|  |  |  |  |
| --- | --- | --- | --- |
| **High School Direct your future Overview** | | | |
| Module 1 | | | |
| **Description** | This module is designed to help students understand the importance of career planning and to motivate them to use this curriculum to begin formulating career choices. | | |
| **Duration** | 55 minutes | | |
| **Title** | Scanning the World of Possibilities | | |
| **Objectives** | At the end of this module, students will be able to:   * State three reasons why it is important to spend time and energy doing career exploration. * List the influences on their career thinking to date. * List topics to be covered in the remainder of the curriculum. | | |
| **OKCG/Computer** | NO | | |
|  |  |  |  |
| Module 2 | | | |
| **Description** | This module is designed to make high school students aware of the changing nature of work and career planning in the 21st century. | | |
| **Duration** | 55 minutes | | |
| **Title** | Mapping the Future | | |
| **Objectives** | At the end of this module, students will be able to:   * Describe at least three ways in which work will be different for them, as compared to that of their grandparents, parents, or other older adults. * State and describe at least three characteristics of career planning in the 21st century. | | |
| **OKCG/Computer** | Yes: Web search at www.bls.gov | | |
|  |  |  |  |
| Module 3 | | | |
| **Description** | This module is designed to help students understand that decisions can be made by applying a process, and that learning this process is critical to making all important decisions in life, including those about career choices. | | |
| **Duration** | 55 minutes | | |
| **Title** | Determining Your Direction | | |
| **Objectives** | At the end of this module, students will be able to:   * Describe different kinds of decision-making strategies. * State the steps of a planful model of decision-making. * Apply the planful model to personal career decision making. | | |
| **OKCG/Computer** | NO | | |
|  |  |  |  |
| Module 4 | | | |
| **Description** | This module is designed to assist students in understanding what a self-concept is and how one’s self-concept relates to choosing an occupation initially and making career changes later on. Students will consider the many roles they play and how these roles combine in careers. | | |
| **Duration** | 55 minutes | | |
| **Title** | Embarking on a Voyage of Self-Discovery | | |
| **Objectives** | At the end of this module, students will be able to:   * Define self-concept. * Depict and describe their own self-concepts. * State relationships between their personal self-concepts and career choices they may make. * Select and describe the roles they are currently playing now and wish to play in the future. | | |
| **OKCG/Computer** | NO | | |
|  |  |  |  |
| Module 5 | | | |
| **Description** | This module is designed to teach students about the clusters of occupations described on the Kuder assessment results. Administrators at sites where Navigator is used may choose to have these reports presented in either of two different clustering systems: the 16 National career clusters or the 6 Holland clusters. Both of these will be described in this lesson plan, but instructors only need to teach the one used at their sites. The first of these two classification systems, the 16 National career clusters, is the result of a U.S. Department of Education initiative to represent career opportunities for the 21st century. This system supports logical exploration by industry. The same system can be used to organize high school curriculum so students can make educational plans related to their tentative occupational choices. The second of these, the 6 Holland clusters, comes from the extensive research done by Dr. John Holland, an eminent international career choice theorist. | | |
| **Duration** | 55 minutes | | |
| **Title** | Exploring the Destinations | | |
| **Objectives** | At the end of this module, students will be able to:   * Describe how occupations can be grouped into clusters. * Sort occupations and jobs into these clusters. * Select two of these clusters as favorites based on present knowledge. | | |
| **OKCG/Computer** | Yes: Taking the Kuder Career Interests Assessment and Kuder Skills Confidence Assessment. | | |
|  |  |  |  |
| Module 6 | | | |
| **Description** | When students come to this session, they will have taken the Kuder Career Interests Assessment and the Kuder Skills Confidence Assessment. These instruments measure the interests and self-perceived skills of individuals related to the 16 or 6 clusters of occupations, depending on your local choice. Each provides a report with a rank-ordered list of the clusters, from highest to lowest, as indicated by the student’s responses to the assessments. A composite report of interests and skills results is also generated automatically after completion of both assessments. These reports help teachers and counselors’ link students’ interests and/or skills with occupations, high school curricula, and postsecondary majors. | | |
