

School to Work, Career and College Options

Lesson #5 Grades 9-10 **Mapping Career and College Requirements**

LESSON TARGET(S)

- ▶ Link between high school credits, graduation requirements and entry requirements for postsecondary options

MEASURE(S) OF SUCCESS

Students will be able to:

- ▶ Develop an effective High School and Beyond plan that considers all options including CTE

MATERIALS NEEDED

- ▶ Where are You Going? Booklet, Washington Career Bridge
- ▶ School/District Course Catalog
- ▶ Student Worksheet
- ▶ Possible Computer Access

FACILITATOR NOTES

This workshop is a hands-on, individual work time for students to examine the course work they need to complete in high school in order to be work/career/college ready. Adequate time should be planned to allow students to research and compile the information. Depending on the background students bring from middle school, additional information may need to be added about the state required High School and Beyond Plan.

Note: A Power Point with the basic credit information is available to use as an alternative lesson.

CORE ACTIVITY

Introduction

Share with students that this workshop will help them create a list or plan of courses to achieve their work and career goals.

Activity

1. Hand out the student worksheet, Mapping Your Future, and “walk” students through the information for the two examples. Be sure to point out to students that there is no one way to achieve work/college and career goals. In the example, each of these students is prepared for high school

graduation, has accumulated college credit while in high school, and is prepared to enter the program that will lead to their personal work and career choices.

2. Explain to the students that they will be working independently on their list or course plan. If at all possible, allow enough time for students to work their way through more than one example. Share with students that they will be expected to discuss the following questions when they have completed their independent work.
 - a. What did you learned about the courses you could take in high school that would link you directly to your chosen work/career?
 - b. What advantages do you see for becoming involved in courses that offer college credit while you are in high school?
 - c. Are you thinking any differently about your high school schedule after considering the link between your career choice, postsecondary education requirements for that career, and your high school course choices?
3. Hand out the Course Catalogs and the “Where Are You Going” booklets and allow students individual work time.
4. Facilitate a whole group discussion that answers questions
 - a. What did you learn about the courses you could take in high school that will link you directly to your chosen work/career?
 - b. What advantages do you see for becoming involved in courses that offer college credit while you are in high school?
 - c. Are you thinking any differently about your high school schedule after considering the link between your career choice, postsecondary education requirements for that career, and your high school course choices?

Closing

Address questions students have about schedules and how they might expand or change their schedules to more effectively link with their career goals.

EXTENTION

Students do not always see the connection to alternative career pathways. The Apprenticeship Services, Washington State Department of Labor and Industries has an excellent publication called, Comparing Career Pathways that directly compares how two students reach the same goal (HVAC Business Ownership) through two very different routes. Emily’s pathway is the registered apprenticeship and Jake chooses a university program. The sheet compares their costs for their education, work experience, debt, and job situations for five and ten years.

Student Worksheet: High School – College – Career

	Example	Example	Your Turn	Your Turn
Career Choice	Culinary Arts Owning my own restaurant	Biomedical engineer designing medical equipment		
Most common education or training requirements	Associates in Applied Science Degree Culinary Arts 119 credits	Bachelor's degree		
Entry Requirements for Programs after High School	High School Diploma Or GED Testing for course placement	High School Diploma GPA Testing for admissions		
Basic High School Courses for Graduation (Credits – May vary with high school or district)	English 4 credits Math 3 credits Science 3 credits SS 3 credits Arts 1 credit Health.5, Fitness 1.5 Electives	English 4 credits Math 4 credits Science 3 credits SS 2 credits Arts 1 credit Health.5 Fitness 1.5 Spanish (World Lang)		
Advanced Placement Classes		AP Biology 1 credit		
Occupational Education and Career Concentration Courses (1 - 3 credits)	Introduction to Foods and Nutrition .5 Work Based learning - Restaurant setting 1 credit	Two-for- one courses Essentials of Anatomy and Physiology .5 Microbiology 1.0		
Dual credit or Tech Prep courses	Tech Prep – Introductory to Culinary Arts .5 credits Tech Prep – Accounting 1.0	Engineering Technology 1.0		
College Credits Earned in HS	1.5	3.5		
Will you graduate?	Yes	Yes		
Will you get into the program of your choice?	Yes	Yes		