Career & College Readiness Lesson Plans
What Are My Options?

Career Planning

Grade Level 10

Overview
Students explore and compare several postsecondary options based on student-developed criteria.

Learning Outcomes
At the end of this lesson, students will be able to:

- Develop criteria for analyzing postsecondary options.
- Identify and compare several postsecondary options.
- Choose one postsecondary option based on their criteria and that fits with their interests, experiences, and needs.

Language Objectives
At the end of this lesson, students will be able to:

- Verbally discuss criteria needed for making educational decisions.
- Justify personal career goals through written expression.

Standards Alignment

- California Common Core State Standards: College & Career Readiness Anchor Standards:
  - RL. 1, 2; W. 2, 7, 9; SL. 1, 2
- California Career Technical Education Anchor Standards:
  - 2, 3, 4, 5, 9, 10
- California Standards for Career Ready Practice:
  - 2, 3, 4, 9
- National Career Development Guidelines:
  - PS 1, 2; CM 1, 2, 3
- International Society for Technology in Education Standards:
  - 2, 3, 4, 6
- English Language Development Standards:
  - Part 1: 1, 2, 6, 10
- American School Counselor Association Mindsets & Behaviors:
  - M 4; BLS 7, 8; BSM 10
Materials

1. Computer with Internet access for students
2. Computer with Internet access and projection capability for instructor
3. Projector and screen
4. Online Resource
   - What Are My Options? Start-Up Video
     https://www.youtube.com/watch?v=FjPfbDo9piE
   - Education and Training Web page, California Career Center
     https://www.calcareercenter.org/Home/Content?categoryID=167

Academic Vocabulary

- **Abroad**: means in or to a foreign country or countries.
- **Apprenticeship**: is a program that offers the combination of paid, on-the-job training and related classroom training in a specified career. These programs are registered with the California Department of Industrial Relations and are designed to culminate in certified journeyman-level skills attainment and nationally recognized credentials. Apprenticeships are sponsored by an employer who becomes responsible for providing journeyman-level mentorship and supervision. The employer also ensures all required coursework is completed.
- **Postsecondary Education**: is any education beyond high school: certificate or licensure programs, apprenticeships, two- and four-year colleges or universities.

Activity

Students discuss and apply criteria for analyzing postsecondary options and compare findings. Students then match postsecondary options to their own needs.

Getting Ready

- Preview the “What Are My Options?” start-up video (link in Materials section).
- Become familiar with postsecondary options so you are prepared for the in-class discussion (Education and Training Web page, link in Materials section).
- Create a list of criteria students can use for analyzing postsecondary options. This list varies depending on each student’s needs.
  - Tip: You may wish to create a sample list to give students the idea. For example, if I am an athlete, I would want to go to a school that offers my sport. So schools offering my sport would be part of my criteria.
Create a template for the class presentations; see procedure 7 suggested presentation criteria.

**Lesson Procedures**

1. Introduce the lesson by showing the “What Are My Options?” start-up video (link in Materials section) and confirm students understand what to expect. Or you can introduce the lesson without the video.

2. Ask the class to share their career goals. Then ask what kind of preparation they might need to reach those goals. Ask the class to generate a list of postsecondary educational options; be prepared to offer additional options to further the discussion.

3. Ask the class to generate a list of criteria for analyzing postsecondary options. Give them the question: “What would you need to know to decide where to get education or training after high school?” Also, ask students how this list of criteria might apply to non-traditional educational opportunities, such as the military or professional schools.

4. Ask students to write down their five top criteria and Think-Pair-Share their reasons.

5. Have students access the California Career Center “Education and Training” Web page (link in Materials section) or access it from the Web site home page, select “Education and Training”.

6. Divide students into groups to cover the topics on the Web page:
   - Apprenticeships: Earning While Learning
   - Private Career & Technical Schools
   - Studying Abroad
   - State & National Service Opportunities
   - The U.S. Military
   - Attending College
   - Transferring from a Community College
   - California College Systems
   - California Community College Systems
   - California State University (CSU) System
   - University of California (UC) System
   - Independent Colleges, Universities and Out of State Colleges
   - U.S. Armed Forces Service Academies
   - Distance or E-Learning

   Depending on the size of your class, you may want students to cover more than one topic.

7. Each group will explore their assigned topic and any associated hyperlinks on their Web page, then create an informational technology presentation (PowerPoint, video, Web page, etc.) to present to the class.
• Suggested presentation criteria: Identify your assigned topic; analyze, compare, and report pertinent information in an easy-to-read format; explain the criteria you used; choose a postsecondary option and explain how that option fits your criteria; end your presentation stating what you learned.

Give students the rest of this class period to complete the presentation with their partner or small group.

8. Have students either submit their presentations to you for review or schedule presentations for another class period.

9. Wrap Up. Recap for students that they learned to create personalized criteria for identifying the best post-secondary option to pursue to support their career goals. Encourage students to review and revise their criteria as their post high school plans take shape.

10. Remind students to put their work products in their career portfolios.

**Estimated Time**

One class session to develop the presentations, multiple sessions to allow students to make their presentations to the class.

**Evaluation**

• Students develop and then submit or provide presentations in which they identify, analyze, compare, and choose a postsecondary option to fit their specific criteria.

**Adaptations**

• Ask students to choose one postsecondary option and write down how their choice fits their criteria and their interests and needs. Answers should link the information to their own career goals and give justification as to why it’s a good option for them personally.

• Have students compare individual institutions within a system (e.g., different branches of the military system, different CSUs). Have students create a short profile on each institution, explain why they choose those particular institutions, and explain how attending there would be beneficial to them.

• Have students select a traditional and non-traditional postsecondary educational option. Then analyze those options to determine if either or both would help them meet their career goals.

This lesson and all other lessons and materials are posted on the California Career Resource Network Web site at [www.californiacareers.info](http://www.californiacareers.info).