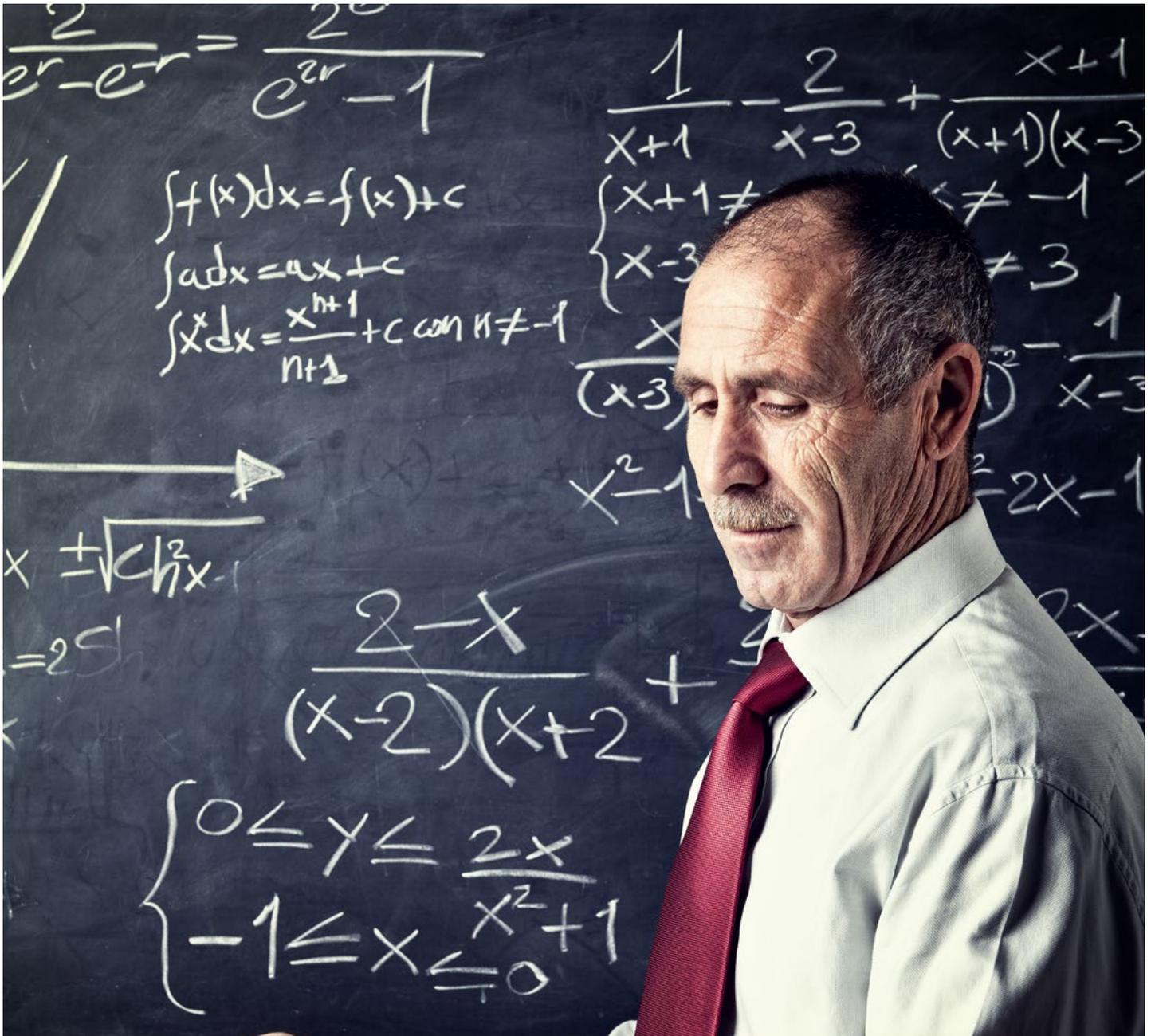


Curriculum in MCIS

Math



Montana Department of
LABOR & INDUSTRY

Math Curriculum in MCIS

This electronic pdf is based on the curriculum found inside of MCIS. To access the links listed under materials, log into MCIS using your administration or staff account.

The link can be found on the footer of any page within MCIS. Click on “Tools for Counselors and Teachers”, “Classroom Activities”, “Learning Activities” and then “Curriculum”. To find the curriculum for a specific subject go to the bottom of the page and under “Subject Areas” choose the subject from the dropdown menu.

Classroom Activities Found in Math Curriculum

Getting Started 8th and 9th Grade: 10 Activities

- Architects and Engineers
- Community at Work
- Evaluate My Occupation Options
- Evaluate My Program of Study Options
- Framing My Community
- Math and Science Make a Difference
- Men's work, Women's Work
- Solar Bake Off
- This or That?
- What is Work?

Looking Deeper 10th and 11th Grade: 13 Activities

- Architects and Engineers
- Community at Work
- Establishing Priorities
- Evaluate Education Options
- Evaluate Occupation Options
- Examine the Costs of Higher Education
- Imagine
- Linking Occupations and Education
- Managing Resources
- Math and Science Make a Difference
- Men's Work, Women's Work
- Test Preparation and Practice
- Where Do I Want to Be?

Next Steps 12th Grade: 11 Activities

- Establishing Priorities
- Evaluate My Next Step Options
- Financing My Education
- Imagine
- Is Self-employment for Me?
- Linking Occupations and Education
- Managing Resources
- Managing Resources
- My Accomplishments
- My Career Anchors
- Test Preparation and Practice

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Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Architects and Engineers	X	X	
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Math and Science Make a Difference	X	X	
Men's Work, Women's Work	X	X	
Evaluate My Occupation Options	X		
Evaluate My Program of Study Options	X		
Framing My Community	X		
Solar Bake Off	X		
This or That?	X		
What is Work?	X		
Establishing Priorities		X	X
Imagine		X	X
Linking Occupations and Education		X	X
Managing Resources		X	X
Test Preparation and Practice		X	X
Evaluate Education Options		X	
Evaluate Occupation Options		X	
Examine the Costs of Higher Education		X	
Where Do I Want to Be?		X	
Evaluate My Next Step Options			X
Financing My Education			X
Is Self-employment for Me?			X
Managing Resources 2			X
My Accomplishments			X
My Career Anchors			X
Calculate Education Costs			

Architects and Engineers

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students compare and contrast two occupations using CIS and other resources. Students identify the importance of various occupational characteristics.

Time: 100 minutes.

Essential Questions

- What are key differences between these two occupations?
 - What occupational characteristics are most important to me?
-

Preparation

- Reserve computer lab with projector
 - Establish CIS portfolios before this lesson
 - Print *Compare Occupations Worksheet*, one per student
 - Assemble phone books, trade journals and magazines containing information on architects and civil engineers
 - Locate sample web site advertisements for architectural firms and civil engineering firms
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn to discriminate between occupations and identify occupational characteristics that are important to them.
2. Assign students the task of finding company advertisements for architectural and engineering firms, using written publications, the Yellow Pages, and the Internet. This research could be conducted as homework prior to class activity or during class.
3. Show PPT Slide 2. Facilitate a class discussion about what students learned about these occupations through the advertising. Be sure to mention the subjective nature of the advertising medium and how this may skew the occupations' portrayal. Discuss the differences students

noticed between the two occupations, as portrayed in these advertisements. Also discuss the variations in occupational information available from the advertisements.

4. Divide the class into small groups.
 5. Show PPT Slide 3. Distribute the *Compare Occupations Worksheets*.
 6. Ask students to log into CIS using their personal usernames and passwords.
 7. Show students where to find the Compare feature in CIS Occupations. Ask students to use this tool to research and compare the two occupations "Architects" and "Civil Engineers" and note what they learn on the worksheet. If students prefer to research two other occupations of interest, they may do so.
 8. Show PPT Slide 4. Discuss as a class how the information they learned in the advertisements compares and contrasts to the information within CIS.
 9. Ask students to identify the three occupational characteristics that they most value at this point in their career development. Divide the class into groups of three to discuss these characteristics.
 10. Show PPT Slide 5. Discuss what the students have learned as a class using the following prompts:
 - What are the biggest differences between these two occupations?
 - What did you learn about the occupational characteristics that are most important to you?
 - How has this activity shaped your thinking about these two occupations?
 11. Show PPT Slide 6. Discuss the assignment: students choose to either: 1) create their own advertisement for a civil engineering or architectural firm, or 2) draw a picture of the three occupational characteristics that are most important to them.
-

Variations and Accommodations

- Divide class into two or more groups. Assign half of the class to do an architecture-themed project, such as a scale drawing, and the other half to do a civil engineering-themed project, such as building a bridge (out of paper, cardboard, toothpicks, or modeling clay). Determine specific outcomes for assessment of the projects and share with students ahead of time.
 - Students choose an occupation of interest other than architect or engineer, and design an ad (e.g., web site, magazine or other type of ad) suitable for a business that could exist for the occupation.
 - This activity could be conducted in any subject area using two occupations associated with the subject to teach compare and contrast skills, to help students learn the unique characteristics of occupations associated with this field of study, and to help students see the relevancy of the subject area to occupations in the field.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Architects and Engineers Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box within the Research Options section of Career Plan.

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access

[Architects and Engineers \(PPT\)](#)

[Compare Occupations Worksheet \(PDF\)](#)

[Compare Occupations Worksheet \(DOC\)](#)

[Architects and Engineers Scoring Guide \(PDF\)](#)

[Architects and Engineers Scoring Guide \(DOC\)](#)

Phone books, trade journals and magazines containing information on architects and civil engineers

Sample web site advertisements for architectural firms and civil engineering firms

Calculate Education Costs

Theme and Level

Theme: Make Financial Plans

Level: Getting Started

At a Glance

Students calculate post-secondary education costs and explore funding strategies.

Time: 75 minutes across two days.

Essential Questions

- What will college cost?
 - How might I fund it?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Calculate Education Costs Worksheet*, one per student.
-

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to learn about the costs of post-secondary education and possible funding strategies.
2. Using the computer projector, show the CIS Schools information for a state school. Show students the cost information. Tabulate the tuition, books and supplies, room and board, and other expenses. Write this on the board.
3. Next show the cost information for an out-of-state "reach school" and a community college. Perform the same calculations for these and write the tabulations on the board.
4. Have students discuss the differences.
5. Show PPT Slide 2. Ask students:
 - Why might some people prefer the more expensive schools? (Plausible answers: they want more challenge, they have a specific program goal, and they want to relocate to that part of the country.)

- How might you pay for the more expensive schools?
- 6. Using the computer projector, show the index page of CIS Paying for Schools information.
- 7. Divide the class into six groups, corresponding to the six information categories in Paying for Schools: Cost of School, Applying for Financial Aid, Scholarships, Grants, Loans, and Other Ways to Pay.
- 8. Show PPT Slide 3. Assign each group to:
 - Identify a recorder and a speaker
 - Review together the information in their assigned section
 - Identify key points
 - Prepare to share key learning with the class.
- 9. Provide students twenty minutes for these activities.

DAY 2

1. Ask each group to present their key points to the class.
2. Show PPT Slide 4. Review the instructions with the students.
3. Provide ten minutes for students to complete what they can in the Expenses column. Provide assistance as needed. Have students estimate their health, entertainment and personal/miscellaneous expenses.
4. Show PPT Slide 5. Ask students to begin calculating the Income column. Explain that though their situation will change between now and when they attend post-secondary education, it is useful to gain an understanding of the financial expense of this endeavor.
5. Assign the completion of the worksheet as homework. Ask students to work with a parent or guardian to complete the worksheet. Parents will know some of this information much better than students. Tell students that they are free to estimate unknown categories.
6. Plan to share the worksheet results in a subsequent class where students also discuss their financial goals because of this lesson.
7. Have students answer the question in the text box at the end of the worksheet and transfer this learning to their CIS portfolios, in the Getting Started: Make Plans, Make Financial Plans section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this entire activity.
- Worksheet could be finished entirely in class.
- Eighth graders could skip the income column.
- A local college or college admissions or financial aid representative could come to class and assist in presenting this lesson.

