

## Career Research Project: College Research (10.3)

*Part of the Career Research Project Series: 10.2 – 10.4*

**Goal: Students will conduct a college search in order to learn about certificates and degrees that support their career aspirations.**

### Lesson Time Options

This lesson is part of the Career Research Project Series (10.2 – 10.4). It is designed to be completed after Lesson 10.2 and before Lesson 10.4. It will require a minimum of one 45-60 minute class period, plus additional time for the student extension project and presentations, according to instructor preferences and restrictions.

### Student Materials

- Chromebook/Laptop
- Internet Access
- Worksheet
- Extension Opportunity: multimedia presentation or poster

### In This Packet

This packet includes everything you need to complete the lesson.

- Educator Guide
- Student Worksheet

### Standards

The literacy skills of Common Core can be broken down into sections – reading, writing, and speaking and listening (language skills are outside of the focus of CaliforniaColleges.edu). In the lesson, students will practice the following skills:

Common Core Skill	Practiced in this Lesson
Reading for Information	CCR-Reading 1, 2, 7; Reading for Information 1, 2, 3, 4
Argument Writing	CCR-Writing 2, 4, 6, 7,9,10

### 21<sup>st</sup> Century Skills

Students in today's classrooms are learning not only academic skills and content, but how to be productive members of global communities. There are work habits, experiences, and skills that students need to develop to be ready for higher education and careers.

21 <sup>st</sup> Century Skill	Practiced in this Lesson
Critical Thinking	X
Digital Skills	X
Effective Research Practices	X

# Career Research Project: College Research: Educator Guide

**Goal: Students will conduct a college search in order to learn about certificates and degrees that support their career aspirations.**

## Recommended Preparation

- Remind students to complete **6th-10th Grade Module 1: Paying for College** before starting this lesson.
- **Review the Student Worksheets** for all lessons in the series (**10.2 – 10.4**). The worksheets provide clear instructions for students to complete the lesson. Determine how you will use the worksheets.

## Getting Started

- You may print the **Student Worksheet** for students or embed the link in the materials you share with students.

## Guiding Question

What kind of education do you need to pursue your chosen career?

## Bell Work (5 minutes)

- Students will answer the bell work questions: What types of degrees do colleges offer? What do you know about the type of education you need in order to pursue one of your career interests? Allow 2-3 timed minutes past the bell.

## Introduction (5 minutes)

- Give students five minutes to review their **Career List** on **CaliforniaColleges.edu**.
- Students who do not have careers in their list should briefly conduct a career search and favorite at least one career.

## Activity (30 minutes)

1. Students will learn about required education levels by looking at the required education levels of careers on their career list. They will use the search bar and the keyword “degrees” in order to read **California Colleges Degrees and Certificates** and discuss what they learned with an elbow partner.
2. Students will review a factsheet for one of the careers on their list; they will focus on the Education Level section and conduct a college search based on programs and majors.
3. Students will learn to use the **College Search Tool** and review a college factsheet.
4. Students will favorite colleges and save at least three to their **My Plan**.

## Reflection (5-10 minutes)

- Direct students to **My Journal** to respond to the prompt indicated in the student worksheet (*prompt #15: “Which of the different credential options: certificate, associate degree, or bachelor’s degree, feels like the best fit for you? Explain.”*). You may also assign an alternative prompt.
- Optional: direct students to upload their completed worksheet to **My Documents**, found under **My Plan**.

# Extension Opportunity

Consider the following options to deepen students' knowledge and exploration.

## Project Prompt

Distribute the following prompt to students:

Using the data from both your career and college search, write an expository piece suggesting the best path for attaining your career goal. What steps would you need to take to reach this goal? What is the anticipated timeline? What choices does one have to make, and what are the mandatory requirements? Begin with a strong claim defining your goal and be sure to cite your evidence (for help, visit <https://owl.english.purdue.edu/owl/section/2/>). No counterargument is necessary in this instance.

Use a rubric to grade if you wish

([http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced\\_scoring\\_rubrics.pdf](http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf)).

## Activity (25 minutes)

- Direct students to create a multimedia presentation or poster that includes an illustrated timeline or map of the information included in their expository piece.
- Students should cite data and information.

## Presentations (time varies)

Have students present their multimedia presentation or poster. If you wish to grade the project, grade them on the quality of their research, the quality of their multimedia presentation or poster, and the quality of their Journal entry.

### Option #1: Small Group Presentations

Bell Work (10 minutes)

- Break students into groups using their careers as a guide. Make sure each group contains a diversity of options.

Introduction (5 minutes)

- Direct students to have each group member briefly state and explain their career and why they chose this career.

Activity (25 minutes)

- Have students present to each other in small groups. Encourage students to view this as an interactive presentation in which they can ask questions.

Reflection (10 minutes)

- Have the teams work together to find common threads through all of their careers and make a list. Did they all require a specific skill? Did they require a specific level of education? Is the work done in teams or individually? Outside or inside? Encourage them to be creative.
- If time allows, have students create a graphic organizer of what they have learned, comparing and contrasting their careers.

