Set Final Career Goal	
Sample Activities	**Standard(s) Addressed**
Integrating Career Awareness in the ABE & ESOL Classroom: http://www.collegetransition.org/docs/ICAcurriculumguide.pdf See: Section IV, Lesson V: Setting Goals (Pages 107-111) (A-E) 1. Have students review initial career goal. Have students make any changes/adaptations to the goal based on prior research/activities. Require students to write all goals in complete sentences. Have students write a paragraph/essay about how their goal may have changed or was reinforced based on the Career Awareness process. Require them to identify the activities that impacted/influenced the goal.	Language Standards *CCR Anchor 1:* Demonstrate command of the convention of standard English grammar when writing or speaking. (C-E) *CCR Anchor 2:* Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. (C-E)

Appendix A
Student Goal Scenarios

1. Amy moved to Harrisburg from Nevada nine months ago. She has a high school diploma and CNA certification. She is working as a CNA in a nursing home, but she wants to become a registered nurse. She doesn't want to quit working as she pursues her nursing degree. She rents her own apartment and has a three year old son who needs childcare. What are her goals this year?

2. Allen has worked as a cook in a restaurant chain for two years. He dropped out of high school in 10th grade and does not have a GED. He would like to be considered for his employer's management training program, but the program requires a high school diploma or GED. He lives with his elderly grandmother and provides care for her. At times, he must call off of work to take her to doctor's appointments. What are his goals for the year?

3. Anita is not working and would like to get a job. She did not complete high school and has two young children. She stated that she has had difficulty finding a job over the years and is not sure why. She occasionally attends GED classes and indicated an interest in working as a bank teller. She shared with the class that when she stopped to pick up an application, she was told that they were not hiring. She said it was crazy that day because she and the kids had stopped after going to the beach and her girls were whining and tired when they stopped in for the application. What are her goals for the year?

4. Alex moved to this city about a year ago. He is a single parent and had two children in elementary school. They need help with their homework, but he is having difficulty helping them. He didn't finish high school, but is a seasonal laborer in construction. He is interested in getting his CDL or learning how to operate heavy equipment. In the winter, he had difficulty paying rent, utilities and other bills. He has a car, but it is frequently breaks down and he cannot afford car insurance. What are his goals for the year?

5. What are your goals for the year?

Appendix B
Sample Lesson: Developing Career Related Research Questions and Internet Research

Procedure

Introduction

1. Select one or several of the following questions and engage students in a brainstorming activity to introduce the lesson:
    a. What are some of your current career interests?
    b. What kinds of occupations do you think require only a high school education? Some type of certification beyond high school? Associate's Degree? Bachelor's Degree? (You may list each level of education on the board and then list the occupations brainstormed by the class under each heading.)
    c. Does the amount of education that you believe is needed for a career impact your choice? For example, you think that you would like to be an engineer, but would not consider it because you do not want to be in school for years?
2. Ask students how many of them actually have done research regarding the amount of education needed for any of the mentioned careers. Ask students to share what they found with the group. Ask volunteers who have not done any research to share their reasons.

    Answers will vary, but may include the following: No time, not sure what they want to do, not sure what they should be looking for, not sure what schools offer the training that interests them.

3. Explain to students that by focusing on one specific research question at a time, they can locate the answer easier and in less time. Tell them that they will focus on first developing a research question and then identifying the specific information they want to know related to the question.

Instruction

1. Pose the following question to students: If our research topic was going to be education, what kinds of questions would you want answered in relation to a career?

    Answers will vary, but will likely include the following: Does the career require any education beyond high school or a GED? How much education do I need for this career? How long will it take to get the education I need for this career? What are the schools in my area that offer training in this career? Could I further my education at a later time?

2. Ask students to form a research question based on the kinds of information that they want to know. Students may work independently or with a partner. Once completed, ask them to share the research question that they developed with the group.

Appendix B, continued
Sample Lesson: Developing Career Related Research Questions and Internet Research

Instruction, continued

Although answers will vary, the research question should be very similar to the following:

What education is needed for a career in _____ compared to a career in _____?

3. Have students select two careers of interest and identify the education questions that they want to explore further for each of these careers at three different websites.