Assessment

Use the *Calculate Education Costs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Getting Started: Make Plans. Make Financial Plans section of Career Plan. The following box should be filled in: **What are your financial goals?**

Materials

Computer lab with a projector and CIS access
[Calculate Education Costs \(PPT\)](#)
[Calculate Education Costs Scoring Guide \(PDF\)](#)
[Calculate Education Costs Scoring Guide \(DOC\)](#)
[Calculate Education Costs \(PDF\)](#)
[Calculate Education Costs \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Community at Work

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students learn about employment supply and demand by playing a fishing game.

Time: 75 minutes.

Essential Questions

- What are the relationships among an occupation's employment, growth and outlook information?
 - How might an occupation's employment, growth and outlook affect my career choice?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print the Overview and Employment and outlook topics for several diverse CIS Occupations with varying employment and outlook, enough copies to provide one printout for each group of three
 - Collect three containers and one treat per student:
 1. Place one treat in container #1
 2. Place five treats in container #2
 3. Place twenty treats in container #3
 4. (Note: If you have a small class you may want to reduce the number of treats in containers #2 and #3; be sure there are fewer treats in the containers than there are students)
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is to introduce labor market terms and help students see the relevancy of labor market principles to their career decision-making.
2. Divide the class into groups of three.
3. Distribute an occupational printout to each group. Explain that there is a relationship between an

- occupation's employment and outlook and that this activity will explore those connections.
4. Ask each group to read the Overview section of their printout to familiarize themselves with the occupation.
 5. Ask groups to identify the three largest employers for their occupation within your community and/or state.
 6. Once you have identified these employers, ask students who have a parent working for one of the identified employers to stand.
 7. Ask students to stand if they know someone who works for one of these employers. (Probably all or most of the students will be standing.)
 8. Encourage each student to share who the person is, the occupation, and the employer.
 9. Show PPT Slide 2. This slide is titled "Current Employment Definition."
 10. Ask students to guess the definition, then share the CIS definition by hitting enter on the slide: the number of jobs the occupation provides throughout the country and state in a given year. Explain that in CIS the employment information also addresses growth, which tells you how fast an occupation is growing. You can learn how fast any occupation is growing compared to all other occupations in the region.
 11. Ask students to estimate how many high school teachers are currently employed by their school district compared to the number of school administrators, then ask them why there might be more teachers than administrators.
 12. Explain that Secondary Teachers is a very large-sized occupation compared to Education Administrators, which is typically a large or medium-sized occupation across the United States. (You may want to share the current employment topic for both occupations by viewing the information in CIS, or you could paste the current information onto a PowerPoint slide in the presentation.)
 13. Ask students to read the Employment information for the occupation on their printout.
 14. Explain to students that you will now lead an exercise to personalize this definition.
 15. Tell students that they have been entered into a fantasy fishing derby, and each fish caught is worth \$1,000.
 16. Explain that each of the three containers represents a fishing pond, and the candy in the containers represents the fish.
 17. Ask the students to note that Container #1 has one piece of candy, Container #2 has 5 pieces of candy and Container #3 has 20 pieces of candy. (If you have a small class you may want to reduce the number of candy in Container #3 to ensure that there are fewer total pieces of candy than students.)
 18. Tell the students that they can choose only one of the ponds (containers) from which to fish, and that they have thirty seconds to decide. Explain that before the thirty seconds lapses, they must be in line behind one of the containers; if not they forfeit their opportunity to fish.
 19. Tell students that pushing and aggressive behavior will eliminate them from the game.
 20. Set the three containers (fishing ponds) in different areas of the room and establish where the line for each bowl begins.
 21. Start the thirty-second countdown.
 22. After thirty seconds, explain that the fish represent job openings and the students represent individuals applying for jobs.
 23. Ask the students whether there is a shortage, balance, or surplus of job openings (fish) compared to the number of people (fishers) wanting the job.
 24. Ask students to think of ways they might increase their chances of landing the job (fish) such as appropriate coursework, experience, or more education and training (bait).
 25. Starting with the first student in line, have the students in the line take one treat until the container is empty. (Make sure you have extra treats for all students who participated.)
 26. Show PPT Slide 3. This slide is titled "Outlook."
 27. Ask students to guess the definition, then share the CIS definition by hitting enter on the keyboard: the future employment growth for the occupation; whether an occupation is growing or declining and how that rate compares to other occupations. In addition, the outlook in CIS explains what factors may influence the number of available jobs.
 28. Ask each group to read the Outlook section of their printout and discuss it within their small groups.
 29. Show PPT Slide 4. This slide features the following terms: "decline," "stay the same," and "grow faster."
 30. Ask them if they would prefer to work in an occupation that is declining, staying the same or growing faster than average and why.
 31. Ask students if this increases the likelihood of them getting work or decreases their chances.
 32. Ask groups to look at their assigned occupation and identify if it is declining, staying the same or

- growing faster and identify why this might be occurring.
33. Show PPT Slide 5. This slide is titled Factors Affecting Employment and Outlook.
 34. Explain that many factors can affect occupational employment and outlook.
 35. Explain the four broad areas of change:
 - Demographic: changes in human population counts and age distribution
 - Industrial: changes in specific industries
 - Technological: changes in applying technical methods for practical purposes
 - Economic: changes in production, distribution and consumption of goods
 36. Share the following examples: A large percentage of the population is aging (demographic change), which increases the need for health care. If our government implements new highly restrictive logging policies to protect endangered wildlife and streams (industrial change), it affects the forest industry. ATM machines (technology change) have reduced the number of bank tellers as well as redefined what they do. If the economy is weak (economic change) then less building takes place, which decreases the demand for construction workers.
 37. Show PPT Slide 6. Ask students to think of specific changes that have occurred in the last few years that have affected current employment within a local industry or employer.
 38. Briefly discuss how this has affected the supply (how many trained workers) and the demand (how many jobs are available) of that particular employer or industry.
 39. Ask students to use CIS to research the employment, growth and outlook projections for an occupation of interest to them.
 40. Show PPT Slide 7. Ask students to write a one-page report addressing 1) how knowledge of current employment and outlook projections might impact occupational choice, and 2) what the employment and outlook projections are for an occupation of interest and how this impacts their consideration of this occupation.
-

Variations and Accommodations

- This lesson could be adapted for many subject areas, for example, in a business class, you could ask students to investigate one large local employer or industry such as banking, to find out how employment within it has changed in recent years and how it is likely to change in the future. Invite a guest speaker, such as a manager from a local bank, to hear students' findings and comment about changes in their workplace.
 - Ask students to work in groups of three to predict the top three fastest-growing, largest-growth, and fastest-declining occupations in the state, and write a short paragraph explaining their predictions. Tell students to investigate the actual projections from the State Employment Department and compare results.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Community at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Community at Work \(PPT\)](#)
[Community at Work Scoring Guide \(PDF\)](#)
[Community at Work Scoring Guide \(DOC\)](#)
Three containers and one piece of candy per student

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Establishing Priorities

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper, Next Steps

At a Glance

Students learn how to establish priorities by participating in a "Crisis in Space" activity then learn to use a prioritizing tool to make personal and career decisions.

Time: 100 minutes.

Essential Questions

- How do I set priorities well?
-

Preparation

- Reserve computer lab with computer projection system enabled
 - Establish CIS portfolios before this lesson
 - Decide how much time groups will spend on the "Crisis in Space" activity
 - Print *Crisis in Space Worksheet*, one per student plus six-seven extras for small groups
 - Print *Priorities Worksheets*, two per student
 - *Optional:* Print instructor's copy of *Crisis in Space Answers* if desired
 - *Optional:* Complete your personal decision-making grid on the Priorities Sample (Slide 5 in the PowerPoint presentation) for students to view during the lesson
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn how to set priorities, which is an important life and career skill.
2. Show PPT Slide 2. Ask students if they have ever received an email or text message coded "high priority." Ask students what the term means (order of importance or urgency) and how they react to high priority messages.
3. Ask the class to share some examples of both short-term and long-term priorities.
4. Divide the class into groups of four-five.
5. Show PPT Slide 3. Explain that you are going to show them a situation where people need to identify and select their priorities. Explain that, as a group, they must decide the priorities and

- support their decisions with logical reasons.
6. Distribute the *Crisis in Space Worksheets*.
 7. Explain that before working as a group, each student will complete the worksheet individually. They will then compare and discuss their answers as a group.
 8. After students have completed their individual worksheets, distribute one more *Crisis in Space Worksheet* to each group and instruct them to complete it together.
 9. Tell students that they should assume that this situation is critical, that they need to decide urgently, and state the amount of time they have to complete the task.
 10. Refer to the *Crisis in Space Answers* if students have questions and/or if you printed it earlier.
 11. When the allotted time expires, ask each group to share their decisions and their reasoning with the class.
 12. Show PPT Slide 4. It contains the answers to the *Crisis in Space Worksheet*.
 13. Explain that the top five priorities (the most critical ones) should be the same but after that they may vary from their group's answers.
 14. Ask the class to discuss what it was like to make a group prioritization decision.
 15. Ask students to share how they arrived at their prioritized selections by majority vote or consensus?
 16. Explain that although it may seem simpler and faster to do priority ranking individually, the group process brings the added benefit of several perspectives.
 17. Explain to students that prioritizing is an important part of career decision-making.
 18. It can be difficult to select school courses or electives, but choosing a career and deciding upon where to attend post-secondary school are crucial life decisions. Career decisions are often complex, involving many factors.
 19. Explain that you are going to introduce a decision-making strategy that can be used for many of these types of difficult decisions.
 20. Show PPT Slide 5. This slide shows the Priorities Sample. Explain that taking the time to prioritize several options is an important part of making a good decision. Also explain that they can prioritize their options by comparing them one at a time to each other.
 21. Demonstrate how to complete the sample as though it were your decision.
 22. Explain to the students how to use the grid by making checkmarks to indicate one preference over another.
 23. Once completed, rank the options by simply adding up the check marks.
 24. Ask students to consider a relatively simple decision that they will need to make. Suggest some options, such as which movie to see this weekend, where to go for lunch, or how to spend some discretionary income.
 25. Distribute the *Priorities Worksheets* and ask the students to complete it using their own decisions and options.
 26. Once completed, ask the students to share their results and their reactions to the process and results.
 27. Distribute another *Priorities Worksheet*.
 28. Tell the students that they will be completing this worksheet as a homework assignment.
 29. Tell them that the decision for this worksheet needs to be focused on career or training choices.
 30. Explain that they will need to brainstorm what is important to them to come up with the factors needed for the grid.
 31. Show PPT Slide 6. This slide was designed to stimulate their thoughts, as you ask the following questions:
 - Do you want to work indoors or outside?
 - Would you like your career to require travel?
 - How dangerous can it be?
 - Are there specific skills you want to be sure to use?
 - Does it need to be a career that's easy to get a job in?
 - Do you want to be able to do this type of work in your home state, a small town, or in a big city?
 - Do you want to earn a lot of money, have job security, benefits, and/or have flexible work hours?
 - Does it matter what kind of training is required?
 32. In a subsequent class, create small groups and ask students to share their completed homework assignment.
 33. Discuss as a class the utility of prioritizing.
 34. Show PPT Slide 7. Ask students to share some future decisions for which this tool might work well.

