

Career Exploration CHRE Suggestions

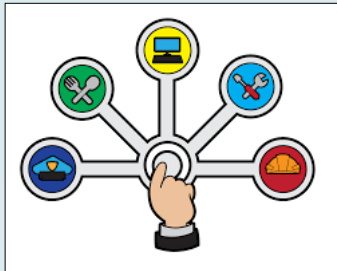
Original Unit at:

<https://documentcloud.adobe.com/link/track?uri=urn:aaid:scds:US:4712fa31-d617-414f-ab88-1d200a74229b>

Career Exploration: Intermediate Level Unit Plan

Students will create a career plan that includes goals and steps in order to prepare for self- or family-sustaining employment.

They will demonstrate their learning by writing a career plan that incorporates the target language and information.



Career Exploration and Planning Websites:

MA Career Information Systems:

<https://masscis.intocareers.org/materials/portal/home.html>

Occupational Outlook Handbook:

<http://www.bls.gov/ooh/>

Career Zone: <http://www.nycareerzone.org/>



Integrating Career Awareness into the ABE and ESOL Classroom:

<http://collegetransition.org/publications.icacurriculum.html>

(modified for beginner ESOL)

Identity, Liberation and Justice Section

- Who am I?
- Who do I desire to be?
- What is my *agenda*? Agenda building
- What social issues and problems are most urgent for change in society?
- What are my career and post-education interests?
- How do these interests connect to who I am?
- How do these interests connect to justice and liberation for self and for others?
- Do my teachers look like me and share beliefs of justice?
- How will my future goals/career path enable social change for people and communities?
- What do I plan to read to learn more about my racial/ethnic and other identities?
- What collectives will support & nurture my identities and plan?
- How are my goals joy giving?

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| <p>ESSENTIAL QUESTION(S) (optional)</p> <p>What is the definition of success?</p> <p>Should intelligence be considered the largest factor of success?</p> <p>What factors are necessary to be successful in life, at school or work?</p> | <p>BETHUNE LAST WILL & TEST</p>  <p>I LEAVE YOU LOVE. I LEAVE YOU HOPE. I LEAVE YOU THE CHALLENGE DEVELOPING CONFERENCE WORKING. I LEAVE YOU A THIRST FOR LIFE. I LEAVE YOU RESPECT FOR THE POWER. I LEAVE YOU FAITH. I LEAVE YOU RACIAL DIGNITY. I LEAVE YOU A DESIRE TO GO HARMONIOUSLY WITH THE WORLD. I LEAVE YOU FINALLY A HELP TO OUR YOUNG PEOPLE.</p> <p><small>Photo: New York Edition © 2011, Robert R. Taylor Copyright published on-line http://www.bethune.com/last-will/</small></p> |  | <p><i>"I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."</i></p> <p><i>Booker T. Washington</i></p> <p><small>TheDreamerPeople.com</small></p> |
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Identity: Students will consider the future career paths they desire.

Skill: Students will calculate salaries overtime related to this career path . (Math)
 Students will write a personal narrative of how they have come to this career as an interest. (ELA)
 Students will develop questions needed to be answered to plan out this career and then construct a plan for action. (Science)
 Students will study how the career path has the potential to help people and communities (Social Studies)

Intellect: Students will learn different meanings of success research one career path of interest and study the history of this work.

Criticality: Students will identify sociopolitical and sociological barriers that could impede one's career pathway and learn ways to avoid and overcome.

Joy: Students will determine how the career path can be joy-giving and elevate their happiness.