Career and College Exploration

Unit plan and sample materials

Prepared by: Eric Christopher Darsow
In cooperation with Achievement First's Team College
Taught at AF Amistad High | Nov 2012-Jan 2013

Unit Plan Contents:

1. Unit Rationale	8. Assessment overview
2. Unit overview	9. Unit development notes
3. Unit timing	10. High-level pacing calendar
4. Target recipients	11. Daily objective sequence & key points
5. Essential questions	12. Ancillary documents: assessment rubrics, student checklists, exemplar presentation
6 Enduring understandings	
7. Embedded anchor standards	

Unit Rationale: Career choice constitutes the end-point of a high school student's journey *to and through* college. In the spirit of backwards planning, this unit provides grade 10 students a structure for exploring possible career paths with a lens for become familiar with the ways in which an intended career path can and should inform a broad set of college preparation and college attendance related decisions. Thus, the overarching goal of this unit is not necessarily for students to choose an intended career but rather to form the cognitive connections between a desired ending career such as engineering and concrete experiences and skills one should be prioritizing in high school and college.

From a holistic course investment standpoint, as students become more familiar with the specific educational and logistical demands of one or more promising career paths, the day-to-day rigors of high school and college life will grow more purposeful because those efforts are focused on a concrete end goal. In other words, working hard at a pre-calculus class becomes more likely when a student has firm understanding of how crucial strong math skills are for engineers, and, by extension, most "hard science" majors in college. This unit's inclusion of seminar-style discussions, ample independent exploration time, and a chance to present findings to peers will help generate student investment.

This unit's emphasis on the *process* of career exploration by connecting careers to college majors and high school preparation supports the core outcomes of Achievement First's college readiness seminar (CRS). For example, since students at every level of the CRS journey create/update a resume and analyze high school and college transcripts, this unit's college transcript analysis complements these curricular units by guiding students to connect a sample student's transcripts and resumes with a best-fit career choice. Further, the unit's opening days which emphasize using personality and interest assessment tools (accessed via the Naviance proprietary website) reinforce and expand the CRS's emphasis on developing each student's introspective posture and voice. By practicing reflection and introspection about careers and interest, students are likely to generate personalized content that could be later used outside this unit through during their yearly writing of a college essay/personal statement.

Unit Overview: The first third of the unit guides students through a career list creation process based on results from a career interest survey, a Holland code typing tool, and a personality test (Myers-Briggs indicators). Students create a prioritized list of three high-interest careers based on their test results which they then use as the basis for further research about possible post-secondary pathways and the connection between majors and careers later in the unit. They also investigate which careers are likely to require graduate work and which are likely to open up career opportunities directly after undergrad.

Following their individual list creation and exploration, the unit challenges students to analyze transcripts and resumes and infer to which career and major each corresponds. During this process, emphasis is placed on learning to decipher the complexities of a college transcripts. Students will build critical communication skills during an authentic performance task-type

seminar in which students assume the role of an employer who must choose between three possible candidates given only their resume and transcripts.

The unit culminates in students creating a slide deck which lays out their core individual career interests and personality characteristics. Students will then present an evaluation of the pros and cons of two careers of interest and pick one as the best fit given their personality test results. To encourage strong presentation skills, the final project rubric emphasizes not only content precision but also presentation aesthetics and flow.

Length and structure: Unit is mapped for about five weeks of instructional & presentation time--or about 24 class periods	**Target Recipients:** Written for 10th graders but adaptable for 9th or 11th grade students with a working knowledge of college skills

Essential Questions:

- What is the difference between my interest areas and my personality?
- What is the relationship between a major and a career?
- How might I use my personality characteristics to guide my career exploration process?
- How do career paths vary in terms of the schooling and experience required?
- In what ways might my long-term career interests influence the kinds of decisions I make during high school? In college?
- What information is conveyed on a college transcript about career interests?
- What is the relationship between the information on a resume or transcript and one's major or career?
- How can my portfolio of experiences on my resume prepare me for a certain career track?

Enduring Understandings:

- Our interest areas may change with time, maturity, and exposure. In contrast, many aspects of personality endure over years and decades, remaining constant even through major life changes.
- Personality typing can provide us clues about career fit even when we don't know exhaustive amounts about that particular career area. Personality assessments should be seen as useful tools for exploring ourselves, not as definitive statements about our potential or ideal careers.
- A major in college is a focused set of classes around a particular topic(s). Most non-technical majors can lead to a variety of career paths. Even technical majors do not fix a student into one track, although the options are narrower.
- Similarly, a given career can be accessed through a variety of courses of study in college.
- Transcripts and resumes show the particular ways in which a student applies one's skills to a specific subfield, issue, or area.
- Our experience with internships, summer programs, and electives in high school can provide us exposure to possible paths we might want to pursue in college or beyond.

Embedded Achievement First's College Readiness Anchor Standards:
The objectives and final project for this unit prepare students to master the following Achievement First College Readiness anchor standards in strand D: Career Paths.

***D* Career paths**
1. CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between choice of college major and access to industries and functional roles.
2. CR10thGWBAT use examples from financial services, law, computer science, engineering, CPG, healthcare, pharmaceuticals and government to explain the connection between high school achievement and access to college majors that maps to specific to industries and functional roles in these career clusters.
3. CR10thGWBAT explain how academic preparedness and performance in high school impacts college and career choices and in turn earning potential by evaluating the May 2013 Brookings Center on Children and Families' study on college ROI.

