



NORTH FAR NORTH
CAREERS

Toolkit for Educators and Counselors

Lesson Plans and Resources to
Support Student Career Exploration

GRADES 9–12



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Introduction

The *North Far North Careers Toolkit* helps high school educators and counselors bring career exploration into the classroom in meaningful, engaging ways. Grounded in the regional labor market and aligned with community college pathways, the toolkit connects students to the North Far North Careers website as a central resource. By using the lessons and activities in this toolkit, educators and counselors can guide students through a structured exploration of their interests, industries, and future opportunities while building the confidence and knowledge needed to make informed decisions about their postsecondary paths.

This resource is more than a set of lesson plans—it is a framework for empowering students to see the relevance of their education, understand the wide range of options available to them, and begin shaping a vision for their future. The toolkit provides a consistent way for educators to introduce career concepts, spark curiosity, and strengthen the connection between students' aspirations and the real opportunities in their region.



How to Use the Toolkit

The *North Far North Careers Toolkit* is designed to empower high school educators and counselors in guiding students through career exploration and planning. It includes four comprehensive lesson plans tailored to each grade level in high school—9 through 12. The lesson plans use a gradual release of responsibility approach in which students increasingly take the lead from one grade to the next in making decisions about their career and education plans. In each lesson, students work on their online Career Exploration Planning Tool. They add to this tool each year, resulting in a possible postsecondary plan for themselves by grade 12.

The toolkit leverages the North Far North Careers website as a valuable resource. The website provides updated information about regional industries in the North and Far North; career and technical education (CTE) programs offered at regional community colleges; and connections between earnings, labor market needs, and postsecondary education or training.

Lessons for Grades 9–12

- In the first lesson plan, **Grade 9** students are introduced to the concept of identifying their personality traits using an online career interest survey and matching their strengths and preferences to possible careers.
- As students advance to **Grade 10**, they learn to connect their interests with specific industries and careers, enhancing their awareness of high-demand jobs and corresponding wage potentials.
- The **Grade 11** lesson plan focuses on postsecondary education and training options after high school, exposing students to the variety of pathways available and how community colleges can play a significant role in career development.
- For seniors, the **Grade 12** lesson plan emphasizes pulling together all the career exploration experiences and creating personalized postsecondary plans.

Because some students may first be introduced to these lessons in grades 10, 11, and 12—especially during the launch year of the toolkit—those students will miss foundational information introduced in the grade 9 lesson. Thus, a fifth modified lesson plan is offered to educators and counselors to help students in grades 10–12 catch up on the content.

The Scope of Student Learning Objectives (located in the next section) provides an overview of student learning objectives for each grade-level lesson. To understand how each lesson is aligned to state standards, please reference the table Alignment to California College and Career Readiness Standards in the Appendix.

Lesson Plan Components

Each lesson plan includes the following pre-lesson information: short description of the lesson, student learning objectives, approximate duration of lesson, materials, and preparation (if needed). All resources—grade-level slide decks, sorting cards, and the Career Exploration Planning Tool—are hyperlinked, producing a new copy of the resource that educators and counselors can choose to modify and download.

Each lesson plan is organized into two columns:



Activities: The left column provides detailed, step-by-step instructions on how to carry out the lesson's activities.



Talking Points: The corresponding right column provides a script with suggested talking points. The talking points were developed for educators new to career development; educators experienced with the content should feel free to modify the talking points to make them their own.

Throughout this toolkit, educators will find scaffolded, interactive activities and access to digital resources that support student engagement and career readiness. By using the structured approach outlined in each lesson plan, educators and counselors can help students progressively build a solid foundation for making informed decisions about their future career paths.

Note: Facilitating a lesson may require toggling between a prepared slide deck and the North Far North Careers website.



Scope of Student Learning Objectives

Grade | 9

Exploring My Career Interests

Students will ...

- Discover their own career interests and connect to possible career areas
- Learn that building a career identity is an iterative (and lifetime) process
- Become familiar with the North Far North Careers website as a resource

Grade | 10

Connecting My Interests to Industries and Careers

Students will ...

- Learn about different occupations and salaries within an industry on the North Far North Careers website
- Build awareness of high-demand careers and higher wage salaries
- Strengthen connections between career interests and career areas

Grade | 11

Examining Options After High School

Students will ...

- Realize the multiple education and training options after high school that can help them attain career goals; learn about the role community colleges can play
- Navigate the North Far North Careers website proficiently and recognize the relationships between postsecondary education/training and wages in different industries
- Deepen understanding about types of community college awards (e.g., certificates, degrees), required CTE units, and postsecondary education requirements needed for careers

Grade | 12

Pulling It All Together With a Plan

Students will ...

- Increase awareness of relationships between earnings, industries, and postsecondary education/training
- Expand understanding of industries of interest and CTE programs offered at community colleges using the North Far North Careers website
- Draft two informal postsecondary college and career plans based on career traits and interests, career goals, and education goals

Classroom Lesson Plans





Grade 9:

Exploring My Career Interests

Lesson Description

Students identify their career interests using the student-friendly, online interest survey embedded in the [North Far North Careers](#) website. Students save their “RIASEC” results—which are based on the Holland Code personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), and Conventional (C)—about their career preferences and personality traits to an online career portfolio (stored in a digital folder such as Google Drive) so they can access their information at any time. Students are introduced to the North Far North Careers website as a resource, learning about K–12 pathways in their district and exploring career areas relevant to the career interests they just identified. Students complete an assignment that reflects on their top three RIASEC scores, career areas of interest, postsecondary plans, and careers they want to learn more about.

Duration: 50 minutes

Student Learning Objectives

- Students discover their career interests and connect them to possible career areas.
- Students learn that building a career identity is an iterative process.
- Students become familiar with the North Far North Careers website as a resource.

Materials

- Laptops
- Projector
- [Grade 9 slide deck](https://tinyurl.com/NFNCareersGr9ppt) [<https://tinyurl.com/NFNCareersGr9ppt>]
- Online access to [Career Exploration Planning Tool](#) (Google Doc) [<https://tinyurl.com/2h23rf7u>]

Preparation

- Confirm in advance that students can access the following websites:
 - » [North Far North Careers](https://northstatecareers.org/) [<https://northstatecareers.org/>]
 - » [CareerOneStop](https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx) [<https://www.careeronestop.org/Videos/CareerVideos/career-videos.aspx>]
 - » Google Drive
- Familiarize yourself with these resources: North Far North Careers website, CareerOneStop website, and the Career Exploration Planning Tool.

Activities and Talking Points

Introduction to Career Exploration

Provide a quick overview about why students are at the perfect age for discovering their career interests to help guide their future plans.

Duration: 3 minutes

Materials: [Grade 9 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|--|---|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 1 and introduce topic: Exploring My Career Interests | <p>[Slide 1]</p> <ul style="list-style-type: none"> • Almost all of us will have careers. We need a job to pay for our housing, food, family, transportation, and living costs. Ideally, we will have jobs that are meaningful to us, that we want to build a career in. |
| <p>2</p> <ul style="list-style-type: none"> • Display Slide 2: Why think about career exploration in 9th grade? | <p>[Slide 2]</p> <ul style="list-style-type: none"> • Why should you think about career exploration in 9th grade? |
| <p>3</p> <ul style="list-style-type: none"> • Display Slide 3: Why think about career exploration in 9th grade? <ul style="list-style-type: none"> » To learn about careers and occupations you didn't know | <p>[Slide 3]</p> <ul style="list-style-type: none"> • The more exposure that you gain to the wide range of careers that exist, the more you can explore options and learn about occupations you have never known about. |
| <p>4</p> <ul style="list-style-type: none"> • Display Slide 4: Why think about career exploration in 9th grade? <ul style="list-style-type: none"> » To discover personal strengths and career interests that will help you plan what you will do after high school | <p>[Slide 4]</p> <ul style="list-style-type: none"> • Knowing your interests and strengths—which are guaranteed to change over time—helps build your career identity. Knowing your career interests helps you plan what to study and the type of certificate you'll need to work toward after high school. |
| <p>5</p> <ul style="list-style-type: none"> • Display Slide 5: Why think about career exploration in 9th grade? <ul style="list-style-type: none"> » To begin your career journey, which is a lifetime process <ul style="list-style-type: none"> - The earlier you begin, the more you know. - Each person has a unique career journey. | <p>[Slide 5]</p> <ul style="list-style-type: none"> • Everyone has a unique career journey. Some people believe they already know what they want to do, but most of us don't. And people often change careers several times in their lifetime. |

Student Career Interest Assessment

Introduce the career interest survey to students and walk them through how this tool can help them identify their career preferences.

