

Title	“How will I advance my career?”
Grade Level	Middle and High School
Focus	Career Retention & Advancement

Objectives	
The student will...	explore their future career goals and consider how they can be achieved.
	analyze the credentials, personal traits, and skills that will be needed throughout their career.

PA Standards			
Career Education and Work	<ul style="list-style-type: none"> ▪ 13.1.A: Relate careers to individual interests, abilities, and aptitudes. ▪ 13.1.B: Relate careers to personal interests, abilities, and aptitudes. ▪ 13.1.H: Choose personal electives and extracurricular activities based upon personal career interests, abilities, and academic strengths. ▪ 13.2.8.A: Identify effective speaking and listening skills used in a job interview. ▪ 13.2.8.B: Evaluate resources available in researching job opportunities. ▪ 13.2.8.C: Prepare a draft of career acquisition documents. ▪ 13.3.8.C: Explain and demonstrate conflict resolution skills: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem-solving. ▪ 13.3.8.E: Identify and apply time management strategies as they relate to both personal and work situations. ▪ 13.3.8.G: Identify formal and informal lifelong learning opportunities that support career retention and advancement. 		
English Language Arts	<ul style="list-style-type: none"> ▪ 1.4.9 – 10.U: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ▪ 1.4.9 – 10.V: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ▪ 1.5.9 – 10.A; 1.5.11 – 12.A: Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 		
Artifact Opportunity	<ul style="list-style-type: none"> ▪ The Personal Career Path Worksheet can be used as an artifact representing standard 13.3. 		
Videos	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ 2019 Pittsburgh Central videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-central/ ○ QR Code:  </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> ▪ 2018 Pittsburgh East videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ○ QR Code:  </td> </tr> </table>	<ul style="list-style-type: none"> ▪ 2019 Pittsburgh Central videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-central/ ○ QR Code:  	<ul style="list-style-type: none"> ▪ 2018 Pittsburgh East videos ○ Link: https://www.whatssocool.org/contests/pittsburgh-east/ ○ QR Code: 
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Lesson Plan	
Materials Needed	<ul style="list-style-type: none"> • Personal Career Path Worksheet • Manufacturing Career Path Worksheet • Internet access • “What’s So Cool About Manufacturing?” videos
Prior Knowledge	<ul style="list-style-type: none"> • Prior Lessons <ul style="list-style-type: none"> ○ It may be helpful for teachers to remind their students about the documents that they have already created, including a resume, Profile of Myself, business plan, and VSSI Map or Grid (these are from the Career Acquisition Day 2 of 2 and Career Awareness lessons) and Employment Opportunity and Profile of an Applicant (these are from Career Acquisition Day 1 of 2).
Procedures and Activities	<ul style="list-style-type: none"> • Warm-Up <ul style="list-style-type: none"> ○ <i>What career will you pursue? [3 minutes]</i> <ul style="list-style-type: none"> ▪ “We have talked a lot about career goals and how to achieve them. In 3 minutes, write down what exactly is a career or field that you currently think you would like to pursue. Then write down as many details as you can about this career. Finally, explain what is interesting to you about this field or career.” • Body <ul style="list-style-type: none"> ○ <i>How will you attain and advance this career? [25 minutes]</i> <ul style="list-style-type: none"> ▪ There are two options to the body of this lesson, 1) the student can think about their personal career, using their own goals and the documents they have created thus far. Or, 2) the student can think about the career of someone interested in manufacturing, using the videos and other documents that have been created based on those businesses. ▪ <i>Option 1: Personal Career</i> <ul style="list-style-type: none"> • For this option, students are asked to complete the Personal Career Path Worksheet. • First, they will consider what they need to begin their careers, regarding skills, interests, education/credentials, traits, and documents. • Then, they will consider what they need to advance their career, focusing on personal traits and continued credentials. • For Option 1, the students will need their resume, Profile of Myself, business plan, and VSSI Map or Grid (these are from the Career Acquisition Day 2 of 2, and Career Awareness lessons). ▪ <i>Option 2: Manufacturing Career</i> <ul style="list-style-type: none"> • For this option, students are asked to complete the Manufacturing Career Path Worksheet. • First, they will consider what someone interested in manufacturing will need to begin their careers, regarding skills, interests, education/credentials, traits, and documents. • Then, they will consider what that person needs to advance their career, focusing on personal traits and continued credentials. • For Option 2, the students will need the documents from Career Acquisition Day 1 of 2. ○ <i>Video [5 minutes]</i> <ul style="list-style-type: none"> ▪ Ask students to find a video online that highlights the career in which they are interested.

—Continued—

- **Closing**
 - *Share [10 minutes]*
 - Students should share with their peers the work they completed during class and why they chose the video. Sharing can be between partners or small groups.



Option 1: Personal Career Path

Directions:

Below, you are going to think about your career. First, think about how you would begin your career, regarding skills, interests, education/credentials, traits, and documents. Then, think about what you need to advance your career, focusing on personal traits and continued credentials.

You will need some documents that you've created over the last few weeks: your resume, Profile of Myself, business plan, and VSSI Map or Grid. You can also use your Individualized Career Plan, a document that you will or have already made in 8th grade, then referred to and updated throughout high school.

Some examples to get you started:

What do you need to begin your career?				
Skills	Personal Traits	Interests	Credentials	Documents
Building consensus	Commitment		Community based organizations (i.e. chambers of commerce, trade/technical associations, industrial resource centers)	Job application
Communicating effectively	Communication			Letter of Appreciation following an interview
Establishing ground rules	Dependability			
	Personal initiative			
Listening to others	Self-advocacy		Technical schools	Letter of introduction
Conflict resolution skills	Scheduling		Trade schools	Request for letter of recommendation
Managing/leadership	Time management		2-year & 4-year schools	Resume
Mediation	Team building			
Problem-solving	Technical literacy			

What do you need to begin your career?				
Skills	Personal Traits	Interests	Credentials	Documents

What do you need to advance your career?				
Skills	Personal Traits	Interests	Credentials	Documents

Option 2: Manufacturing Career Path

Directions:

Below, you are going to think about the career of someone interested in manufacturing. Think about the videos you’ve already watched and perhaps watch a few more to help you get in the mindset of someone interested in manufacturing. Below, you are going to complete the tables.

First, think about how they would begin their career, regarding skills, interests, education/credentials, traits, and documents. Then, think about what they need to advance their career, focusing on personal traits and continued credentials.

You will need some documents that you’ve created over the last few weeks: Employment Opportunity and Profile of an Applicant (these are from Career Acquisition Day 1 of 2).

Some examples to get you started:

What do you need to begin your career?				
Skills	Personal Traits	Interests	Credentials	Documents
Building consensus	Commitment		Community based organizations (i.e. chambers of commerce, trade/technical associations, industrial resource centers)	Job application
Communicating effectively	Communication			Letter of appreciation following an interview
Establishing ground rules	Dependability			
	Personal initiative			
Listening to others	Self-advocacy		Technical schools	Letter of introduction
Conflict resolution skills	Scheduling		Trade schools	Request for letter of recommendation
Managing/leadership	Time management		2-year & 4-year schools	Resume
Mediation	Team building			
Problem-solving	Technical literacy			

What do they need to begin their career?				
Skills	Personal Traits	Interests	Credentials	Documents

What do they need to advance their career?				
Skills	Personal Traits	Interests	Credentials	Documents