Assessment Overview: Assessment will be categorized into four	**Unit Development**

categories which align to the Achievement First Amistad High School's unified grading system: homework, in-class grading, formative assessment, and summative assessment. **Homework:** Since the unit is injected with high-use SAT vocabulary words, students will complete vocabulary frontloading and practice activities 2x per week. Additionally, some in-class diagnostic tools and reflection documents may be finished at home by students who work below average pace. Finally, teacher may assign high-interest readings about careers and college majors to supplement core in-class objectives. **In-Class Grades:** Most interest and personality assessments will be completed during class which, if completed thoughtfully, should earn in-class points. Other website-related explorations or document analyses can be graded for in-class points. **Formative assessments:** Periodic (2-3x per week) exit tickets to gauge lesson mastery will be graded. Reflections on core diagnostic tools also reveal student mastery and will be graded for formative points. The unit also contains two vocabulary assessment days that will also include test items to assess mastery on the previously taught career-related objectives. Finally, a seminar discussion of best-fit careers for a sample individual will yield valuable formative assessment data. **Summative assessments:** • The culminating career exploration project will be the core summative grade. • Additionally student performance on the interim assessment designed by Achievement First Network Support (which is aligned to the CRS Anchor standards listed above) will provide a second benchmark of mastery.	**Notes:** Eric Darsow developed this unit for a five-day-per-week course based on the network support-provided core objective sequence and interim assessment questions. Eric Darsow wrote all narrative explanations of the unit and crafted lesson objectives and key points based on the provided high-level framework for career explorations. Because other Achievement First high schools only teach CRS content 2-3 days per week, this unit contains a relatively more expansive objective sequence made possible by the additional instructional days at AFAHS. All ancillary materials and sample documents were written and created solely by Eric Darsow (with high level structure proposed by AF network support).

Proposed instructional calendar: Based on the October 2014 calendar
This sample monthly plan provides a high-level overview of unit pacing. The day numbers referenced in the calendar correspond to the day numbers in the objective sequence that follows.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Wednesday	Wednesday02	Wednesday12 Unit investment through case studies & intro to	Wednesday12 Ss take career cluster survey	Wednesday23 Developing career list	Wednesday34	Wednesday45
6 Ss complete career interest survey	7 Interpreting Holland codes	8 Reflecting on the cluster survey and career interest	9 Vocabulary assessment and core career skills	10 Intro to personality types and complete MBTI test	11	12
13 Interpreting MBTI and revising career list	14 Relationship between college and major	15 Post-secondary paths and grad school mapping	16 Analyzing transcripts to make best-fit career	17 Seminar on best-fit careers based on resume and	18	19
20 Crafting a high school priority list given career	21 Thinking critically about compensation	22 Vocabulary assessment and core career skills	23 Create backwards work plan for final project	24 Final project workday 1	25	26
26263127 Final project workday 2	27273128 Final project workday 3	28283129 Implementing teacher feedback on projects	29293130 Presentation practice	30303131 Presentations (2-3 days)	31313128	0283129
0293130	0303131					

Unit pacing Guide: suggested daily objectives and lesson key points

Day #	Lesson Type	Daily objective/Aim	Lesson Key Points	Potential student misunderstandings to address in lesson plan	IA-Aligned daily vocab word
1	Guide. Discovery	SWBAT summarize the various paths case study subjects have taken to pursuing their careers and **reflect on which story they identify with most and why.** SWBAT summarize in their own words the core c**omponents of the final career project and articulate** its possible value to their remaining high school experience and college choice decision making.	• Several legitimate approaches to career exploration exist, and the approach that works best for each student may vary. • For many 10th graders, working to identify one's interests or passions is the first step to exploring possible future careers. • With one's interests and passions in place, then we can choose experiences to explore each of those in greater depth. • The goal is NOT to choose a career that will be satisfying for the next 40 years while in 10th grade. Rather, the goal of the unit is to identify and explore our interests and create a possible list of interesting careers to guide the search.	Ss may have an idea that one must choose a specific career in order to be preparing for a career. T will combat this by using case studies of students who are exploratory well into college.	Obviate
2	Workshop	SWBAT **complete the Naviance career cluster survey.** SWBAT **list from memory the three high-interest career clusters** recommended by the Naviance Career cluster survey and articulate the value in thinking about careers in separate but potentially overlapping axes.	• A career cluster is a group of broadly related careers. • Naviance contains tools for helping you to narrow and explore the 12 career clusters. • Being open to survey results that may not initially strike you as accurate is important to not exclude or close the door to an opportunity before you know that opportunity even exists.	Ss may not have an idea that such a system for organizing careers exists and therefore might not believe that having such a system is useful.	Obscurity