Variations and Accommodations

- Give students a copy of the *Priorities Sample Worksheet* and, for practice, ask them to compare the options and rank their own preferences.
 - Students could use the *Priorities Worksheet* to consider several aspects of one occupation or program of study. For example, they could choose one occupation or program of study, list several aspects of it, then work through their preferences and ranking to determine which aspects of the occupation are most important to them.
 - Explore the process of generating alternatives in more depth.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member for the activity.
-

Assessment

Use the *Establishing Priorities Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions for the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[Establishing Priorities \(PPT\)](#)

[Crisis in Space Worksheet \(PDF\)](#)

[Crisis in Space Worksheet \(DOC\)](#)

[Crisis in Space Answers \(PDF\)](#)

[Crisis in Space Answers \(DOC\)](#)

[Priorities Worksheet \(PDF\)](#)

[Priorities Worksheet \(DOC\)](#)

[Establishing Priorities Scoring Guide \(PDF\)](#)

[Establishing Priorities Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
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Evaluate Education Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students evaluate educational institutions by considering factors of importance to them.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate Education Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn a process for evaluating school or other life options. Explain that they will list school factors that are important to them and evaluate how well schools match these factors.
2. Show PPT Slide 2. Ask students, "What factors are important to you when considering a post-secondary school?" Write student responses on the board.
3. Ask them: how will you know if various schools meet the factors that are important to you?
4. Tell students that this activity will help them evaluate school options. Show CIS School Sort, specifically Undergraduate School sort. Demonstrate how to use the program.
5. Instruct students to log into CIS using their My Portfolio user names and passwords, then use School Sort and save their results.
6. Ask students to mark schools of interest using the stars in School Sort (show this procedure in *School sort*).
7. Provide 15 minutes for this assignment.
8. Show PPT Slide 3. Distribute page 1 of the *Evaluate Education Options Worksheet*.
9. Ask students to answer the questions from the bottom of Page 1 of the worksheet. Provide five

minutes for this activity.

10. Show PPT Slide 4. Tell students that they are now going to evaluate several of the schools that they starred as favorites. Walk through the sample worksheet with six schools and seven factors.
 11. Show PPT Slide 5. Distribute page 2 of the *Evaluate Education Options* worksheet. Review the instructions and ask if students have any questions on the instructions. Provide 20 minutes for students to complete this process.
 12. Show PPT Slide 6. Discuss student findings.
 - What surprised you?
 - What did you learn about these schools?
 - What did you learn about your priorities?
 - How do you feel about your results?
 - What school stood out for you and why?
 13. Show PPT Slide 7. Ask students to answer the question on the slide, repeated on the bottom of the *Evaluate Education Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet table as a homework assignment.
 - Students could make illustrations about these six schools and their important factors.
-

Assessment

Use the *Evaluate Education Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about how you set goals and make decisions from the career work (School Sort and School Evaluation Grid) you just completed?**

Materials

Computer lab with a projector and CIS access
[Evaluate Education Options\(PPT\)](#)
[Evaluate Education Options Scoring Guide \(PDF\)](#)
[Evaluate Education Options Scoring Guide \(DOC\)](#)
[Evaluate Education Options \(PDF\)](#)
[Evaluate Education Options \(DOC\)](#)

***These links are not accessible in the pdf version.
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Evaluate My Next Step Options

Theme and Level

Theme: Evaluate Options

Level: Next Steps

At a Glance

Students analyze and evaluate either the occupation or training options they earlier researched and rank these options.

Time: 50 minutes.

Essential Questions

- Which occupation or training program is for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Next Step Options worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to for them to evaluate and rank the career or training options they are considering.
2. Show PPT Slide 2. Explain to students that various institutions and publications rank schools and careers, but the most important ranking is your own. The variables that are most important to you should determine your choice. This activity will help you rank options using your own most important variables.
3. Show PPT Slide 3. Distribute the *Evaluate My Next Step Options worksheet* and review the instructions.
4. Show PPT Slide 4. Demonstrate how to complete the worksheet using the sample worksheet with fictitious data.
5. Provide students 30 minutes to complete the worksheet table and answer the questions that follow the table (through instruction #7).
6. Break students into groups of four to discuss their results.
7. Show PPT Slide 5. Process sharing with the whole class using these questions:

- What did you discover?
 - What was your most important factor?
 - Did your most important factor overshadow other factors in the weighting?
 - Would you weight items differently if you did this again?
 - Did your outcome feel right?
8. Remind students that if the ranked outcomes do not feel right, to carefully examine why they received the results they received, reassign weights to the factor, and repeat the process.
 9. Remind them that their hearts need to inform decision-making as well.
 10. Show PPT Slide 6. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps Evaluate Options section.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Worksheet could be completed as a homework assignment and class time could be spent further researching options.
 - Have students share and discuss their completed worksheets with younger students in the school, to help the younger students begin thinking about important factors in career or school choice.
-

Assessment

Use the *Evaluate My Next Step Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Evaluate Options section of Career Plan. The following boxes need to be completed:

What did you learn about yourself from the career research you just completed? and **What did you learn about how you set goals and make decisions from the career work you completed?**

Materials

Computer lab with a projector and CIS access

[Evaluate my Next Step Options \(PPT\)](#)

[Evaluate My Next Step Options Scoring Guide \(PDF\)](#)

[Evaluate My Next Step Options Scoring Guide \(DOC\)](#)

[Evaluate My Next Step Options \(PDF\)](#)

[Evaluate My Next Step Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Occupation Options

Theme and Level

Theme: Evaluate Options
Level: Getting Started

At a Glance

Students weigh occupational factors of importance to them in order to prioritize occupations of interest.
Time: 50 minutes.

Essential Questions

- What occupation best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Borrow different types of cell phones from co-workers for this session so you have three to four phones
 - Make copies of the *Evaluate My Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn to evaluate and weigh one's priorities when thinking about occupations of interest.
2. Hold up the sample phones and ask students, "If you won a contest that offered you your choice of a free cell phone from any provider for two years, how would you choose?"
3. Let students discuss this quandary. If it does not surface in the conversation, volunteer that you would likely want to know the value of each and positive and negative factors of each. Tell students it is difficult to choose when you do not have enough information, and this is true in career choice. To make good choices requires ample information. However, when you have tons of information, it becomes to sort through all the factors and weigh your options. This activity will teach you one way to weigh your options. You can use the process you learn in this lesson for other life decisions.
4. Show PPT Slide 2. Say, "So let's look at making that cell phone choice by first identifying what's important to us." Demonstrate the process of this lesson with the simple example on the slide.

Work through prioritizing by looking at the positive and negative factors and weighing them from your perspective.

5. Explain the parallel to career choice. You need to know what factors are most important to you before you can make a choice. Maybe it is wages or values, or location, or use of your favorite skillseveryone has unique priorities.
 6. Ask students to share some things that are important to them in a career. Note that everyone has different factors of importance.
 7. Show PPT Slide 3. Distribute the worksheet. Review the instructions. Provide students 15-20 minutes to complete these three steps. Ask students to stop after they complete page 1.
 8. Show PPT Slide 4. Ask for volunteers who are willing to share their analyses with the class. Discuss the importance of knowing your priorities when making major decisions and setting goals. Have students enter reflections describing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
 - Have students work in pairs to complete assignments. They can help each other consider factors, which may benefit less articulate students.
 - Conduct discussion in pairs or small groups then report thoughts to full class.
-

Assessment

Use the *Evaluate My Occupation Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in text boxes within the Getting Started: Evaluate Options section of Career Plan. The following sections need to be completed: **What did you learn about yourself from the research you completed?**, **What did you learn about how you set goals and make decisions from the research you completed?** and **What are your goals for this year?**

Materials

Computer lab with a projector and CIS access

[Evaluate My Occupation Options \(PPT\)](#)

[Evaluate My Occupation Options Scoring Guide \(PDF\)](#)

[Evaluate My Occupation Options Scoring Guide \(DOC\)](#)

[Evaluate My Occupation Options \(PDF\)](#)

[Evaluate My Occupation Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Evaluate My Program of Study Options

Theme and Level

Theme: Evaluate Options

Level: Getting Started

At a Glance

Students weigh program of study factors of importance to them in order to prioritize training program options.

Time: 75 minutes.

Essential Questions

- What programs of study best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate My Program of Study Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate and weigh one's priorities related to programs of study.
2. Ask students, "If you were going to the ocean, how would you go?" Allow them to answer then say, "Multiple routes can be taken to reach the ocean, and multiple modes of transportation can be used to get there. There is no "correct" route. Each route offers unique options, but if you were going to the ocean, you would evaluate these options carefully."
3. Show PPT Slide 2. Say, "Selecting a program of study is like selecting the route to your career. You must evaluate each route and its characteristics to make the right decision for you."
4. Show PPT Slide 3. Distribute the worksheet. Review the instructions for Steps 1-6. Show students how to use CIS to find key information (Occupations, then Related Programs, then Programs of Study specifics). Provide students 20 minutes to complete these steps. Ask students to stop after they complete Step 6.
5. Show PPT Slide 4. Ask for student volunteers to share the goals they wrote. Classmates should provide encouraging and supportive feedback related to these goals.

6. Show PPT Slide 5. Ask students to answer the questions in the boxes on page two of the worksheet (Step 7). Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
 - Complete worksheet as a homework assignment to save time and provide an opportunity for parent/guardian input and assistance.
 - Complete worksheet with programs and schools instead of occupations and programs for those who know the program but not the school they want.
 - Place students in pairs or in small groups during the lesson rather than whole group.
-

Assessment

Use the *Evaluate My Program of Study Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Evaluate Options section of Career Plan. Complete the following boxes: **What did you learn about yourself from the research you completed?** and **What did you learn about how you set goals and make decisions from the research you completed?**

Materials

Computer lab with a projector and CIS access

[Evaluate My Program of Study Options \(PPT\)](#)

[Evaluate My Program of Study Options Scoring Guide \(PDF\)](#)

[Evaluate My Program of Study Options Scoring Guide \(DOC\)](#)

[Evaluate My Program of Study Options \(PDF\)](#)

[Evaluate My Program of Study Options \(DOC\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

Evaluate Occupation Options

Theme and Level

Theme: Evaluate Options

Level: Looking Deeper

At a Glance

Students weigh occupational factors of importance to them to identify occupations that best match important factors.

Time: 75 minutes.

Essential Questions

- What occupations best match my priorities?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Evaluate Occupation Options Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn to prioritize important occupational factors and evaluate preferred occupations based on a weighted analysis of their important factors.
2. Show Slide 2. Ask students to demonstrate by a show of hand which options they would choose.
3. Show Slide 3. Ask them:
 - How they made their choice?
 - What did they need to know?
 - How did they evaluate the options?
4. Tell students that this activity will help them prioritize occupation options. They will prioritize important factors then see which occupations of interest to them best match these prioritized factors.
5. Show Slide 4. Distribute the *Evaluate Occupation Options Worksheet* and review the instructions. Demonstrate how to complete part one of this worksheet.
6. Provide 25 minutes for students to complete this process.

7. Show PPT Slide 5. Discuss student findings.
 - What surprised you?
 - What did you learn about your priorities?
 - What did you learn about yourself?
 8. Show PPT Slide 6. Review the instructions for part 2 of this worksheet.
 9. Show PPT Slide 7. Demonstrate by walking through this sample evaluation slide.
 10. Provide 20 minutes for this activity.
 11. Show PPT Slide 8. Discuss student learning using the questions on the slide:
 - How do you feel about your results?
 - Does this make sense to you?
 - What was your highest occupation?
 12. Show PPT Slide 9. Ask students to answer the questions on the slide, repeated on the bottom of the *Evaluate Occupation Options Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Evaluate Options section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - To shorten the time required, you could assign students to complete the worksheet as a homework assignment.
 - Students could make illustrations about these six programs or the schools and their admission requirements to hang in the classroom.
-

Assessment

Use the *Evaluate Occupation Options Worksheet* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Looking Deeper: Evaluate Options section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career research you just completed?** and **What did you learn about how you set goals and make decisions from the work you just completed**

Materials

Computer lab with a projector and CIS access
[Evaluate Occupation Options\(PPT\)](#)
[Evaluate Occupation Options Scoring Guide \(PDF\)](#)
[Evaluate Occupation Options Scoring Guide \(DOC\)](#)
[Evaluate Occupation Options \(PDF\)](#)
[Evaluate Occupation Options \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Examine the Costs of Higher Education

Theme and Level

Theme: Make Plans

Level: Looking Deeper

At a Glance

Students calculate the costs and evaluate the benefits of higher education.

Time: 50 minutes.

