

A5-L1

<b>Job Portfolio</b>		<b>Core Competency: A5</b>	<b>Level 1, Introductory</b>
Select an immediate job goal			
Time to complete: 150- 210 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Identify favorable experiences and relate to possible occupations.</li> <li>2. Investigate an occupational interest and describe that occupation, including education needed, working conditions, salary range, labor market conditions, etc.</li> <li>3. Assess whether his/her identified personal preferences match occupational requirements of his/her career choice.</li> </ol>		
<b>Cross Competencies</b>	G41 Apply critical thinking skills G55 Apply the problem solving process to complex problems H77 Demonstrate ability to self-evaluate and develop a continuous improvement (career development) plan		
<b>Core Standards</b>	Career and Vocational/Technical Education: Content Standards 1 and 5 Workplace Competencies: Content Standards 3 and 6		
<b>Resources</b>			
<b>Materials in Lesson Plan</b>	<b>Other Supplies Required</b>	<b>Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>• A5L1PP1 Career Research</li> <li>• A5L1WS1 Career Research Project</li> <li>• A5L1R1 Rubric</li> <li>• A5L1WS2 Is It A Match</li> </ul>	<ul style="list-style-type: none"> <li>• Arrangement to view PowerPoint Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Career Information System</li> <li>• Guidance Information System</li> <li>• Career Occupational Preference System</li> <li>• O-Net (The Occupational Information Network)</li> <li>• <i>Occupational Outlook Handbook</i></li> </ul>	

<b>MCA</b>	<b>Portfolio Project</b>	<b>Guest Speakers</b>	<b>Program of Work</b>
			Careers
<b>Civic Engagement</b>	<b>Indian Education for All</b>	<b>Career Pathways</b>	<b>Competitive Events</b>
Career Fair Community Scavenger Hunt			Career Exploratory Notebook

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	Once students have identified their interests, aptitudes and abilities, they need to relate this information to their own personal preferences. Work is a central activity of life involving a large amount of time and affecting other areas in one's life. Students will choose a career in this unit and research it.	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> </ul>	
	<ol style="list-style-type: none"> <li>1. View <a href="#">A5L1PP1 Career Research PowerPoint</a></li> <li>2. Begin with a discussion: What should you know about yourself when selecting a career? <ul style="list-style-type: none"> <li>• What are your interests?</li> <li>• What are your strengths and weaknesses? <ul style="list-style-type: none"> <li>○ (Abilities, aptitudes, ability to cope with change, leadership traits, etc.)</li> </ul> </li> <li>• What kind of lifestyle do you wish to have? <ul style="list-style-type: none"> <li>○ (Leisure time, full family life, adventuresome life, etc.)</li> </ul> </li> <li>• What are your physical characteristics (capabilities) and interests? <ul style="list-style-type: none"> <li>○ (Work outdoors/indoors, lots of/little physical demand, etc.)</li> </ul> </li> <li>• What are your personality characteristics? <ul style="list-style-type: none"> <li>○ (Ability to get along with people, temperament, work alone, work with people, etc.)</li> </ul> </li> <li>• What do you want out of work? <ul style="list-style-type: none"> <li>○ (Good earning power, challenge, chance for advancement, prestige, job security, work for yourself, etc.)</li> </ul> </li> </ul> <p>What factors should you look at when selecting a job?</p> <ul style="list-style-type: none"> <li>• Does it match your interests, aptitudes and abilities?</li> <li>• Does it match your short- and long-term goals?</li> <li>• What is the demand and supply for your career choice?</li> <li>• What are the job requirements (required training/education, licensure/certification, etc.)</li> <li>• What are the working conditions (indoors/outdoors, physical demands, regular work hours/non-regular work hours, etc.).</li> <li>• What are the promotional opportunities?</li> <li>• What is the employment outlook?</li> <li>• What are the salary and fringe benefits?</li> </ul> </li> <li>3. Distribute <a href="#">A5L1WS1 Career Research Project</a>. Allow the students ample time to research the career of their choice. You may use the <a href="#">A5L1R1 Rubric</a> to evaluate.</li> </ol>	

4. Have students complete <u>A5L1WS2 Is It a Match</u> as an assessment of the career researched.		
<b>Assessment</b>	The completed research paper will be the lesson assessment.	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Provide field trips to different work places so students can see the actual working conditions and exactly what is expected on that job.</li> </ul>	