3	I/We/You	SWBAT articulate in writing the **difference between careers, career clusters, and career pathways** as used by the Naviance career portal. **SWBAT explore online and prioritize three careers of interest** in each of their core three clusters and describe in their own words the core actions, demands, and rewards of at least three total careers in their emerging career portfolio.	• A career is a specific job doing a relatively narrow defined set of tasks and using a particular set of skills. • A career cluster is a broad group of careers that share general topic-related focus but may involve very different education levels, work styles, and areas of specialty. • A career pathway is a smaller grouping of careers within a particular cluster that have more in common with one another in terms of educational focus and topical emphasis. • Career clusters display the career pathways included in that broad group • Career clusters display probable courses of study in HS and college. • Individual career pages provide summaries of core activities those in a given career undertake	Ss may think that a career pathway is a way of gaining access to a career. This is misleading terminology. A career pathway is really just a smaller version of a career cluster	Concessio n
4	Workshop	SWBAT **successfully complete the Career Interest Survey** in Naviance and list from memory their core three career interest axes.	• The career interest survey is a more extensive set of questions that will recommend careers using the Naviance career database. • Providing accurate and thoughtful inputs into the Naviance test will result in more useful outputs.	Ss may think that they CIS is the same as the cluster survey. T will explain that CIS is more extensive and will involve more exploration of your personality type than just want you like to do.	Obstinate

5	Guide. Discovery	Based on results from the Naviance career interest survey, SWBAT articulate the purpose of the six Holland codes as a way of describing differences between careers.	• Holland codes can describe both our personalities and, when matched to particular careers, can provide useful insights into good fit careers. • The Holland codes are as follows: ***Realistic***: Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. ***Investigative***: Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. ***Artistic***: Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules. ***Social***: Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. ***Enterprising***: Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. ***Conventional***: Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas.	Ss may think that Holland codes provide a perfect window into their interest portfolio. T will emphasize that these results are merely to point you in a solid direction and perhaps open a window or uncover a path one may not have thought of before.	Hypocrisy
6	Workshop	SWBAT articulate in their own words the **high-alignment components of career performance suggested** by the career interest survey and the Holland codes. SWBAT **cross-reference their career cluster results** and their interest survey results to revise their high-interest career list.	• A high-interest career is one that carries an initial spark of interest and is aligned to concrete results from a profile survey. • The career interest profiler is likely to generate a different set of career suggestions than the career cluster finder. Both result sets are valuable in planning future career moves, but we want to digest each one carefully and ask ourselves why the findings might be different and what these differences might mean for possible careers.	Ss may think that the surveys are the same. This is incorrect--they ask slightly different kinds of questions in order to point you to a career cluster/career group based on who you are and how you tick.	obliterate

7	Vocabulary Assessment	SWBAT demonstrate command of ***Tier II vocabulary words*** through thoughtful completion of multiple choice questions relating to: meaning, contrasting words, proper use, and SAT-Style sentence completion.	Words to know: Prosaic Abstract/ Conceptual* Obviate Obscurity Concession Obstinate Hypocrisy obliterate	Obscurity and Obviate can be confused easily.	
8	Workshop	SWBAT articulate ***three core understandings about personality*** typing and why layering personality test results into a career search process may yield valuable results. SWBAT complete the Myers-Briggs personality test.	* Personality remains strikingly constant through people's life time. * The Myers Briggs test is one of the most research-backed methods of measuring the way that people interact with people and approach life. * Since our careers may amount to between 25% and 40% of our entire hours on the planet, matching a potential career with our own styles and ways of being is a final and critical layer to the personality process.	Ss may have a more pop-psych understanding of personality and think that it isn't very accurate. T will emphasize the vast amount of data collected on these five types	effervescence
9	Workshop	SWBAT list ***their personality type from memory*** and describe its core features by explaining each letter. SWBAT cross-reference their career-focused test results with their personality test results to ***revise their high-interest career list*** and justify any changes using data from each test and career-specific information.	• The career interest profiler is likely to generate a different set of career suggestions than the personality test. Both result sets are valuable in planning future career moves, but we want to digest each one carefully and ask ourselves why the findings might be different and what these differences might mean for possible careers. **The personality types** **Favorite world**: Do you prefer to focus on the outer world or on your own inner world? This is called **Extraversion (E) or Introversion (I).** **Information:** Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called Sensing (S) or Intuition (N). **Decisions:** When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F). **Structure:** In dealing with the outside world, do you prefer to get things decided	Ss may think that these personality bins are "hard and fast" and therefore are putting them in a box. Rather, T will strive to reinforce the idea that this is just one tools' way of raising possibilities for exploration Just because one's results suggest introversion, doesn't mean you'll never be comfortable in a new situation.	Extol

			or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P).		
10	Guide. Discovery	SWBAT articulate the ***relationship between a college major and a career*** by applying the core descriptive features of major in college: host college, prerequisites, open/closed enrollment, credits, and rigor. SWBAT research using Naviance and other sources the relationship between a career on their career list and the aligned majors in college.	• * A major is a set of classes focused around a central theme. A college degree is offered to students who complete requirements of a particular major or majors and meet a minimum credit hour requirement. • * Majors vary widely in length and intensity, as well in the types of career paths and their level of security for the future. A 35-credit major (psych) is among shortest, engineering at well over 100+ credits is among the longest at many schools. • * The possible career paths for each major are different, and one must consider each carefully when choosing a major. • * Longer, more intense majors tend to lead to more fixed career paths, but often provide more job-after-college security (i.e. engineering) • * Professional degrees can often be pursued after a variety of undergrad majors. Law= any major + LSAT, Business=nearly any major and work experience, Med school = about 25 credits of science classes but any major can go on top.	Ss may be convinced that a particular major means they must pursue one single career. T will use diagrams and data to dispel these notions, rooting students in the notion that a major is often a launch pad to many possible careers.	provocative

