



CTE Toolkit

Lesson Plans and Handouts

Help your students learn about the numerous career pathways and opportunities available.



WHODOUWANT2B.COM



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Dear Educator:

We hope that you find your Who Do U Want 2B? CTE Toolkit to be a dynamic and useful resource!

To assist you in utilizing the toolkit and in helping students begin the process of planning for their future career pathway, we have developed lesson plans which can be easily used by both permanent instructors and substitutes. These lesson plans provide exciting and engaging opportunities for your students to discuss possible career choices, explore WhoDoUWant2B.com, develop interview and presentation skills, and much more!

The lesson plans correspond with the 9th and 10th grade California State English Standards. Although the lesson plans are contained in a unit on Career Exploration, they can be used out of sequence and individually. You may also use them as a starting point for customizing lesson plans that specifically meet the needs of your local students.

Below is a summary of each lesson plan:

Lesson	Summary	Standard
Unit Introduction	Students work in small groups to discuss possible career choices and what characteristics they hope their future career will have. A handout is available to help guide their exploration.	
Lesson 1	Students explore WhoDoUWant2B.com and take self assessments. The assignment ends with a persuasive composition. A handout is available to help guide their exploration.	Writing Application 2.4
Lesson 2	Using the tear sheets from the CTE Toolkit, students identify a career pathway. They explore WhoDoUWant2B.com and California CareerZone, generate questions about the readings, and write an explanatory paper synthesizing information. A handout is available to help guide their exploration.	Reading Comprehension 2.3 & 2.4
Lesson 3	Using a Career Sector Pathway sheet from the CTE Toolkit, students work in groups to discuss Career Technical Education (CTE) courses needed for career path. This culminates in a letter to a counselor (high school or college). A handout is available to help guide their exploration.	Writing Application 2.5
Lesson 4	Students work in groups to develop interview questions and practice interviewing, culminating in an interview with an industry sector employee. A handout is available to help guide their exploration.	Speaking Applications 2.3
Lesson 5	Students develop a presentation on a chosen career path. A handout is available to help guide their exploration.	Listening and Speaking Strategies: Organization and Delivery of Oral Communication 1.3-1.9

We hope that you find the CTE Toolkit and lesson plans helpful in educating your students about the numerous career pathways and available opportunities. Be sure to frequently visit the Resource Room at WhoDoUWant2B.com for updates and new resources! If you have any questions, please feel free to contact us at info@statewidepathways.org.

Unit on Career Exploration

UNIT GOAL:

At the completion of this unit, students will have a realistic idea of the educational path needed for a career of their choosing.

STATE STANDARDS:

Unit meets several of the 9th and 10th grade English-Language Arts Content Standards.

MATERIAL:

1. Students will need a folder or binder to compile information as the unit progresses.
2. Handout #1
3. Handout #2

INTRODUCTORY PROCEDURES:

1. Place students in small groups of 3-5.
2. Have groups pick one person to record the conversation and brainstorming.
3. Have groups brainstorm characteristics that they want to be part of their adult work life, such as working outside, working with computers, or having a high-paying career.
4. Next, have students brainstorm career choices that they hope will have those characteristics.
5. In a large group, discuss the groups brainstorming results.
6. Explain to them that over the next week or so, they will be exploring possible career choices and career paths.

Lesson #1: Self Assessment

STATE STANDARDS:

9th / 10th Writing Applications 2.4 — Write expository compositions, including analytical essays and research reports.

MATERIALS:

1. Computer Access
2. Handout #3

PROCESS PART 1:

1. Have students explore WhoDoUWant2B.com.
2. Students should complete the WhoDoUWant2B? Pathfinders Quiz and print results.
3. Students should explore videos on the Roadtrip Nation Web site.
4. Have students also click on the California CareerZone link.
5. Students should take the Quick Assessment.
6. Students should take either the Interest Profiler or the Work Importance Profiler and record the results.
7. Each student should write a persuasive composition explaining his/her argument of agreement or disagreement with the profile results. The composition should be clear and defend the position chosen making sure to use facts, expert opinions, quotations, and logical reasoning. The composition should be sure to address potential counter claims.