Essential Questions

- Given my career goals, does it make financial sense for me to participate in higher education?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Retrieve copies of students' Want to Calculate School Costs? from the Getting Started, Make Plans section of Career Plan or have students first use CIS Schools information to identify the costs of attending a specific school if interest
 - Make copies of the *Examine the Costs of Higher Education worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to calculate the costs in relationship to the benefits of participating in higher education.
2. Show PPT Slide 2. Ask students, "Which would you choose and why?"
3. Discuss with students that all choices have costs and benefits. A fast new racy Lexus will cost thousands of dollars but offer reliability. A classic car will be much less expensive but offer compromised reliability and performance. For important life decisions, it makes sense to weigh carefully these costs and benefits by looking at the long-term benefits of your choices in conjunction with the personal and financial costs.
4. Tell students that this activity will help them weight factors, like they would when buying a car, and calculate the costs and benefits of attending school for a program of interest.
5. Show PPT Slide 3. Review the worksheet with students.
6. Show PPT Slide 4. Demonstrate the process with the sample worksheet.

7. Assign students to complete steps 1-4 and provide 15-20 minutes for students to complete these calculations.
 8. Show PPT Slide 5. Ask students to discuss their answers to these questions, sharing their results and thoughts in groups of four. (Student will gain additional ideas from listening to their peers.)
 9. Ask volunteers students to share their thoughts with the full class.
 10. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Financial Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
 - Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
 - Remind students that these plans need to be updated as they reach 12th grade, as college costs typically increase annually.
 - Sharing student calculations plans with younger students to promote financial planning.
-

Assessment

Use the *Examine the Costs of Higher Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from the financial research you just completed?** text box within the Looking Deeper: Make Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Examine the Costs of Higher Education \(PPT\)](#)

[Examine the Costs of Higher Education Scoring Guide \(PDF\)](#)

[Examine the Costs of Higher Education Scoring Guide \(DOC\)](#)

[Examine the Costs of Higher Education \(PDF\)](#)

[Examine the Costs of Higher Education \(DOC\)](#)

***These links are not accessible in the pdf version.
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Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Financial Aid Sort to begin financial planning for post-secondary studies.

Time: 50 minutes.

Essential Questions

- How will I fund post-secondary education?
 - What resources might exist for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Financing My Education Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to identify possible funding sources for post-secondary education studies.
2. Show PPT Slide 2. Ask students, "If you wanted something really badly that cost well outside your means, what might you do?" Encourage students to volunteer constructive ideas, such as get a part time job to pay for it, borrow the money, ask parents for a loan, etc.
3. Tell students that this is the situation many students find themselves in as they consider college, but lack of funds is no reason not to attend college.
4. Show PPT Slide 3. Explain to students that many resources exist, from loans to grants and scholarships, which make college possible for anyone who cares to attend.
5. Explain that each of them will now use CIS Financial Aid sort to explore financial assistance options.
6. Select a volunteer with whom you can demonstrate Financial Aid Sort to the class, and then walk through using CIS Financial Aid Sort with this student. Be sure to demonstrate saving results and saving sample scholarships of interest to the student.

7. Show PPT Slide 4. Distribute the *Financing My Education Worksheet* and review the instructions.
 8. Assign students to use Financial Aid Sort, save their results, and save any interesting scholarships.
 9. Provide 20 minutes for this discussion.
 10. Divide class into groups of four and encourage groups to share interesting scholarships that they found.
 11. Provide 10 minutes for this activity.
 12. Ask for volunteers to share interesting scholarships they discovered with the full class.
 13. Show PPT Slide 5. Ask students to post their plans for the future, based upon scholarships they discovered, in the worksheet box then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete Financial Aid Sort at home with a parent and bring scholarship ideas back to class.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

Use the *Financing My Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Make Plans, Make Education Plans section of Career Plan. The following box needs to be completed: **What are your education plans after high school?**

Materials

Computer lab with a projector and CIS access

[Financing My Education \(PPT\)](#)

[Financing My Education Scoring Guide \(PDF\)](#)

[Financing My Education Scoring Guide \(DOC\)](#)

[Financing My Education \(PDF\)](#)

[Financing My Education \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Research Options

Level: Getting Started

At a Glance

Students investigate the occupations and roles that sustain a community.

Time: 75 minutes (across two days).

Essential Questions

- What services and occupations are key to my community?
 - What occupation in my community most interests me?
-

Preparation

- Contact a regional planning agency and request a large map of your community; if you obtain a digital copy, insert it into Slide 2 of the PowerPoint presentation
 - Set up computer projector with classroom computer for Day One
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Identify local government agencies, community agencies, and businesses that provide the tax base for your local funding and try to obtain some local government booklets; the local chamber of commerce, Rotary Club, and Kiwanis may be useful contacts
 - Research sustainable communities on the Internet by searching for "elements of sustainable communities"
 - Read ten crucial functions of sustainable communities described here: [Functions of Sustainable Community Systems for Transformation](#) (also listed on Slide 3)
 - Determine the time frame and presentation requirements for the project, and add details to Slide 4
 - Gather materials needed for project: large chart paper, newspapers, magazines, brochures, art supplies
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that this lesson will teach them about the key individuals and occupations that sustain their community.
2. Display a map of your local community. Ask students to identify places they know and mark them on this map.
3. Ask students to devise a map key or coding system to mark places that are important to them; for example, schools and recreational facilities. This also establishes how much students know about their community.
4. Show PPT Slide 2. This slide displays the question, "Who organizes our community and keeps it functioning?"
5. Ask students to make a list of their ideas individually.
6. Divide the class into small groups and ask students to share their ideas.
7. Ask groups to identify a reporter who will then share the group's ideas with the entire class.
8. Record the groups' responses.
9. Show PPT Slide 3. Discuss the contents of the slide and mention any aspects of the community's functioning that students have overlooked.
10. Create new groups of five.
11. Show PPT Slide 4. Explain to students that their small group is to create a mural, diagram, or collage of their community. This project will show how the community functions and include brief job descriptions for the people involved. Tell students that CIS Occupations and local publications have useful information for this assignment. Establish the time frame and presentation requirements.
12. Show PPT Slide 5. Ask students to write a short report about their community. This report must include a paragraph that describes what they learned about the community and themselves while creating the project. It must also detail one occupation in their community that they would like to do and the reasons for their choice.

Day 2

1. Provide class time to complete this project, and, on a subsequent day, have groups present their projects to the entire class.
 2. Collect individual reports.
-

Variations and Accommodations

- Ask students to interview someone in the occupation they chose to research. CIS Occupations and Job Search (see Step 6: Check out Employers and Additional job search information) have useful information.
 - Invite a local public official, chamber of commerce member, or someone from an occupation in which students are interested to view their project(s) and to speak to the class about their role in the community.
 - Use this activity before students take part in a community service program.
 - Arrange a visit to local government or chamber of commerce offices.
 - Present class with a local issue and ask students to prepare an argument for or against it. Ask students to be prepared to vote on the issue.
 - Ask students to prepare a matching activity for another class to do. On one side of the page list everyday community activities, like "takes trash away," "ensures drinking water quality," or "provides public transportation." On the other side list local government departments and community agencies such as U.S. Postal Service, fire department, water district, electric company, and sanitation service. Ensure that in the layout the matching items do not line up. Students then match activities to service providers.
 - Students needing special assistance should be paired with a helpful group member for the activity.
-

Assessment

Use the *Framing My Community Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[Framing My Community \(PPT\)](#)

[Framing My Community Scoring Guide \(PDF\)](#)

[Framing My Community Scoring Guide \(DOC\)](#)

Map of local area

Local government booklets

Large chart paper

Newspapers, magazines, brochures, art supplies for project

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students imagine change within a dynamic system by exploring the effects of weightlessness on a workplace.

Time: 100 minutes.

Essential Questions

- What are dynamic systems?
 - How might dynamic systems theory impact my work?
 - How does changing one element of a work environment impact the environment?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - *Optional:* Read Roger Von Oech's *A Whack on the Side of the Head* for scientific references
-

Steps

1. Show PowerPoint (PPT) Slides 1 and 2. Tell students that the goal of this lesson is to learn more about dynamic systems by studying weightlessness.
2. Click the link on Slide 2 and demonstrate the notion of zero gravity by showing the video of astronauts experiencing weightlessness.
3. Ask students to use all of their senses to imagine what would happen if gravity stopped for ten seconds every day. Ask:
 - What land surfaces would change?
 - What would happen to oceans and rivers?
4. Show PPT Slide 3 and explain the assignment: Ask students to use the Internet to research the impact of not having gravity, and to create a scenario (either pictorial or written) depicting a work setting involving an occupation of interest in a world without gravity.
5. Suggest that students log into CIS and use Occupations to learn more about traditional work

demands and settings and speculate how a gravity-free environment would affect various work environments.

6. Ask students to prepare to share their scenarios.
 7. Show PPT Slide 4. Using the slide, explain the evaluation criteria: Evaluate presentations based upon content, creativity, eye contact, appropriate tone, and making a connection with the audience.
 8. After students share their scenarios, discuss the processes of imagination and systems analysis that were required to complete this assignment. Ask students:
 - How did you imagine the details of zero gravity?
 - Where did you find information about gravity on the Internet?
 - How did you create your work settings?
 9. Show PPT Slide 5. Use slide to define dynamic systems.
 10. Discuss the importance of thinking about systems and the dynamic interrelatedness of life as we imagine changes in the physical structure of our world.
 11. Discuss the dynamic nature of social systems and work systems.
 12. Ask students to list at least six other examples of dynamic systems in their world: for example, human body systems, the solar system, the water cycle, families, and the Internet.
 13. Ask students to write a paragraph discussing how dynamic systems theory might be used in an occupation of interest to themselves.
-

Variations and Accommodations

- Use the basic idea of this activity in other subjects, but instead of zero gravity: imagine infinity in math class, imagine living in the sea or on another planet in science, imagine life in another country or in another economic or political system in social studies, or imagine living forever or until age 200, curing all disease in health class.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use the *Imagine Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Imagine \(PPT\)](#)
[Imagine Scoring Guide \(PDF\)](#)
[Imagine Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Is Self-employment for Me?

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students consider whether they have the temperament and characteristics to become successful entrepreneurs.

Time: 50 minutes.

Essential Questions

- Is self-employment for me?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *Is Self-employment for Me Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to consider whether they have the temperament for becoming and characteristics of a successful entrepreneur.
2. Show PPT Slide 2. Ask students:
 - Who has operated a lemonade stand or other small business as a child?
 - What did you like or dislike about this small business venture?
 - Have you considered other small business ideas?
3. Listen as students share their self-employment ventures with classmates.
4. Show PPT Slide 3. Distribute the *Is Self-employment for Me Worksheets*.
5. Show PPT Slide 4. Demonstrate where to find the Entrepreneurial Career Assessment form in CIS and how to complete the test and read the analysis of the results.
6. Instruct student to complete the assessment and read the analysis now.
7. After each student finishes the quiz, instruct them to save their results and their thoughts about these results.

8. Advise students to click the Analysis for the Entrepreneurial Career Assessment Form and read this as well.
 9. Allow 20 minutes for assessment completion and reading the analysis information.
 10. Show PPT Slide 5. Break class into triads to discuss learning. Have students discuss:
 - What were your results?
 - What did you learn?
 - What different classes might you consider based upon these results?
 11. Provide 10 minutes for this activity.
 12. Discuss student learning as a full class.
 13. Show PPT Slide 6. Ask students to answer the questions in the text boxes at the bottom of the worksheet, Page 2, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section of Career Plan.
-

Variations and Accommodations

- Pair student who need extra assistance completing the assessment and reading the analysis
 - Have students interview an entrepreneur and write or orally deliver a report about what they learned to the class.
 - Describe your own experience as an entrepreneur, if you have such, or bring a guest speaker to class who is a successful entrepreneur.
-

Assessment

Use the *Is Self-employment for Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Know Myself section of Career Plan. The following box needs to be completed: **What did you learn about yourself from the career assessment (Entrepreneurial Career Assessment Form) you just completed?**

Materials

Computer lab with a projector and CIS access

[Is Self-employment for Me\(PPT\)](#)

[Is Self-employment for Me Scoring Guide \(PDF\)](#)

[Is Self-employment for Me Scoring Guide \(DOC\)](#)

[Is Self-employment for Me\(PDF\)](#)

[Is Self-employment for Me\(DOC\)](#)

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

Linking Occupation and Education

Theme and Level

Theme: Research Options

Level: Looking Deeper, Next Steps

At a Glance

Students learn about the importance of post-secondary education and how occupational choices improve with more education. Students work in groups to research and chart occupational choices available by level of education.