11	Workshop	SWBAT ***map possible post-secondary education options*** that include undergrad, masters, professional, and PhD programs and describe their key features and differences in short paragraph. SWBAT identify a career that might require a master's degree, a professional degree, (PhD), and only an undergraduate degree.	* Each career has generally accepted levels of education. Some careers demand that 90+% of all workers have a certain degree, others are less degree-driven. * The careers we're considering in this course require a minimum of a four-year undergraduate degree, also called a bachelor's degree. A network administrator, for example, is a well-paying job that is open to folks with only a bachelor's degree in CS. * Master's degrees are between 2 and 3 years of school after undergrad. Getting a PA degree is two years after undergrad and a great field right now. Master's in Social Work is also a very common masters degree to prepare you for a career in social work. * Professional degrees are a strange category that overlaps master's degrees and includes business (MBA), LAW (JD), and the longer track to becoming a doctor. If you'd like to work as a manager at a major corporation, an MBA is probably in your future. If you want to be a lawyer and work on immigration law, you would need a JD. * PhDs are academic research degrees that prepare you for a career in research, university teaching, and some high-level health related professions such as becoming a psychologist.	Ss may have the idea that routes to careers are similar in rigor and may not realize the absurd difference in intensity between, say, pursing an MSW and getting a PhD in engineering.	Review words

12	I/We/You	***SWBAT annotate a college transcript*** and resume for coursework, GPA, trajectory, and rigor. SWBAT use evidence from a sample resume and transcript to ***make a best-fit career recommendation*** and support the position with three pieces of evidence from the anchor documents.	*College transcripts list courses by department and then a number, between 100 and 500. 100-400 are undergraduate courses, with the first number showing the approximate year in school those courses are taken and, by extension, the rigor. Some undergrads can take 500+ level courses which are for graduate students. * College courses are graded like HS courses, often with letter grades and an overall GPA. Some schools don't differentiate between + and - grades. * Because majors can be so broad, one should look at the trends in course titles to see if there is a pattern or focus on one aspect of a given major, such as neuroscience for a psych major, or marketing for a business major. * Resumes can also give clues for how a student has applied his/her major coursework. Sometimes students in a very broad major go in startling directions with their degree, such as a political science major pursuing work experience in activism and environmental protection.	Ss may think that a major is like HS where the courses are set and there isn't a lot of flexibility. T will show students how many majors have elective requirements and Ss can specialize in that major by choosing elective courses carefully.	reverence
13	Seminar	SWBAT use seminar-style discussion etiquette to role-play their **jobs as a management panel who needs to prioritize and choose a candidate** for a social work, engineering, and veterinary program. SWBAT defend their choices in writing during the post-discussion reflection using evidence from the sample student profiles.	* Job review panels will consider both grades and rigor along with how the applicant has applied those skills in work experience outside the college course. * Panels will not make inferences that favor the candidate--the evidence for a given skill should be clearly stated in a resume or statement of intent.	Ss tend to give authors of resumes the benefit of the doubt in terms of what accomplishments they've actually enacted. T will encourage Ss to use only the facts.	credo

14	Workshop	SWBAT articulate core academic, exploratory, and character-based actions ***to prioritize in high school given their prioritized career interests.*** SWBAT analyze a given HS transcript and recommend a good-fit major program area in college and justify their decisions using specific data from the transcript.	* High school preparation for a career is about understanding the demands and benefits of that particular job path, not necessarily on demonstrating substantive achievement in that area. * Internships, job shadowing, interviewing, internet research, and book research is all crucial to determining what aspects of a given field you are most interested in and brainstorming how that might work into your particular career. * A career path describes the chain of jobs or positions that a person might follow through his/her life. HS preparation should focus on a career FIELD that might involve several different "careers" or specific "positions." * When possible, coursework in HS should be used to focus on the skills one will be homing when in college. This process can provide valuable information on goodness of fit for a particular career: if biology and chemistry don't hold your interest, nursing, for example, will be a challenging option in college. Awareness of these potential setbacks helps us make better decisions.	Ss may not be thinking strategically about how their experiences in HS can help them move in a particular direction or aware from a particular field.	Credible
15	Workshop	SWBAT apply **the concept of holistic compensation** of a career and by researching the key components of compensation for a career on their list: financial, emotional, intellectual, spiritual with a strictly financial compensation model and list the strengths of each method. SWBAT summarize the range of career options that involve ***community/national/global service or philanthropy*** and cite data	* Financial compensation is only one component of what can lead to a satisfying career. * Evidence routinely shows no strong correlation between long-term "satisfaction" and "happiness" and one's salary after basic needs are met. * When conducting career research, one should explore questions about what are the non-financial, social, emotional, and spiritual payoffs from this job. Pursuing a career just for the money is likely to lead to burnout and frustration. * Many careers allow one to get paid to help other people's lives in substantial ways, such as social workers, NGO employers, international development workers. With preparation, one can explore these kinds of career options that	Ss may believe that financial compensation is the primary relevant variable in thinking about employment compensation.	Diplomacy (26)

