

TITLE: Researching Career Pathways

LESSON OBJECTIVES:

- Students will be able to use a wide range of complex academic and workplace vocabulary to plan a career pathway along with a sample class schedule and education requirements.
- Students will be able to write a detailed sequence of events or steps in a process, with clear sequential or chronological order.
- Students will be able to use “would” or “could” when planning a career pathway and action steps.

Essential Vocabulary:	Materials Needed:
<ul style="list-style-type: none"> • psychology • astronomy • sociology • philosophy • pathways • CTE: career technical education • associate’s degree • bachelor’s degree • master’s degree 	<ul style="list-style-type: none"> • “Pathways” PowerPoint • Handout 1 RSCCD Sample Schedule (enough copies for class) • Guided Practice Career Pathway Worksheet (You’ll need one copy for three to four students. Make enough copies for class.) • Application Career Pathway Writing (enough copies for class)



WARM UP (10 minutes)

In the Warm Up, you will ask students a thought-provoking question, “What’s next?” and show a two-minute video about Pharmacy Technician Career to get students to start thinking about their pathways, after completing the current class/program. Use the “Pathways” PowerPoint to guide you through the lesson if you wish.

Welcome students to class. Write “What’s Next?” big on the board. Look around and ask students to see if anyone has a plan about what they want to do after taking this class. Allow a couple students to share their plans if possible. Tell students they are going to explore various career pathways in credit and non-credit during this lesson.

Watch a short two-minute video about *Pharmacy Technician Career*.

[Pharmacy Technician Career Video](http://rms.rscdd.edu/occuweb/pharmacy/pharmacy.html)

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After watching the video, ask students who would be interested in this career and discuss what the salary prospects of this career looks like. Do a quick Google search to see what the average salary is for a Pharmacy Technician.



INTRODUCTION (15 minutes)

Tell students that they are going to overview a two-year plan to become a Medical Assistant. Distribute Handout 1, RSCCD Sample Schedule. Go over the 13th grade (1st college year) and the 14th grade (2nd college year) classes. Point out the sequential order of medical assistant classes by their numbers. Also, see if your students know what psychology (the study of human mind), astronomy (the study of celestial objects), sociology (the study of human society), philosophy (the study of knowledge), and elective classes (optional courses) are. Ask students to explain the classes if possible and answer any questions they may have about the sample schedule.



PRESENTATION (15 minutes)

In this presentation, you will define what a pathway is and present to students how they can navigate through the Santa Ana College/Santiago Canyon College websites and other online resources to find a career pathway and plan out necessary action steps. The following presentation will use Santa Ana College website; however, the website displays a Rancho Santiago Community College District (RSCCD) sample schedule plan. Remind students they need to make an appointment to see an RSCCD counselor before registering for their program.

Write 'Pathway' on the board (or refer to the attached PowerPoint). Tell students that a pathway is a way of achieving a specific result. It's like deciding a destination/goal and figuring out the best and most efficient way to get there. Remind students that it is very important to see an academic counselor to discuss their academic and career pathways and remind them where the counselor office is located at your site.

Ask students why it is important to plan a pathway. Elicit answers by asking additional questions like "What will you pack if you pack for a hiking trip? Hiking boots? Water?" "What will you do if you plan on running a marathon?" Answers may vary, such as "Train running" or "Workout".

Tell students they are going to explore a career pathway and plan out the necessary action steps together.

Project your computer on the board. Tell students to watch the steps on how to find career pathways on the college website.

- 1) Go to the [Santa Ana College](http://www.sac.edu) website (www.sac.edu) and type "career pathways" in the search window at the top right corner.
- 2) Then click on Career Pathways link.
([https://www.sac.edu/Search/Pages/results.aspx?k=career pathways](https://www.sac.edu/Search/Pages/results.aspx?k=career%20pathways))
- 3) Next, click on [Sample Schedules](#) for Career on the left sidebar menu.
(<https://www.sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/samples.aspx>)
- 4) There is a list of fourteen careers. Choose Accounting for this presentation.

Click on Accounting and view the sample schedule with your students. Point to the Computer Science and Accounting classes. Ask students if they know what kind of jobs they could get with an accounting degree. Demonstrate how to search for an accounting career online by using a search engine (Google, Bing, etc.) Type accounting job in Santa Ana or Anaheim on [CareerBuilder](#)



PRESENTATION (15 minutes)

or [Indeed](#) . Choose one job posting and review the job requirements and locate education and experience requirements.