Time: 75 minutes.

Essential Questions

- How much education is required for occupations that interest me?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Ensure lab has sufficient open space for activity
 - Establish CIS portfolios before this lesson
 - Print *Education Levels Worksheet*, one per student
 - Calculate group numbers needed for Step 2 according to class size
 - Make charts with the following education level descriptors as titles:
 - A few hours to 3 months
 - 4 months to 1 year
 - 2-3 years
 - 4 years
 - 5 or more years
-

Steps

1. Show PowerPoint (PPT0 Slide 1. Explain that the goal of this lesson is for students to look at education levels and the importance of obtaining higher education to achieve life goals.
2. Ask students to form a group in the center or in an open space in the room. Tell students to imagine that the class represents all adults, age 25 and older. The following demonstrates the

levels of education attained by members of the group (assuming a class size of 35):

- No high school diploma, 13 percent (remove four students and place them in a separate group)
 - High school diploma, but no post-secondary education, 31 percent (remove eleven students and place them in another separate group)
 - Some college, or an Associate degree, 26 percent (remove nine students into a third group)
 - Bachelor's degree, 19 percent (remove seven students)
 - Professional or Master's degree, 9.5 percent (remove three students)
 - Doctoral Degree or higher (remove remaining 1 student, and tell them they represent only 1/3 of a person, as only 1 percent of people have achieved this level of education)
 - (Note: These numbers are from 2008.)
3. Show PPT Slide 2. Discuss the results:
 - Were these statistics what students might expect?
 - What surprised them about this information?
 - Did they like the group they were assigned to?
 - What else did they learn?
 4. Show PPT Slides 3 and 4. These slides are titled Education Levels and The Numbers. Make sure that students understand the descriptors for each level.
 5. Explain to students that they are going to work in education level groups to find out about the occupations available for an assigned level of education and training.
 6. Show PPT Slide 5. Divide class into the following five groups, giving each group a piece of chart paper with one of the following descriptors as a header:
 - A few hours to 3 months
 - 4 months to 1 year
 - 2-3 years
 - 4 years
 - 5 or more years
 7. Show PPT Slides 6 and 7. Introduce the assignment:
 - Ask each group to brainstorm a list of occupations associated with their assigned level of education (as reflected by the header) then record these occupations on the left side of their chart.
 - Ask groups to check these occupations for level of education required, using CIS Occupations, and revise their lists as needed.
 - Ask students to find other occupations related to their group's level of education by using CIS Occupation Sort and sorting according to the factor "Education and training" choosing only their assigned level of education.
 - Ask groups to note the number of occupations open to them, record this on their chart and list the occupations. (For groups with a large amount of occupations on their list, ask them to select 20 from various clusters.)
 8. (Note: Some occupations will appear on more than one list when there are multiple entry paths. For example, you can become a Registered Nurse with either an Associate Degree or a Bachelor's degree.)
 9. Ask the groups to share their findings with the class.
 10. Discuss and display the charts around the room.
 11. Distribute the *Education Levels Worksheets*.
 12. Show PPT Slide 8, which is a blank *Education Levels Worksheet*, and ask students to use CIS and the Internet to do the research needed to complete this worksheet individually. Encourage students to use the charts from the last activity for starter ideas.
 13. Collect these when completed.
-

Variations and Accommodations

- Invite a panel of people with various educational backgrounds to answer questions about the advantages and disadvantages of the career path they have chosen. Students prepare questions and write a short report on what they learned from the panel, including whether they will amend their personal plans for the future based upon what they heard from these speakers. Students could invite, host, and thank the speakers.

- Ask students to graph the information on the *Education Levels Worksheet*, using a pie, column, or divided bar graph. Ask them to comment on what the graph shows.
 - Ask students to research (or provide them with) similar educational level information for the present. Ask them to graph and comment on that information. Discuss the trends and possible reasons for them.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.
-

Assessment

Use the *Linking Occupation and Education Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are the preparation requirements for occupations that interest you?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Linking Occupations and Education \(PPT\)](#)

[Education Levels Worksheet \(PDF\)](#)

[Education Levels Worksheet \(DOC\)](#)

[Linking Occupations and Education Scoring Guide \(PDF\)](#)

[Linking Occupations and Education Scoring Guide \(DOC\)](#)

Chart paper

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Theme and Level

Theme: Set Goals

Level: Looking Deeper, Next Steps

At a Glance

Students explore the costs of various post-secondary options and prepare a budget for living on their own. Students compare budgets (income and expenses) for at least three post-secondary options.

Time: 100 minutes (across two periods).

Essential Questions

- What are the financial costs and benefits of various post-secondary options?
 - Can I finance my goals?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Managing Resources while Going to School Worksheet*, three per student and *Managing Resources after Finishing School Worksheet*, one per student
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about: 1) the costs and benefits of various post-secondary options and 2) how to manage funds to assure that they achieve their goals.
2. Introduce the concept of employment relocation. Explain that relocation is difficult for most people and it is expensive. Share this statistic: According to 2009 US Census Bureau data, 11.6 percent of families move annually for employment.
3. Divide the class into groups of four.
4. Show PPT Slide 2. Ask groups to discuss the personal and financial ramifications of moving upon a family and family members' lives for five minutes.
5. Discuss the group's findings.

6. Remind students that they are quite likely to relocate as they finish high school and begin the next phase of their lives, whether continuing education or beginning employment.
7. Ask the groups to discuss the issues facing young people who relocate, and then share the major issues they identified with the class.
8. Mention these factors if students do not: family pressures, costs, safe neighborhoods, transportation, connections to friends.
9. Demonstrate how to use CIS if students are not familiar with the system.
10. Instruct students to use CIS to identify an occupation of their choice, match the occupation to the related program of study and training, and locate three schools they are interested in that offer training for that occupation. Schools must be in three different communities, and one must be out of state.
11. Remind students that most post-secondary programs are not necessarily four-year college programs. Certificate and associate degree programs, as well as the military, specialized career schools, and apprenticeships all offer important and valuable training. Remind students to focus less on "going to college" and more on completing a post-secondary program in a field of interest to them. When students choose the occupation in which they are interested, CIS will help them determine and locate related programs.
12. Show PPT Slide 3. It contains the *Managing Resources while Going to School Worksheet*, distribute the worksheets, three per student.
13. Instruct students to compare the costs of three schools. Students should examine all of the costs of attending these schools for the number of years needed to complete the program of study.
14. Assign students to complete these three worksheets before Day Two.

Day 2

1. Review what students learned as a result of completing the worksheets assigned Day One.
2. Ask students to use Occupations to determine the wages they will earn after graduation based upon the occupation they selected when locating the schools.
3. Show PPT Slide 4. Explain how to complete the *Managing Resources after Finishing School Worksheet* then distribute it to the class.
4. Ask students to calculate their expenses and income and compare the balances with the previous worksheets. If they must take out a loan to complete their education, they need to calculate how long it will take to repay the loan, given entry-level wages and other financial needs.
5. Instruct students to write a summary report of the pros and cons of completing a post-secondary program and relocating either for school or for a job.
6. Discuss the long-term benefits of post-secondary education. Explain to students that although they might earn more money immediately by going directly to work after high school, when you distribute the cost across a life span, education pays.
7. Show PPT Slide 5, which displays US Median Weekly Earnings by Highest Level of Educational Attainment. Discuss what students learned from viewing this slide and participating in this lesson.

Variations and Accommodations

- Encourage students to be creative in this assignment, for example, draw a cartoon, write a drama, or create a video, mobile, or model to help convey their ideas.
- Using Occupation Sort, instruct students to use only the "Wages" factor, select the wage level that interests them, and uncheck all higher levels of this factor. Ask students to pick five occupations on their lists to research, then choose one occupation to base their future income on. After an occupation has been chosen, follow original directions.
- Assign students to use CIS Reality Check to see whether or not their chosen occupation will lead to an income that is compatible with their lifestyle preferences.
- Assign students to complete the *Managing Resources after Finishing School Worksheet* and their short writing assignment at home. The following day students turn in both worksheets and the writing assignment. Complete the lesson by showing the final slide and discussing it.
- Ask students to compare earnings if they go to work directly after high school to earnings if they have some post-secondary education over a 20- or 30-year timeframe. They could present their

- findings using charts, diagrams, or other creative means.
- Work one-on-one with any student needing special assistance.
-

Assessment

Use the *Managing Resources Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in the **What are your academic goals?** text box within the Set Goals section of Career Plan.

Materials

Computer lab with projector and CIS access

[Managing Resources \(PPT\)](#)

[Managing Resources while Going to School Worksheet \(PDF\)](#)

[Managing Resources while Going to School Worksheet \(DOC\)](#)

[Managing Resources after Finishing School Worksheet \(PDF\)](#)

[Managing Resources after Finishing School Worksheet \(DOC\)](#)

[Managing Resources Scoring Guide \(PDF\)](#)

[Managing Resources Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Managing Resources 2

Theme and Level

Theme: Make Plans

Level: Next Steps

At a Glance

Students use CIS Paying for School and career information to begin analyzing the financial costs and benefits of post-secondary studies.

Time: 75 minutes.

Essential Questions

- What will it take financially for me to attend post-secondary education?
 - Do the financial benefits of post-secondary education outweigh the costs?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of the *Managing Resources Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate if the financial benefits of post-secondary education outweigh the costs
2. Show PPT Slide 2. Ask students, "If you wanted to attend a midwife training program, costing \$100,000 across three years, and you knew you would make \$80,000/year upon graduation, what considerations would be most important to you?" If students do not mention it, point out that you will be able to repay any needed college loan in a very short time with the midwife's high wages.
3. Show PPT Slide 3. Distribute the Managing Resources worksheet and direct student's attention to the first worksheet, Managing My Resources While in College.
4. Show students the CIS State Schools or National Schools information and where to find the data needed to complete column 1. Consider walking through a sample school.
5. Use some fabricated figures to complete column 2. Advise students that they may need to consult with their parents/guardians to complete column 2 or use aspired figures.
6. Provide students 20 minutes to complete as much as they can on this worksheet.

7. Show PPT Slide 4. Show students where they can retrieve occupational wage information using CIS Occupations. Also, demonstrate how to use Reality Check to glean typical expense information for their geographic area or other geographic areas in their state.
 8. Provide students 20 minutes to complete as much as they can of this worksheet.
 9. Show PPT Slide 5. Divide the class into groups of four and ask students to discuss the following questions:
 - Does it make financial sense for you to follow your education plan? Why or why not?
 - Have your plans for post-secondary education changed in response to completing this assignment? If so how?
 - How long will it take for you to pay-off your college loans?
 - How do you feel about this?
 - What other options might you explore?
 10. Provide 15 minutes for this activity.
 11. Ask for volunteers to share what they discovered and learned by completing these worksheets.
 12. Show PPT Slide 6. Ask students to post their plans for the future, based upon this lesson's learning, in the worksheet box, then summarize this in their CIS portfolios, in the Next Steps: Make Plans, Make Education Plans section of Career Plan.
-

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
 - Students could complete the second columns of both worksheets at home with a parent and bring these back to class to complete the discussion items.
 - A plan for applying to several of these scholarships could be added to the assignment.
-

Assessment

Use the *Managing Resources Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within Next Steps: Make Plans, Make Education Plans section of Career Plan. The following text box needs to be completed: **What are your education plans after high school?**

Materials

Computer lab with a projector and CIS access

[Managing Resources\(PPT\)](#)

[Managing Resources Scoring Guide \(PDF\)](#)

[Managing Resources Scoring Guide \(DOC\)](#)

[Managing Resources \(PDF\)](#)

[Managing Resources \(DOC\)](#)

***These links are not accessible in the pdf version.
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Math and Science Make a Difference

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students guess how much math and science are required for various occupations then research the knowledge, skills, and training required for occupations of interest.