		for why a career in "helping" doesn't have to mean being undercompensated.	offer a high degree of non-financial compensation.		
16	Vocabulary assessment	SWBAT demonstrate command of ***Tier II vocabulary words*** through thoughtful completion of multiple choice questions relating to: meaning, contrasting words, proper use, and SAT-Style sentence completion.	Word list: effervescence Exalt Extol Excise Provocative Reverence Credo Credible Diplomacy (26) Continuation of the practice of analyzing program requirements and mapping those back to HS readiness or college freshman readiness. The celebration should only take about 20 mins.	Ss may think that majors don't care what you took in high school.	[none]
17	Workshop	SWBAT **draft a backwards work plan** for their career presentation work days that incorporates the core requirements of the project as expressed in the project rubric.	* Backwards planning consists of defining in detail what end product is desired, breaking that end-product into smaller mini-goals, and then planning a timeline for completion that is realistic. * The career capstone project will require a 3 minute presentation to your peers about your findings re: career exploration. The slide deck will show your findings visually an your verbal presentation will be the focus of your planning.	Ss may think that backwards planning means not procrastinating. The backwards part often is lost.	[Review]
18	Workshop/work day	SWBAT **implement their backwards work plan** to complete designated sections of their major and career presentation.	* Self-directed work time is a privilege that is earned by having a plan, following it, and pushing one's self to be efficient and effective. "Non-work" earns demerits.	Ss may think that a work day is time to slow down and work at a lackadaisical pace	Transient

19	Workshop/work day				[review]
20	Workshop/work day				[review]
21	Workshop	SWBAT i**mplement teacher feedback** on their career presentation by incorporating the spirit of the revision suggestion into their project.	*Teacher feedback on your presentation should be incorporated in its full spirit, not in the *letter of the law* since the person giving the feedback actually will be grading your final capstone presentation.	Ss may think that changing a sentence here or there is sufficient to incorporating the totality of teacher feedback.	credulity
22	Workshop	SWBAT demonstrate with mini-presentations the skill of speaking without reading and adding details in a fluid, conversational manner.	* Strong presenters stand with confidence, use the three-three sweep rule for making solid but not awkward eye contact * Strong presenters speak conversationally to the audience and do not use slides or notes as crutches or barriers between them and the audience. * Notes should be 1/3 or less of your spoken content. A strong presenter must be prepared to speak to the group conversationally.	Ss may think that having notes means that one can just read those notes.	Appease
23	Student Presentations	SWBAT demonstrate strong volume, confident posture, professional performance etiquette, and fluent non-slide reading cadence while presenting their career presentation.			dissolution
24	Student Presentations	SWBAT demonstrate strong volume, confident posture, professional performance etiquette, and fluent non-slide reading cadence while presenting their career presentation.			Contraband

Ancillary documents:
The following are an assortment of unit materials that support student mastery and demonstration of content. The following are not an exhaustive list but rather provide teachers with samples to modify and build from during their customization of this unit.

Contents

Final Project assessment rubric: Slide references correspond with the slide deck template.....15
Summative career presentation slide deck template:.....17
Career Project Submission Checklist.....19
Anchor Career Profiles.....20
Sample daily lesson plan for day 5 in the unit plan:.....22

Final Project assessment rubric: Slide references correspond with the slide deck template

Your score for individual rubric rows is denoted by bolded words in the table below. Your average score on each row is translated to a holistic score out of 80 points. See above for your total point value.

Rubric row	Score 1=not acceptable (C or F	Score 2 = Acceptable/ on target (B/A-)	Score 3: excellent and provocative (A/A+)	Student Self-score	Teacher score
Presentation formatting	Text is too small or the contrast between slide and background make reading slide difficult. Alignment is poor.	Text is readable and there's not too much text. Alignment is correct	Formatting is vibrant. Pictures complement content. Efforts made to improve template without decreasing readability.		
Slide 2 content: Who am I?	Test result descriptions are incomplete, inaccurate, or too surface level to drive career search	Reveals careful reading of test results and accurate summarizes of their findings.	Shows a command of the Holland codes and MBTI such that that knowledge clearly drives the career search.		
Slide 3 content: Career comparison	Data is inaccurate or poorly phrased	Descriptions and content is accurate and aptly phrased	Descriptions reveal a nuanced understanding of the duties/roles of the job.		
Slide 4 content: Pros and cons	Pros/cons are basic and do not reveal serious thought or research into the meat of the career.	Pros/cons reveal a solid reflection on several aspects of each career and goes beyond what an uninformed person could derive without research.	Pros/cons reveal an in-depth analysis of the career's attributes and one's own preferences and experiences		
Slide 5 content: best fit	Connections to our career tests is unclear or too general to be meaningful. Preparation steps are too general and not SMART	Connection to career tests are clear and reveal a careful understanding of the results and the career and how they blend. Action step is SMART.	Connection to career test shows in-depth reflection on the issue of compatibility. Action step is SMART and energy to make progress is evident.		
Slide 6: Sources	No sources listed	2-4 sources, but only web addresses	2-4 outside sources with publisher and		

			access date		
Slide reading	Mostly reading and very little speaking off the slide. Presenter basically read each bullet and then stopped. He/she did not generate more than a few words on his/her own.	A moderate amount of reading. Presenter may have read entire bullets or phrases from the slide, but he/she made an attempt to explain that idea in new words.	Very minimal or ZERO reading. Presenter didn't use more then 1-2 words in the same order as printed on the slide and added relevant details.		
Presentation body language	Poor eye contact and low energy. Presenter did not make eye contact more than a few times during the slide. His/her energy was notable low and he/she looked disengaged and decidedly unenthusiastic about the content.	Decent eye contact and decent energy, but many glances were at the screen instead of the audience. Presenter's energy was positive, but not effusive.	Great eye contact and poise (posture and body language). Presenter looked at audience in the eye and stood straight up. He/she looked interested in the content and spoke with energy.		
			Overall Score		

Summative career presentation slide deck template:

[Creative career project name]

by [your name]

[Course name, block]
[teacher]
[date of presentation]

Who Am I? What matters to me in a job?