Duration: 6 minutes

Materials: [CareerOneStop website](#) | [Grade 9 slide deck](#)

Note: CareerOneStop is a U.S. Department of Labor website that provides career information, including a career interest assessment, hundreds of 1–2 minute videos about a wide range of occupations, and labor market information.



Activities (Do)

- 1
 - Display the website CareerOneStop
 - Ask students to join you at the site. [<https://www.careeronestop.org/ExploreCareers/explore-careers.aspx>]
 - Introduce the site and explain that the purpose of CareerOneStop is to provide useful information and tools for those who are exploring careers. Help students follow the links to the Career Interest Assessment.

- 2
 - Direct students to click on the “Start Assessment” button in the center of the page. Explain that it’ll take about 5 minutes to respond to 30 types of activities, indicating how much they enjoy or don’t enjoy doing that activity.
 - Encourage students to ask about any activities they don’t fully understand and remind them there are no right or wrong answers.
 - You may want to do a quick assessment yourself so that you can continue to help students with the next activity: Understanding My RIASEC Scores.



Talking Points (Say)

[CareerOneStop website]

- This government website was developed for students and adults who are exploring different careers to learn what might be a good fit. The site provides great videos of individuals in a wide range of careers to help people understand specific types of jobs. It also offers information about wages for those jobs in the region where you live, such as the North Far North.
- We will explore this site today and get started by taking a career interest assessment. This is a commonly used tool to help people understand their preferences and the types of careers that may be a good match.

[Interest Assessment on the CareerOneStop site]

- Today, each of you will have a chance to complete a career interest assessment to learn about the kinds of tasks and activities you enjoy that are related to different types of jobs.
- Everyone will have different results. There are no right or wrong answers. Your responses will then lead to suggested career areas for you to explore.
- As you read each activity, pause to think about how much you like or dislike that activity. Choose the checkmark box that best aligns with your preference. You’ll check the boxes on the left side for activities you dislike and the boxes on the right side for activities you like. You can go back and change your answers before you finish.
- Use the “Back” and “Next” buttons to navigate between pages.
- Focus on the actual activity. Don’t think about how much education is required or the salary of a related job.

Understanding My RIASEC Scores

Help students understand the results of their RIASEC scores.

Duration: 10 minutes

Materials: [CareerOneStop website](#) | [Grade 9 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>1</p> <ul style="list-style-type: none"> Continue to display the CareerOneStop website, progressing from the end of the Interest Assessment to the RIASEC results. Help students understand their results and what the different personality types represent according to the RIASEC definitions. A brief, easy-to-understand description is provided for each category on the website. | <p>[CareerOneStop website]</p> <ul style="list-style-type: none"> Once you've completed the assessment, you'll be taken to a new page that lists careers you might be interested in. The careers are listed in alphabetical order. Take just a minute to peruse them for now because we'll come back to them. On the left side of the webpage, there is a bar chart that reveals your results about your preferences. Click "What does my score mean?" Based on your responses in the assessment, it shows you the traits among six that are your strongest. The traits are identified by RIASEC scores, and they indicate the different traits and preferences people have in different workplace settings. The traits are Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Everyone has a different combination of RIASEC scores. Take a minute to look at what your RIASEC scores suggest about your preferences and traits. |
| <p>2</p> <ul style="list-style-type: none"> Display Slide 6: RIASEC Realistic Investigative Artistic Social Enterprising Conventional | <p>[Slide 6]</p> <ul style="list-style-type: none"> You've just learned about what your RIASEC scores reveal about your preferences and traits. |

**Activities (Do)**

- 3**
- Display Slide 7:
 - **Discuss with a partner:**
 - » What are your top three traits?
 - » What types of career areas are a good match for you?
 - » Can you imagine yourself in those suggested career areas?
 - If time allows, ask for individuals to volunteer sharing their results with the class.
- 4**
- Walk students through the process of saving their RIASEC scores from the website.
 - » At the bottom of the page of the RIASEC scores, click on “Download” to save their results as a PDF.
 - » The document includes today’s date. Direct students to add it to their Career Exploration folder on Google Drive or other digital folder so they can return to it later.

**Talking Points (Say)**

- [Slide 7]
- Turn to your partner and share what you learned. Here are three questions to discuss:
 - » What are your top three traits?
 - » What types of career areas are a good match?
 - » Can you imagine yourself in those suggested career areas?
- [CareerOneStop website]
- It’s a good idea to save your RIASEC scores because we’ll be returning to them over the next few years. Of course, as you change and develop new interests and preferences, you can always take the assessment again.
 - For now, let’s save today’s results. At the bottom of the page that reveals your RIASEC scores, click on the “Download” button. This will save a copy in your Download file, which you should then move into a new folder.
 - If you don’t already have a folder named “Career Exploration,” now is a good time to start one.

Explore Occupations and Careers

Segue to the CareerOneStop page that enables students to explore a plethora of short videos, each describing an occupation, informed by their RIASEC results.

Duration: 6–7 minutes

Materials: [CareerOneStop website \(videos\)](#)



Activities (Do)

- On the CareerOneStop website, guide students to return to the results of suggested careers using the “Back to Results” button. On this page, students can explore a wide range of occupations that align well with their RIASEC results.

- Ask students to look at three occupations in their suggested career area. They will have a chance to write about them later.



Talking Points (Say)

[CareerOneStop website]

- Use the “Back to Results” button to return to the suggested list of careers for you based on your RIASEC scores.
- If you like, you can minimize the list of careers by applying the filters on the left to show only suggested careers that require different amounts of education, such as a certificate or degree. You can also choose the degree of career match by selecting “Best,” “Great,” or “Good.”
- In many career areas, the more education or training one has, the better the opportunities for higher salaries and promotion in their future.

[CareerOneStop website]

- Poke around and click on the different careers, where you can watch a short 1-minute video to learn about an occupation. See if you can imagine yourself in that job.
- Think about three possible occupations you want to learn more about. Later, you’ll have a chance to write down your reactions to these occupations.

North Far North Careers Website

Introduce and guide students through the K–12 Pathways and College Programs sections of the North Far North Careers website to familiarize students with CTE programs and pathways offered at local high schools and community colleges.

Duration: 10 minutes

Materials: [North Far North Careers website](#)



Activities (Do)

- 1
 - Display the *North Far North Careers* website.
 - Go to **K12 Pathways** in the menu bar. Below the map, select the local school district, and show the CTE pathways offered. Students can learn about available CTE pathways by school or district.
 - Demonstrate how by hovering the mouse over a pathway—a pop-up box appears with a link to **Explore Careers**. Clicking on the link will take students to a page to learn more about that industry and occupations in that industry.

- 2
 - Direct students to return to the menu and select **College Programs**.
 - On this page, enter the name of the town or city of your school and then select either 10 mi or 25 mi, depending on location. This will result in all of the education and training programs available at the closest community college(s).
 - Encourage students to peruse the multiple pages of programs or use the “Industry/Area” button to narrow down their interests.



Talking Points (Say)

- [North Far North Careers website → K12 Pathways]
- You’ve just had a chance to learn about a few occupations. Now you’ll learn how you can find education programs that can help you prepare for a job in that career area.
 - For today, I want you to become familiar with the K12 Pathways pages, where you can learn about the pathways offered in your district and school. On this page, under District, select our school or school district. What CTE pathways are available?
 - (Optional) Is early college credit offered? What is early college credit?
 - It’s possible that there isn’t a pathway that matches the career area or industry that you are interested in. That’s OK because any pathway that you choose will expose you to new skills and topics that may spark ideas about other careers you had not considered. Take a few minutes to explore a few pathways.
-
- From the menu, choose College Programs. In the white oval to the left of the map, type in the name of our town or city, and choose the option that appears. Select 10 mi [or 25 mi], and a list of community college programs will appear below.
 - Based on your suggested career areas from completing the career interest survey, explore programs that might interest you.
 - The North Far North Careers website can help you learn about current education pathways in your high school and about future education and training opportunities after high school in a career area that interests you. You can always return to this site to do more research. We will explore more of these options in 10th, 11th, and 12th grades.

Career Exploration Planning Tool—Grade 9

Introduce the Career Exploration Planning Tool, which students will revisit each year.

