

Session 5 — Guided Instruction:

Topic 2-2: Career Path Development

Navigating the Course - *Where are we in the course?*

OVERVIEW: During the last session, students completed self-directed Learning Expeditions to further explore the 16 Career Clusters. This session continues the students' investigation into the first Essential Question – What are my options in the world of careers? In the previous session, students explored the career path development model. This session builds upon that model as students are introduced to Career Pathways as an extension of Career Clusters. Career Pathways provide a way to systematically explore careers within a cluster of interest. The overarching goal is to continue to expand students' schema regarding the options available in the world of work. During the next session, students will complete a series of Learning Expeditions to further dig into the concept of Career Pathways.

Unit Concepts & Essential Questions Addressed in This Session

- What are my options in the world of careers?
- Each of the 16 clusters can be further divided into different pathways, further defining specific types of career opportunities within each cluster.
- A Career Pathway is a group of careers, each with opportunities for advancement and/or additional skill development, which accomplish some specific purpose within the Career Cluster. Careers in a Career Pathway share several things in common. For example: common skill requirements and a common purpose.

Session Vitals – *What must I know to facilitate this session?*



Session 1 Snapshot

1. Suggested Bell Work Activity	Time Varies
2. Teacher-Led Discussion: 16 Clusters and Career Paths	15 min.
3. Teacher-Led Discussion: What are Career Pathways?	30 min.
4. Preview Learning Expedition & Next Session	5 min.
Estimated Time to Complete	50 min.

Preparing for Today's Session

1. Review lesson plan and materials provided for the session.
2. Load the PowerPoint slides for today's session.

Estimated Time to Complete 15 min.

Materials Used

- ✓ *Notebook*
- ✓ *Unit 2: Session 5 PowerPoint Slides*
- ✓ *Unit 2 Activity Sheets, Pages 13-16 (One Per Student)*

Room Set Up

- ✓ *Secure an LCD projector.*
- ✓ *Before the class period, write the following three statements on a sticky note or index card:*
 - *Group of careers with common interests and skills*
 - *Opportunities for advancement and/or additional skill development*
 - *Accomplish some specific purpose within the cluster*
- ✓ *Tape each statement to the bottom of a different chair in the classroom.*

Entry Points – *How do I prime students for learning today?*



Bell Work Activity – Time Varies

Students complete a productive task while the teacher completes regular class routines.

Snapshot of the Event:

- Step 1:** Post the task using PowerPoint Slide #1.
- Step 2:** Complete regular class routines while students work on the task.
- Step 3:** Transition to the next learning event.

Materials Used:

- Chalkboard/Whiteboard or PowerPoint Slide #2.

How this event might *look* and *sound*...

Step 1: Post the task using PowerPoint Slide #1

Students are to work with a partner or in a triad to review the icons/images created for each step in the career path development process.

Step 2: Complete regular class routines while students work on the task.

While students complete the activity, you may complete regular tasks such as taking roll, lunch count, etc.

Step 3: Transition to the next learning event.

Teacher-Led Discussion: 16 Clusters and Career Paths – 15 mins

Students connect the discussion on the 16 Career Clusters to the previous discussion on career path.

Snapshot of the Event:

- Step 1:** Review the 16 Career Clusters.
- Step 2:** Review the concept or career path development.
- Step 3:** Introduce the idea of Career Pathways.
- Step 4:** Teach students motions to connect the three concepts.
- Step 5:** Preview the session.

Materials Used:

- None

How this event might *look* and *sound*...

Step 1: Review the 16 Career Clusters.



Earlier in this unit, we discussed how the 16 Career Clusters fall into one of the six career fields. Recall that the clusters give us a way to further organize the world of career options. Now, turn to a neighbor and name the cluster that most interests you.

Step 2: Review the concept of career path development.



During our last session, we discussed the idea of career path development. Recall that the steps we discussed represent the general parts and pieces. You may experience some of those steps more than one time in your career. Career paths develop over a long period of time. Who will share the first step in the career path development process with the class?

Step 3: Introduce the idea of Career Pathways.



That's right! The best way to begin developing your career path is to explore your career options. Guess what? You've already started! You began exploring your career options during the session where you looked into a career field of interest. Then we broke it down further when you looked at two Career Clusters of interest. Today, we will explore careers even further. We will drill down to the pathway. After today, you'll have another method to continue exploring options for a career path in the cluster you've chosen to explore. Today, we will explore Career Pathways.

