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**WABS ACCESS STEM Career-Focused Experiences Template**

This template is dynamic in nature and will be edited along the way through your input and use.

## Description:

Career-focused experiences for students is a way for educators to connect industry professionals with students to engage them in their learning and help prepare them for the future. These experiences provide ways for industry to bring real-world learning to students and to share skills and knowledge with them to inspire and motivate the next generation of the workforce. Career-focused experiences also give students a broader exposure to the world of work, increase the likelihood they will complete high school and pursue post-secondary education, help students envision how they will fit into the world, better enable them to set realistic goals and know the preparation they will need for specific careers, and help them better plan their high school choices to gain the skills they need.

In creating career-focused experiences for students, educators along with industry partners have a variety of choices and approaches in how they provide these learning experiences for students. Some ways to provide such experiences are the creation of video libraries, establishing industry mentors, hosting industry roundtables, panels and mentor panels, coffees, interviews, and presentations, as well as, field trips to local businesses and postsecondary institutions in and out of school.

In developing career-focused experiences providing purpose is essential. Therefore, this is an opportune time to embed 21st Century skills, career trajectories and pathways, the various options toward careers, a direct connection to Washington’s *High School and Beyond Plan*, *Career Guidance Washington*, and *Ready Washington.org*, and an ideal way to gather student voice to help provide agency for students.

[Washington’s High School and Beyond Plan Website (Multiple links of resources)](https://www.k12.wa.us/student-success/graduation/graduation-requirements/high-school-beyond-plan)

[High School and Beyond Template](https://docs.google.com/document/u/1/d/12ARmjhuGZ9HBKOT3cGXV6cp2a-LTDxLW/edit)

[Career Guidance Washington](https://drive.google.com/open?id=1CxtCqLFJWxE4rGG3-WIFKloe9dDneJ4o)

[Ready Washington .org](https://readywa.org/)

**WABS Career-Focused Experiences Requirements:**

1. With your team, develop a focus for the career experiences.
2. Determine the content toward the career-focused experiences.
3. How will the content lead to students answering the questions: Who am I? What can I become? How do I become that?
4. How will the experiences support students in identifying career goals, educational goals, and graduation pathways?
5. Gather artifacts from the career-focused experiences (such as student work, student action plans, student interviews, photographs, or other ways to track student engagement and learning about content & practices, 21st-Century Skills skills, pathways, or identity as a person who has potential in STEM).
6. Participate in a revision process with your team and WABS facilitators.
7. Submit the career-focused experience in the agreed upon format to WABS.
8. Present at the May 2022 WABS Showcase for Success.

**Considerations:**

1. Do all students have all the information they need to see the breadth of options available?
2. How is this opportunity being messaged? Is it reaching all students?
3. How are you considering your own biases?
4. Is there access before, during, after-school and/or on the weekends?
5. How will you prepare students for this experience?
6. What are students’ preconceptions, misconceptions, and prior experiences?
7. How will you engage and collect student voice in planning, during, and after the experience?
8. Will you create one experience or a variety of experiences?

**Project Management Plan:** The plan should include basic components of project management; such as:

1. Purpose Statement
2. Timeline and deadlines/due dates
3. Tasks
4. Roles and responsibilities
5. Format: Live, hybrid, etc.
6. Accommodations: What are other options if someone doesn’t have access to this?
7. Extension opportunities, if applicable.
8. References and resources
9. Materials
10. Evaluating / assessing overall success and meeting goals/purpose.

**PBL Overview**

This section can be used to reference PBL unit language with areas that crossover in the Career-Focused Experiences.

**Making Career Decisions**

Target Grade Level(s): 9-12

Subject(s): Decision Matrix, Career Exploration

Author(s): Monish Shah, Sara La, Angelo Comeaux, Karan Mahna, Robbin Welch, Mark Thomason

**Problem Statement:**

There is a lack of awareness and readiness of post high school career pathways. Students need help to get more access to opportunities and career goals.

