

## Pennsylvania Career Guide Companion Document

### Getting Started

The PA Career Guide High School Edition is located under the **Featured Products** section of the [PA WorkStats website](#). The [PA Career Guide High School Edition](#) is a comprehensive resource developed to assist high school students with career planning and exploration. Although developed for a secondary audience, it has a wealth of information that would be appropriate for individuals of any age.

This companion document provides instructors and case managers with a variety of suggestions for instructional activities and lessons for each section of the Guide. In addition, links to additional resources have been included to build upon the career-related content presented in the Guide.

### Getting to Know Yourself (pages 20-22)

This section of the guide provides a Self-Assessment Tool and an overview of each of the interest codes.

#### Ideas for using this section's materials with students

- Print pages 21-22 for each student. Ask students to complete the Self-Assessment Tool (page 20), and then present/review each of the different interest codes with the group. Ask students to discuss whether or not they were surprised by their top three scores and the reason(s) why/why not.
- Ask students to insert their top three interest codes into the Quick Assessment found on [Pennsylvania CareerZone](#), which will provide a list of careers matching their code. Have students research one or more of the careers identified with a focus on duties/responsibilities, required education, skills/abilities, and local job outlook.

### Using the Occupational Data Bank (pages 25-33)

This section of the guide lists a variety of careers grouped by one of the following education levels: Requiring Short, Moderate, or Long-Term On-the-Job Training; Requiring Postsecondary Training through a Technical School or Associate Degree; and Requiring at Least Four Years of Education in College. For each of the careers listed, the following information is also provided: Interest Code; Openings per Year; Entry-Level Wage; and Average Wage.

### Ideas for using this section's materials with students

- Ask students to select one or more careers from the list to research for at least two of the education levels based on their interest codes or general interest using [O\\*NET Online](#) or [Pennsylvania CareerZone](#) with a focus on the duties/responsibilities, required education, skills/abilities, and local job outlook.
- Have students identify local postsecondary programs that offer training in careers of interest and explore their websites for information related to cost, financial aid, job placement/career services, and admission requirements.
- Arrange for postsecondary admissions guest speakers to visit the classroom to discuss programs.
- Create a handout, similar to the one found on page 33, for students to review.

## Online Networking (pages 40-41)

This section of the guide addresses the potential impact of negative/inappropriate social media and networking on employment.

### Ideas for using this section's materials with students

- Engage the students in a brainstorming activity identifying how social media can negatively impact potential employment opportunities. Ask students to read pages 40-41 and do one or more of the following:
  - Answer teacher-developed, text-dependent questions about the reading.
  - Identify changes/deletions that need to be made to their current social media pages.
  - Write a paragraph about someone they know or heard about that lost their job as a result of a social media posting.

## The Job Application (pages 42-44)

This section of the guide provides general guidelines related to completing a job application.

### Ideas for using this section's materials with students

- Provide students with pages 42-43 of the guide and engage them in one or more of the following activities:
  - Complete a Personal Fact Sheet utilizing [Beacon Learning Center Personal Fact Sheet](#) or [Personal Information Sheet](#).
  - Identify problems with a poorly completed sample paper application and then make corrections, identifying why they made the changes.
  - Complete a sample paper job application using [About Careers Job Application Form Sample](#) and the handout as guides and then exchange their completed applications with other students for review and feedback.
  - Practice completing online applications using tools like [Practice Online Job Application](#).

## Obtaining and Retaining a Job (pages 45-49) and The Interview (pages 50-54)

These sections of the guide provide general guidelines related to resume writing and interviewing.

### Ideas for using this section's materials with students

- Provide students with either section and do one or more of the following:
  - Answer teacher-developed, text-dependent questions.
  - Identify problems with a poorly written sample resume or thank you letter and then make corrections, identifying why they made the changes.
  - Prepare a resume using a Personal Fact Sheet and a Microsoft® or Google Docs™ template and exchange their completed resumes with other students for feedback prior to instructor review.
  - Write a thank you letter using a template and exchange their completed letters with other students for feedback prior to instructor review.
- Arrange for a guest speaker to present a session on resume writing to students.
- Have students attend resume writing workshops offered by PA CareerLink® or other partners.
- Have students utilize [PA CareerLink®](#) or [Pennsylvania CareerZone](#) to create a resume or practice interviewing skills.
- Ask students to write responses to sample interview questions on page 54.
- Have students participate in mock interviews.
- Have students with criminal backgrounds review [CareerOneStop Job Search Help for Ex-Offenders](#).

## Registered Apprenticeships (page 55)

This section of the guide defines registered apprenticeships, gives the benefits, and lists the top five apprenticeships in PA.

### Ideas for using this section's materials with students

- Engage students in a brainstorming activity about registered apprenticeships prior to reading page 55.
- Have students research one of the top five registered apprenticeships using [O\\*NET Online](#) or [Pennsylvania CareerZone](#) with a focus on duties/responsibilities, required education, skills/abilities, and local job outlook.
- Ask students to complete the [Future Road Builders Virtual Pre-Apprenticeship Program](#).
- Have students review the different types of apprenticeship programs available in their areas using the [Pennsylvania Apprenticeship Coordinators Association website](#). Students can explore websites for information about local apprenticeship program requirements in various fields, such as carpentry, general labors, masonry, roofing, iron working, operating engineering etc.
- Use Sample Apprentice Tests to introduce/reinforce reading and math skills.
- Share links to Sample Apprentice Tests such as: [Carpenters Sample Test](#), [Mechanics Sample Test](#), and [Operators Sample Test](#).

## Plans for Career Awareness and Integration and Implementation

As you further develop activities/lessons suggested in this companion document, as well as your own instructional ideas, be sure to consider how the [PA Career Guide High School Edition](#) can be used to teach the skills and competencies addressed in the [College and Career Readiness Standards for Adult Education](#).

Begin your planning by identifying the specific standard(s) that you want to address in your lesson. Consider the following two College and Career Readiness Standards:

### **Reading Standards**

*CCR Anchor 1: Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10. (Pimentel, 2013)*

### **Writing Standards**

*CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) (Pimentel, 2013)*

Now, ask the following questions:

- What information in the Guide can be used to teach reading and writing skills, AND aligns with the Standards above?
- How can you connect these basic education skills to the skills performed on the various jobs of interest to students?
- How are these skills transferable to other jobs in the career pathway?

Begin to develop lessons or series of lessons using the [PA Career Guide High School Edition](#). Possible items to incorporate/consider in lesson development include:

- Alignment to the College and Career Readiness Standards: *skills and complexity*
- Prerequisite skills needed for the activity: *what knowledge is required before activities*
- Adaptability to all EFLs: *appropriateness for all levels*
- Academic skills are used or being taught: *identification of basic skills and context*
- Ideas for informally assessing student's knowledge: *observation, survey, questionnaire*

## References

Pennsylvania Department of Labor & Industry. (2015). PA career guide. Retrieved from [www.workstats.dli.pa.gov/Documents/Career%20Guides/CareerHighSchool.pdf](http://www.workstats.dli.pa.gov/Documents/Career%20Guides/CareerHighSchool.pdf)

Pimentel, S. (2013) Career and college readiness standards for adult education. Retrieved from <https://lincs.ed.gov/professional-development/resource-collections/profile-521>