Summarize your Holland code results here.

- [Top Holland code & score]
- [Next highest holland code & Score]
- [Next highest holland code & Score]

My Personality:

Myers-Briggs type: [ex: INTJ]

My best-fit career should…

- Career characteristic based on the Myers-Briggs results [no sentences!]
- Career characteristic based on the Myers-Briggs results [no sentences!]
- Career characteristic based on the Myers-Briggs results [no sentences!]

*Find these either in the data you summarized in tab 2 of career central OR on the 16 personalities page linked on C&CC on ericdarsow.com

Career name 1

Description:
[Short description: what do members of this profession do, exactly?]

Education: [Education required. Any grad work?]

Related Major: [Major name]

Compensation:
[Average/median salary]

Career name 2

Description:
[Short description: what do members of this profession do, exactly?]

Education: [Education required. Any grad work?]

Related Major: [Major name]

Compensation:
[Average/median salary]

	Pros	Cons
Psychiatrist	I can sent my own hours if I'm in a private practice	LIST 1-2 elements that make this career less attractive. [No sentences!]
[Career 2 name]	LIST 1-2 strengths/elements that make this career attractive [No sentences!]	LIST 1-2 elements that make this career less attractive. [No sentences!]

My top choice: [Career name]

- **Reason 1:**First point about how this career lines up with your holland codes and personality test [No sentences!]
- Reason 2: consider a second top factor for choosing this career over the other. Use the pro/con list as a guide.

Preparing now:

- Core action (i.e. SMART goal) you can take NOW to prepare [no sentences]

Sources

In a NON-bulleted list, present the names of the research sources you used for your presentation.

Career Project Submission Checklist

Final Submission form for Career Slide Deck
Completed draft slide deck due Tuesday 12/3 @ 11:59 pm

Section 1: Completion Checklist

Carefully review each of these items. Check them off ONLY when you're sure they're complete.

- ❑ Ensure that the project is called "Career Presentation [last][first]" and is located in your CRS II folder.
- ❑ Use the presentation date assignment page on the Career Project home page to record your presentation date on slide #1.
- ❑ Record your presentation date in your planner (record it on the day in the week view, not on the month view)
- ❑ Double check that the title to your presentation and is something other than "careers"
- ❑ On slide #2, ensure that you listed the numerical scores for each of your Holland codes (i.e. *Investigative (29)*)
- ❑ On slide #3, be sure that you list the compensation in ANNUAL terms. If you have only an hourly value, multiple that hourly wage by 2000, which is the common number of hours a person works in a year. (Example, if you found a computer programmer makes $24.50 per hour, multiply 24.50 x 2000 = $49,000 / year)
- ❑ On slide #4, the pros and cons, ensure that you have at least 6-8 total pros and cons, and at least one pro/con in each box.
- ❑ Check your pros & cons to make sure they are drawn from actual readings about your careers, not on your guesses based on what you *think* the career is about. Show your insightful brains!
- ❑ On slide #5, make sure that one of your reasons for choosing one of the two careers makes REFERENCE to either your personality test results OR your Holland code results.
- ❑ Make sure that your "Preparing now" information is a SMART goal—a specific/measureable, meaningful, ambitious, realistic, and time-bound.
- ❑ On slide #6, sources, make sure you have the collegeboard, Naviance, and O'Net listed.
- ❑ On slide #6, make sure you have at LEAST TWO outside/googled sources listed. The entries should look like this: Name/title of page. Publisher or website host (look for the logo or big name on the top of the page), date you accessed the site. [Paste in the web address]
    - Example: `Career Options in Neuroscience. Society for Neuroscience. Accessed 12/2/13.` http://www.sfn.org/careers-and-training/neurojobs-career-center/careers-in-neuroscience

Overall Formatting Checklist

- ❑ Check to make sure that all words are in the SAME font through the presentation, Trebuchet, for example.
- ❑ Make sure that all the text on each slide fits on the page and isn't so bit that it bleeds into the grey space around each slide. If any text is too big, select all the text in that box and reduce its font size.
- ❑ In terms of images, either delete the images Mr. Darsow included in the presentation (by selecting each image you want to delete and pressing *backspace*) OR replace these stock images with your own. Remember, use COPY Image URL when finding images you want, and in the slide deck, click Insert >> Image >> By URL. The paste (Control + V) the web address for that image into the box.
- ❑ If you are reading this checklist, write the word *suffering is freedom* in the lower left-hand corner of this page.
- ❑ Avoid the use of periods or complete sentences on any of your bullets. Abbreviate where possible, but don't chop actual content.
- ❑ Flip this document over and score yourself on each rubric row. Your goal: 2's in each row. Use the column called "your score"

Anchor Career Profiles

Teachers can use profiles similar to these two fictitious students to provide students with a concrete contrast between students who are very driven toward a particular career and those who are in a more exploratory phase. Teachers can discuss how the unit is valuable for students at either extreme and any point in between.