Closing

1. Ask students to share whether or not the information they researched was different between the three sites that they used?
2. Ask students to share whether or not they learned something new from the research about the career or education needed.
3. Ask students to share whether or not the research was helpful in determining possible career interests/choices.
4. Ask students to further reflect on the research by completing a writing activity, such as the one listed below:

Reflect on the Research: Now that you have done the research, write a paragraph that indicates which career you believe would be a better choice for you based on the research that you just completed. Be sure to use support or examples from your research to explain your choice. Remember to write both a topic sentence and concluding sentence for your paragraph.

Extension Activity

Have students develop additional research questions to compare career interests.

Appendix B, continued
Sample Lesson: Developing Career Related Research Questions and Internet Research

Research Question: What education is needed for a career in _____ compared to a career in _____? Website: http://www.pacareerzone.org/		
I want to know…	Career #1:	Career #2:
How much education do I need? (high school diploma/GED; certification, Associate's, Bachelor's)		
How long will I have to be in school to get the education that I need? (a few weeks, a few months, over a year, two years, four years, more than four years)		
What is the average yearly salary for this career?		

Appendix B, continued
Sample Lesson: Developing Career Related Research Questions and Internet Research

Research Question: What education is needed for a career in _____ compared to a career in_____? Website: http://www.pacareercoach.org		
I want to know…	Career #1:	Career #2:
How much education do I need? (high school diploma/GED; certification, Associate's, Bachelor's)		
How long will I have to be in school to get the education that I need? (a few weeks, a few months, over a year, two years, four years, more than four years)		
What is the average yearly salary for this career?		

Appendix B, continued
Sample Lesson: Developing Career Related Research Questions and Internet Research

Research Question: What education is needed for a career in _____ compared to a career in _____? Website: http://www.portal.state.pa.us/portal/server.pt/community/publications/19877 (PA Career Guide)		
I want to know…	Career #1:	Career #2:
How much education do I need? (high school diploma/GED; certification, Associate's, Bachelor's)		
How long will I have to be in school to get the education that I need? (a few weeks, a few months, over a year, two years, four years, more than four years)		
What is the average yearly salary for this career?		

Appendix C
Jobs, Occupations, and Careers Handout

	Jobs	Occupations	Career
Definition	A job is an activity through which an individual can earn money. It is a regular activity in exchange for payment. A job is work for which you receive pay. Individuals tend to talk about their work as "just a job" when it doesn't give them much long-term career satisfaction.	An occupation is generally thought of as a series of related jobs. A high school English teacher's occupation is education and her job is teaching. She could also become a high school counselor or principal where her occupation is still education. A mechanic may go from working on car engines to diesel trucks and her occupation will continue to be a mechanic. An occupation is a wide category of jobs with similar characteristics. An occupation is a broad title for what someone does on a continual basis.	A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals. A career can be thought of as the accumulation of all of the jobs in one or more occupations that have made up an individual's work life. Your career is comprised of the actions you typically take within a certain occupation. This is often pictured as a staircase or ladder. A career is a lifetime journey of building and making good use of your skills, knowledge and experiences.
Requirements	Specific education levels or special training may or may not be required.	May require new learning or training as new jobs are accepted.	Usually requires special training or higher levels of education where the individual is expected to increase their expertise to match higher levels of responsibility.

Appendix C, continued
Jobs, Occupations, and Careers Handout

	Jobs	Occupations	Career
Time	Generally for an identified period of time, often short term.	Can be either short-term or long-term depending on the relationship of subsequent jobs.	Long-term
Income	Varies by demand. Most likely to be categorized as a "wage" by the hour.		Varies depending on value to society or some other entity. Salary is more common.
Security	Dependent on demand, can change rapidly.	Dependent on the field.	A career may not mean stability of work as it encourages one to take risks. The risks are often internal and therefore planned.

