

A6-L1

<b>Job Analysis</b>		<b>Core Competency: A6</b>	<b>Level 1, Introductory</b>
Describe the conditions and specifications of the job goal			
Time to complete: 120 minutes			
<b>Objectives</b>	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> <li>1. Set and revise career goals</li> <li>2. Update educational plans</li> <li>3. Develop Experiential Learning Plan</li> <li>4. Analyze Action Plan and Supports</li> </ol>		
<b>Cross Competencies</b>	G40 Conduct a Job Analysis G41 Apply critical think 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 2, 3 and 5		
<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>• A6L1WQ1 MCIS Setting Goals and Making Plans</li> <li>• A6L1WS1 Factors Affecting Job Choice</li> </ul>	Arrange to have access to computer lab or print out worksheets from MCIS, My Career Plan, if computer lab is not available.	<ul style="list-style-type: none"> <li>• Montana Career Information System <a href="http://www.mtcis.intocareers.org">www.mtcis.intocareers.org</a></li> <li>• O-Net (The Occupational Information Network)</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 Critical Thinking

<b>Suggested Instructional Approach</b>		<b>Notes</b>
<b>Introduction</b>	Using the Montana Career Information System, <b>My Career Plan</b> , which helps students learn more about themselves, research and evaluate their options, set and update goals, and make plans to assure their success. Whether students want to go to college, get a job, or follow some other pathway, the journey will be more rewarding if they follow some simple steps. In this unit the students will complete the last two steps of their career plan: <i>Set Goals</i> - activities to help you set personal, academic and career goals, and <i>Make Plans</i> - activities to support your career and life planning.	
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Make copies of student handouts.</li> <li>• If you will be doing supplemental activities, make copies or arrange for the resource as needed.</li> </ul>	
	<ol style="list-style-type: none"> <li>1. Distribute <u>A6L1WQ1 MCIS Setting Goals and Making Plans</u>. Review directions with the students.</li> <li>2. If there is not access to a computer lab for individuals to complete MCIS My Career Plan on line, print out necessary activities (Looking Deeper level) by going to MCIS.</li> <li>3. After completion discuss students' responses.</li> </ol>	
<b>Assessment</b>	Completion of MCIS "My Career Plan"	
<b>Supplemental Activities</b>	<ul style="list-style-type: none"> <li>• Have students complete <u>A6L2WS1 Factors Affecting Job Choice</u>. Discuss with them current and future employment trends.</li> <li>• Invite guest speakers to discuss labor market trends and outlooks in the school's geographic labor market area and the state.</li> <li>• Show a movie that portrays career choices. Go to Teach with Movies to determine which movie would work best for your class. <a href="http://www.teachwithmovies.org">www.teachwithmovies.org</a></li> </ul>	