Duration: 12 minutes

Materials: [Career Exploration Planning Tool](#)

(Note: The Career Exploration Planning Tool link is a Google Docs template—when students use this link, they will automatically be provided a unique copy to save and complete.)

|  Activities (Do) |  Talking Points (Say) |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 8: Career Exploration Planning Tool https://tinyurl.com/2h23rf7u | <p>[Slide 8]</p> <ul style="list-style-type: none"> • So far today, we focused mostly on discovering your career traits and possible career areas to explore. Now you will have a chance to reflect on the information that you learned about yourself today. There are no right or wrong answers. • Each of you will have your own Career Exploration Planning Tool, which you will return to every year to record your career interests and observations as you learn more about careers and your options after high school. • Go to the URL displayed on this slide. It will take you to a Google Docs page, where you can click on the “Make a copy” button to automatically generate your unique Career Exploration Planning Tool. |
| <p>2</p> <ul style="list-style-type: none"> • Display the Career Exploration Planning Tool (Google Doc). <ul style="list-style-type: none"> » Students should name it: “[Student Name]—Career Exploration Planning.” » Remind them to file it in their Career Exploration portfolio or to start one. | <p>[Career Exploration Planning Tool (Google Doc)]</p> <ul style="list-style-type: none"> • On the tool, add your full name to the document title in the top left. So, your document will be titled something like, “Jordan Smith—Career Exploration Planning.” |

|  Activities (Do) |  Talking Points (Say) |
|--|---|
| <p>3</p> <ul style="list-style-type: none"> • In the Career Exploration Planning Tool, walk students through Part 1. • Ask a student to read aloud or have students read silently the instructions for Part 1 and to complete the table and answer reflective questions about their career type and personality traits. Allow about 10 minutes for this activity. | <p>[Career Exploration Planning Tool (Google Doc)]</p> <ul style="list-style-type: none"> • Today, we’re going to complete “Part 1. Career Types and Personality Traits” based on the RIASEC traits that you learned about yourself earlier. Let’s read the instructions (aloud or silently) and get started. • We will be revisiting your Career Exploration Planning Tool each year, but you can always return to it on your own. This tool should live in a folder named “Career Exploration.” |

Wrap-Up

Duration: 2 minutes

|  Activities (Do) |  Talking Points (Say) |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> • If time allows, ask the class a few concluding questions. (Optional) | <p>[A few concluding questions:]</p> <ul style="list-style-type: none"> • Who would like to share something that you discovered about yourself and your career interests today? • What did you notice or learn from the North Far North Careers website? |
| <p>2</p> <ul style="list-style-type: none"> • Direct students to page 1 of their Career Exploration Planning Tool to check off the Grade 9 lesson and add today’s date. | <p>[Optional - Slide 9—North Far North Careers page & URL]</p> <ul style="list-style-type: none"> • The North Far North Careers website can help you learn about current education pathways in your high school and about future education and training opportunities after high school in a career area that interests you. You can always return to this site to do more exploration. We will explore more of these options in 10th, 11th, and 12th grades. |
| <p>3 Conclude by letting students know there will be more interactive activities in the future. Invite them to explore the site on their own and with their caregivers at home.</p> | |

END OF LESSON—Grade 9



Grade 10:

Connecting My Interests to Industries and Careers

Lesson Description

Students learn to navigate the Industries section of the North Far North Careers website by first defining “industry” and brainstorming industries familiar to them. As a class, they explore the section titled Industries, using the Advanced Manufacturing page as an example, to understand features like industry descriptions, regional job demands, and wages by experience. Through guided questioning, students share observations. In pairs, they choose a second industry to explore, reinforcing the process and their understanding. Students write about their observations and possible career interests, adding to their Career Exploration Planning Tool. As an optional activity, they review their RIASEC score report from last year or retake the career interest survey to see how their preferences have changed.

Duration: 45 minutes

Student Learning Objectives

- Students learn about different occupations and salaries within an industry on the North Far North Careers website.
- Students build awareness of high-demand careers and higher wage salaries.
- Students strengthen connections between career interests and career areas.

Materials

- Laptops
- Projector
- [Grade 10 slide deck](https://tinyurl.com/NFNCareersGr10ppt) [<https://tinyurl.com/NFNCareersGr10ppt>]
- [Career Exploration Planning Tool](#) (Google Doc) [<https://tinyurl.com/2h23rf7u>] (This is the link to the “new copy generator.” Students have their own version saved in their Google Drive, ideally in their Career Exploration folder.)

Preparation

- Confirm student access to [North Far North Careers](#) website.
- Familiarize yourself with the Career Exploration Planning Tool.
- [Optional extended activity or homework] Confirm students saved their RIASEC score report from their career interest self-assessment completed in grade 9 to a Career Exploration folder. If the file cannot be located, plan for students to repeat the interest assessment at CareerOneStop.

Activities and Talking Points

Setting the Stage

Introduce the lesson (with a reminder) about why it’s not too soon for high school students to begin thinking about careers. Display Slides 1–4 to the class and guide a class discussion.

Duration: 3 minutes

Materials: [Grade 10 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|--|---|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 1 (lesson title): Connecting My Interests to Industries and Careers | <p>[Slide 1]</p> <ul style="list-style-type: none"> • In the 9th grade, we began to explore your interests and to understand that every one of us has a career journey. Today, we’re going to learn how the North Far North Careers website can help us see how we can apply our interests to industries and careers in the region in which we live. |
| <p>2</p> <ul style="list-style-type: none"> • Display Slide 2: Why do I need to think about my career now? | <p>[Slide 2]</p> <ul style="list-style-type: none"> • What are some reasons why it’s not too soon to begin thinking about your career now? • The more exposure you gain to the wide range of careers that exist, the more you can explore options and learn about occupations you had never known about. |
| <p>3</p> <ul style="list-style-type: none"> • Display Slide 3: Why do I need to think about my career now? <ul style="list-style-type: none"> » The earlier you begin, the more you know about your interests. » Knowing about a career area of interest helps you plan for after high school. | <p>[Slide 3]</p> <ul style="list-style-type: none"> • In addition, the more you can think about what your strengths, interests, and traits are, the more it’ll help steer you toward what you like and dislike about different careers. This information can help guide your plans for after high school—where to go, what to do, and how to get qualified for those jobs. |

Defining “Industry”

Create a common understanding about what an industry is and help students connect meaning to industries that are familiar to them.

Duration: 3 minutes

Materials: [Grade 10 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 4 and ask, “What is an industry?” • Slide 4: What is an industry? | <p>[Slide 4]</p> <ul style="list-style-type: none"> • Before we start, let’s clarify what an industry is. What is an industry? • An industry is a category that groups together businesses or services that provide related products or services. |
| <p>2</p> <ul style="list-style-type: none"> • Display Slide 5 and ask students about industries they know about. • Slide 5: What types of industries can you name? | <p>[Slide 5]</p> <ul style="list-style-type: none"> • What types of industries can you name? [e.g., auto, insurance, health, forest, agriculture, technology, tourism, food] |

Understanding Careers Within an Industry

Display the North Far North Careers website. Guide students to follow along using their laptops as you walk through how to navigate the Industries webpage. Engage students in brief class discussions as you walk through the sections on the webpage, pausing to explain, ask questions, and give time for students to read and process information. Together, describe how the content is useful for building understanding about careers.

Duration: 12 minutes

Materials: [North Far North Careers website](#)

|  Activities (Do) |  Talking Points (Say) |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> • Go to the North Far North Careers website and project your screen. https://northstatecareers.org/ • Explain that the purpose of the website is to provide information that helps people explore industries and careers. | <p>[North Far North Careers website]</p> <ul style="list-style-type: none"> • Today, we’re going to return to the North Far North Careers website to learn about industries. Last year, in the 9th grade, we looked at the website and learned about K–12 CTE pathways in our school district or school. Today, we’re going to explore industries and careers in the North Far North and learn how to find useful information. • We’re going to walk through the Industries section of this website as a class, and then you and a partner are going to do a similar activity. |

**Activities (Do)**

- 2**
- Familiarize students with the Industries tab. Help students see connections between businesses or services they already know about and their related industries.
- 3**
- Use the Advanced Manufacturing industry to model how to navigate the webpage. Use the bulleted talking points to help students understand different webpage features:
 - » "More"
 - » North/Far North toggle
 - » pop-up pages
 - Discuss with students how to make sense of the content about the industry and top jobs.
 - Pause between sections (see bulleted talking points) to ask for any clarifying questions.

**Talking Points (Say)**

- Let's begin by going to the menu bar at the top of the page, where you can see the following menu options: Industries, Colleges, K12 Pathways, College Programs, and About. Click on "Industries" to see 11 industries in the North Far North that are growing and offer well-paying careers that can support you and your living expenses.
- Looking at the industries and the brief descriptions, which industries have you heard of? Or can you name examples of businesses or services within those industries that you've heard of?