Step 4: Teach students motions to connect the three concepts.



Let's preview how we can use career fields, Career Clusters and Career Pathways to explore our career options.

Have students do the following motions with you:

- o Motion 1: Take a big step back and put your hand above your eyes as if you are shielding the sun to see something that is off in the distance.*
- o Motion 2: Pick a spot in the room and point to it while you take a big step forward. Once you've taken the step forward, look around again as if you are searching for something.*
- o Motion 3: Act as if you've found something exciting. Give an exaggerated thumbs up motion.*

Repeat the motions again to ensure that students can do them. After students are able to do the motions with you, say the following as you do the motions:



*Step back and explore the big picture using the career fields.
Step forward and explore my options using the Career Clusters.*

Find a Career Pathway that makes you say, "That's me!"

Have students repeat the motions using the phrases with a partner. After students are able to do the motions with the phrases, bring the class back together and proceed.

Step 5: Preview the Session



Congratulations! Today, you'll take a big step forward toward finding your career path. Let's take that big step forward together and start to explore your career options within the Career Clusters by taking a closer look at Career Pathways!

Core Instruction – How do I facilitate instruction on the core topics?



Teacher-Led Discussion: What are Career Pathways? — 30 minutes

Students are introduced to the Career Pathways as a way to explore career options in a cluster.

Snapshot of the Event:

- Step 1:** Review the key points from the Career Clusters discussion.
- Step 2:** Pass out Unit 2 Activity Sheet, page 13.
- Step 3:** Have students find the Career Pathway attributes in the room.
- Step 4:** Share the definition of "Career Pathway" and discuss the key attributes.
- Step 5:** Check for understanding using Unit 2 Activity Sheet, page 13.
- Step 6:** Review the motions from the beginning of the class and summarize the discussion.

Materials Used:

- Unit 2 Activity Sheet, Page 13
- PowerPoint Slide #4 or Chalkboard/Whiteboard
- Notebook

How this event might look and sound...

Step 1: Review the key points from the Career Clusters discussion.



During the previous session, we explored 16 Career Clusters. What are some clusters you recall exploring?

Elicit Responses.



Clusters are a way to further organize career fields. Remember, a cluster represents hundreds of careers. How will you explore all of those careers to find your career path? We need another way to organize the different opportunities within a cluster. That's why we need to look at Career Pathways.

Step 2: Pass out Unit 2 Activity Sheet, page 13.

Give students time to review the activity sheet before you begin. Encourage students to use it to follow along throughout the discussion.

Step 3: Have students find the Career Pathway attributes in the room.

Before the class period, write the following three statements on a sticky note or index card:

- Group of careers with common interests and skills.
- Opportunities for advancement and/or additional skill development.
- Accomplish some specific purpose within the cluster.

Step 4: Share the definition of “Career Pathway” and discuss the key attributes.

Show PowerPoint Slide #4. Note that the definition is set to appear in three chunks to represent the three attributes students found in the room. Discuss each of the three attributes in turn. Before sharing each attribute, ask the students to share what their small group said regarding the meaning of the statement. Highlight the following about each attribute as you reveal the entire definition. Remind students to track their notes using Unit 2 Activity Sheet, page 13.

Part 1: A career pathway is a group of careers with common interests and skills.

- Usually, individuals in a Career Pathway will share common interests and concerns. For example, individuals in the Pre-Design Pathway of the Architecture and Construction Cluster are interested in planning and designing things. While people in the Construction Pathway are interested in coordinating and fulfilling a plan.
- Individuals in a Career Pathway usually have some common set of skills. Although there are a number of specialties within each pathway that will require different skills.

Part 2: A Career Pathway has opportunities for advancement and/or additional skill development.

- Career Pathways offer a number of opportunities for individuals to advance (i.e., you may become a manager of others or move into a role with more influence over projects and processes).
- Career Pathways also offer a number of opportunities for individuals to grow through additional skill development. For example, an individual who enters the Teaching/Training pathway in the Education and Training cluster may grow their skills in using technology in the classroom so that they can solve new and exciting problems in the teaching/training field.

Part 3: A Career Pathway accomplishes some specific purpose within the Career Cluster.

