

Theme 10 - Next Steps / Career Exploration

Outcomes	Content	Activities/Resources	Assessment
<p>1. Reflect on your interests and possible future career</p> <p>Target Standards 4.S.CC.1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>4.R.FW.1 Understand and use technology systems a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance.</p>	<p>What jobs have you done in the past that you loved? That you hated?</p> <p>What is your dream job?</p> <p>What type of job might be most realistic for you to pursue?</p>	<p>Ask students to complete the writing activity <u>Jobs Loved/Jobs Hated Reflection.</u> If time, allow students to share with a partner about their past job experiences, encouraging them to ask relevant questions. Then, shift the conversation to what students would imagine their ideal job to be by completing the <u>Dream Job</u> activity. Discuss these as a class (as much as students are willing), emphasizing commonalities amongst students.</p> <p>Then have students complete the <u>Interest Profiler</u> and the <u>Reality Check survey</u>, both on IL Worknet on https://www.illinoisworknet.com/.</p>	<p>Students' completed reflection activities</p> <p>Students' completed surveys</p>
<p>2. Explore career pathway options available in the healthcare field</p> <p>Target Standards 4.R.FW.1a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance.</p>	<p>What career cluster might interest you most?</p>	<p><u>Career Cluster Inventory from IL Worknet.</u> This inventory will take between 10 and 25 minutes to complete and will help students identify which career cluster might be appropriate for them.</p>	<p>Students' completed inventories</p> <p>IL IELCE Civics Competency: EM1. Identify job titles, responsibilities, wages, and places of work.</p>

<p>3. Understand the importance of goal setting and how to set effective goals</p> <p>Target Standards 4.R.CI.1 Determine a theme or central idea of a text and how it is conveyed through particular details...including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>4.W.PD.2 Develop and strengthen writing by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach...Efficiently present the relationships between information and ideas.</p>	<p>What is the value of goal setting?</p> <p>What makes an effective goal? (Ask if they've heard of SMART goals)</p>	<p>Students read the SMART Goals: Examples for Your Career article explaining what SMART goals are and how to set them.</p> <p>Conduct a whole class discussion about SMART goals and formulate some sample SMART goals as a group to give them practice writing effective SMART goals.</p> <p>Walk through the SMART Goal Worksheet as a group, explaining students should establish a SMART goal they will pursue as part of their next step in their healthcare career. Point out the action steps, obstacles, and network of support sections.</p> <p>Students then complete the SMART Goal Worksheet independently.</p> <p>ELL Support: Refer students to the Vocabulary Theme 10 resource while drafting their goals.</p>	<p>Completed SMART goal worksheet</p>
<p>4. Examine the education and training requirements for their chosen healthcare occupation</p> <p>Target Standards 4.R.FW.1 Understand and use technology systems a. Demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance.</p>	<p>What education and training is required for select healthcare professions?</p>	<p>Have students research the education and training requirements for healthcare occupations of interest</p> <ul style="list-style-type: none"> • Provide access to online resources such as O*NET Online. https://www.onetonline.org/ • Provide access to college catalogs • Invite guest speakers from local programs or representatives of healthcare professions to visit your class 	<p>Completed slideshows or presentations</p> <p>IL IELCE Civics Competency: EM6. Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).</p>

<p>4.W.RB.1 Conduct research projects to answer a question, drawing on several sources...</p> <p>4.S.PK.3 Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.</p>		<p>Students prepare a slideshow or brief oral presentation stating their chosen program and profession and outlining the required training they will need to be qualified for that profession. As class time allows, students can review each other's slideshows and/or present their information to the class.</p>	
<p>5. Compare and contrast a variety of learning institutions for their chosen program/certification</p> <p>Target Standards 4.R.FW.1 Understand and use technology systems a. demonstrate an understanding of the basic features of computer and network interfaces and use them efficiently without assistance.</p> <p>4.W.RB.1 Conduct research projects to answer a question, drawing on several sources...</p>	<p>What training programs are available and where are they offered?</p> <ul style="list-style-type: none"> ● IL Worknet Training Programs Search ● Share program offering information from your local institution 	<p>Students research at least 2 learning institutions that provide training for their chosen program/certification.</p> <ul style="list-style-type: none"> ● IL Worknet Training Programs Search ● Your institutional brochures/handouts (or local community college partnership info) ● Invite program representatives to the class for informational presentations and Q&A <p>Students compile the information and create a T-chart demonstrating how the two institutions compare in terms of program requirements, length of training, costs of training, program's completion and job placement rates, etc.</p>	<p>Completed T-chart</p>
<p>6. Identify and compare program costs</p> <p>Target Standards 4.R.RS.10 Select and use appropriate computer research</p>	<p>What are the financial costs of your chosen program of study?</p>	<p>Have students select at least 3 institutions that offer the training programs they are considering and research for information on:</p> <ul style="list-style-type: none"> ● tuition ● fees 	<p>Completed cost chart</p> <p>IL IELCE Civics Competency: SC9. Identify sources of financial</p>

<p>tools and resources to obtain information</p>		<ul style="list-style-type: none"> • other expenses <p>Have students create a comparison chart of costs for their program choices at multiple institutions.</p>	<p>assistance for vocational and/or post-secondary education.</p>
<p>7. Pre-admission and admission processes for post-secondary institutions</p> <p>Target Standards</p> <p>4.R.CI.10 Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational or educational tasks.</p> <p>4.W.RB.3 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>What is a typical admission process at a community college or a local college?</p> <p>Students complete at least some of the steps for applying for admission to the institution of their choice</p>	<p>Discuss typical admissions requirements at community colleges. Have students access information on the admissions requirements for a program of interest at a local institution.</p> <p>Review the steps for applying to community college: https://collegefinance.com/community-college/how-to-apply-for-community-college</p> <p>Students work in class to complete the admissions application to the institution of their choice. (This will require an online search. Instructors should verify the authenticity of the site and confirm the institution offers the student's selected program.)</p> <p>Invite a college admissions representative from your school or nearby college to speak to students about admission requirements. Encourage students to come to that class session with prepared questions for the speaker.</p>	<p>Student completion of portions of the admissions process to the institution of their choice (submitted or done as a sample)</p>