Time: 75 minutes.

Essential Questions

- How do the math and science requirements of occupations impact my career planning?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Print *Math and Science Make a Difference Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is to help students grasp the math and science requirements of various occupations.
2. Ask the class to share examples of ways they use math and science in everyday life (examples: making change, measuring ingredients, calculating distance or time, removing stains, managing the pH in a garden). Write these on the board.
3. Show PPT Slide 2. This slide contains this question: "How might math and science knowledge or skills affect career choice?" Record students' ideas on the board. Do not discuss at this point.
4. Show PPT Slide 3. Explain that one characteristic of occupations relates to how much math or science is required in the work. Review these points on the slide:
 - Some jobs require workers to select the correct mathematical formulas
 - Other jobs require workers to use scientific rules and methods
 - Often an occupation uses similar amounts of math and science
 - However, a few occupations are high on math or science but not both

5. Ask the class to discuss this information and share examples from their personal lives.
 6. Show PPT Slide 4. This slide is the *Math and Science Make a Difference Worksheet*. Explain to the class that they will each receive this worksheet. To complete it they will take their best guess as to whether each occupation on the list requires math and/or science a great deal, a lot, somewhat, a little, or hardly ever. Demonstrate to the students how to complete the My Guess column by using 5 for "A great deal" and 1 for "Hardly ever."
 7. Pass out the worksheets and remind students to fill in the My Guess column only.
 8. Create five columns with "5 (A great deal)," "4 (A lot)," "3 (Somewhat)," "2 (A little)," and "1 (Hardly ever)" as headings on the board. Ask the class to place each occupation in the appropriate column. Where there is disagreement, ask the class to vote.
 9. Show PPT Slide 5. It displays the answers, and highlights any discrepancies when compared with the class-generated lists. (Note: Students can list occupations with ranges more than once.)
 10. Ask the students to think about how this type of information is valuable to a high school student. Ask students to log into CIS using their personal usernames and passwords, and explain that this type of information is in CIS.
 11. Demonstrate how to find an occupation using CIS Occupations.
 12. Review with students all the topics they can explore about each occupation. Ask each student to research three occupations of interest to discover the Skills and Abilities, Knowledge, and Preparation (training) necessary to obtain entrance into that field of work. Remind them to look for indicators of math and science skill requirements.
 13. Ask students to share with the class three interesting facts they discovered while doing the research.
 14. Discuss the importance of math and science in relation to occupational choice. Point out to students that the actual amount of math and/or science used by any individual in their job can vary greatly. Refer back to the ideas aired in Step 1 and discuss how math and science proficiency can affect occupational choice.
-

Variations and Accommodations

- Students could survey family and friends to find examples of how they use math in their work (include homemakers). Make sure the students get the occupation title from the people surveyed. Students could then work in groups to devise a quiz using their survey responses. Students could share an example of a math problem from their surveys without revealing who it was from. Other students guess the occupation. Repeat until all math examples are covered. A list of the occupations surveyed could be displayed.
 - Students (or the teacher) could devise a set of problems based on the examples for the class to solve.
 - Work one-on-one with any student needing special assistance or pair student with a helpful partner.
-

Assessment

Use *Math and Science Make a Difference Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** text box in the Research Options section of Career Plan.

Materials

Computer lab with projector and CIS access

[Math and Science Make a Difference \(PPT\)](#)

[Math and Science Make a Difference Worksheet \(PDF\)](#)

[Math and Science Make a Difference Worksheet \(DOC\)](#)

[Math and Science Make a Difference Scoring Guide \(PDF\)](#)

[Math and Science Make a Difference Scoring Guide \(DOC\)](#)

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Men's Work, Women's Work

Theme and Level

Theme: Research Options

Level: Getting Started, Looking Deeper

At a Glance

Students investigate occupational roles of men and women and identify potential reasons for the differences in occupational choice and pay equity.

Time: 100 minutes.

Essential Questions

- Why are some occupations more populated by men than women and vice versa?
 - Do the physical requirements of occupations limit my participation?
 - How can we reduce gender-linked stereotyping and discrimination in careers?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Review Bureau of Labor Statistics, U.S. Census Bureau, and other Internet sites to find current information
 - Update U.S. Census data on Slide 3 of PowerPoint presentation when available
 - Print *Women's Employment and Earning Concerns Quiz*, one per student
 - Print instructor's copy of *Women's Employment and Earning Concerns Answers*
-

Steps

1. Show PowerPoint (PPT) Slide 1. Explain that this lesson will look at differences in male and female wages and some of the lingering reasons for these differences.
2. Show PPT Slide 2. Explain to students that they will be taking the *Women's Employment and Earning Concerns Quiz*, which is ungraded.
3. Distribute the quiz sheets and ask students to make their best guesses for each of the questions.
4. Review the answers students provide. Do not give the quiz answers at this stage. Explain that the answers will be given later.

5. Ask students to reflect upon their own family experiences.
 6. Show PPT Slide 3. Ask students to graph the figures shown on the slide of workers by occupational categories. (This data is from 2010; check to see if you can update this slide if newer data becomes available.)
 7. Ask students to write two sentences about their graphs and what they show.
 8. Ask students to write two additional sentences on the differences in the occupational patterns of men and women. Tell students they are not to suggest reasons for the patterns, merely describe them.
 9. Discuss the patterns the graphs show.
 10. Ask students, individually or in pairs, to log into CIS and go to CIS Occupations. Ask them to identify and read about one occupation dominated by men (for example, most construction occupations), and one dominated by women (for example, several clerical occupations).
Optional: Assign occupations to students. Ask them to note the qualifications and physical requirements for each occupation.
 11. Ask students to share their findings with the class, particularly whether they found anything that limited participation by men or women in the occupations.
 12. Ask students to suggest other reasons for the occupational distribution patterns in their graphs.
 13. Show PPT Slide 4, which contains this statement: "Average earned income for women in the U.S. is currently about 78 percent of the average earned income for men."
 14. Ask students to suggest reasons for this. (Likely answers include "more managers are men," "women do lower level jobs," "women are not as smart or educated as men," "women mostly raise young children.") Accept and record all answers at this stage and record on the board.
 15. Show PPT Slides 5 and 6. These are the answers to the *Women's Employment and Earning Concerns Quiz*, and ask students to compare their answers. Discuss the answers.
 16. Discuss the influences on women's and men's career choices; for example, the effects of taking time out from an occupation to care for children, working part-time for some years, the pressures and long hours of sales and management jobs, and the effects on family life.
 17. Refer back to the patterns of occupational distribution for men and women graphed earlier and the reasons students suggested for women's lower average pay.
 18. Show PPT Slide 7. Ask students to write two paragraphs on the following:
 - How I would like to see the occupational distributions of men and women change when I am an adult.
 - What I can do to ensure that I have full information and full choice of occupations, regardless of gender. (This part of the activity could be a homework assignment.)
 19. Ask students to share and discuss their ideas with the class.
-

Variations and Accommodations

- Ask students to draw graphs or diagrams of the occupation distribution they would like to see when they are adults, instead of writing a paragraph.
- Ask students to survey members of their family for age, level of education, hours of paid work, and the rate of pay. Ask them to pool the factual information only, and leave out names. As a class, analyze the information and compare it with the fact sheet for the quiz or current statistical information from U.S. Department of Labor, Bureau of Labor Statistics, or U.S. Census Bureau.
- Ask students to investigate the role of paid and unpaid work in men's and women's lives, 50 years ago and today. Ask students to estimate the percentage of housework done by each member of their family.
- Discuss the term "housework" and carefully define it (consider maintenance of house, car, yard, taking children to activities, shopping, cleaning, cooking, washing). Ask students to describe in some detail the types of tasks typically involved; for example, "collect, sort and load clothes into machine, unload, dry, air, fold, sort" rather than "do the washing."
- Invite guest speakers to talk with the class about occupational opportunity; for example, men and women in nontraditional occupations.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use *Men's Work, Women's Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in the **What occupations interest you now?** text box in the Research Options section of the Career Plan.

Materials

Computer lab with projector and CIS access

[Men's Work, Women's Work \(PPT\)](#)

[Women's Employment and Earning Concerns Quiz \(PDF\)](#)

[Women's Employment and Earning Concerns Quiz \(DOC\)](#)

[Women's Employment and Earning Concerns Answers \(PDF\)](#)

[Women's Employment and Earning Concerns Answers \(DOC\)](#)

[Men's Work, Women's Work Scoring Guide \(PDF\)](#)

[Men's Work, Women's Work Scoring Guide \(DOC\)](#)

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My Accomplishments

Theme and Level

Theme: Know Myself

Level: Next Steps

At a Glance

Students identify their accomplishments.

Time: 50 minutes.

Essential Questions

- What are my accomplishments?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Accomplishments worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their accomplishments.
2. Show PPT Slide 2. Ask students, "What have you done in your life that feels like an accomplishment?" Encourage students to discuss their accomplishments with the full class.
3. Inform students that this lesson focuses on teaching them to recognize and discuss their accomplishments because employers and college admissions personnel value hearing about accomplishments, as accomplishments evidence skills. Also, mention that resumes often list accomplishments, because these are so important to employers.
4. Show PPT Slide 3. Explain the assignment:
 - Break into groups of four.
 - Each person shares an accomplishment and describes it.
 - Other group members note skill words as the person talks.
 - Group members then share the skill words they heard the person use in describing the accomplishment.
 - Continue this process until each person has shared one accomplishment.
5. Provide 25 minutes for this activity.

6. Show PPT Slide 4. Distribute the *My Accomplishments Worksheet* to each student. Review the worksheet instructions and assign students to complete the worksheet in the next 15 minutes.
 7. Discuss the completed worksheets, student accomplishments and questions.
 8. Tell students that this worksheet will be the foundation for the SKILLS activity, which they will complete next.
 9. Ask students to hold onto this worksheet for the SKILLS lesson and note their accomplishments in their CIS portfolios, in the Next Steps: Know Myself section of My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers, perhaps recent high school graduates, who can speak about their accomplishments to the class.
-

Assessment

Use the *My Accomplishments Scoring Guide* to evaluate student work.

Portfolio

Students note their accomplishments in the **What did you learn about yourself from the career assessment (Accomplishments Worksheet) you just completed?** text box within the Next Steps: Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access
[My Accomplishments \(PPT\)](#)
[My Accomplishments Scoring Guide \(PDF\)](#)
[My Accomplishments Scoring Guide \(DOC\)](#)
[My Accomplishments\(PDF\)](#)
[My Accomplishments\(DOC\)](#)

***These links are not accessible in the pdf version.
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My Career Anchors

Theme and Level

Theme: Know Myself

Level: next Steps

At a Glance

Students identify their career anchors, things that motivate them in a job.

Time: 75 minutes.

Essential Questions

- What motivates me?
 - What compels me in my work at school or on the job?
-

Preparation

- Secure computer lab with computer projector enabled and CIS access
 - Make copies of *My Career Anchors Worksheet*, one per student.
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their career anchors, values that either anchor them to a task or drive them to another task or job.
2. Show PPT Slide 2. Ask students, "What motivates you?" Encourage students to discuss with the full class the things that motivate them and how these motivators impact their behavior and life choices.
3. Show PPT Slide 3. Explain that career anchors are like motivators. They are the things that people really seek in a job. Review in more detail the anchors on the slide (See worksheet for extended definitions).
4. Explain that, while at MIT, Edgar Schein identified these eight anchors, or themes, and has shown that people have strong prioritized preferences for these. For example a person with a Security/Stability anchor will seek secure and stable employment over, employment that is challenging and riskier even for much less pay. People tend to stay anchored in one area and their career will echo this in many ways.~
5. Tell students that they will learn about their career anchors in this lesson. Mention that their

career anchors may change with growth and change as they mature.