GUIDED PRACTICE (40 minutes)

In this Guided Practice, students are going to select another [career pathway](#) of their choice. (<https://www.sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/samples.aspx>)

For this exercise, students need to have access to computers, iPads, or their smart phones. If possible, schedule a computer lab visit or check out a laptop cart for your class. If there is no technology access at your site, encourage students to use their smartphones for this exercise.

First, hand out the blank Guided Practice Career Pathway Worksheet and tell students they are going to choose a career pathway of their choice. There are thirteen more careers left (without Accounting). Go down the list and ask students to raise their hands if they are interested in that career pathway. You may want to read out the list first so students know what kind of careers are available. If you don't have enough students to cover all the career pathways, that is okay. What's important is to give students an opportunity to research what they are interested in. If students don't understand a career, you may need to explain or give examples to clarify a specific career. (If you find that the majority of the class is leaning toward a specific career, see if you can encourage students to choose ones they know nothing about so that all of them can be discussed as a class when the presentations are made.)

Here is the list for your reference.

- [Accounting](#)
- [Auto Technology](#)
- [Computer Science](#)
- [Engineering](#)
- [Human Development](#)
- [International Business](#)
- [Journalism](#)
- [Medical Assistant](#)
- [Nursing](#)
- [Paralegal - General](#)
- [Paralegal - Litigation](#)
- [Travel & Tourism](#)
- [Water Utility Science](#)
- [Web Author](#)

Tell students that each group will complete their Guided Practice Career Pathways Worksheet with the sample schedule of classes and do some research for the jobs available in their chosen area to complete the bottom portion of their worksheet. Give about twenty minutes for students to research and fill out the necessary information using their online resources.



COMMUNICATIVE PRACTICE (25 minutes)

In this Communicative Practice, students will share their findings from the Guided Practice with the whole class. Each career pathway group will share their findings, such as sample classes, possible jobs/career areas, and education requirements to the class. Depending on the size of your class, this may take longer than 25 minutes. In case you run out of time, you may want to extend this activity over two classes instead of one. Before students share, give students about ten minutes to discuss the reasons why the members in the same career pathway chose this particular career.

Tell students each group has about three to five minutes to share their career pathway. You may want to write down the following on the board.

- Student 1: Share career pathway title, reasons for choosing this career, and sample classes.
- Student 2: Talk about kind of jobs that are available for students who pursued this career pathway. Include example companies or industries.
- Student 3: Explain what kind of education and experiences are required for such jobs.

While listening to the presentations, tell students to take notes on each career pathway. Inform students they may change their career pathway after listening to everyone's presentation for the next activity.



APPLICATION (30 minutes)

Now that students are done researching about and listening to the different credit career pathways, have them use their technology to compare the CTE pathways offered through the School of Continuing Education by looking at the [School of Continuing Education](https://www.sac.edu/ContinuingEducation/Career-Technical-Education-Certificates/Pages/default.aspx) pathways (<https://www.sac.edu/ContinuingEducation/Career-Technical-Education-Certificates/Pages/default.aspx>)

Have them compare credit/non-credit CTE pathways by answering the following questions:

- What are the similarities?
- What are the differences?
- Is there something you would like to pursue in the future?

Hand out the Application Career Pathway Writing. In the writing, they need to include the following.

* Paragraph 1- The similarities/differences between credit and non-credit CT.

* Paragraph 2 - Their chosen career pathway title, available jobs/career areas and education/experience requirements for the jobs along with the necessary action steps, including sample classes and possible career-related work experiences.



APPLICATION (30 minutes)

Allow students to write for about twenty minutes.

Mini Grammar Lesson- “would” (conditionals) or “could” (possibility) can be used to write about career pathways, sample classes, and action steps. (Would/could + base verb)

- Example sentences:
 - If I want to get a job as a medical assistant, I **would** need to earn my associate degree in medical assistance.
 - The paralegal job requires an associate degree and work experiences, and I **could** work at a paralegal office as a volunteer twice a week.



EVALUATION (15 minutes)

Collect Application Career Pathway Writings. While students work on their writings, you may walk around and help out with grammar (could, would) or make suggestions on adding or removing information for their career pathways and action steps. If time allows, spend about fifteen minutes to check their writings and also allow some students to complete their writings. Have a Q & A session to answer any question students may have at the end. If students need more time, hand back the writings and have students complete at home and return them the following class.