Let's select an industry, such as Advanced Manufacturing.

- First, what kinds of work do you see in the rotating photos?
- On the left side of the page, above "Browse Programs," expand the description by clicking on "More." Take a few minutes to read the description. What are two or three interesting facts you learned about Advanced Manufacturing (even if the industry isn't the right industry for you)?
- Below the blue box section, change the toggle back and forth between North and Far North. What do you notice about the information below the toggle about jobs, projected change, and entry-level wages?
- Change the toggle to match the region we're in. Scroll further down to Top Jobs That Require Community College Credentials. All of these jobs are in the Advanced Manufacturing industry.
- To the left, under "What can I train for?" click on an occupation that you've heard of. Read about the job and the tasks associated with that job.
- Click on two other occupations and read about the job and associated tasks.
- Who learned about a job they'd be interested in exploring? Why?

Building Awareness of High-Demand Jobs and High-Wage Salaries

Guide students through the remainder of the section **Top Jobs That Require Community College Credentials** and point out the **Top Employers and Skills** section at the bottom of the webpage.

Duration: 8 minutes

Materials: [North Far North Careers website](#)



Activities (Do)

- 1
 - Continue on the Advanced Manufacturing page to help students understand the columns and the information about job openings per year and wages.
 - Direct students to the last section on this webpage, “Top Employers & Skills,” identifying familiar companies.



Talking Points (Say)

- [“Top Jobs That Require Community College Credentials” under Advanced Manufacturing]
- All of these jobs require some sort of education or training that can be achieved at a community college—maybe a certificate that takes 1 year to earn, or an associate degree, or transfer to a 4-year college to earn a bachelor’s degree.
 - Look across the page at job openings and hourly wages. Click on the tiny, stacked triangular arrows to list content from highest to lowest or the reverse.
 - » Which occupations are expected to have the most openings in the North? These are called high-demand jobs.
 - » What do you notice about the range of salaries among occupations? Which are high-wage jobs? What do you notice about salaries and experience?
 - » What else do you notice?
 - » Some occupations can be a stepping stone to a higher paying job, but they often require more education or training.
 - At the bottom of this page, look at “Top Employers & Skills,” and you might recognize some familiar companies.

Connecting Industries to Careers of Interest

Support students to work in pairs for this activity and practice making sense of the information available on the Industries webpage. They will return to their Career Exploration Planning Tool that they started in Grade 9.

Duration: 15 minutes

Materials: [Career Exploration Planning Tool](#)



Activities (Do)

- Display the Career Exploration Planning Tool (Google Doc).
 - Remind students that they started their Career Exploration Planning Tool in the 9th grade and that they will return to it each year. The Google Doc may be filed in a folder named "Career Exploration."

(Optional)

- Alternatively, for students who cannot locate their planning tool from the 9th grade or never started one, provide the URL by displaying Slide 7: Career Exploration Planning Tool <https://tinyurl.com/2h23rf7u>

- Display Part 2 of the Career Exploration Planning Tool.
 - Explain to students how they will have a chance to work with a partner and explore a different industry and related careers. As a class assignment, they will each record their observations in their Career Exploration Planning Tool in "Part 2. Industry and Careers Exploration."



Talking Points (Say)

[Career Exploration Planning Tool (Google Doc)]

- We're going to do an activity using our Career Exploration Planning Tool. You should be able to find yours as a Google Doc saved in a folder, possibly named "Career Exploration."

[Slide 7]

- If you can't locate your planning tool or never started one, start a new one by typing in this URL in your browser: <https://tinyurl.com/2h23rf7u>.

[Part 2 of the Career Exploration Planning Tool]

- With a partner, choose an industry to explore. Challenge yourself by choosing an industry less familiar to you, or choose an industry you both are interested in.
- Work together, going through the same process that we just completed as a class. You will be asked to identify interesting information and what you notice about job demand and wages and to record your responses on an online handout.

**Activities (Do)**

- 3**
- Continue to display Part 2 of the Career Exploration Planning Tool.
 - Give student pairs 10–12 minutes to complete four questions in Part 2 based on their observations when exploring an industry on the North Far North Careers website.

**Talking Points (Say)**

[Part 2 of the Career Exploration Planning Tool]

- Each of you will record your understanding in your individual Career Exploration Planning Tool that you started last year. You can share the same answer for the first few questions, but the final question is about you and your personal interests.
 - Now take 10 minutes to explore an industry and related careers and complete Part 2.
 - » Q1. Which industry did you choose to explore?
 - » Q2. What are two pieces of information that you found interesting, surprising, or new about the industry?
 - » Q3. Within this industry, what do you notice about (a) jobs in the region, (b) projected jobs, and (c) entry-level wages?
 - » Q4. Read about two or three job descriptions and tasks. Which do you find interesting? Explain why.
-
- 4**
- Ask students to share observations from their exploration activity.
 - Who would like to share some observations about what you noticed or discovered?

[OPTIONAL] Extension Activity (next day or homework)

Provide students an opportunity to revisit their RIASEC score report generated in the 9th grade—possibly filed in a Career Exploration folder—OR have students retake the career interest survey on CareerOneStop.

Duration: 20 minutes

Materials: [Grade 10 slide deck](#)



Activities (Do)

- Display Slide 8:
 - RIASEC**
 - Realistic
 - Investigative
 - Artistic
 - Social
 - Enterprising
 - Conventional

[Option A—Students have a saved RIASEC report from grade 9.]

 - Remind students about their RIASEC codes, and help students review them by either returning to their online career portfolio where they had saved a RIASEC report last year or Part 1 of their Career Exploration Planning Tool.

OR

 - Display Slide 9: Career Interest Survey

[Option B—Students do not have a saved RIASEC report and need to take the career interest assessment again or for the first time.]

 - Encourage students to take the 30-question career interest assessment from CareerOneStop if they are interested in updated information about themselves. Update Part 1 of their Career Exploration Planning Tool.



Talking Points (Say)

[Slide 8]

- Last year, you completed a career interest survey that helped you understand your personality traits according to RIASEC codes and matched your traits to the kinds of work you might enjoy and possible career areas.

[Option A]

- You saved your RIASEC results about your traits in your online Career Exploration folder. Find the saved report from last year to recall your top three traits. You also recorded them in your Career Exploration Planning Tool.

OR

[Option B]

- You may recall completing a career interest assessment last year, but now you'll have a chance to do it again. It's actually a good idea to repeat it as you mature, gain new experiences, and discover new interests. You can update your information in Part 1 of your Career Exploration Planning Tool.

END OF LESSON—Grade 10

Grade 11:

Examining Options After High School

Lesson Description

Students are introduced to postsecondary options: community college, 4-year college/university, trade (vocational) school, apprenticeship, military, and workforce. In small groups, students engage in a hands-on activity, sorting examples of six types of postsecondary options, followed by a class discussion to clarify distinctions between the options. As a class, students explore one industry on the North Far North Careers website, looking closely at two “top jobs” within the industry and then at the community colleges that offer related CTE programs to understand whether associate degrees, certificates, or apprenticeships are available. Students explore the local community college on the North Far North Careers website to understand the range of CTE programs and awards offered.

Duration: 45 minutes

Student Learning Objectives

- Students realize the multiple postsecondary options that can help them attain career goals.
- Students navigate the North Far North Careers website proficiently and recognize the relationships between postsecondary education/training and wages in different industries.
- Students deepen understanding between types of community college awards (certificates, degrees), required CTE units, and postsecondary education requirements needed for different careers.

Materials

- Laptops
- Projector
- A [class set of Options After High School sorting cards](#) (one set per student group) that include six types of postsecondary options after high school—community college, 4-year college/university, trade school, apprenticeship, military, workforce—plus, examples of each option for sorting. [<https://tinyurl.com/NFNCareersSortingCards>]
- [Grade 11 slide deck](#) [<https://tinyurl.com/NFNCareersGr11ppt>]
- [Career Exploration Planning Tool](#) (Google Doc) [<https://tinyurl.com/2h23rf7u>](This is the link to the “new copy generator,” if needed. Students have their own version saved in their Google Drive, ideally in their Career Exploration folder.)

Preparation

- Print, cut, and organize class sets of Options After High School sorting cards—one set per student pair/trio. In advance, select five to six local North and Far North community colleges and remove the other North and Far North community colleges from the set.
- Modify Slide 5 so that the list of five to six local community colleges matches the same community colleges selected for the sorting cards.
- Familiarize yourself with the Career Exploration Planning Tool.