**Unit Overview and Table of Contents (Purpose Statement for C-F Experiences)**

**This is to give a picture of what is going to be done so I have a good idea of what the lessons are, etc.**

A unit overview is the "story" of the unit. It includes a description of the ideas, concepts, and practices that students will develop in this unit, how they relate to each other, and how they will build on each other chronologically. It should also include a table that shows the sequence of the lessons and learning outcomes. It helps the teacher think through the logical process or storyline of the learning that needs to take place.

**Provide the following items for the entire unit:**

**Standards (NGSS, CCSS, CTE): Provide bigger picture or summary of standards - not specifics and list of discreet standards at a daily level.**

What standards (content and practices) are you addressing in the unit? Examples:

* NGSS HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
* CCSS Math HS N-RN. Extend the properties of exponents to rational exponents.

**21st-Century Skills:**

Habits of mind and ways of working together help students build their capacity to meet workplace expectations. What 21st century skills will students be developing in this unit (e.g. Communication, Collaboration, Critical Thinking, Creativity)?

**Locally and/or Personally Relevant for Students:**

How do students build on their understanding of their school community or on what matters to students? Are there ways to make a strong connection to women or underrepresented minorities in STEM fields – to increase proportionate representation of those groups in STEM?

**Connections to career and educational pathways:**

How will students learn about connections to career and educational pathways into the unit?

# **Lesson Number 1:** Brainstorming career exploration.

This page should be repeated for each individual lesson that makes up the unit.

## **Problem statement:** Restate problem statement with a focus on how this lesson fits into the problem There is a lack of awareness and readiness of post high school career pathways. Students need help to get more access to opportunities and career goals.

## **Learning objectives:** Students will Brainstorm possible jobs in a given field

**Lesson standards (NGSS, CCSS, CTE):**

What standards (content and practices) are you addressing in this lesson? Examples:

* NGSS HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
* CCSS Math HS N-RN. Extend the properties of exponents to rational exponents.
* 3. Demonstrate knowledge of career options within the related career clusters.
* 3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.

**If relevant to a single lesson, include:**

**21st-Century Skills skills:**

Habits of mind and ways of working together help students build their capacity for workplace expectations. What 21st century skills will students be developing in this lesson (e.g. Communication, Collaboration, Critical Thinking, Creativity)?

Think Creatively:

1.A.1 Use a wide range of idea creation techniques

**Locally and/or personally relevant for students:**

How do students build on their understanding of their school community or on what matters to students? Are there ways to make a strong connection to women or underrepresented minorities in STEM fields – to increase proportionate representation of those groups in STEM? Post-high school plans are relevant and personal to each student in high school. As they investigate through the project, they will refine their own decision making process.

**Connections to career and educational pathways:**

How will students learn about connections to career and educational pathways into the unit/lessons?   
CTE pathway: Visual Arts

## Materials:

**OSPI - WASHINGTON MODEL RESOURCE:**

**Screening for Biased Content in Instructional Materials**

**As we work towards equity, culturally responsive educational communities, and increasing success for all students, it is critical to recognize the impact of bias in instructional materials and teaching strategies on student identity development, pride, sense of community, belonging, and empowerment. Certain groups or perspectives may be underrepresented or not present in instructional materials. The omission or minimization of these groups can imply that they are less important or significant in our society. The following questions posed should help guide selection of supplemental and intervention resources.**

1. Do characters/figures central to the instructional material show diverse groups in a variety of roles and occupations?
2. When present, are character traits such as courage, leadership, intelligence, integrity, etc. distributed among diverse groups?
3. Are characters/figures described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors?
4. Do biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully?
5. Does the instructional material present multiple sides of any controversial and complex issues related to the content area?
6. Do the instructional materials include literature examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds?
7. If belief systems are covered in the materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.
8. Does the instructional material use imagery that promotes inclusion and belonging, diverse characters, and people with disabilities with various body types?
9. Do the materials promote different groups in roles of power and authority?
10. When family depiction is present, does the material exhibit a range of configurations in addition to the traditional nuclear family model?
11. When family references are present, are examples sensitive to diversity in family dynamics and student experience of family and home?