- Careers within a Career Pathway accomplish a specific purpose in the cluster. Their purpose is usually different than the other pathways.
- Together, all the pathways within a cluster represent the different career opportunities within that part of the economy.

Step 5: Check for understanding using Unit 2 Activity Sheet, page 13.

Ask students to share their responses to the fill-in-the blank areas on Unit 2 Activity Sheet, page 13. Also encourage them to share any additional insights they captured during the discussion.

Remind them that My Guide to Career Clusters is a helpful resource for studying the Career Pathways. The chart lists each of the pathways, key word descriptors, problems solved and potential careers at four different levels of education.

Step 6: Review the motions from the beginning of the class and summarize the discussion.

Have students repeat the motions and phrases they learned at the beginning of the class period.

- Motion 1: Take a big step back and put your hand above your eyes as if you are shielding the sun to see something that is off in the distance.
- Motion 2: Pick a spot in the room and point to it while you take a big step forward. Once you've taken the step forward, look around again as if you are searching for something.
- Motion 3: Act as if you've found something exciting. Give an exaggerated thumbs up motion.

Repeat the motions again to ensure that students can do them. After students are able to do the motions with you, say the following as you do the motions:



Step back and explore the big picture using the career fields.

Step forward and explore my options using the Career Clusters.

Find a Career Pathway that makes you say, "That's me!"

Summarize the following key points about Career Pathways:



Career Pathways offer us a way to organize and explore the careers within any of the 16 Career Clusters. In total, there are 79 different Career Pathways when you calculate the pathways in each cluster. Not to worry, you won't need to explore all 79 pathways. You will, however, get to take a look at the pathways available in the cluster that most interests you during the next two sessions. Let's learn more about what's ahead.

Bring Closure & Look Ahead – How do I conclude the session?



Preview Learning Expeditions & Next Session – 5 minutes

Students are introduced to the Learning Expeditions scheduled in the next session and choose their homework assignment.

Snapshot of the Event:

Step 1: Set context regarding the next session.

Step 2: Hand out Unit 2 Activity Sheets, pages 14-16.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.

Materials Used:

- Unit 2 Activity Sheets, Pages 14-16

How this event might *look* and *sound*...

Step 1: Set Context Regarding the next session.



During the next session, you'll continue your investigation into the question — What are my options in the world of careers? You'll take a closer look at the idea of career exploration and begin to explore Career Pathways that make up the Career Cluster that interests you. You will also continue working on your Unit 2 Milestone Projects.

Step 2: Hand out Unit 2 Activity Sheets, pages 14-16.



Use this as a map to help you complete the Learning Expeditions.

Step 3: Explain the options shown on the sheet and set up the homework for the next session.



There are a number of optional mini-expeditions to go on as we continue to investigate our Essential Question. Let's take a look at those options.

Review the optional “Get Started!” activities. Students are to choose and complete one of these activities as homework before the next scheduled session.

As Time Permits: Review the optional “Show Me!” activities. Students will want to preview these prior to the next session. However, they will complete the activity in the next session.

As Time Permits: Review the optional “Test Run!” activities. Students will again preview these, but they will actually complete the activity in the next session. Note the area for students to consider what kind of progress they will make on the Unit 2 Milestone Project during the next session. Encourage them to review the Milestone Project Description: Unit 2. Particularly, reference the steps shown at the bottom of the project description sheet. These make excellent steps for them to work on during the next session.



Before the next session, you will need to choose and complete one of the “Get Started!” activities. This activity will help you start thinking about the career path development process and how it relates to you.

Teaching Tip:

Facilitate students in taking the content and applying it to their own lives. The Learning Expeditions included in the curriculum are designed to help students make key applications. Don't just assume that students will make the intended connections.

Assessment – *How do I assess student work from the session?*



OPTIONAL: Scoring Unit 2 Activity Sheet, Page 13 – After the Session

Use the following scale as a simple rubric for assessing student participation today.

Snapshot of the Event:

Step 1: Collect Unit 2 Activity Sheet, page 13, responses.

Step 2: Score student work based on the scale provided.

Materials Used:

- Student generated responses.

How this event might *look* and *sound*...

Step 1: Collect Unit 2 Activity Sheet, page 13, responses.

Step 2: Score student work on the following scale:

Completion	10
Appropriateness	10
Effort	10
Total	30