Career & College Readiness Lesson Plans
What Occupation Interests Me?

Career Exploration

Grade Level 11

Overview

Experts say workers are happiest and most productive in occupations that match their interests. Because attitude and productivity are foundations for success in the workplace, it is important students understand the occupation-interests connection.

In this lesson, students will learn how to connect their interests to potential occupations.

Learning Outcomes

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

- Identify occupational options based on an understanding of personal interests as they relate to career decision making.
- Synthesize career planning, education, and personal interests as it relates to their chosen career.

Language Objectives

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

- Verbally discuss occupational options and what they know about them thus far.
- Convey the details for a desired occupational goal through written expression.

Standards Alignment

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

Materials

1. Computers with Internet access and PowerPoint (or other presentation) software for students

2. Computer with Internet access, PowerPoint (or other presentation) software, and projection capability for instructor

3. Projector and screen

4. Instructor Resources
   • PowerPoint Presentation Rubric (p. 6)
   • California CareerZone Account Setup Instructor's Notes (p. 8)

5. Student Handouts
   • California CareerZone Student Account Setup Instructions (p. 9)
   • What Occupation Interests Me? (p. 10)
   • What Occupation Interests Me? Additional Research (optional) (p. 11)

6. Online Resources
   • What Occupation Interests Me? Start-Up Video
     https://www.youtube.com/watch?v=OfDAaPbQ1T0
   • Interest Profiler, California CareerZone
     http://www.cacareerzone.org/ip/
   • Interest Profiler Alternate Languages, California CareerZone
     http://www.cacareerzone.org/ip/languages
   • Labor Market Information, California Employment Development Department
     http://www.labormarketinfo.edd.ca.gov/
**Academic Vocabulary**

- **Career**: is the body of work—all jobs and occupations—and life experiences that a person has during his or her lifetime.

- **Job**: is a paid position with specific duties, tasks, and responsibilities in a particular place of work (e.g., photographer at Best Pictures).

- **Occupation**: is a cluster of jobs with common characteristics that require similar skills (e.g., engineering).

- **Postsecondary education**: is education beyond high school generally thought of in terms of two- and four-year college or university attendance, but can include any training beyond high school such as certificate, licensure, or apprenticeship programs.

- **Salary or Wage**: is compensation earned for labor or services.

**Activity**

Students will create a PowerPoint presentation illustrating their occupational choice based on the California CareerZone Interest Profiler (link in Materials section).

**Getting Ready**

- Preview the “What Occupation Interests Me?” start-up video (link in materials section)

- Complete the California CareerZone’s Interest Profiler to prepare to lead students through the process.
  - Go to the CareerZone Web site (link in Materials section).
  - Select “Assess Yourself”.
  - On the “Assess Yourself” page, select “Interest Profiler” and follow the directions for completing the assessment and viewing occupations.

  ▪ Note: Students will need a CareerZone account to save their interest profile results. If students do not already have accounts, distribute the “California CareerZone Student Account Setup” handout to assist students in setting up their accounts.

**Lesson Procedures**

1. Introduce the lesson by showing the “What Occupation Interests Me?” start-up video (link in Materials section) and confirm students understand what to expect. Or you can introduce the lesson without the video by describing the topic and activity.
2. Distribute and review the “What Occupation Interests Me?” handout and tell students it will serve as an outline for their classroom presentations. Tell students they will use their Interest Profiler results to complete the handout.

3. Demonstrate the CareerZone Interest Profiler. Use the results to select an occupation then walk students through the occupational profile. Tell students they will find the same information in every occupational profile. (You can also select a demonstration occupation quickly by using the search box at the upper right hand corner of a CareerZone page or by having students suggest one.)

Walk students through the process of accessing the Interest Profiler using the computer and projector:

- Go to the CareerZone Web site (link in Materials section).
- Select “Assess Yourself”.
- On the “Assess Yourself” page, select “Interest Profiler” and follow the directions for completing the assessment and viewing occupations.

**Note:** The Interest Profiler is also available in these languages (link in Materials section):
- Spanish
- Vietnamese
- Traditional Chinese
- Simplified Chinese

4. Put students in small groups and have them discuss the role their interests play in career decision making. Ask students if they completed other assignments that helped them explore their interests as they relate to careers. If they have, ask them to elaborate.

- Optional: Distribute and review the “What Occupation Interests Me? Additional Research” handout. To show students where to find the information required for this additional research, demonstrate the California Employment Development Department Labor Market Information Web site (link in Materials section). Advise students to search for the same occupation they used in the “What Occupation Interests Me?” handout.

5. Assign the occupational research PowerPoint presentation as homework to be shared with the class at a later date. Remind students you expect a level of detail and presentation befitting their grade level. Ensure all students have access to a computer with PowerPoint (or other presentation) software and Internet access; some students may need to use the school library or computer lab.

- Tell students they will be graded on:
  i. Oral presentation
1. Comprehension: how well they know and convey the subject
2. Preparedness: how well they prepare their presentation

ii. PowerPoint presentation

1. Quality of Information: Cover topic thoroughly and with details
2. Grammar and Spelling: No errors (tip: don’t rely on Spell Check!)
3. Visual Design: Visually appealing, easy to read and follow
4. Organization: Minimum number of slides is 10. Information presented logically and is relevant to the topic.

6. Before the presentations are shared with the class, have students meet in small groups so they can review each other’s presentation and offer feedback for improvement.

7. Have students make their presentations to the class.

8. Wrap Up. Explain to students that in this lesson, they’ve developed their employability skills by creating and presenting their PowerPoint presentations and they’ve taken an important step in honing in on what they want to do after high school.