* Computers with internet for career research
* List of sites to visit to start their research
* Deck of playing cards for group task assignment
* Forms to record their results

## Lesson preparation:

## **Time required:** Two 50 minute class periods

**Grouping of students for instruction:**

Describe how students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.) Will students have roles? If so, how will roles be assigned? How will students learn their roles?

Students individually complete the career research task.

Next the class is put into groups.

Students are divided into groups of 4.

Each group has 4 cards, one of each suite. Students take one card.

The cards are used to determine group tasks. For example all the diamonds share their results with the group for 1 minute. The clubs keep time. The hearts take notes. Next the spades share their research. The rotation continues until all have talked.

Next is open discussion and combination of results into one group report.

## **What is the instruction? Consider the PBL procedure that is being addressed here:** See the PBL procedure on page 2. Are students understanding, exploring, or resolving the problem in this lesson? Or, are they doing all 3? Explain what the teacher is doing and what the students are doing. This section should be written as if you were writing very detailed substitute plans. Teachers should be able to teach this lesson from all the information you provide without having to ask the author questions.

**Understanding the Problem**

| **Teacher** | **Student** |
| --- | --- |
| Introducing the problem launch using a video. Providing resources that give background and meaning to the problem through the following sites… | Researching elements around the launch and then defining what the problem actually is. Students will… |
| Facilitating a discussion in groups and whole class using the following protocol… | Brainstorming what they already know and what they need to know about this problem… |

**Meeting all students’ needs and any teacher who wishes to uses this. Global thinking in creating this. Accessible for others. Not too specific and tailored just for your students.**

Students will brainstorm possible careers related to the course.

Instruction: Each Student will complete a skills assessment by listing 3 responses to each prompt.

**1. What skills does the student have?**

Students will reflect on their current interests and abilities.

**2. What skills can the student acquire in the course?**

Students will research the course and subject pathways.

**3. What Careers need these skills?**

Students will research two careers in their area.

**4. What other skills are needed in the researched fields?**

Based on career research students will look for job requirements they left out of their initial answers**.**

**Students will gather in small groups and share their answers.**

**The group will create a master list with ten different answers for each question.**

**The group will create a short presentation of their findings and present it to the class.**

**Part 1 Skill assessment:**

**What skills do they have?**

**What skills can they acquire during the course?**

**What careers need these skills?**

**What other skills are used in the researched careers?**

## **Accommodations:** Describe special accommodations for any students with significant exceptional needs (e.g. visual impairment, deafness, etcetera). Consider special groups like ELL, SPED, and Highly Capable when possible.

Provide extra time and detailed instructions for students. Give students an extended list of websites/resources.   
If you have a career center, ask the career center expert to support the students.

## **Extensions:** Describe possible ways to extend the lessons, if time allows.

Allow students to explore multiple career options, not just one path. Ask students to look up notable people in the career they are interested in and look at their career trajectory.

## Assessment:

How will you assess student learning during the problem? Will there be a final product? Will the final product criteria be clear for students from the beginning? Will there be both whole group elements and individual accountability? Attach appropriate rubrics. Include:

* Formative assessment in the lessons
* Summative assessment for the unit

Individual students will produce a document with their responses to the prompts. Students will document and cite their sources in the document.

The group will prepare a presentation of their answers.

Each group will present their findings.

Rubric for individual research.

Rubric for group presentation.

# Lesson Number 2: What is a decision matrix?

This page should be repeated for each individual lesson that makes up the unit.

**Problem statement**: There is a lack of awareness and readiness regarding post high school career pathways. Students need to explore opportunities and career goals, and create evaluation tools to develop a decision making process.

**Learning objectives**: Students will determine criteria and weights to create a career options decision matrix.

**Lesson standards** (NGSS, CCSS, CTE):

CTE Program standards

3. Demonstrate knowledge of career options within the related career clusters.

3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study.