| **Duration** | 55 minutes | | |
| **Title** | Finding Your Personal Compass Points | | |
| **Objectives** | At the end of this session, students will be able to:   * State their highest areas of interests and skills as related to career clusters. * Describe what their personal profiles of interests and skills mean. * State the titles of occupations filled by others who have similar interests to their own. * State the titles of pathways in which both interests and skills are high. * List occupations that they want to explore in depth. | | |
| **OKCG/Computer** | Yes: Taking Super’s Work Values Inventory-revised. | | |
|  |  |  |  |
| Module 7 | | | |
| **Description** | This module helps middle school students understand that jobs have certain characteristics that influence the satisfaction level of the worker. High school students will become aware of some of these important work-related values; discuss the results of the Super’s Work Values Inventory-revised, and use high-priority values as a framework for collecting occupational information and refining a list of occupational options. | | |
| **Duration** | 55 minutes | | |
| **Title** | Using Guideposts to Direct Your Journey | | |
| **Objectives** | At the end of this module, high school students will be able to:   * List and define 12 work-related values. * List those that are of high importance to them in a career choice. * State the titles of at least three occupations in which they may be able to attain their most important values. | | |
| **OKCG/Computer** | NO | | |
|  |  |  |  |
| Module 8 | | | |
| **Description** | This module focuses on detailed exploration of three occupations selected by students, making use of Navigator and/or print resources. | | |
| **Duration** | 55 minutes | | |
| **Title** | Refining the Destinations | | |
| **Objectives** | At the end of this module, students will be able to:   * Name at least three favorite occupations, selected from their highest-interest pathways and/or clusters. * Detail the work tasks, training requirements, employment outlook, and earnings for these three occupations. | | |
| **OKCG/Computer** | Yes: Using Navigator to Explore Occupations, | | |
|  |  |  |  |
| Module 9 | | | |
| **Description** | This module is designed to help students make a connection between interests and education planning. More specifically, it focuses on the selection of high school courses and on the type and level of postsecondary education available. | | |
| **Duration** | 55 Minutes | | |
| **Title** | Charting Your Course | | |
| **Objectives** | At the end of this module, students will be able to:   * State the education requirements for entry into occupations of their highest preference. * Select an education path that they plan to follow after high school. * Select high school courses that will best prepare them for their occupational and education choices. | | |
| **OKCG/Computer** | Yes: Create a High School Plan of Study in Navigator | | |
|  |  |  |  |
| Module 10 | | | |
| **Description** | The portfolio has become a well-accepted method of collecting and organizing information about one’s self. Portfolios may be print-based or electronic. The purpose of this lesson is to teach students about the content of their portfolios, and how to build and maintain them in Navigator. | | |
| **Duration** | 55 minutes | | |
| **Title** | Writing Your Personal Logbook | | |
| **Objectives** | At the end of this module, students will be able to:   * List and describe the kinds of information they should place in their portfolios. * Describe how to use a portfolio to assist in career planning and job seeking. * Maintain their portfolios. | | |
| **OKCG/Computer** | Yes: How to Update Your Portfolio. | | |
|  |  |  |  |
| Module 11 | | | |
| **Description** | This module is designed to help high school students learn about and practice job-seeking skills such as identifying job openings, completing a job application, and writing a resume. | | |
| **Duration** | 55 minutes | | |
| **Title** | Planning for Getting a Job | | |
| **Objectives** | At the end of this module, students will be able to:   * State three good ways to identify job openings. * Complete a job application in a neat, accurate, and legible form. * Complete the worksheets for two different kinds of resumes and use Navigator to construct those resumes online. | | |
| **OKCG/Computer** | Yes: Using Navigator to Find Schools, Preparing a Resume in Navigator. | | |