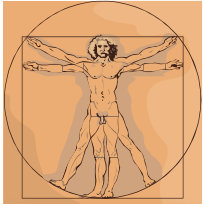


# REVIEW CAREERS



## A AGRICULTURE/SCIENCE/NATURAL RESOURCES ARTS/HUMANITIES and BUSINESS/MARKETING

**Time Required:** 30-45 minutes



### Principles:

- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.



### Objectives (Students will...):

- Use research and information resources to obtain information on a variety of careers.
- Obtain knowledge of NV career clusters and concentrations.

**GOAL:** Students will share information about careers in the “Agriculture/Science/Natural resources”, “Arts/Humanities” and the “Business/Marketing” clusters.

**Activity Statements:** Each student considering careers in these clusters will share detailed information about potential careers from information gained at [nvcis.intocareers.org](http://nvcis.intocareers.org) or other reputable websites.

### Materials:

Handout 1 – Outline for career presentation  
Student reports, videos, posters or websites  
Programs of Study forms downloaded from

### Procedures:

Ask identified students (from last week) with an interest in these career clusters to share information with other students about their selected career.

This report should include:

| Job Title                    | Nature of Work      | Training/Education Requirements |
|------------------------------|---------------------|---------------------------------|
| Other Qualifications         | Advancement         | Employment                      |
| Job Outlook                  | Earnings            | Related Occupations             |
| Other sources of Information | Recommended courses | Post Secondary Options          |

# Review Careers

**Discussion:** Students will probably have their own questions, but here are some to get started.

- Where can you find a job in this career?
- Is there an opportunity for advancement?
- Where can you go for training after high school?
- What kind of training is required? Apprenticeship, technical school, 2 or 4 year college?
- What courses should you take in high school to prepare you for this career?
- Can you stay in WV if you choose this career?

## Additional Resources:

**Occupational Outlook Handbook** <http://www.bls.gov/oco>

**Career One Stop Videos by Cluster** <http://www.acinet.org/acinet/videos.asp?id=27&nodeid=27>

**American Career Resource Network** [www.acrnetwork.org](http://www.acrnetwork.org)

## Extension Activities:

- Ask students to explore the above websites to continue to research careers.
- Remind students they will be required to select a career concentration in the next week or so and that you want them to make an informed decision.
- Ask students whose career clusters are in the following clusters to conduct their career research this coming week and be ready for their classroom presentations:
  - **“Engineering/Technical”**
  - **“Health Science/Human Services”**

## Activity:

Have students find and review careers via the [Career Finder](#), [Browse the Career Clusters](#) and [Military Careers](#). Students can save careers to their Portfolio and then use [Compare Careers](#) to help assess what they like or dislike about each career.

## Resources:

Lesson Plan – [Careers for Multilingual Types](#)

Lesson Plan – [Law Related Careers](#)

Lesson Plan – [Good Life Careers](#)

Lesson Plan – [Changing World, Changing Careers](#)

# Review Careers

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## **Advisors – ILP:**

Demonstrate features of ILP that can be used to search for careers, such as career selector, search by school subject, and search by cluster.

*NOTE: (You can work with school counselor to schedule the computer lab to work with all 10<sup>th</sup> graders in groups this week to demonstrate features OR you can use computer(s) in your classroom to demonstrate features individually or in small groups to your ADVISORY group.)*

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