Appendix D
Student/Group Question Worksheet

Jobs

1. List jobs that you could get now:

2. List jobs that interest you for your future:

Occupations

1. What are the occupations that you could work in now that require a high school diploma or its equivalent?

2. What occupations require some kind of additional training?

Careers

1. What level of education is needed for your career interests?

2. What decisions do you think you will need to make related to choosing a career path?

Appendix E
Interpreting Line and Bar Graphs using Career Exploration

Procedure

Introduction

1. Select one or several of the following questions and engage students in a brainstorming activity to introduce the lesson:
    a. What careers have you considered and why?
    b. What do you think are important things to think about when you are trying to figure out a career?
    c. What do you see yourself doing in the next five years?
2. Explain to students that many different factors should be considered when they are choosing a career. Pose the following question to students: Let's say you want to be a registered nurse or a welder (or any two careers). What kinds of information would you want and need to know about that career? Create a Venn diagram on the board and indicate information that would be specific to each of the two careers and in the center, note the information that students would want to know for both careers. Be sure to leave some room next to each item to make a tally. Answers will vary, but will likely include distance from home, training programs available, number of jobs available, close to local transportation, salary, time needed to complete a program, number of local openings, flexible work schedule, travel away from home, benefits, etc.
3. Once you have completed the diagram, focus on the middle section of the diagram. Ask students to think about which one thing listed in the middle list that is most important to them. Read down the list and ask each student to vote on which one item in the list is most important to him/her. Tally responses. Once the responses have been tallied, create a bar graph that represents the results of the tally.
4. Explain to students the principles related to understanding a bar graph and note that they will be reviewing some additional bar graphs, as well as line graphs, using career-related information.

Instruction

1. Have students log on or display the following website: http://www.pacareercoach.org/
   Note: PA Statewide Career Coach is designed to help individuals find careers by providing the most current local data on wages, employment, job postings, and associated education and training. There is a short video that highlights how to use the site and the type of information available on the site.
2. Demonstrate how to use the site by selecting a career and clicking on each of the tabs. Wages and employment trends are shown as basic line graphs. Top skills are shown as bar graphs. Review graphing principles with students. Ask students to select two careers and answer the following questions*

Appendix E, continued
Interpreting Line and Bar Graphs using Career Exploration

Closing
1. Review student responses to questions and check that graphing questions were answered correctly. 2. Ask students to share information about what which career, based on the graphs, has the most potential for employment. 3. Ask students to share if this activity has impacted their career interests/choices.
Extension Activities
1. Have students create a double line graphs that compare the information presented on the website. 2. Ask them to prepare a written argumentative essay on which career appears to have the best employment prospects based on the data they collected. 3. Ask students to prepare a double bar graph comparing the Top Skills between the two careers. 4. Ask students to compose a brief paragraph on the computer that addresses the similarities and differences of the skills between the two careers, explaining the reasons that these skills would either be similar or different.

*Questions can be changed or adapted based on instructor preference.

Appendix E, continued
Interpreting Line and Bar Graphs using Career Exploration

Career #1:	Career #2:
What does a person in this career do?	What does a person in this career do?
What is the typical education level for this career?	What is the typical education level for this career?
What is the low wage for this career?	What is the low wage for this career?
What is the 30th percentile wage for this career?	What is the 30th percentile wage for this career?
What is the 75th percentile wage for this career?	What is the 75th percentile wage for this career?
What is the amount difference between the low and median wage?	What is the amount difference between the low and median wage?
Look at the employment trend graph. Was there a projected increase in employment opportunities from 2012 to 2013? What is the projected % increase or decrease in employment opportunism from 2012 to 2013?	Look at the employment trend graph. Was there a projected increase in employment opportunities from 2012 to 2013? What is the projected % increase or decrease in employment opportunism from 2012 to 2013?

Appendix E, continued
Interpreting Line and Bar Graphs using Career Exploration

Career #1:	Career #2:
Look at the Top Skills Graph. What are the top three skills needed for this position? Do you feel that you are strong in these skill areas?	Look at the Top Skills Graph. What are the top three skills needed for this position? Do you feel that you are strong in these skill areas?
What training is available locally for this career? If none are listed, can you think of any programs?	What training is available locally for this career? If none are listed, can you think of any programs?
How many job openings are currently available?	How many job openings are currently available?
Questions about this career:	Questions about this career:

Resources Page

10 Growing Industries for Temporary Workers: http://www.businessnewsdaily.com/4083-temp-job-hire.html

Be an Informed Consumer…When It Comes to Federal Student Aid: https://studentaid.ed.gov/sites/default/files/be-informed-consumer.pdf

Career Outlook: You're a what? Articles: http://www.bls.gov/careeroutlook/department/youre-a-what.htm

Choose a Career School Carefully: https://studentaid.ed.gov/sites/default/files/choose-school.pdf

College and Career Readiness Standards for Adult Education: http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Integrating Career Awareness in the ABE and ESOL Classroom: http://www.collegetransition.org/docs/ICAcurriculumguide.pdf

Jobs, Occupations, and Careers Chart and Worksheet: www.k12.wa.us

Temp to Hire: Growing Trends in Job Placement: http://www.businessnewsdaily.com/5328-temp-to-hire-definition.html