

ALL:Career Paths Book

Summary

This instructional booklet and accompanying worksheets are to be used in conjunction with the INTRODUCTION TO CAREER PATHS slide show. The instructional booklet reinforces and expands the message presented in the slide show. It could also be used independent of the slide show but is not encouraged. PLEASE NOTE: Activities 1 and 2 are the same for the slide show and the instructional booklet.

Main Core Tie

FACS 6th Grade

[Strand 5 Standard 1](#)

Time Frame

1 class periods of 45 minutes each

Life Skills

Social & Civic Responsibility, Employability

Materials

Printed curriculum booklets and worksheets. The attachments include WordPerfect9, MS Word XP and pdf formats. PLEASE NOTE: The pdf files were completed with WordPerfect9 documents.

Background for Teachers

It's suggested that hard copies of the slide show, Career Paths, be included in the front of the booklet. This allows slower and/or absent students to complete the slide show worksheet without a lot of classroom distraction. It also makes the slide show information and instruction booklet available for homework requests when students are absent.

Intended Learning Outcomes

*Students will be able to identify and define work place terminology. **Students will recognize there are various reasons why people work. ***Students will recognize the difference between job, occupation, career, and career path. ****Students will be able to identify the five career paths. *****Students will recognize and appreciate the need to begin planning for a career goal.

Instructional Procedures

The instructional booklet offers the option of group or individualized presentation. Teacher interaction, dialogue, and personal narratives are encouraged but optional. This lesson can be rushed to completion in one class period. A two-day lesson allows time for discussion and teacher narratives and examples to reinforce the five career paths.

Strategies for Diverse Learners

Pairing slower students with a "study buddy" is effective. Severe disabled students can be accommodated with a study buddy "talking" the curriculum as well as including both student names on the activities. Asking a student to be a study buddy should generally be done in private and ahead of time. Not all students are comfortable in this role.

Assessment Plan

In as much as this is an exploratory class rather than concept, activities are accepted on a pass/fail basis with a required quality standard of 80%. All worksheets must surpass the 80% standard for acceptance the first time. In other words, second chances are not encouraged. Students who do not pass the activity could be given a "bonus" activity to compensate for the no pass. Naturally, each teacher should determine his/her own classroom policy.

Bibliography

*WORKING:CAREER SUCCESS FOR THE 21ST CENTURY, Bailey, Larry J., 3rd Edition, Thomson South-Western Publishing Co. **EXPLORING CAREERS, Kelly-Plate, Joan and Volz-Patton, Ruth, 3rd Edition, Glencoe McGraw-Hill Publishing Co. ***IT STATISTICS from NorthWest Center for Emerging Technologies, Bellevue Community College, Bellevue, WA (CyberCareers)

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