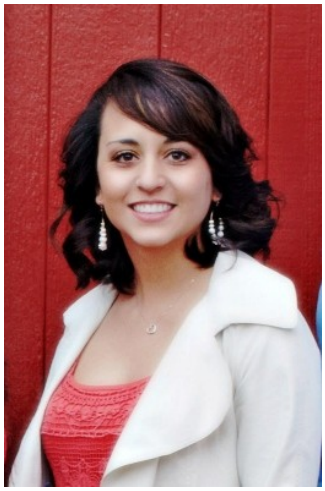
Jamain's Approach

Jemain has always been curious about the world around him, especially with respect to sports, movement, and how things work. He had thought about becoming an engineer from an early age, but his school didn't have any engineering classes. He pursued sports while in high school has this has led him to think about nutrition and fitness. Jemain has also enjoyed learning about computers, strangely. In fact, he installed a special operating system called Linux on his computer instead of the normal Windows or Apple product. He can change settings and even write programs specifically for this or that task. For one chemistry lab he did in 10th grade, he wrote a program to convert all of the measurements in his lab notebook from the metric system back to the normal English system and then send the results to his phone. He has a close group of friends that likes to discuss programming and the ins and outs of computers.

Jemain has also spent time on trips with his senior biology class, even though he was forced to take the class by his parents who said he needed to do more than "play on the computer or football field all day." The school's biology teacher has partnered with local government officials to allow the senior class to analyze the water quality in local lakes and streams using lab equipment from the federal research lab. Jemain has taken a lead with his small group and has lead the brainstorming to find more effective ways to collect samples from the middle of the lake.

Once Jemain arrived in college, he didn't know exactly what major to pursue. He took courses in computer science, introductory biology, and even a management class. He hangs out with some classmates he met in the management class. He is applying to the school of environmental science where he could earn both an undergrad and master's degree in five years. He also has a meeting with the head of the computer science department to discuss summer internships.

Zela's Approach:



Zela had a sense from a very early age that medicine and health was her calling in life. She dressed up as a doctor for Halloween from the age of 6 through her early teenage years (when kids stopped dressing up and just partied all evening). In high school, read books about doctors and even tried to get internship and jobs shadowing doctors. By her junior year, she was placed in an internship with a local sports medicine doctor who helped people recover from sports injuries. When possible, she asked the doctor about how much he liked his job. He told her about how much he enjoys working with patients and running his own medical practice. Zela enjoyed talking with the patients about their struggles and challenges. She often found herself talking to patients for a long time in the waiting room before and after their appointments about their nutrition and exercise habits, often sharing her own questions as well.

Zela pursued a pre-med track right away in college and majored in biology. All of her friends were impressed by how driven and focused she was on her long-term goal. She struggled with the coursework which was often very prosaic and dealt with a lot of molecular structures and naming the parts of cells and organs. Many of the other students were very competitive and so she didn’t have many friends in her classes. When she struggled, she would think back to her internship days when she had such a positive experience with the doctor, nurses, and patients. She is now applying to medical school and is excited about her future possibilities.

Sample daily lesson plan for day 5 in the unit plan:

DAY 49.2.3 : CAREER SEARCH BASED ON CIS

College Readiness 10 | Achievement First Amistad High School

Achievement First Amistad High School

Teacher:	Eric Christopher Darsow	**Date of Lesson:**	**Wednesday, Nov 6th**
Lesson Type:	Workshop	**Unit:**	
Date Submitted	Monday, 10/28		

Aim: • Objectives are written in measurable student learning outputs and not as activities. • Daily plans contain at least one higher-order thinking objective	• SWBAT list from memory their top three Holland codes as generated by the career interest profiler if given a list of the six possible Holland codes. • SWBAT match a model student profile to likely high-alignment Holland codes and justify their response in a paragraph which draws on specific data from the Holland code descriptions and the profile text.
Key Points: • Important misconceptions are pre-identified	• Holland codes can describe both our personalities and, when matched to particular careers, can provide useful insights into good fit careers. • The Holland codes are as follows: **Realistic**: Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. **Investigative**: Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. **Artistic**: Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules. **Social**: Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others. **Enterprising**: Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. **Conventional**: Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas.
Do Now OR Vocabulary Focus/Exercise (6 min)	**Section 2: Vocab Zoom** Read the following statements and rate them based on their relative levels of hypocrisy. 3= Extremely hypocritical, 2= moderately hypocritical, 1 = somewhat hypocritical, and 0 = not at all hypocritical. Then in the space below the ratings, choose any TWO events and explain your rating using the word *hypocritical*.

#	Event	Hypocrisy rating 0 to 3
1	An off-duty policeman speeding 15 miles over the speed limit	
2	An English teacher who does not ever read for fun	
3	A college student who doesn't study for exams but gets As anyway	
4	A priest who curses and screams at cars who cut him off in traffic	

5	A high school student who turns in unfinished homework	

Choose two of the above and explain your answer:
#_____ 1 CS explanation using the word *hypothetical*

_____ 1 CS explanation using the word *hypothetical*

Exit Ticket: (5 min)

- Exit ticket is written first and contains exemplary student responses
- Exit ticket assesses all aims independently
- Exit ticket can be graded efficiently

Read the following profile of Najit and recommend 1-2 of the Holland codes you believe most strongly align to his personality and job interests. Do this by circling the two in the list under the profile.