**If relevant to a single lesson, include:**

**21st-Century Skills skills:**

**Think Creatively:**

**1.A.1 Use a wide range of idea creation techniques**

**Locally and/or personally relevant for students**:

Post-high school plans are relevant and personal to each student in high school. As they investigate through the project, they will refine their own decision making process.

**Connections to career and educational pathways**:

CTE pathway: Visual Arts

Materials: Sample decision matrix from industry, sample decision matrix for deciding where to go for lunch, and blank matrix for students to complete

**OSPI - WASHINGTON MODEL RESOURCE:**

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2. When present, are character traits such as courage, leadership, intelligence, integrity, etc. distributed among diverse groups?
3. Are characters/figures described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors?
4. Do biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully?
5. Does the instructional material present multiple sides of any controversial and complex issues related to the content area?
6. Do the instructional materials include literature examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds?
7. If belief systems are covered in the materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.
8. Does the instructional material use imagery that promotes inclusion and belonging, diverse characters, and people with disabilities with various body types?
9. Do the materials promote different groups in roles of power and authority?
10. When family depiction is present, does the material exhibit a range of configurations in addition to the traditional nuclear family model?
11. When family references are present, are examples sensitive to diversity in family dynamics and student experience of family and home?

**Lesson preparation**:

**Time required**: One 50 minute class period

**Grouping of students for instruction**: Small groups between 3-4

**What is the instruction? Consider the PBL procedure that is being addressed here**:

Class discussion prompt questions:

Entry discussion: Where do you want to go for lunch?

How do you decide between many different criteria?

Which is most important?

Ask students to look at a matrix and discuss if they can make a decision with the help of the document.

In small groups: Ask students to look up “decision matrix” and have them report one or two findings.

After the whole class has reported, mention the following: When engineers have a decision to make they put the criteria in a chart, called a matrix. Engineers need to communicate the decision-making process to peers and leaders. Do students need to communicate the decision-making process to others?

The tool is known as a decision matrix.

Let’s look at some examples.

Students work in small groups up to 4 per group.

You and some friends can’t decide where to go for lunch. Use this sample matrix to help.

Students discuss and tally up the matrix.

What changes would you make? What Criteria would you add?

Ask a couple of groups to present the changes they made and why they made them. This would confirm that students understand how their decision making matrix is working.

Create a new matrix. Students make a new matrix that more reflects their choices and rankings.

Accommodation - Depending on the class, you can either leave this open-ended and ask each group to develop a matrix for their own topic OR you can assign them a specific decision making scenario (eg: buy a new video game console, buy a new pair of shoes, etc.)

**Understanding the Problem**

| **Teacher** | **Student** |
| --- | --- |
| Introducing the problem launch using a video. Providing resources that give background and meaning to the problem through the following sites… | Researching elements around the launch and then defining what the problem actually is. Students will… |
| Facilitating a discussion in groups and whole class using the following protocol… | Brainstorming what they already know and what they need to know about this problem… |

**Meeting all students’ needs and any teacher who wishes to uses this. Global thinking in creating this. Accessible for others. Not too specific and tailored just for your students.**

Accommodations: Students are provided a matrix and they make choices in it. Depending on the class, you can either leave this open-ended and ask each group to develop a matrix for their own topic OR you can assign them a specific decision making scenario (eg: buy a new video game console, buy a new pair of shoes, etc.)

Describe special accommodations for any students with significant exceptional needs (e.g. visual impairment, deafness, etcetera). Consider special groups like ELL, SPED, and Highly Capable when possible.

Extensions: Students take real lunch options in their area and create a matrix.

Describe possible ways to extend the lessons, if time allows.

Assessment: Students will present the first given matrix and compare it to the second matrix they wrote.