Lesson #2: Choosing an Industry Pathway

STATE STANDARDS:

Reading Comprehension 2.3 & 2.4 — Generate relevant questions about readings on issues that can be researched. Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.

MATERIALS:

1. Copies of the Class Planning Tear Pads
2. Handout #4

PROCESS PART 1:

1. Students should review the Class Planning Tear Pads for each Industry Sector.
2. Students should locate the Class Planning Tear Pad that contains a career option indicated in their self assessment (see Lesson 1).
3. Students should return to WhoDoUWant2B.com and do the following:
 - Under 15 Pathways to Success, find the student from the Industry Sector that matches their career option.
 - Click on the link to California CareerZone.
 - Click on the link Explore Industry Sectors.
 - Click on the link that most closely matches your career path.
 - Read and explore that area. Take notes on the variety of career choices and specifics for that career path.
4. Students should generate relevant questions about the readings that can be researched.
5. Students write an explanatory paper synthesizing information from the sources about the career path.

Lesson #3: Educational Path to Follow Career Path

STATE STANDARDS:

Writing Application 2.5 — Write business letters:

- Provide clear and purposeful information and address the intended audience appropriately.
- Use appropriate vocabulary, tone, style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- Highlight central ideas or images.
- Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

MATERIALS:

- Copies of the 15 Industry Sector Pathway Options
- Handout #5

SPECIAL NOTE:

After completion of this lesson, a counselor should meet with the student and help the student complete the back of the Industry Sector form, or see if the student can complete the form first and then review with a counselor.

PROCESS PART 1:

- Distribute copies of Industry Sector Pathway Options to students based on each student's Career Pathway.
- Place students with matching Sector Pathways in small groups.
- Students review the document and discuss what they observe.

PROCESS PART 2:

- Working in the small groups, students should discuss college options including local colleges and options for transfer.
- Students should be allowed to discuss educational, location, and other information about local colleges.
- Based on their Industry Sector Pathway, students should research the following questions:
 - Are any of the CTE courses needed for their career path offered at their current high school? Other local high schools?
 - What is the closest California Community College that offers the Career Path? (Students can brainstorm how to locate this information. Teachers can have local college catalogs available. Or, students can search the local California Community College websites.)
- The teacher should demonstrate writing an appropriate letter.
- Students should write a business letter to a college or high school counselor that provides the counselor with the information about the student's career choice, and requests information on the major for the specific Career Path.

Lesson #4: Interview of Industry Sector Employee

STATE STANDARDS:

Speaking Applications 2.3 — Apply appropriate interview techniques: prepare and ask relevant questions; make notes of responses; use language that conveys maturity, sensitivity, and respect; respond correctly and effectively to questions; demonstrate knowledge of the subject or organization; compile and report responses; evaluate the effectiveness of the interview.

MATERIALS:

1. Handout #6

PROCESS PART 1:

1. Students should develop relevant questions to ask an industry employee (this can be done in small groups). Questions should demonstrate knowledge of the industry.
2. After developing the questions, students should practice interviewing each other with emphasis on using language that conveys maturity, sensitivity and respect.
3. Student interviewees should attempt to respond appropriately and effectively to questions while the interviewer makes notes. (This is more effective if the students practice interviewing students researching the same industry sector.)
4. Students should interview an industry employee.
5. Students should compile and report responses to their group or the whole class.

Lesson #5: Promotion of Career Path

STATE STANDARDS:

Listening & Speaking Strategies: Organization and Delivery of Oral Communication 1.3 to 1.9

1.3 Choose logical patterns of organization (e.g., chronological, topical, cause and effect) to inform and to persuade, by soliciting agreement or action, or to unite audiences behind a common belief or cause;

1.4 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources);

1.5 Recognize and use elements of classical speech forms (e.g., introduction, first and second transitions, body, conclusion) in formulating rational arguments and applying the art of persuasion and debate;

1.6 Present and advance a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance;

1.7 Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations;

1.8 Produce concise notes for extemporaneous delivery;

1.9 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) for presentations.