Holland Codes
Realistic:
Investigative:
Artistic:
Social:
Enterprising:
Conventional:

Now, in a short paragraph, connect the two Holland codes that you circled with facts from the profile. THEN, choose one Holland code you did NOT circle and explain why this is NOT a good fit for Najit.

Najit: Najit has always been interested in reading about cell biology and disease. He has attended several science-based summer programs that involved using microscopes to determine what disease a particular patient might have. He enjoys discussing and debating the evidence with his friends at the camp. When he attended college, he worked as a tutor in the biology department and enjoyed helping others learn about the facts of biology but also the mysteries and excitements that biology can involve.

Sample response: Najit sounds like a good fit for careers that are both investigative and social. The profile discusses how he likes to solve problems and think about data—and that lines up with investigative. The second code, social, fits since he likes to discuss his ideas with others. He doesn't show any enterprising since he doesn't seem to want to start something from scratch or manage other people.

Heart of the Lesson:

- Lesson is written in outline format
- Lesson plan has **bolded** CFUs and *italicized* student responses that align to the key points/misconceptions
- Lesson plan is time-stamped
- Lesson plan follows

Hook (4 mins): Teachers references the Holland code test from yesterday. Makes a note that we just did the test, but today we get to explore our own results, see how they might connect to careers, and how we compare to others in our class:

T shares his Holland code results with the class:

Holland Code	Your score
Realistic:	38
Investigative:	45
Artistic:	20

- an AFAHS Lesson Type
- Lesson plan contains a Do Now or Oral Drill
- Lesson is framed in a way to build excitement and relevancy

Social:	41
Enterprising:	20
Conventional:	6

T explains how the Holland codes can help connect us to careers that are worth exploring. For example, my social results suggest that I look more into counseling therapy or social work. As I think about next steps in my life, this is a useful finding.

Applying the Holland codes (22 mins)
Let's use our Socrative tool and the following listing of the characteristics of each of the 6 holland codes to match each profile statement with a best-fit code:

With your shoulder partner, read the question, choose the best match, and prepare to defend your answer:

Profile	Top Holland code (Answers in Red)
Noreen enjoys reading about historical facts on Wikipedia and musing about how history would have been different if, the us, for example, didn't drop a nuclear bomb on Japan.	Investigative – Thinking and searching for facts and figures
Lenore has taken to sculpture and enjoys creating abstract forms of art out of recycled car parts, such as mufflers, windshields, and old tires.	Artistic –creative
Jepson has always enjoyed working on construction projects, such as helping his father with the deck and his mother with her gardening.	Realistic – working with real-world materials and less paperwork. Outside work is
Gert has a passion for mentoring and guiding youth. She's a youth minister and often visits students of her congregation at their schools and problem solves with teachers	Social – people interaction, helping, serving others.
Liza has always enjoyed keeping records. She writes down what she eats, spends, where she goes, and how she manages her time.	Conventional – book keeping, routines, details.
Esprit is driven by the deal. She loves to bargain and barter with store owners. She runs a small ebay business where she sells antiques that she buys at tag sales.	Enterprising – starting projects, making decisions about pricing.

Holland Codes for Reference
Realistic: Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

Investigative: Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.

Artistic: Artistic occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without

following a clear set of rules.

Social: Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.

Enterprising: Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.

Conventional: Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

Review your own Holland code distribution: (3 min)
T instructs students to open up Career central to extract their scores from Naviance.

Holland Code	Your score
Realistic:	
Investigative:	
Artistic:	
Social:	
Enterprising:	
Conventional:	

The Class's Holland Code distribution (4 mins)

Teacher explains the procedure to for uploading individual scores into the google doc spreadsheet that will then be aggregated into a class graph.

Reflection in groups (12 mins)
While the class data is being aggregated, students move to the corner of the room where their top Holland code is posted. With that group, Ss reflect with one another about these questions:

1. In what ways does my top Holland code feel accurate? Consider what you like to do for fun, what careers you've considered.
2. Listen to others in your group—do the group members generally feel this is a consistent Holland code with their personalities? Or not, why not?
3. How does my code score (the number produced by the test) for this Holland code compare to the others in my group? Am I average, above, or below? What questions does this raise about how I might want to explore my career?

   With class scores posted:
4. What are the class's top Holland codes? What does this suggest about the general interests and personality of our class members? Use facts from the Holland code descriptions and the possible career list per code reference sheet to answer.
5. What are our lowest Holland codes? What careers might be of least interest to class members?
6. How do I compare to the class averages—am I similar or different from the average?

T leads a brief discussion based on these class findings—drawing out that we generally have different activities that make us tick. It's important to be aware of these differences so we can focus our search on promising careers.

HW	Begin vocab celebration review

Assignment: •			
Necessary Materials:	• Naviance • Career central gdoc • Holland code reference docs		
Notes for Students with Special Needs:			
Time Modifications	❑ Extended ETtime	❑	❑
Presentation Modifications	❑ None	❑	❑
Materials Modifications	❑ More direct connections in the exit ticket profile	❑	❑
Setting Modifications	❑ Preferential seating.	❑	❑