How will you assess student learning during the problem? Will there be a final product? Will the final product criteria be clear for students from the beginning? Will there be both whole group elements and individual accountability? Attach appropriate rubrics. Include:

* Formative assessment in the lessons
* Summative assessment for the unit

# **Lesson Number 3:** Build a decision matrix for career exploration.

**Problem statement:** Students need help making decisions about what career pathways might suit them.

How can we increase an awareness of career pathways and readiness so that we can help students get more access to opportunities and career goals?

**Learning objectives:** Students will practice selecting and ranking criteria to build a weighted career choice decision matrix.

**Lesson standards:**

* **21st-Century Skills:**
* 1.B Work Creatively with Others
* 1.B.1 Develop, implement and communicate new ideas to others effectively
* 2.A Reason Effectively Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
* 2.C Make Judgments and Decisions Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
* 2.C.4 Interpret information and draw conclusions based on the best analysis
* 3. Demonstrate knowledge of career options within the related career clusters.
* 3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study
* 3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
* 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
* 4.A Access and Evaluate Information Student Outcome: The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
* 4.A.1 Access information efficiently (time) and effectively (sources)
* 4.A.2 Evaluate information critically and competently

**Connections to career and educational pathways:**

Students are explicitly researching and evaluating their research into a variety of career pathways, providing opportunities for understanding their future career possibilities.

**Materials:**

Blank Matrix Printouts

Sample Weighted Matrix

Lunch matrix from prior lesson

**OSPI - WASHINGTON MODEL RESOURCE:**

**Screening for Biased Content in Instructional Materials**

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2. When present, are character traits such as courage, leadership, intelligence, integrity, etc. distributed among diverse groups?
3. Are characters/figures described by their behaviors, beliefs, and values rather than unnecessary socioeconomic descriptors?
4. Do biographical, contemporary, or historical materials infuse perspectives and contributions from members of diverse groups substantially, accurately, and respectfully?
5. Does the instructional material present multiple sides of any controversial and complex issues related to the content area?
6. Do the instructional materials include literature examples, or situations that accurately reflect the culture, languages, traditions, beliefs, values, and customs of people from diverse backgrounds?
7. If belief systems are covered in the materials, multiple belief systems/religions are presented. No one belief system is positioned as superior to others.
8. Does the instructional material use imagery that promotes inclusion and belonging, diverse characters, and people with disabilities with various body types?
9. Do the materials promote different groups in roles of power and authority?
10. When family depiction is present, does the material exhibit a range of configurations in addition to the traditional nuclear family model?
11. When family references are present, are examples sensitive to diversity in family dynamics and student experience of family and home?

**Lesson preparation:**

**Time required: Estimate 2-3 hours**

**Grouping of students for instruction:**

Describe how students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.) Will students have roles? If so, how will roles be assigned? How will students learn their roles? Students will continue to work in small groups. Each student should do their own matrix but work together in teams to help understand the weighting and layout.

**What is the instruction? Consider the PBL procedure that is being addressed here: Part 1: Class discussion: Brainstorming career criteria**

Begin by asking students to **list criteria** for career choices.

What advantages or disadvantages are there from a particular career path? Write these on a white board or screen the class can see. Collect an entire list as long as possible; twenty or more items minimum. If students struggle for ideas suggest one or more from the following list to get ideas flowing:

Pay scale - Entry level pay scale - school requirements - hours expected per week - age limits - physical activity - variety - creative work - guaranteed job security - guaranteed income - benefits - required travel - optional travel - emotionally rewarding - helping others - working with hands - working with brain - ease of changing fields - easy to find work - time off to spend with friends and family etc.

Students will select Criteria from the previous career research. Students will identify the key criteria to use to choose between many competing options.

**Part 2: Rank the list of criteria**

Have the students select from the list the 10 most important criteria on the list. Ask them to write them into their blank matrices - in pencil - in no particular order. Next students need to determine how they will measure each item they’ve listed. They should write next to each item the manner in which they’ll measure. For instance, are they using hourly pay or annual pay to compare salaries? Some of these may be exceptionally vague which you can tell the students is perfectly fine; time off can be measured in days or weeks while emotionally rewarding may simply be a personal opinion with no obvious metric.