9. Remind students to put their work in their career portfolios whether they are using a paper folder or an online filing system.

**Estimated Time**

Multiple class sessions depending on the number of student presentations to be made.

**Evaluation**

- Students complete the handout(s), create and present presentations describing their occupational choice using all information from the handout(s). Students need to include a title slide and a works cited slide.
  - You may want students to turn in their handout(s) and PowerPoint presentations before they present to the class.

- Use the rubric to assess the quality of the oral and PowerPoint presentation.

**Additional Resource**

- [CareerOneStop](https://www.careeronestop.org), United States Department of Labor Resource with searchable database on occupations. URL: www.careeronestop.org.
Adaptations

- Students can go to the CareerOneStop Web site (link in Additional Resources section) to gather additional information about their chosen occupation.

- Make this an in-class, small group project where students jointly research an occupation and develop a group PowerPoint presentation.

This lesson and all other lessons and materials are posted on the California Career Resource Network Web site at www.californiacareers.info.
# PowerPoint Presentation Rubric

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Exceeds Standard (4 points)</th>
<th>Meets Standard (3 points)</th>
<th>Partially Meets Standard (2 points)</th>
<th>Does Not Meet Standard (1 point)</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension - What did you learn?</td>
<td>Student conveys a very clear understanding of all aspects of the occupation and can fully answer questions posed by classmates about the topic.</td>
<td>Student conveys a clear understanding of all aspects of the occupation and can answer most questions posed by classmates about the topic.</td>
<td>Student conveys an understanding of most aspects of the occupation and can answer a few questions posed by classmates about the topic.</td>
<td>Student shows a lack of understanding of most aspects of the occupation and is unable to answer questions posed by classmates about the topic.</td>
<td></td>
</tr>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>Student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
<td></td>
</tr>
<tr>
<td>PowerPoint Presentation</td>
<td>Covers topic thoroughly, includes details that support the topic.</td>
<td>Includes essential information, includes some supporting details.</td>
<td>Includes most essential information, details are somewhat sketchy.</td>
<td>Lacks essential information.</td>
<td></td>
</tr>
<tr>
<td>Quality of information</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td>Visually appealing, clean simple layout, text is easy to read, graphics support the theme/content of the presentation.</td>
<td>Visually attractive, text is easy to read, graphics and special effects do not distract from understanding theme/content of the presentation.</td>
<td>Sometimes graphics or special effects distract from understanding or do not support the theme/content of the presentation. Text is sometimes hard to read.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation. Text is very difficult to read, layout is cluttered and confusing.</td>
<td></td>
</tr>
<tr>
<td>Visual design</td>
<td>PowerPoint contains a minimum of 10 slides. All parts of the task are completed fully and support the theme/content of the presentation.</td>
<td>PowerPoint contains a minimum of 10 slides. All parts of the task are completed partially and support the theme/content of the presentation.</td>
<td>PowerPoint contains fewer than 10 slides, or some slides do not support the theme/content of the presentation.</td>
<td>PowerPoint contains fewer than 10 slides and is missing several parts of the task. Slides designed do not support the theme/content of the presentation.</td>
<td></td>
</tr>
</tbody>
</table>
California CareerZone
Student Account Setup – Instructor’s Notes

The step-by-step account setup instructions are in the student handout. As the instructor, it is important for you to know that:

- Students can complete some of the activities on the CareerZone without having a student account. However, students’ assessments results and occupational research will not be saved unless students are logged into their accounts. Because career and college planning is an ongoing process, having students save their work means they will be able to access it for another class or at a later date.

- To help your students remember their passwords, you may wish to establish a password convention. Here are two examples:
  - student initial + year + class period [ts2017period1]
  - student initial + school’s initials + year [tsDSH2017]

IMPORTANT: State and federal laws govern the conditions and limitations for Internet usage by children under the age of 13. Before using the Internet, check your district policies and/or state and federal regulations.
**California CareerZone**  
**Student Account Setup Instructions**

Follow these steps to set up your CareerZone student account:

1. Go to CareerZone homepage at, https://www.cacareerzone.org/

2. Select “Register Now!” then fill in the basic information:
   - User Name
   - Password
   - Which describes you best? Select Student
   - Zip code (of your school)
   - Select “Next”

3. You are now in the “Tell us a bit about yourself” section
   - Your first and last name are optional
   - An e-mail address is also optional; **but** if you want to be able to retrieve your password or receive notifications, you’ll need to fill this in
   - Type in your school name or select it from the dropdown menu
   - Choose a graduation year
   - Now, select “Register”

4. You are now logged into your new account and are returned to the homepage.
What Occupation Interests Me?

Choose one occupation from your CareerZone Interest Profiler results to answer the following prompts. You will use your responses to the prompts to develop your PowerPoint presentation.

Occupation:

Job zone:

Level of preparation required:

What they do:

Interests:

Salary/wages:

Projected openings:

Possible major(s):

Possible college matches for your major:
What Occupation Interests Me?

Additional Research

Go to the California Employment Development Department Labor Market Information Web site (URL: www.labormarketinfo.edd.ca.gov) and find the occupation you explored earlier by entering the occupation’s title in the search box. Write down any information you don’t already have from the CareerZone occupational profile.

Find a job opening for this occupation by going to the JobCentral National Labor Exchange (URL: http://us.jobs/). Enter the occupation in the "search for these jobs keywords" field and then change “All Categories” to “Occupations” by selecting the down arrow.

Which specific job did you select?

What is the salary? (You may have to view several job announcements to find one that lists the salary.)

Does this job require a license? If yes, what agency is the licensing authority?

Did the responsibilities and qualifications match those you found on the CareerZone? If not, what was different?