Activities and Talking Points

Setting the Stage

Display Slides 1–3 to set the stage for what students previously learned in 10th grade and about today’s activity.

Duration: 3 minutes

Materials: [Grade 11 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 1: Options After High School | <p>[Slide 1]</p> <ul style="list-style-type: none"> • Today we’re going to learn about postsecondary options students have. Let’s review what you’ve learned in previous years and see how we can begin to connect the dots. |
| <p>2</p> <ul style="list-style-type: none"> • Display Slide 2: North Far North Careers www.northstatecareers.org | <p>[Slide 2]</p> <ul style="list-style-type: none"> • We’ll explore information on the North Far North Careers website about careers and where one can go to prepare for those careers. Last year, you were introduced to the North Far North Careers website as a helpful resource for learning about high-demand industries in our region. |
| <p>3</p> <ul style="list-style-type: none"> • Display Slide 3: RIASEC Realistic Investigative Artistic Social Enterprising Conventional | <p>[Slide 3]</p> <ul style="list-style-type: none"> • Remember these? In the 10th grade, you all completed a career interest survey to learn about the career traits that best describe your preferences in the workplace. Those career traits were represented by RIASEC scores that identified your personality type and career preferences and then matched them to different career areas or types of jobs. • The saved information may be in your Career Explorations folder, but you can also retake the survey at any time on the North Far North Careers website. You’ll need the information later. |

Understanding Options After High School

Introduce a hands-on activity in which students sort cards to match institutions and other examples to one of six options after high school. Afterward, facilitate a class discussion that clarifies questions and makes distinctions between the different options.

Duration: 20 minutes

Materials: [Grade 11 slide deck](#) | Options After High School sorting cards (prepped)

|  Activities (Do) |  Talking Points (Say) |
|--|--|
| <p>1</p> <ul style="list-style-type: none"> Ask the class about their tentative plans for after high school as of today. | <ul style="list-style-type: none"> How many of you think about what your plans are after you graduate from high school? Who would like to share some of those plans? |
| <p>2</p> <ul style="list-style-type: none"> Display Slide 4: <ul style="list-style-type: none"> » Options After High School Community college 4-year college/university Trade (vocational) school Apprenticeship Military Workforce Service corps* <p>*Funding for service corps (e.g., AmeriCorps, JobCorps) remains uncertain.</p> | <p>[Slide 4]</p> <ul style="list-style-type: none"> We just heard about a few plans that involve some of the same postsecondary options shown on this list: community college, 4-year college/university, trade (vocational) school, apprenticeship, military, workforce, or service corps. Service corps, such as AmeriCorps or Job Corps, are uncertain for the long-term, so we won't include them in this next activity. |
| <p>3</p> <ul style="list-style-type: none"> Distribute a set of sorting cards to each pair/trio of students and provide instructions for sorting. Students have 5 minutes for this task. | <p>[Options After High School sorting cards]</p> <ul style="list-style-type: none"> In your small groups, you'll receive a set of sorting cards about options after high school. With your partner(s), place the six types of options in a row. They are in ALL CAPS. Under each option, do your best to sort the examples of different colleges and schools by type. Share with your partner(s) information that you know or have heard about the different options. |
| <p>4</p> <ul style="list-style-type: none"> After students have completed their sorting, facilitate a discussion, focusing on one postsecondary option at a time, about how they sorted their options, and then talk through the related slide. Use the opportunity to clarify questions, misconceptions, or confusions and explain the distinction about each particular option. | <ul style="list-style-type: none"> Let's see how you sorted your options. We'll start with community college. I'll provide some features and descriptions about each option as we make our way through them. This is a good time to ask any clarifying questions you might have. |

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>[Slides 5–10]</p> | <p>[Note: Following are talking point notes to support clarifying questions about postsecondary options (Slides 5–10).]</p> |
| <p>5</p> <ul style="list-style-type: none"> • Display Slide 5. (In advance, be sure to modify this slide with local colleges for relevance.) Introduce local community colleges and related information. <ul style="list-style-type: none"> » Community College <ul style="list-style-type: none"> Community College A Community College B Community College C Community College D Community College E | <p>[Slide 5]</p> <ul style="list-style-type: none"> • Community college <ul style="list-style-type: none"> » Public » Open admissions (no test requirement, no diploma or GED) » Awards: Certificate, associate degree, transfer credits to 4-year college » Programs: Career education, trade, academic, adult education courses » (Length of time varies, depending on timeline goals and other responsibilities) |
| <p>6</p> <ul style="list-style-type: none"> • Display Slide 6. Introduce the region’s 4-year colleges and universities and related information. <ul style="list-style-type: none"> » 4-Year College/University <ul style="list-style-type: none"> CSU Chico CSU Sacramento Cal Poly Humboldt UC Davis Southern Oregon University* <p>*Participating Western Undergraduate Exchange (WUE) college (agreement that California students pay the same at the participating WUE college as the California State University [CSU] tuition)</p> | <p>[Slide 6]</p> <ul style="list-style-type: none"> • 4-year college/university <ul style="list-style-type: none"> » Public or private » Often require standardized test scores and GPA and course requirements » Awards: Bachelor degree of arts or sciences (BA or BS), graduate degree (master’s degree, PhD) » Length of time: Two years as a transfer from community college OR 4 years without previous college credits |
| <p>7</p> <ul style="list-style-type: none"> • Display Slide 7. Introduce a sampling of trade schools in the region and related information. <ul style="list-style-type: none"> » Trade (Vocational) School <ul style="list-style-type: none"> Northwest Lineman College Paul Mitchell Cosmetology School Universal Technical Institute | <p>[Slide 7]</p> <ul style="list-style-type: none"> • Trade (vocational) school <ul style="list-style-type: none"> » Often private and expensive; a public trade school may exist within a community college » GED or diploma may be required, depending on licensure requirements » Awards: Certificates, associate degree in some fields only (e.g., health, technology) » Length of time: Often 12–18 months |

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>8</p> <ul style="list-style-type: none"> • Display Slide 8. Introduce a sampling of apprenticeships and discuss what they are. <ul style="list-style-type: none"> » Apprenticeship <ul style="list-style-type: none"> Electrical Apprenticeship Level I Millwright Apprenticeship Sheet Metal Apprenticeship Level II | <p>[Slide 8]</p> <ul style="list-style-type: none"> • Apprenticeship <ul style="list-style-type: none"> » On-the-job industry experience in a high-demand field while completing related coursework; paid or unpaid » Offered through a partnership between an employer and community college; competitive to secure » Award: industry-recognized credential |
| <p>9</p> <ul style="list-style-type: none"> • Display Slide 9. Introduce the military branches and related information. <ul style="list-style-type: none"> » Military <ul style="list-style-type: none"> U.S. Air Force U.S. Army U.S. Coast Guard U.S. Marines U.S. Navy | <p>[Slide 9]</p> <ul style="list-style-type: none"> • Military <ul style="list-style-type: none"> » Enlist as a service member (no degree) or an officer (requires BA or BS) » Pays salary, housing, and education in exchange for service » Specialized training in a particular field |
| <p>10</p> <ul style="list-style-type: none"> • Display Slide 10. Introduce the examples of workplace options (among many) where high school graduates might work. <ul style="list-style-type: none"> » Workforce (examples) <ul style="list-style-type: none"> Construction companies Healthcare facilities Home care Restaurant and food establishments Retail stores | <p>[Slide 10]</p> <ul style="list-style-type: none"> • Workforce <ul style="list-style-type: none"> » Enter the job market immediately after high school » Wages depend on skills, experience, industry |

Connecting Industry to Community College

Display the North Far North Careers website. Guide students to explore two “top jobs” to understand how wages compare, certification required for those jobs, and CTE programs that teach necessary skills. Facilitate short discussions using the slide deck questions to prompt students’ thinking about earnings, in-demand jobs, and apprenticeships.

Duration: 20 minutes

Materials: [North Far North Careers website](#) | [Grade 11 slide deck](#)



Activities (Do)

- 1
 - Display the North Far North Careers home page, and have students join you there on their laptops.
 - Remind students that they explored features of North Far North Careers in the 10th grade. Explain that today the class is going to explore industries and jobs in the North and Far North region and then the community colleges that offer CTE programs to learn the skills necessary for those jobs.
- 2
 - Choose “Energy, Construction and Utilities” as the industry to walk through.
 - Direct students to follow on their laptops as you review the features on the page—industry description, projected jobs, projected change in jobs, and average entry-level wage—while checking for understanding.
- 3
 - Ask students to review the section “Top Jobs That Require Community College Credentials.” What do they notice about entry-level wages of different jobs? How does it compare to the average entry-level wages?