**Part 3: Weight the list of criteria**

Now set those aside and refer back to the lunch matrices from the prior lesson. Ask them to consider the weight of different factors. Ask them how important TIME is as a factor in getting lunch. They will likely point out that it depends on the circumstances. If you only have 20 minutes to get lunch, getting it quickly is more important than if you have 90 minutes. Use this concept to demonstrate that the importance of time in your lunch matrix may be more important or less important than other criteria such as variety or price. If you have only 20 minutes, time is extremely important, but it might be far less important than the other criteria if you have 2 hours to eat before you have other tasks.

Ask students, in a given scenario, how MUCH more important is it? Is it twice as important? Three times? Using the lunch matrix apply weights of 1-10 to each criteria in a single column next to the rest of the grid. Establish sample values from students’ prior work with the lunch matrix - ie Mcdonalds might be a 10 for speed and a 2 for health while the local deli is 6 on speed and a 7 on health. Scale doesn’t matter but whatever the students used in the prior lesson can be used again. Demonstrate with these how the results change when you multiply the base value by the new weighting number. The weighted results should go in a new column next to the established grid. If numbers are a challenge for the students, use a different weighting scale like 1-4 instead of 1-10 and demonstrate how the results are still the same if the ratios are similar so they understand their scale choice isn’t important to the results.

Students will now pick up their career criteria and weigh each criterion. Weights are used in a decision matrix to determine the actual impact or relevance of certain criteria. Make sure to weigh each criteria fairly, realistically and without bias.

**Part 4: Build the Matrix**

Once everyone has done this, students should apply 3-5 career paths they’ve researched to their career grid and rate each criteria against the criteria they’ve established. Address the fact that they may need to go back and dig deeper in their research if they don’t know what ratings to put on a given criteria for any particular careers. This is a great time to have students iterate the research and if time allows, have students dig deeper into the criteria and understand their criteria - establish what the difference between an associates degree and a bachelors is for instance.

**Part 5: Plug in the data and review the results**

Once the matrix is completed with selections, they can then multiply the rating for each criterion against the weight for each criterion to get final results. The highest number establishes the best choice.

The class will share and discuss the results. Address particularly things such as - does it feel right? Are you happy with the result? Why or why not? Discuss whether they should consider iterating their matrix and re-weighting or adding different criteria.

**Possible Accommodations:** Matrix can be simplified down to just a few criteria so that students who are struggling can still demonstrate the ability to proceed through the matrix weighting process.

**Extensions: Possible Extensions:** Students grasping the concept quickly should spend additional time considering more criteria and dig deeper into researching their career options and collecting detailed data on each criterion. A more complete career matrix could include 6 or 8 possible careers and 15-20 possible criteria if they have the time and comprehension to dig that deep.

Students can select a career field and map out a career path with entry level, experienced and leadership positions.

**Assessment:**

How will you assess student learning during the problem? Will there be a final product? Will the final product criteria be clear for students from the beginning? Will there be both whole group elements and individual accountability? Attach appropriate rubrics. Include:

* Formative assessment in the lessons
* Summative assessment for the unit

Rubric for a career decision matrix

Matrix is complete and filled out

Matrix demonstrates correct weighting and shows values that make sense

Research is clear in that the career data seems accurate - pay rates and college requirements for instance are accurate to reality.

# Lesson Number 4: CAREER EXPLORATION RESOURCES

**Problem statement: If we do not give** students the opportunity to make choices about their career pathway goals. How do we expect them to understand career exploration?

We can increase an awareness of career pathways and readiness by giving students more access to opportunities and career pathways so that they can reach their career goals.

