

# CAREER MAPPING

**TRICENTENNIAL THEME:** Workforce

**SUBJECT:** Career Development

**GRADE BAND/LEVEL:** High School/Grades 9-12

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**TEKS:**

Career Prep I 127.13.9 A-D	Career Prep II 127.14.10 A-F	Problems & Solutions 127.15.4 A-B
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## DESCRIPTION:

Students will conduct research into specific area/regional training programs and educational opportunities available in their desired career field. Students will then create informative brochures teaching their peers about the opportunities available to them and what is necessary in order to apply/participate. Two (2) 60-80 minute classes.

## LESSON OBJECTIVES:

- 1 Explore area internships, training programs, and higher ed opportunities in a career field.
- 2 Analyze the requirements needed to be admitted to the program(s).
- 3 Create a detailed brochure for peers that introduces them to regional opportunities to advance specific career fields.

## MATERIALS NEEDED:

Access to the internet  
Drawing paper  
Drawing/coloring/writing utensils  
Paper to take notes on  
Project rubric

Internet Resources:

U.S. Bureau of Labor Statistics, Career Exploration-  
<https://www.bls.gov/k12/content/students/careers/career-exploration.htm>

Alamo Colleges-  
<http://alamo.edu/>  
<https://www.alamo.edu/toyota/>

Alamo Academies (program for high school students)-  
<http://www.alamoacademies.com/academies-build-kids-employability/>



## ENGAGE (Opening Activity - Access Prior Learning / Stimulate Interest / Generate Questions):

(DAY 1) Provide the following journal prompt (or ask in discussion format), “What opportunities exist in the community to prepare you for a specific career field?” After students have had an opportunity to formulate ideas, open the floor up to sharing. Further prompt students to think in terms of specific careers, such as automotive manufacturing or culinary arts, etc. Explain to students that they will research opportunities within a very specific field that interests them and then create an informative brochure detailing what they have learned. (10-20mins)

## EXPLORE (Probing or Clarifying Questions):

Provide students with the internet resources listed on the first page, but explain they are not limited to these options. Tell students to create a detailed outline of their research. Students must answer the following questions: career field, area internship/training opportunities for high school students, training/educational opportunities for after high school (regional or nationwide), requirements and outcomes of these programs. (30mins)

## EXPLAIN (Concepts Explained):

After completing their research, students will use their outlines to create a brochure detailing the information they learned via their research. Using drawing paper, students will create colorful, detailed brochures that clearly illustrate: what the career field entails, area opportunities for high school students to further their knowledge/skills in the career, and higher education/vocational training programs specific to the career field for after high school. (20-30 mins)

## ELABORATE (Applications and Extensions):

(DAY 2) Students will then present their brochures to the class and share what they have learned with their peers. Provide students with a copy of the rubric so they can see how they will be graded on their presentations. (60-80mins)

## EVALUATE:

Students will be evaluated on their final presentations via the project rubric. The teacher will continually check for understanding throughout the lesson by using tools such as journal entries/discussion and the asking of probing questions.

Rubric-

	0 Points	5 Points	10 Points	15 Points
Includes facts about Career	Does not answer any of The questions required in relation to the career	Answers only some of the required questions in presentation	Answers questions in limited detail	Answers all questions thoroughly and in excellent detail
Shows Creativity and Effort	Student puts zero effort into final presentation	Students puts some effort into final presentation, but lacks detail	Student puts effort into both illustrations and written text using colors and detail	Student provides colorful illustrations and detailed textual explanations
Presents Information Clearly	Student does not speak clearly or audibly and shows little effort in presentation	Student is audible and presents information clearly but lacks detail or understanding	Student provides detailed information in a clear and audible manner	Student puts extra effort into the presentation, showing enthusiasm about the subject/project
Grammar/ Punctuation	Project is difficult to read/understand due to spelling/ grammatical errors	Project has multiple errors, but is legible	Project has a few minor errors that could have been prevented with proofreading.	Project is mostly error free and shows evidence of proofreading and editing