6. Show PPT Slide 4. Distribute the lesson worksheets.
 7. Provide 15-20 minutes for this task.
 8. After students find their anchors, break them into eight groups associated with the anchors.
 9. Assign these eight groups to find occupations in CIS that might work well for people with the anchor they selected as their primary anchor.
 10. Share the occupations that each group identifies with the full class and discuss classmates' thoughts about these. (It could be that one person selects Teacher for Security/Stability and another might associate Teacher with Autonomy. Discuss this and how both could be true if the anchor that holds the person to the job differs.)
 11. Provide 15-20 minutes for this activity.
 12. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the bottom of the worksheet, page 3, and transfer this learning to their CIS portfolios, in the Next Steps: Know Myself section or My Career Plan.
-

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
 - Bring in guest speakers motivated by each anchor and ask them to talk about how their anchors motivate them.
-

Assessment

Use the *My Career Anchors Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Career Anchors) you just completed?** and **What occupations interest you now?**

Materials

Computer lab with a projector and CIS access

[My Career Anchors\(PPT\)](#)

[My Career Anchors Scoring Guide \(PDF\)](#)

[My Career Anchors Scoring Guide \(DOC\)](#)

[My Career Anchors\(PDF\)](#)

[My Career Anchors\(DOC\)](#)

***These links are not accessible in the pdf version.
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Solar Bake Off

Theme and Level

Theme: Evaluate Options

Levels: Getting Started, Looking Deeper

At a Glance

Students construct a simple solar oven that heats cookies and s'mores. Students learn about technology and careers that use green technology.

Time: 100 minutes (across two days).

Essential Questions

- Which careers require advanced levels of science?
 - Which careers require applied science?
 - Which careers require practical applications of science?
-

Preparation

- Set up computer projector with classroom computer for Day One
- Reserve computer lab with computer projector enabled for Day Two
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Review lesson plan for Day One or procedure on Slide 2 of the PowerPoint presentation
- Organize the following materials for Day One:
 - Several empty pizza boxes, one per group
 - Newspapers
 - Tape and glue
 - Scissors
 - Marker
 - Black construction paper
 - Clear heavy-duty plastic wrap
 - Aluminum foil
 - Pencils or pens
 - Rulers
 - Thumbtacks
 - Pieces of string or yarn about 15" long
 - Cookies, bagels, or s'more fixings
 - Towels or blankets

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about technology and careers that use green technology.
2. Divide the class into groups of four. Give each group a pizza box.
3. Ensure that the cardboard boxes are folded into a box shape and are closed.
4. Show PPT Slide 2. Review the procedure, then ask groups to work together to complete the tasks:
 1. Person one traces a flap on the top of the box. Use the ruler and marker to measure a 1 ½" border around the lid, on the top of the box.
 2. Person two carefully cuts three sides of the rectangle that was just traced on the lid of the box, forming a flap of cardboard. Instruct groups to leave the side of the square that is along the box's natural hinge untouched.
 3. Person three gently folds the flap back along the uncut edge to form a crease and wraps the underside of this flap (the side that was inside the box) with aluminum foil. This flap will become your reflector panel.
 4. Person four tapes it on the other side so that the foil is held firmly. Instruct students to try to keep the tape from showing on the foil side of the flap. The foil will reflect sunlight into the box.
 5. The first student closes the flap, opens the box, and cuts a piece of aluminum foil to fit the inside bottom of the box.
 6. The second student glues that piece of foil to the bottom of the box and glues black construction paper on top of the aluminum foil. (This will help to absorb the sun's heat.)
 7. The third student rolls up some newspaper, and fits it around the inside edges of the box. This is the insulation that helps hold in the sun's heat. It should be about 1" to 1 ½" thick. Use tape or glue to hold the newspaper in place, but only tape it to the bottom of the box, not the lid.
 8. With the box still open, the fourth student cuts a piece of heavy-duty plastic wrap an inch larger than the flap opening on the box top, tapes the piece of plastic wrap to the underside of the box lid, and pulls it tight over the opening in the box top, then tapes it down on the top. (Be sure to instruct students to tape down all four sides so the plastic is sealed against the underside of the cardboard. This creates a layer of air that works as insulation that helps keep the sun's heat in the box.)
 9. Instruct groups to now close the box, pull the flap open, and push one thumbtack into the top of the flap on the back side (the side without the foil), then tie a slipknot to tie one end of the string to this thumbtack.
 10. Tell groups to place the other thumbtack into the back side of the box.
 11. Students will wrap the other end of the string around this tack to adjust the angle of their reflectors so that the sunlight is reflected down through the clear plastic and into their ovens.

Day 2

1. On a sunny day, take the boxes, cookies, bagels, or s'mores outside to a sunny spot.
2. If it's cold outside, put a towel or blanket under the boxes so the bottoms do not get cold.
3. Open the boxes, inserting the treats in the center and close the boxes.
4. Open the flaps and turn the boxes so the foil faces the sun. The shadow of the flaps should go straight back from the back of the box.
5. Move the flaps up and down and note how they reflect the sunlight.
6. Create tension on the strings to prop up the flaps so that they bounce the sunlight into the box.
7. Wait about 30 minutes for the boxes to warm in the sun.
8. Determine which oven provided the most heat.
9. Show PPT Slide 3. Ask the class to hypothesize why this oven worked best and then enjoy your warmed-up treats!
10. Show PPT Slide 4. Discuss the industries where solar energy occupations might be found.
11. Show PPT Slide 5. Describe the next assignment, which involves using CIS to research green occupations that use solar or other alternative sources of energy.

12. Assign students to prepare a short paper and presentation on a green occupation of interest.
 13. Ask students to present their papers to the class.
 14. Encourage the class to ask questions about one another's occupational research report.
-

Variations and Accommodations

- Invite guest speakers from different green occupations to the class to talk about their careers and the preparation they undertook to secure their present position.
 - Plan for the class to visit a green occupation worksite, and arrange for various workers to discuss their occupations and the preparation required for these.
 - Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.
-

Assessment

Use the *Solar Bake Off Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access for Day One

Computer lab with a projector and CIS access for Day Two

[Solar Bake Off \(PPT\)](#)

[Solar Bake Off Scoring Guide \(PDF\)](#)

[Solar Bake Off Scoring Guide \(DOC\)](#)

Several empty pizza boxes, one per group

Newspapers

Tape and glue

Scissors

Marker

Black construction paper

Clear heavy-duty plastic wrap

Aluminum foil

Pencils or pens

Rulers

Thumbtacks

Pieces of string or yarn about 15" long

Cookies, bagels, or s'more fixings

Towels or blankets

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Test Preparation and Practice

Theme and Level

Theme: Know Myself

Level: Looking Deeper, Next Steps

At a Glance

Students practice aptitude or ability test-taking using either the PSAT, SAT, ASVAB, or Civil Service practice tests.

Time: Varies depending upon test selected; some take 3 hours.

Essential Questions

- What are my strengths and weaknesses at this point in time?
 - Where do I need to focus additional study time to perform well on these tests?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Arrange with counselors to meet with students following test administration to facilitate interpretation
 - Establish CIS portfolios before this lesson
 - Familiarize yourself with the practice tests available in portfolios
 - Decide whether to require students to complete tests on their own time or allocate additional class time for completion
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to enhance their test-taking skills.
2. Tell students that you are going to ask them to demonstrate their post high school plans with a show of hands.
3. Show PPT Slide 2. First ask those planning to attend a college or community college to raise their hands, and then ask those planning to enroll in a branch of the military to raise their hands. Next ask those planning to go directly into the workforce to raise their hands. Finally, ask if there are others with unique plans to raise their hands and tell what these plans are.

4. Show PPT Slide 3. Explain to students that:
 - Most colleges, the military, and many employers use entrance or hiring exams to help them select candidates or to assess applicants on a level playing field.
 - Resources such as books, online study guides, and preparation classes can help you prepare for college entrance exams, the ASVAB, or civil service tests.
 - Going into the test already familiar with the look, layout and flow of the test can be advantageous, and practice can help you develop test-taking skills.
 - Taking practice tests can help you identify areas of weakness, so that you can work on building these areas before taking the formal exam.
 - There are practice tests for the PSAT, SAT, ACT, ASVAB, AP tests, and several Civil Service exams, and in this lesson you will be taking the practice test most targeted to your goals (college, military, or civil service employment).
 5. Tell students the length of the test they will be taking. The tests differ in length. (Check the Overview and Tests section of the test your students will take for this information.)
 6. Inform students that test completion will require more time than a single class period. If students will be completing tests on their own, explain your expectations and provide deadlines for completion.
 7. Show students how to stop, save, and restore their tests:
 - Save and End Section: Clicking this button finalizes your selections for that section. You will be brought back to the "Review" screen for this section.
 - Pause: Clicking this button pauses the section.
 - Save and Exit: Clicking this button allows you to exit the section and resume at a later time. It saves your answers to that point and notes the time remaining so that you may pick up right where you left off.
 - Cancel and Exit: Clicking this button allows you to exit the section and deletes all of your answers.
 8. Show PPT Slide 4. Inform students that, unlike other career assessments, the formal tests associated with these practice tests are used by others to predict their success and screen them; however, their scores on the practice tests will not be graded and will only be used by the students for their own edification. Also inform students that, although the tests are not timed, some measure time taken to complete the test and/or have time limits for each item.
 9. Ask if students have questions and answer them.
 10. Ask students to log into CIS using their personal usernames and passwords.
 11. Direct students to their portfolios, where they can find the test most suited to their goals.
 12. Begin testing.
 13. Invite counselors into the class after all tests are completed for interpretation.
 14. Ask counselors to meet with small groups of students who completed the same test or with individual students to discuss what they learned from taking their respective tests. Include in this discussion:
 - What surprised you about your results?
 - What do you want or need to work on before taking the actual test?
 - Would taking another practice test benefit you?
 - What did you learn about your abilities, strengths, skills and talents?
 - What did you learn about taking computerized tests?
 15. Inform students that each practice test can be taken three times.
 16. Show PPT Slide 5. Encourage students to explore CIS:
 - In Occupations: read the Helpful high school courses, Knowledge, and Skills and abilities sections for occupations of interest to observe the occupation's requirements, and to compare these requirements to their performance in these areas as evidenced in the practice tests.
 - In Programs of Study: read the Typical course work content to observe the coursework expected in post-secondary studies.
-

Variations and Accommodations

- Ask all students to take one practice test (the ASVAB, for example), and conduct a group interpretation. Then encourage students to take another practice test related to their goals independently.

- Students needing special assistance should be paired with a special education assistant during the assessment.
-

Assessment

Use the *Test Preparation and Practice Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

Computer lab with a projector and CIS access

[Test Preparation and Practice \(PPT\)](#)

[Test Preparation and Practice Scoring Guide \(PDF\)](#)

[Test Preparation and Practice Scoring Guide \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

This or That?

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students practice decision-making to become more cognizant of the daily decisions they make and evaluate important factors in good decision-making.

Time: 50 minutes.

Essential Questions

- What is important to me in making decisions?
-

Preparation

- Set up classroom computer with computer projector enabled
 - Ensure classroom has adequate space for activity
 - Establish CIS portfolios before this lesson
 - Prepare five everyday choices for activity in step 1
 - Make destination signs
-

Steps

1. Show PowerPoint (PPT) Slide 1. Ask students to have a piece of paper and pen or pencil ready. Without any explanation, ask them to choose one of the two options you give and write down their choice. Give students five choices about everyday activities, foods, or sports stars; for example, "You can choose where to buy tonight's meal: McDonalds or KFC." "You have to vote for Sports Star of the Year: _____ or _____"(choose two popular sports stars). Give the choices quickly, with no time for deliberation or discussion.
2. Ask students to put their pens down. Read the choices again, one at a time, and ask students to raise their hands when you read the option they chose.
3. Ask students to individually think about the reasons for their choices and record their reasons on their answer lists.
4. Ask students to share some of their choices and reasons. Record them on the board. (Likely reasons will include past experience, personal preference, family tradition, amount of knowledge,

advertising, or seen on TV.)