Talking Points (Say)

[North Far North Careers website]

- Your postsecondary plans may include several options we just discussed. You may still be deciding, and that’s OK. To help with planning and decision-making, it’s useful to have information.
- The North Far North Careers website is designed to provide this information. We’re going to use the site to understand what it can tell us about different industries in the North and Far North, jobs, wages, and the community colleges that offer CTE programs for those jobs.

[North Far North Careers website]

- From the Industries tab at the top, click on “Energy, Construction and Utilities,” and read the expanded description. What information can we learn from this?
 - » In 2023, how many jobs were there in energy, construction, and utilities?
 - » What was the projected change/growth in jobs? What does this mean?

- Take a look at the list of “top jobs.” All of these jobs require a certificate or degree from a community college (or trade school).
 - » What do you notice about the entry-level wages of different jobs?
 - » How do they compare to the average entry-level wage shown above on the webpage?
- Poke around to read about different jobs.

**Activities (Do)****Talking Points (Say)**

| | |
|--|---|
| <p>4</p> <ul style="list-style-type: none"> • Display Slide 11. Use the top job Construction and Building Inspector as an example. Walk through the questions on Slide 11 and discuss as a class. <p>Slide 11:</p> <ul style="list-style-type: none"> • Construction and Building Inspector <ul style="list-style-type: none"> » How does this job rank by job demand in our region? » How does this job rank in our other region? » How do the entry-level earnings of this job compare to other jobs? » How do the earnings compare for more experienced workers? | <p>[Slide 11]</p> <ul style="list-style-type: none"> • Let's choose the job Construction and Building Inspector as an example. <ul style="list-style-type: none"> » How does it rank in order of job demand in our region? » What happens when you toggle to our other region? » How do the earnings of this job compare to other jobs as an entry-level person? » How do the earnings change for more experienced workers? |
| <p>5</p> <ul style="list-style-type: none"> • Display Slide 12 and ask students to click "View programs." <p>Slide 12:</p> <ul style="list-style-type: none"> • What do you notice? • What are the differences between earning a certificate and an associate degree? | <p>[Slide 12]</p> <ul style="list-style-type: none"> • Click on "View programs." <ul style="list-style-type: none"> » What do you notice? » What are the differences between earning a certificate and earning an associate degree? |
| <p>6</p> <ul style="list-style-type: none"> • Return to the North Far North Careers website. • As a whole class, ask students to choose the top job Electricians and look at "View programs." Facilitate discussion about apprenticeships. | <p>[North Far North Careers website]</p> <ul style="list-style-type: none"> • Let's take a look at another "top job"—this time, Electricians. Click on "View programs" and tell us what you notice. <ul style="list-style-type: none"> » Can someone remind us what apprenticeships are? » Do you know someone who has had an apprenticeship? In what industry? » Which types of industries tend to offer apprenticeships? |

Wrap-Up

Conclude with students returning to their Career Explorations Planning Tool to write down two possible plans for after high school.

Duration: 2 minutes

Materials: Career Exploration Planning Tool

Note: Use link to generate a new copy, if necessary: <https://tinyurl.com/2h23rf7u>



Activities (Do)

- 1
 - Direct students to go to their Career Explorations Planning Tool (ideally, saved in their Google Drive in a Career Exploration folder.) This is an opportunity to reflect on their postsecondary options.
- 2
 - Encourage students to continue exploring the North Far North Careers website on their own and to introduce someone they know to the resource.



Talking Points (Say)

[Career Exploration Planning Tool]

- Locate your Career Exploration Planning Tool. Take a few minutes to jot down your thoughts as of today about your Plan A and Plan B for after high school. Of course, this may change. But it's good to record your thoughts about it for now and to consider what you need to do to prepare.
- On your own, spend more time exploring the breadth of the North Far North Careers website. You now know where you can find a career interest survey anytime you want to retake it. Think about introducing the informative and useful site to someone you know, such as a family member or friend.

END OF LESSON—Grade 11



Grade 12: Pulling It All Together With a Plan

Lesson Description

Students build on exposure to industries and CTE programs learned in previous years. Grade 12 students are introduced to the interconnectedness of earnings, industries, required skills, experience, and level of training/education. Students explore CTE programs on the North Far North Careers website from two different approaches: starting from industry and then starting from local community college. Using a planning tool, students create two CTE program plans while considering their interests, understanding CTE program certificates and degrees, and reflecting on how these options support their career and education goals.

Duration: 50 minutes

Student Learning Objectives

- Students increase awareness of relationship between earnings, industries, and postsecondary education/training.
- Students expand understanding of industries of interest and CTE programs offered at community colleges using the North Far North Careers website.
- Students draft two informal postsecondary college and career plans based on career traits and interests, career goals, and education goals.

Materials

- Laptops
- Projector
- [Grade 12 slide deck](https://tinyurl.com/NFNCareersGr12ppt) [<https://tinyurl.com/NFNCareersGr12ppt>]
- [Career Exploration Planning Tool](#) (Google Doc) [<https://tinyurl.com/2h23rf7u>] (This is the link to generate a new copy, if needed. Students should have their own version saved in their Google Drive, ideally in their Career Exploration folder.)

Preparation

- Familiarize yourself with the North Far North Careers website information about available CTE programs at local community colleges.
- Familiarize yourself with the Career Exploration Planning Tool.

Setting the Stage

Frame the lesson through the lens of students being seniors in the process of making plans for next year and beyond.

Duration: 1 minutes

Materials: [Grade 12 slide deck](#)



Activities (Do)



Talking Points (Say)

- 1 • Display Slide 1 (Title page).

[Slide 1]

- As seniors in high school, you're all thinking about your plans for what you'll be doing after high school.

- 2 • Display Slide 2 and frame today's lesson with the opportunity for seniors to pull together information that they have gathered over the years about themselves and connections they've made between their career interests and postsecondary options.

[Slide 2]

- Last year, we took a close look at postsecondary options such as these on the slide. Some of you may have already made a decision about where you see yourself after high school, and some of you are still deciding. Others are making multiple plans should there be a need to pivot.

» **Options After High School**

Community college
4-year college/university
Trade (vocational) school
Apprenticeship
Military
Workforce

Earnings and Awards

Introduce students to the practice of considering earnings in the context of an industry, required skills, experience, and level of training/education.

Duration: 5–6 minutes

Materials: [Grade 12 slide deck](#)



Activities (Do)



Talking Points (Say)

- 1 • Display Slide 3:
• Median Earnings of Workers by Educational Attainment

[Slide 3]

- Something important to consider when making plans about your education and career goals is understanding how earnings can be impacted by the industry, required skills, experience, and level of training/education.

**Activities (Do)**

- 2
- Describe the main idea of the graphic on the slide. Facilitate a discussion about student observations. Ask students what they notice about the relationships between earnings and level of training/education.

**Talking Points (Say)**

[Slide 3]

- This chart compares earnings of full-time workers between the ages of 25 and 34. The chart compares the wages of workers whose highest level of education is a high school diploma or GED, certificate, associate degree, or bachelor's degree.
 - » What do you notice about the earnings with different levels of training or education?
 - » What predictions can we make for these different workers over time?
- One problem with a chart such as this is that it doesn't reflect some industries where higher earnings can be made with some college training but no degree. The North Far North Careers website has shown us some of those industries.
- Every individual needs to make decisions about their goals in the context of many influencing factors. Having information to make those decisions is important.

- 3
- Remind students there is no single path that works for everyone.

Exploring CTE at a Local Community College

Give students time to explore CTE programs available at their local community college and to learn about the type of awards offered through different programs on the North Far North Careers website.

Duration: 8–10 minutes

Materials: [North Far North Careers website](#)

**Activities (Do)**

- 1
- Let students know that we're going to take a closer look at what the North Far North Careers website can tell us about community college opportunities.

**Talking Points (Say)**

[North Far North Careers website]

- We're going to return to the North Far North Careers website and explore the available CTE programs at our local community college. Whether or not community college is a definitive part of your plans after high school, it's good to know about options. This information may be useful to you now or later in your career.