### Option #2: Whole Class Presentations

Bell Work (5 minutes)

- Have students take out a paper to take notes – explain that they must record what they learn about each career.

Introduction (5 minutes)

- Have students make sure their presentations are ready to present. Make an effort to spread out any repeat topics.

Activity (25 minutes)

- Start a timer, ensuring that each student takes no more than 3-4 minutes to present their career.

Reflection (5 minutes)

- Ask students to consider whether they would still choose their original career or whether any of the presentations sparked their interest and/or changed their minds. They should write a brief reflection at the bottom of their notes detailing their thoughts.

**Option #3: Gallery Walk**

Bell Work (5 minutes)

- Have students show their multimedia presentations or posters throughout the room.

Introduction (5 minutes)

- Number all students 1 or 2. Have group 1 stand by their posters. Explain that they will continually explain their career as the students in group 2 walk the room.

Activity (40 minutes)

- Have students numbered 1 continually explain their career as students numbered 2 walk around and ask questions. Give specific instructions regarding direction of travel. When group 2 has completed the circle, switch groups.

Reflection (10 minutes)

- Place students in small groups to debrief and reflect. Direct students to discuss what the common threads were in various careers. Did they all require a specific skill? Did they require a specific level of education? Is the work done in teams or individually? Outside or inside? Encourage students to think creatively.

# Career Research Project: College Research: Student Worksheet

**Goal:** You will conduct a college search in order to learn about certificates and degrees that support your career aspirations.

## Part I: Introduction – Bell Work

What types of degrees do colleges offer? What do you know about the type of education you need in order to pursue one of your career interests?

## Part II: Activity

1. Sign in to **CaliforniaColleges.edu**. Hover on **My Plan** at the top of the page, and then click on **My Career Plan**. Review your **Career List**.
  - If you do not have careers in the list, conduct a career search before moving on to #2. To do this, hover on **Career** at the top of the page and click on **Career Search Tool**. There are three ways to research careers: Search by Keyword, Select Bright Outlook Occupation, and Select Industry filter.
  - Use any of the methods to search careers. When you find careers you like, you can ♥ (favorite) them either from your results list or at the top of career factsheets – this will save careers to your **My Plan**.
2. Your **Career List** helps you better understand each of your favorite careers by allowing you to sort your careers by education level, national median salary, and bright outlook.
3. Understanding required education levels for careers is an important step in beginning your planning after high school, also called postsecondary planning. The key education levels for you to understand are: certificate, associate degree, and bachelor's degree. Use the search bar and the keyword "degrees" in order to read **California Colleges Degrees and Certificates**. Discuss what you learn with an elbow partner.
4. Now that you understand these education levels, look at your **Career List** again. What are the required education levels for the careers on your list? Is this surprising? Some careers list more than one education level because earning more degrees may expand your career opportunities.
5. Click on the name of one of your careers. This will take you to the career factsheet. Scroll down to the section titled Education Level. There, you will see what you have to study (also called programs and majors) for that career. Hover on the name of a program or major and you can read a short description.

6. Next, click on **View Colleges** next to one of the programs or majors. This will give you a list of colleges where you can study to earn the appropriate credential.
7. Narrow your list of colleges by selecting filters on the left-hand side. Keep in mind, the more criteria you enter, the shorter your results list will be. Click on the name of one of the colleges in your results list. Review the college factsheet.
8. Pay special attention to the **Degrees and Majors** tab. There is where you can learn more about certificates and degrees offered by each college.
9. When you find colleges you like, you can ♥ (favorite) them either from your results list or at the top of college factsheets – this will save colleges to your **My Plan**.
10. Continue to find colleges and ♥ (favorite) at least three. You can return to your **Career List** and find colleges based on careers you already know you like. Or, you can also maximize the **College Search Tool**. Try these search methods:
  - Search for colleges using the **Programs/Majors** or **California College Type** filters.
  - Search schools nationwide or only in California.
  - Search by typing the name of a career in the search bar. Add any additional filters, and you will see a list of colleges that offer programs related to your search term.

### Part III: Reflect

- Go to **My Plan** and then **My Journal**. In the **College Journal** section, find **prompt #15**:  
*“Which of the different credential options: certificate, associate degree, or bachelor’s degree, feels like the best fit for you? Explain.”*
- Respond to the above prompt. Follow your teacher’s instructions if they assign a different prompt.

### Part IV: Project Prompt

Using the data from both your career and college search, write an argument suggesting the best path for attaining your career goal based on your research. What steps will you need to take in order to reach this goal? What is the preferred timeline? What choices does one have to make, and what are the mandatory requirements? What will YOU do? Begin with a strong claim defining your goal and be sure to cite your evidence (for help, visit <https://owl.english.purdue.edu/owl/section/2/>). No counterargument is necessary in this instance.

- Your teacher may also give you directions to prepare a presentation to share your career research.