



Gold Seal:

Copernicus Education Gateway

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|---|--------------|-------------|--|----------|----------|------------|
| Author(s): <i>Marsha Kucker</i> | | | Lesson Title: <i>My Career Goals</i> | | | |
| Grade Span | | | ICLE Application Model | | | |
| <i>K-4</i> | <i>5-8 x</i> | <i>9-12</i> | <i>A</i> | <i>B</i> | <i>C</i> | <i>D x</i> |

Instructional Focus:

Writing – Students write for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Performance Task

1. Explain to the students that they have been involved in a variety of career education activities to increase their self-awareness, knowledge of careers and decision-making skills. It is important to keep a record of these activities so they can be reviewed each year to add more information or to change things as necessary.
2. Have students complete the activity sheet on a word processor using correct grammar and complete sentences. They can share this with their parents, have them initial it, and it should be placed in a student file that can be accessed by teachers at different grade levels.
3. In groups of 3 or 4 ask students to share their information regarding their career goals.

ICLE Essential Skills

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|---|
| Apply in writing the rules and conventions of grammar, usage, punctuation, paragraphing and spelling. (ela 1) |
| Follow oral or written directions. (ela 4) |
| Participate, sometimes leading, in group meetings by contributing, taking turns speaking, and working toward a common goal. (ela 20) |
| Understand the nature and purpose of and be able to work process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc. (ela 30) |
| Use writing as a way of expressing personal creativity. (ela 31) |
| Use writing as a tool for learning in formats such as learning logs, laboratory reports, note taking, journals and portfolios. (ela 40) |
| Respond orally to fellow student's opinions during presentations by asking questions, asking for clarification, agreeing and/or disagreeing courteously. (ela 59) |
| Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70) |

Scoring Guide:

See attachment: My Career Goals Scoring Rubric

Keywords

| English Language Arts | Mathematics | Science |
|--|--------------|---------------|
| Reading | Algebra | Earth Science |
| Writing Careers Grammar Composition Narrative Word processing Vocabulary | Geometry | Life Science |
| Communications Discussion Listening Communication | Statistics | Chemistry |
| Literature | Calculus | Physics |
| Other | Trigonometry | Other |
| | Other | |

Personal Career Plan

| | 4 | 3 | 2 | 1 | 0 |
|-------------------------------|--|---|--|--|--|
| Contents | The career plan is well thought out and accurately represents the skills, abilities and interests of the student. | The career plan is fairly well thought out and represents the skills, abilities and interests of the student. | The career plan shows thought and represents the skills, abilities and interests of the student fairly well. | The career plan shows some thought and roughly represents the skills, abilities and interests of the student. | No personal career plan completed. OR The career plan shows little or no thought. It does not represent the skills, abilities and interests of the student. |
| Quality | The personal career plan shows a clear and accurate plan with realistic and attainable goals for reaching the chosen career. | The personal career plan shows a fairly clear and accurate plan with realistic and attainable goals for reaching the chosen career. | The personal career plan shows a fairly clear and accurate plan with realistic goals for reaching the chosen career. | The personal career plan shows some idea of how to attain the chosen career but there are few realistic, attainable goals. | No personal career plan completed. OR The personal career plan is unrealistic. |
| Mechanics And Spelling | There are no mistakes in mechanics and/or spelling. | There are only one or two mistakes in mechanics and/or spelling. | There are several mistakes in mechanics and/or spelling. | There are many mistakes in mechanics and/or spelling. | No personal career plan completed. |

MY CAREER PLAN

1. List 3 things that are important to you in a future career.

A.

B.

C.

2. List 3 careers in which you have an interest.

A.

B.

C.

3. List 3 things you value the most.

A.

B.

C.

4. What are your strongest abilities? What are you good at?

5. What are your goals for the next year?

6. What are your goals beyond high school?

7. List the ways you hope to achieve your goals.

8. What have you learned about yourself through this process?