**Activities (Do)****Talking Points (Say)**

- | | |
|--|---|
| <p>2</p> <ul style="list-style-type: none"> • On the North Far North Careers website, direct students to go to the “Colleges” tab in the menu and select their local community college. Then click on “View Programs.” This will bring up all the CTE programs offered at that community college. • Provide a few minutes for students to explore the many pages of available CTE programs on their own. Offer guidance for how to explore, including reaching the last page of results (see talking points). | <ul style="list-style-type: none"> • Go to the “College” tab at the top and choose [community college name], our local community college. • Then click on “View Programs.” • On this new page, you will learn about all of the CTE programs offered at the college. Take 4–5 minutes to explore all of the pages, exploring possible programs of interest. • Be sure to make your way to the last page because sometimes similar programs are named differently and are found on different pages. For example, the program Advance Welding Technologies (under “A”) offers a certificate but Welding Technologies (under “W”) offers an associate degree. |
| <p>3</p> <ul style="list-style-type: none"> • Ask students to recall their career interests as best they can, and have them choose a program that interests them. | <ul style="list-style-type: none"> • Try to recall your career personality traits from your career interest survey results and choose a program that interests you and matches your preferences. |
| <p>4</p> <ul style="list-style-type: none"> • Ask students to consider the type of award—certificate, associate degree, apprenticeship, if available—that best matches their education and career goals. • Ask students if they have questions. | <ul style="list-style-type: none"> • As you explore, consider your own education and career goals—whether earning a certificate or an associate degree is a better match. • Note that not all associate degrees are transferable to a 4-year college/university—you’ll want to check with a college advisor or read about the program very carefully. |

Career Exploration Planning Tool

Students return to their Career Exploration Planning Tool to create a plan involving their local community college based on their interests and goals.

Duration: 30 minutes

Materials: [Career Exploration Planning Tool*](#) | [Grade 12 slide deck](#)

*(Google Doc) (This is the link to generate a new copy, if needed. Students should have their own version saved in their Google Drive, ideally in their Career Exploration folder.)

|  Activities (Do) |  Talking Points (Say) |
|--|---|
| <p>1</p> <ul style="list-style-type: none"> • Frame how the purpose of this activity is to pull together information they've learned about themselves thus far and determine what they can still learn from the North Far North Careers website to create a CTE program plan—either a hypothetical or a real plan. | <p>[Career Exploration Planning Tool]</p> <ul style="list-style-type: none"> • Now, for this next activity, you'll have a chance to pull together all of the information you've learned about yourself and from the North Far North Careers website. You're going to create a hypothetical or actual CTE program plan for yourself. • In your Google Drive (or saved folders) return to your Career Exploration Planning Tool. It could be filed in your Career Exploration folder. |
| <p>2</p> <ul style="list-style-type: none"> • Display the actual Career Exploration Planning Tool Google Doc. If needed, display this link for students who can't locate their Career Exploration Planning Tool and need to start a new one. [https://tinyurl.com/2h23rf7u] | <p>[Career Exploration Planning Tool]</p> <ul style="list-style-type: none"> • We'll be completing the last section of the planning tool, Grade 12, which you'll do independently. You'll have an opportunity to think about a plan involving an industry of interest and a community college. |
| <p>3</p> <ul style="list-style-type: none"> • Walk students through Part 4 of the planning tool, "Pulling It All Together With a Plan," which they will complete independently. • Students will take two approaches to explore their industry of interest and to chart their results: <ul style="list-style-type: none"> » With Approach 1, students start with their chosen industry and then learn which community colleges offer a program in that discipline. » With Approach 2, students switch approaches and start with the local community college to learn what CTE programs are offered. | <p>[Career Exploration Planning Tool]</p> <ul style="list-style-type: none"> • In this section, "Part 4. Pulling It All Together With a Plan," you are going to explore a CTE program using two approaches: <ul style="list-style-type: none"> » First, under Approach 1, start by choosing an industry you are interested in and then seeing where a related CTE program is offered. Under Approach 2, you'll take a different approach. Explore the local community college first to understand the CTE programs that are offered, and then determine the one you find interesting. » Spend a good chunk of time on these two sections to think about a possible plan, and write it down. |

|  Activities (Do) |  Talking Points (Say) |
|---|--|
| <p>4</p> <ul style="list-style-type: none"> • Students write a short reflection about what they have discovered from this career exploration and initial planning. | <ul style="list-style-type: none"> • When you've finished the two approaches, take a minute to reflect on what you've discovered or realized from this process. |
| <p>5</p> <ul style="list-style-type: none"> • Finally, ask students to record one next step they will take to enact their plan and any questions they still have. | <ul style="list-style-type: none"> • Now write down one next step to enact your plan. • And if you think of any remaining questions, write those down and also the name of the person you can follow up with to ask. |
| <p>6 [Optional]</p> <ul style="list-style-type: none"> • Ideally, if time permits, let students share their Career Exploration Planning Tool with a partner or in trios. | <p>[Optional]</p> <ul style="list-style-type: none"> • We have a little bit of time, so let's have you share with a partner or in trios something from your Career Exploration Planning Tool. |
| <p>7</p> <ul style="list-style-type: none"> • Display Slide 4: <ul style="list-style-type: none"> » CareerOneStop https://www.careeronestop.org/ • Remind students about the CareerOneStop website introduced to them in Grade 9. It's a national career exploration website where students can go to watch short videos and learn about hundreds of jobs and careers. | <p>[Slide 4]</p> <ul style="list-style-type: none"> • Before we wrap up, I want to remind you of the website CareerOneStop as a helpful resource. • It has a tremendous video library, where you can go and watch short 1-minute videos to learn about hundreds of jobs and careers. Or you could retake your career interest assessment. • Now that you have learned about different types of industries from the North Far North Careers website, you will see many industries that look familiar, plus a few new ones. |
| <p>8</p> <ul style="list-style-type: none"> • Educator or counselor next steps: <ul style="list-style-type: none"> » Review students' CTE program plans—specifically, patterns of student plans and questions they still have—to understand how students can be further supported in their postsecondary plans. Collaborate or plan with the college and career readiness school team if needed. | |

END OF LESSON—Grade 12

Combined Grades 9/10: Modified Approach for When Lessons Begin in Grades 10, 11, or 12

Note to Educators and Counselors

The four lessons in the *North Far North Careers Toolkit* were designed so that students engage in one lesson each year of high school beginning in grade 9. The lessons are scaffolded, building on knowledge learned in the previous year’s lessons. In addition, students will return to their Career Exploration Planning Tool, adding new information about their career exploration each year.

As the *North Far North Careers Toolkit* is rolled out starting in 2025–26, students in grades 10, 11, and 12 will miss the foundational lesson in grade 9. To address this gap, we recommend teaching the combined lesson that captures key activities from the grades 9 and 10 lessons into a single lesson. In Table 1, a recommended approach suggests how all high school students can access information about career exploration, career areas, and postsecondary opportunities. It requires that students in grade 11, for example, experience two lessons (i.e., 2 days), and students in grade 12 experience three lessons (i.e., 3 days) to catch up on content.

Table 1. Recommended Lesson When Instruction Begins in Grades 10, 11, or 12

| The first year that lessons are introduced | Original grade 9 lesson | Original grade 10 lesson | Combined grades 9 & 10 lesson | Grade 11 lesson | Grade 12 lesson |
|--|-------------------------|--------------------------|-------------------------------|-----------------|-----------------|
| Grade 9 | x | | | | |
| Grade 10 (Combined lesson) | | | x | | |
| Grade 11 (Two lessons) | | | x | x | |
| Grade 12 (Three lessons) | | | x | x | x |

Lesson Description

Students identify their career interests using the student-friendly, online interest survey embedded in the North Far North Careers website. Students are introduced to the North Far North Careers website as a resource for exploring career areas relevant to the career interests they just identified in the interest survey. Students learn to navigate the Industry section of the North Far North Careers website by first defining “industry” and brainstorming industries familiar to them. As a class, they explore the Industries section, using the Advanced Manufacturing page as an example, to understand features like industry descriptions, regional job demands, and wages by experience. Students are introduced to their Career Exploration Planning Tool and record their RIASEC codes, an industry they explored, and their reflections.

Duration: 55 minutes

Student Learning Objectives

- Students discover their own career interests and connect them to possible career areas.
- Students learn that building a career identity is an iterative and nonlinear process.
- Students become familiar with the North Far North Careers website as a resource.
- Students learn about different occupations and salaries within an industry on the North Far North Careers website.
- Students build awareness of high-demand careers and higher wage salaries.

