

Lesson Plan Individual Career and Learning Plan

1. Brief summary – It is important that students know what types of jobs are available, and what types of classes need to be taken in high school to prepare for a career. This lesson will cause students to start thinking, and planning, ahead. In this lesson, students will fill out a copy of a Alaska Career and Technical Education (CTE) Plan – PLCP Student Template found at http://labor.state.ak.us/awib/forms/PLCP_Student_Template_Example.pdf

2. Suggested timeframe for the lesson/unit - Two classroom periods

3. Standards/benchmarks addressed in the unit/lesson –

[9] 3.6.3 The student uses resources by selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing)

4. Lesson objectives

- Students will fill out a copy of a personal learning and career plan
- Students will create a brochure showcasing his or her career of choice

5. Assessment/evaluation: Attached rubric

6. Lesson description – teacher activities and student activities

This lesson is assuming that teachers have already made his or her classroom a site by going to <https://akcis.intocareers.org/> Administrators and Educators tab and submitting an Activation and Fee Waiver Agreement form, and then also making sure students have completed the Middle School Career Awareness and Exploration Program found at <https://akcis.intocareers.org/Portal.aspx> (must be logged in).

- A. Teacher will discuss with the class what a PLCP is, then pass out a template to each students.
- B. Students will fill out the Learner Information, check off what they might have done in the Middle School Career Awareness and Exploration Program section.
- C. Project and discuss the web page

http://akadvantage.alaska.gov/Grants_and_Scholarships/APS_Qualifying.aspx in preparation for the next step

- D. Next students will fill out the High School Career Preparation Program and Work Experience, Activities, Awards, Certification sections.
- E. After the form is filled out, then direct students to the two web sites with the job links. If the students have used the AKCIS site, then they can search for a job in the career cluster they chose, otherwise, the students can look for and gather information on a career they are interested in.
- F. The students will make a brochure highlighting their chosen careers (making sure they cite any sources) and share the brochures with the class.
- G. The teacher will grade the product using the provided rubric below.

7. Materials/supplies/equipment needed

1. http://labor.alaska.gov/awib/forms/What_is_a_PLCP.pdf explains what a personal learning and career plan is
2. http://labor.state.ak.us/awib/forms/PLCP_Student_Template_Example.pdf
This is a template example, but easily changed.
3. http://akadvantage.alaska.gov/Grants_and_Scholarships/APS_Qualifying.aspx so students can look ahead at the courses they may need to take to qualify for the Alaska Performance Scholarship
4. <http://www.jobs.state.ak.us/jobseeker.htm> has links to many sites in Alaska for information on jobs on Alaska
5. <http://almis.labor.state.ak.us/> has useful links students will need to search for good information on the career of this or her choice.
6. Computers to access AKSIC and make the brochures
7. Projector to view web pages as a class

Careers Brochure Rubric

Name: _____ Date: _____

CATEGORY	10	8	6	4
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Knowledge Gained	Student can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	Student can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Students can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Student appears to have little knowledge about the facts or technical processes used in the brochure.
Sources	Careful and accurate records are kept to document the source of 95-100% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 94-85% of the facts and graphics in the brochure.	Careful and accurate records are kept to document the source of 84-75% of the facts and graphics in the brochure.	Sources are not documented accurately or are not kept on many facts and graphics.
Attractiveness & Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Spelling & Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure.	No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.