**Learning objectives:** Students will explore career choices using career exploration online platforms.

**Lesson standards:**

* **21st-Century Skills:**
* 1.B Work Creatively with Others
* 1.B.1 Develop, implement and communicate new ideas to others effectively
* 2.A Reason Effectively Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
* 2.C Make Judgments and Decisions Student Outcome: The student will analyze, refine, and apply decision-making skills through classroom, family, community, and business and industry (work-related) experiences.
* 2.C.4 Interpret information and draw conclusions based on the best analysis
* 3. Demonstrate knowledge of career options within the related career clusters.
* 3.1 Curriculum related to foundational knowledge and skills of a broad range of career options in a related program of study
* 3.A Communicate Clearly Student Outcome: The student will demonstrate oral, interpersonal, written, and electronic communication and presentation skills and understands how to apply those skills.
* 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
* 4.A Access and Evaluate Information Student Outcome: The student will demonstrate the ability to acquire and use information in a family, community, business and industry settings. This means that the student can acquire and evaluate data, organize and maintain files, interpret and communicate, and use computers to process information.
* 4.A.1 Access information efficiently (time) and effectively (sources)
* 4.A.2 Evaluate information critically and competently

**Connections to career and educational pathways:**

Students are explicitly researching and evaluating their research into a variety of career pathways, providing opportunities for understanding their future career possibilities.

**Materials:**

Blank Matrix Printouts

Sample Weighted Matrix

Lunch matrix from prior lesson

**OSPI - WASHINGTON MODEL RESOURCE:**

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8. Does the instructional material use imagery that promotes inclusion and belonging, diverse characters, and people with disabilities with various body types?
9. Do the materials promote different groups in roles of power and authority?
10. When family depiction is present, does the material exhibit a range of configurations in addition to the traditional nuclear family model?
11. When family references are present, are examples sensitive to diversity in family dynamics and student experience of family and home?

**Lesson preparation:**

**Time required: Estimate 2-3 hours**

**Grouping of students for instruction:**

Describe how students will be divided into groups, if applicable (random, ability, interest, social purposes, etc.) Will students have roles? If so, how will roles be assigned? How will students learn their roles? Students will continue to work in small groups. Each student should do their own matrix but work together in teams to help understand the weighting and layout.

**What is the instruction? Consider the PBL procedure that is being addressed here:**

**Understanding the Problem**

| **Teacher** | **Student** |
| --- | --- |
| Introducing the problem launch using a video. Providing resources that give background and meaning to the problem through the following sites… | Researching elements around the launch and then defining what the problem actually is. Students will… |
| Facilitating a discussion in groups and whole class using the following protocol… | Brainstorming what they already know and what they need to know about this problem… |

**Meeting all students’ needs and any teacher who wishes to uses this. Global thinking in creating this. Accessible for others. Not too specific and tailored just for your students.**

**Possible Accommodations:** Matrix can be simplified down to just a few criteria so that students who are struggling can still demonstrate the ability to proceed through the matrix weighting process.

**Extensions: Possible Extensions:** Students grasping the concept quickly should spend additional time considering more criteria and dig deeper into researching their career options and collecting detailed data on each criterion. A more complete career matrix could include 6 or 8 possible careers and 15-20 possible criteria if they have the time and comprehension to dig that deep.

Students can select a career field and map out a career path with entry level, experienced and leadership positions.

**Assessment:**

How will you assess student learning during the problem? Will there be a final product? Will the final product criteria be clear for students from the beginning? Will there be both whole group elements and individual accountability? Attach appropriate rubrics. Include:

* Formative assessment in the lessons
* Summative assessment for the unit

**Resources used for the whole unit can be captured at the end. Resources used only in one lesson should be noted individually for that lesson plan and at the end**.

**References/Resources:**

* Attach any materials students will use during the lesson; e.g., handouts, questions to answer, and worksheets. Alternatively, student materials may be stored as separate files.
* Acknowledge your sources.
* Give credit to the person who created the idea for the instructional plan, including yourself. You might use language such as "Instructional Plan adapted from \_\_\_\_\_”; “Instructional Plan Consultants (not responsible for the content of this instructional plan): \_\_\_\_\_\_\_”; and/or “Instructional Plan Created by \_\_\_\_\_” Cite scripted materials/curriculum if appropriate.
* Template: https://templatelab.com/decision-matrix/