5. Ask students to individually list the decisions they have already made today and why they made them. Examples might include: clothes, food, degree of attention in class.
 6. Discuss some of these choices and reasons. Point out to students that they are constantly making decisions without anyone verbalizing the options for them.
 7. Ask students to stand and move into a clear space in the room. Post the three destination signs in different parts of the room.
 8. Explain that students will now be able to choose a vacation to take.
 9. Show PPT Slide 2. Read the titles of the three destinations. Ask students to move to the sign with the destination of their choice. Do not discuss these choices.
 10. Show PPT Slide 3. Tell students that this is a new factor and that the new information may influence their decision. Ask students to move to the sign with the destination of their choice. Students may choose to stay where they are or change to another destination.
 11. Show PPT Slides 4-7. Repeat the process, one choice at a time.
 12. At the end of the activity review what happened and encourage a discussion. Questions to focus the discussion can include: "Who changed, when, and why?"; "Who did not change, and why?"
 13. Discuss the process with the students and emphasize that with more information we can feel more confident about our choices. More information may lead us to change our options and preferences.
 14. Discuss with students the implications of what they have learned in this activity upon major decision-making (for example: whether to go to college, which occupations they choose, deciding if and who to marry, where to travel). Ask students whether they would like to make these major life decisions with limited information like they did in step 1.
 15. As a homework assignment, ask students to write a paragraph entitled "Decisions!" on what they have learned about decision-making. This paragraph should include the factors that will be important for them to know about before making their career choices. Ask students to identify two important decisions they will make in the next two years (choosing high school classes or activities, choosing training or college after high school, choosing a part time job, etc.).
-

Variations and Accommodations

- For students needing a more immediate application, ask them to brainstorm the important decisions they will make in the next month. For their homework assignment, ask students to choose one decision and identify some of the factors that will be important for them to know about.
 - Replace the vacation destinations with three imaginary occupations and use criteria such as rate of pay, amount of vacation leave, amount of travel in the occupation, amount of education and training required. Use CIS Occupations to obtain this information.
 - Extend the activity by organizing students into groups according to important decisions they identified in their paragraphs. Ask students to create worksheets or PowerPoint slides that identify five factors important in making those decisions. Ask students to present the factors to the rest of the class.
-

Assessment

Use the *This or That? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access

[This or That? \(PPT\)](#)

[This or That? Scoring Guide \(PDF\)](#)

[This or That? Scoring Guide \(DOC\)](#)

Destinations signs

***These links are not accessible in the pdf version.

They can be found by logging into the MCIS System.

Theme and Level

Theme: Evaluate Options

Levels: Getting Started

At a Glance

Students play a game in which they learn about the different types of work they perform now and the types of work they can do in the future. Students create a presentation about why people work.

Time: 150 minutes (across three days).

Essential Questions

- What is work?
 - Why do people work?
-

Preparation

- Set up computer projector with classroom computer for Days One and Three
 - Reserve computer lab with computer projector enabled for Day Two
 - Establish CIS portfolios before this lesson
 - Review PowerPoint presentation
 - Determine the number of rounds you want the class to play (eight is recommended)
 - Print *What is Work? Worksheet*, one per student or per group if desired
 - Bring enough dice for the game, one die per group
 - Prepare student presentation guidelines and resources
 - *Optional:* Read *The Reinvention of Work* by Matthew Fox, *The Pleasures and Sorrows of Work* by Alain de Botton, or *Great Work, Great Career* by Stephen R. Covey and Jennifer Colosimo
 - *Optional:* Invite parents, other teachers, and students to see the presentations, or create a schedule in which presentations are given to an elementary school class
-

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is for them to identify different types of work in their community and then create a presentation about work.

2. Show PPT Slide 2. Ask students to write what the word "work" means to them. Ask students to share their ideas. Record them on the board.
3. Discuss the responses, cluster similar ideas, and summarize into a definition. Compare your definition with a dictionary definition. The many facets of work and varying uses of the word will provide students with much to discuss.
4. Show PPT Slide 3. Ask students what they understand by each of the following terms and ask for examples of each: job, employment, voluntary work, self-employment, housework, do it yourself, homework, leisure. Record student ideas on the board.
5. Ask students to brainstorm the reasons why people work. Record their ideas. Discuss the responses.
6. Show PPT Slide 4. This slide displays the five categories of work. Explain to students that you can divide work into these five categories:
 - Wage (for an employer)
 - Contract (for a fee or as consultant)
 - Voluntary (as a gift)
 - Home (maintenance of home and family)
 - Study (education and training)
7. Tell students that some work activities may apply to more than one category. For example, an apprentice learning to be an electrician is earning a wage while also studying. Point out that some people's work activities are other people's leisure time pursuits. For example, cooking, gardening, fixing cars, and playing baseball are leisure time pursuits as well as work activities.
8. Show PPT Slide 5. Divide the class into teams of three to five. Tell teams to choose a leader.
Optional: Allow teams to choose a team name or color.
9. Distribute the dice and *What is Work? Worksheets*.
10. Show PPT Slides 6-9. Review game rules and dice values-work category table. Explain that the teams will compete to fill the spaces on the game chart.
11. **Rules**
 - Explain to students that they will play this game in rounds. In a round, each team will take turns to throw the die.
 - The number on the die will correspond to a category of work. Each team will suggest a work activity that represents the category of work.
 - The teacher is the moderator.
 - Each correct answer scores the same number of points as the die number.
 - Teams take turns to be the first player in a round. Teams have two minutes to think of possible answers for each category.
 - There are ten spaces for each of the work categories on the worksheet, so there can be a total of ten examples for each work category. When the ten spaces in one category are full, teams that throw that die number miss a round.
 - After all the rounds are completed, the game ends. The team with the highest score wins.
12. Show PPT Slide 10. Tell students they will now begin to play the game.
13. Once the game is over, total the scores for each group. The highest scoring team wins.
14. Discuss the examples the students supplied to fill in the spaces in the game.
15. Ask students to prepare a presentation for the class on the theme of "What is work?" or "Why do people work?" Encourage students to be creative in their presentations. The presentation might be a roleplay, mock TV interview or documentary, artwork, mural, collage, results of a survey, poem, or a formal report with summary. Students can work individually, in pairs, small groups, or as a whole class.
16. Explain the timeframe and presentation schedule.

Day 2

1. Provide time for students to work on their presentations.

Day 3

1. Students make presentations to the class.

Variations and Accommodations

- Invite a panel of people representing different categories of work to speak to the class about why they do what they do.
- Ask the class to debate a work-related topic such as:
 - All occupations should receive the same pay
 - Enjoying what you do is more important than how much you earn
 - "Work is love made visible," a quote by Kahlil Gibran
 - Don't do whatever you like; like whatever you do
 - Unemployment is unnatural - we are meant to work
 - It is important to balance work life and personal life
 - "Far and away the best prize that life has to offer is the chance to work hard at work worth doing," a quote by Theodore Roosevelt
- Read poems, songs, or passages from literature about work to students, for example, *What Do People Do All Day* by Richard Scarry, "Work" by Kahlil Gibran in *The Prophet*, *Working: People Talk About What They Do All Day and How They Feel About What They Do* by Studs Terkel, or songs such as:
 - "9 to 5," Dolly Parton
 - "A Hard Day's Night," The Beatles
 - "Blue Collar Man," Styx
 - "Career Opportunities," The Clash
 - "Finest Worksong," R.E.M.
 - "Get a Job" The Offspring
 - "I Really Like It" Harlem World
 - "I've Been Working," Van Morrison
 - "Just Got Paid," ZZ Top
 - "Luxury," The Rolling Stones
 - "Mr. Mom," Lonestar
 - "Oney," Johnny Cash
 - "She Works Hard for the Money," Donna Summer
 - "She's A Working Mom," Dean Friedman
 - "Sixteen Tons," Merle Travis
 - "Take This Job and Shove It," Johnny Paycheck
 - "Welcome to the Working Week," Elvis Costello
 - "Working Class Hero," John Lennon
 - "Working for the Weekend," Loverboy
 - "Working in the Highway," Bruce Springsteen
 - "Working Man," Rush
 - "Workingman's Blues #2," Bob Dylan

Assessment

Use the *What is Work? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** and any other appropriate text boxes in the Evaluate Options section of Career Plan.

Materials

Classroom with computer, projector and CIS access for Days One and Three

Computer lab with projector and CIS access for Day Two

[What is Work? \(PPT\)](#)

[What is Work? Worksheet \(PDF\)](#)

[What is Work? Worksheet \(DOC\)](#)

[What is Work? Scoring Guide \(PDF\)](#)

[What is Work? Scoring Guide \(DOC\)](#)

Dice, one per group

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

Where Do I Want to Be?

Theme and Level

Theme: Evaluate Options

Levels: Looking Deeper

At a Glance

Students draw a random occupation and pretend that it is their future occupation. Next students consider personal preferences, the importance of planning, and occupational choice and the factors that are important to them.

Time: 50 minutes.

Essential Questions

- What factors are important to me when choosing occupations?
-

Preparation

- Reserve computer lab with computer projector enabled
 - Establish CIS portfolios before this lesson
 - Write titles of various CIS occupations on small pieces of paper, one title per piece, one per student and place in a large container
 - Print *Where Do I Want to Be? Worksheet*, one per student
-

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify several occupational characteristics that are important to them when choosing an occupation.
2. Explain to students that as this activity begins, you want them to imagine that someone chose their occupation for them.
3. Ask students to draw an occupation title from the container and imagine that this is the occupation they are "stuck with."
4. Distribute the *Where Do I Want to Be? Worksheets*. Ask students to complete the first part of the chart by writing what they think they know about the occupation. Instruct them to also finish the statement "Reasons why I would pursue or not pursue this occupation."
5. Organize students into small groups to discuss their preferences and reasons for those

preferences.

6. Show PPT Slide 2. Ask students to identify and discuss other factors associated with occupational choice (for example, wages, working conditions, educational requirements, skills used, job satisfaction, life styles). Explain that they can learn about many of these occupational characteristics using CIS Occupations. Discuss with groups that some factors are characteristics of occupations (for example, wages) and some are characteristics of individual people (for example, job satisfaction).
 7. Ask students to guess the locations where people working in their occupations could live (names of towns, cities, counties, etc.). Lead a discussion on how moving for work impacts an individual's life and the life of a family. (Note: You may have some students who have moved to your community to follow their parents' careers, who could volunteer information for the discussion.)
 8. Discuss with students how they felt being assigned an occupation versus making planned choices for their future. Ask students to consider the benefits of "inheriting" an occupation. What would be some of the limitations?
 9. Instruct students to complete the *Where Do I Want to Be? Worksheet* by using CIS to research the occupation they drew, to check whether their assumptions about the occupation were correct.
-

Variations and Accommodations

- Extend the activity by asking students to identify occupational factors that they value and then search for occupations they think they might like. Ask students to use CIS to compare what they think about the occupations to how the occupations are defined.
 - Extend the activity by having students reevaluate the *Where Do I Want to Be? Worksheet* in light of the information they have learned about their preferences.
 - Use a program of study instead of an occupation.
 - Assign students to work in groups to assist any students with special needs.
-

Assessment

Use the *Where Do I Want to Be? Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access
[Where Do I Want to Be? \(PPT\)](#)
[Where Do I Want to Be? Worksheet \(PDF\)](#)
[Where Do I Want to Be? Worksheet \(DOC\)](#)

***These links are not accessible in the pdf version.
They can be found by logging into the MCIS System.

[Where Do I Want to Be? Scoring Guide \(PDF\)](#)
[Where Do I Want to Be? Scoring Guide \(DOC\)](#)
Occupation titles written on small pieces of paper
Large container