EXTENSION (Time may vary)

- Option 1: Career Pathways Flow Chart
 - Based on students’ findings, they can draw a flow chart, representing their particular major, classes, and career. This will be an engaging exercise for students to visually see their own pathways, starting with classes, to a certificate/degree, and eventually to a career.
- Option 2: If students would like to spend time on career pathways and personality type test, there are many free resources online.
 - 1) CACareercafe.com- Free career pathways information and interest profiler for California community college students [CACareerCafe](http://CACareerCafe.com)
 - 2) Careerzone.org - Free DISC Assessment (Decisiveness, Interactiveness, Stability, Cautiousness) [Free Personality Test DISC Assessment](http://Careerzone.org)
 - 3) PersonalityType.com- [Free Personality Type Test](http://PersonalityType.com)
- Option 3: Gainful Employment- for career college programs: Both Santa Ana College and Santiago Canyon College offer gainful employment information on the college websites. Go to the respective site (sac.edu or sccollege.edu) and type **Gainful Employment** in the search window. You can click on a career and see the length of a particular program and an estimate of costs.
- Option 4: CTE pathways and more information- Santiago Canyon College/ sccollege.edu
 - Go to the college website and type CTE in the search window. You will be directed to a list of different CTE programs along with a job description, an average wage, certificate requirements, and course sequence.
- Option 5: CTE career pathways career videos- Santa Ana College/ sac.edu



EXTENSION (Time may vary)

- Go to the college website and type CTE in the search window and click on Career Pathways. In the left sidebar, click on Career Videos to watch career videos for students to learn more about careers/ career areas.

CORE LESSON COMPONENTS:
BASIC COMMUNICATION: <ul style="list-style-type: none"> Identify the key points of an authentic informational reading passages.
COLLEGE/WORKFORCE PREP: <ul style="list-style-type: none"> Identify an educational or career goal and determine appropriate steps and resources to achieve it. Apply critical thinking, creative thinking and problem solving skills.
DIGITAL PREP: <ul style="list-style-type: none"> Explore college online resources and services to support the learning process.
21ST CENTURY SKILLS <ul style="list-style-type: none"> Critical Thinking Skills Collaboration & Leadership Agility & adaptability Initiative & entrepreneurship Oral communication Written Communication Access & analyze information Have & use curiosity & imagination Play, passion & purpose beyond the classroom
ONLINE RESOURCES: <ul style="list-style-type: none"> Santa Ana College Online Degree Pathways: Santa Ana College Online Degree Pathways Santa Ana College Career Development/ CTE Student Success Center (Career Exploration): Santa Ana College Career Development CTE Santiago Canyon College General Education Plans: General Education Plans A B C

ADAPTATIONS (Time may vary)

Multilevel:

Throughout the lesson, students will be working on their own career pathways individually and in a small group. It is a good idea to check students' progress throughout the class, and see who needs extra help and who can go help other students.

High Tech:

This lesson requires students to use computer, iPads, or laptops in order to explore various academic and career pathways online. Try arranging a computer lab session if possible since the personality test and other researching activities will be lot easier with using computers than smartphones.

Low Tech:

If technology is not your option, announce before class that students need to bring their smartphones or tablet PCs charged up for this lesson. If not everyone has a smartphone, encourage students to share their phones in searching the information with their partner.

TEACHER TIPS:

- Teacher Tip 1: This lesson uses Santa Ana College website for career pathways and sample schedules. Both Santa Ana and Santiago Canyon College students can use this lesson since it uses a RSCCD sample schedule and applies to both colleges.
- Teacher Tip 2: Here are great online resources for teachers to get familiar with guided pathways. I highly recommend checking out the following links to overview the four pillars of the guided pathways and to view student success tips for faculty before you give this lesson.
 - Guided Pathways at California Community Colleges Video and Four Pillars of Guided Pathways
[Guided Pathways Video and Four Pillar of Guided Pathways](#)
 - 10 Ways Faculty Can Support Students' Success
[10 Student Success Tips](#)
- Teacher Tip 3: Remind students that this lesson gives them resources to explore various academic and career pathways. However, emphasize the importance of seeing a counselor to be on the right pathways and to be connected to other useful resources from the counseling department.