MATERIALS:

1. Handout #7
2. Items and media necessary for students to make a professional and clear presentation.

PROCESS PART 1:

1. Teacher should demonstrate the key elements in an appropriate oral presentation.
2. Students develop and give an oral presentation promoting their Career Path. The presentation should:
 - Follow a logical pattern
 - Demonstrate classical speech forms
 - Present a clear thesis statement
 - Use props, visuals, graphics, and other media
 - Be clear
 - Use effective verbal and nonverbal techniques
3. The presentation should include an educational plan for accessing the Career Path.

Brainstorming of Desired Characteristics of Career Choice

Characteristics Match with Potential Career Choices

CHARACTERISTICS

POTENTIAL CAREER

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Questions to Guide Exploration of WHODOUWANT2B.COM

1. Click on two of the Alumni Student Props and watch the video clips. Which did you choose?

Why?

2. Scroll down and Click on the **Pathfinders Quiz**. Take the **Quiz**. What were the 3 industry sectors in your results?

Do you agree with the results?

3. Click on California **CareerZone** in the bottom left of the main WhoDoUWant2B.com webpage. Click a version (Text, Graphic, Flash). Click on **Assess Yourself** and take the Quick Assessment. What are your thoughts on the potential careers based on this assessment?

4. Click on a couple of the **careers** listed. Explore that page. Did you find anything interesting? Surprising?

5. Take either the **Interest Profiler** or the **Work Importance Profiler**. Explore that page. Did you find anything interesting? Surprising?

6. Use your results and your thoughts to write a persuasive composition explaining your idea or argument of agreement or disagreement with the profile results. The composition should be clear and defend the position you have chosen making sure you use facts, expert opinions, quotations, and logical reasoning. The composition should be sure to address potential counterclaims.

Industry Sector Exploration

1. Find the Class Planning Tear Pad sheet for the Industry Sector that includes a Career Path indicated through your self-assessments.
2. Return to WhoDoUWant2B.com and do the following:
 - Under 15 Pathways to Success, find the student from the Industry Sector that matches your Career Path.
 - Click on the link to **California CareerZone**.
 - Click on the link **Explore Industry Sectors**.
 - Click on the link that most closely matches your Career Path.
 - Read and explore that area. Take notes on the variety of career choices and specifics for that Career Path.
3. Generate relevant questions about what you have read that you can research.
4. Seek answers to those questions using a variety of sources.
5. Write an explanatory paper synthesizing information from the sources available about the Career Path.

Career Pathway Exploration

1. In your small group of students with Career Paths in the same Industry Sector, discuss the Industry Sector Pathway Options. What do you notice? What questions do you have? What do you need to know?
2. Research any questions you have generated from the above and the following questions:
 - Are any of the CTE courses needed for your Career Path offered at your current high school? Other local high schools?
 - What is the closest California Community College that offers the Career Path? How would you find out this information?
3. Following the teacher's example for how to write a business letter, write a letter to a college or high school counselor that provides the counselor with your information, your career choice, and a request for information on the major for the specific Career Path.

Industry Sector Interview

1. Working in your industry sector group or individually, develop interview questions to ask an industry employee. Make sure that your questions reflect the knowledge you have gathered so far in exploring a Career Path.
2. After you develop the questions, practice interviewing another student. Be sure to use language that conveys your knowledge, is professional, and shows respect.
3. Practice taking notes as you complete your practice interviews.
4. When you are interviewed by another student, attempt to respond appropriately and effectively to the questions.
5. Next, interview an industry sector employee.
6. Compile your notes and report responses to your group or the whole class.

Oral Presentation

1. Develop an oral presentation promoting your Career Path. The presentation should:

- Follow a logical pattern
- Demonstrate classical speech forms
- Present a clear thesis statement
- Use props, visuals, graphics, and other media
- Be clear
- Use effective verbal and nonverbal techniques
- Include an educational plan for your Career Path

2. Present your project to the class.

Faculty Discussion Questions

1. What are the main barriers for students when choosing a career path?
2. What information do we need to best guide students in choosing a career path?
3. What are the CTE program choices at the local community colleges and who would we talk with to get information about those choices?
4. What are some strategies that can be used to make sure that the information we have is current?
5. How might we compile a master set of Class Planning Tear Sheets?
6. What can we do to help students start preparing for future career choices?
7. What messages are we giving students about potential careers and their ability to reach that career goal?
8. What is the best way to maintain connections and communication between high school and college faculty?