Materials

- Laptops
- Projector
- [Combined Grades 9/10 slide deck](https://tinyurl.com/NFNCareersGr9-10combinedPPT) [<https://tinyurl.com/NFNCareersGr9-10combinedPPT>]
- [Career Exploration Planning Tool](https://tinyurl.com/2h23rf7u) (Google Doc) [<https://tinyurl.com/2h23rf7u>]
- (This is the link for students to generate a new copy, if needed. Students will make a personal copy and save in their Google drive, ideally in their Career Exploration folder.)

Preparation

- Confirm in advance that students can access the following websites:
 - » North Far North Careers
 - » CareerOneStop
- Familiarize yourself with the Career Exploration Planning Tool.

Setting the Stage

Introduce the lesson with a reminder about why it's not too soon for high school students to begin thinking about careers. Display Slides 1–3 to the class and guide a class discussion.

Duration: 2 minutes

Materials: [Combined Grades 9/10 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|--|---|
| <p>1</p> <ul style="list-style-type: none"> • Display Slide 1 (lesson title): Connecting Career Interests to Industries and Careers | <p>[Slide 1]</p> <ul style="list-style-type: none"> • Today, we will explore your career interests and begin to connect them to career areas that may be a good match for you. The goal is to learn that every one of us has a unique career journey. • We will also explore a very useful website, North Far North Careers, which is a great resource for learning about careers and programs at community colleges. |
| <p>2</p> <ul style="list-style-type: none"> • Display Slide 2: • Why do I need to think about my career now? | <p>[Slide 2]</p> <ul style="list-style-type: none"> • Although you are in high school, what are some reasons why it's not too soon to begin thinking about your career now? • The more exposure that you gain to the wide range of careers that exist, the more you can explore options and learn about occupations you had never known about. |
| <p>3</p> <ul style="list-style-type: none"> • Display Slide 3: • Why do I need to think about my career now? <ul style="list-style-type: none"> » The earlier you begin, the more you know about your interests. » Knowing about a career area of interest helps you plan for after high school. | <p>[Slide 3]</p> <ul style="list-style-type: none"> • In addition, the more you can think about what your strengths, interests, and traits are, the more it'll help steer you toward what you like and dislike about different careers. This information can help guide your plans for after high school—where to go, what to do, and how to get qualified for those jobs. |

Student Career Interest

Introduce the career interest assessment to students and walk them through the purpose of how this tool can help them identify their career preferences.

Duration: 8 minutes

Materials: CareerOneStop website

Note: CareerOneStop is a U.S. Department of Labor website that provides career information, including a career interest assessment, hundreds of 1–2 minute videos about a wide range of occupations, and labor market information.



Activities (Do)

- 1
 - Display the home page of CareerOneStop.
 - Ask students to join you at the site. [<https://www.careeronestop.org/ExploreCareers/explore-careers.aspx>]
 - Introduce the site and explain that the purpose of CareerOneStop is to provide useful information and tools for those who are exploring careers. Help students follow the links to the Career Interest Assessment.

- 2
 - Direct students to click on the “Start Assessment” button in the center of the page. Explain how it will take about 5 minutes to respond to 30 types of activities, indicating how much they enjoy or don’t enjoy that activity.
 - Encourage students to ask about any activities they don’t fully understand and remind them that there are no right or wrong answers.
 - You may want to do a quick assessment yourself, so that you can continue to help students with the next step: Understanding My RIASEC Scores.



Talking Points (Say)

- [CareerOneStop website]
- This government website was developed for students and adults who are exploring different careers to learn what might be a good fit. The site provides great videos of individuals in a wide range of careers to understand specific types of jobs. It also offers information about wages for those jobs in the region where you live, such as the North Far North.
 - We will explore this site today and get started by taking a career interest assessment. This is a commonly used tool to help people understand their preferences and the types of careers that may be a good match.
-
- [Interest Assessment on the CareerOneStop website]
- Today, each of you will have a chance to complete a career interest assessment to learn about the kinds of tasks and activities you enjoy that are related to different types of jobs.
 - Everyone will have different results. There are no right or wrong answers. Your responses will then lead to suggested career areas for you to explore.
 - As you read each activity, pause to think about how much you like or dislike that activity. Choose the checkmark box that best aligns with your preference. You’ll check the boxes on the left side for activities you dislike and the boxes on the right side for activities you like. You can go back and change your answer before you finish.
 - Use the “Back” and “Next” buttons to navigate between pages.
 - Focus on the actual activity. Don’t think about how much education is required or the salary of a related job.

Understanding My RIASEC Scores

Help students understand the results of their RIASEC scores.

Duration: 10 minutes

Materials: [CareerOneStop website](#)



Activities (Do)



Talking Points (Say)

- 1
 - Continue to display the CareerOneStop website, progressing from the end of the Interest Assessment to the RIASEC results.
 - Help students understand their results and what the different personality types represent according to the RIASEC definitions. A brief, easy-to-understand description is provided for each category on the website.

[CareerOneStop website]

- Once you've completed the assessment, you'll be taken to a new page that lists careers you might be interested in. The careers are listed in alphabetical order. Take just a minute to peruse them for now because we'll come back to them.
- On the left side of the webpage, there is a bar chart that reveals your results about your preferences. Click "What does my score mean?"
- Based on your responses in the assessment, it shows you the traits among six that are your strongest. The traits are identified by RIASEC scores, and they indicate the different ways and preferences people have in different workplace settings. The traits are **Realistic, Investigative, Artistic, Social, Enterprising, and Conventional**. Everyone has a different combination of RIASEC scores.
- Take a minute to look at what your RIASEC scores suggest about your preferences and traits.

- 2
 - Display Slide 4:
 - » **RIASEC**
 - Realistic
 - Investigative
 - Artistic
 - Social
 - Enterprising
 - Conventional
 - Display Slide 5: Discuss with a partner:
 - » What are your top three traits?
 - » What types of career areas are a good match for you?
 - » Can you imagine yourself in those suggested career areas?
 - If time allows, ask for individuals to volunteer sharing their results with the class.

[Slide 4]

- You've just learned about what your RIASEC scores reveal about your preferences and traits.

[Slide 5]

- Turn to your partner and share what you learned. Here are three questions to discuss.
 - » What are your top three traits?
 - » What types of career areas are a good match?
 - » Can you imagine yourself in those suggested career areas?



Activities (Do)

- 3
- Walk students through the process of saving their RIASEC scores from the website.
 - » At the bottom of the page of the RIASEC scores, click on “Download” to save their results as a PDF.
 - » The document includes today’s date. Direct students to add it to their Career Exploration folder on Google Drive or other digital folder so they can return to it later.



Talking Points (Say)

[CareerOneStop website]

- It’s a good idea to save your RIASEC scores because we’ll be returning to them over the next few years. Of course, as you change and develop new interests and preferences, you can always take the assessment again.
- For now, let’s save today’s results. At the bottom of the page that reveals your RIASEC scores, click on the “Download” button. This will save a copy in your Download file, which you should then move into a new folder.
- If you don’t already have a folder named “Career Exploration,” now is a good time to start one.

Explore Occupations and Careers

Segue to the CareerOneStop page that enables students to explore a plethora of short videos, each describing an occupation, informed by their RIASEC results.

Duration: 6–7 minutes

Materials: [CareerOneStop website \(videos\)](#)



Activities (Do)

- 1
- On the CareerOneStop website, guide students to return to the results of suggested careers using the “Back to Results” button. On this page, students can explore a wide range of occupations that align well with their RIASEC results.



Talking Points (Say)

[CareerOneStop website]

- Use the “Back to Results” button to return to the suggested list of careers for you based on your RIASEC scores.
- If you like, you can minimize the list of careers by applying the filters on the left to show only suggested careers that require different amounts of education, such as a certificate or degree. You can also choose the degree of career match by selecting “Best,” “Great,” or “Good.”
- It’s worth sharing that in many career areas, the more education or training one has, the better the opportunities for higher salaries and promotion in their future.

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>2</p> <ul style="list-style-type: none"> Ask students to look at three occupations in their suggested career area. They will have a chance to write about them later. | <p>[CareerOneStop website]</p> <ul style="list-style-type: none"> Poke around and click on the different careers, where you can watch a short 1-minute video to learn about an occupation. See if you can imagine yourself in that job. Think about three possible occupations you want to learn more about. Later, you'll have a chance to write down your reactions to these occupations. |

Defining "Industry"

Create a common understanding about what an industry is and help students connect meaning to industries that are familiar to them.

Duration: 2 minutes

Materials: [Combined Grades 9/10 slide deck](#)

|  Activities (Do) |  Talking Points (Say) |
|---|---|
| <p>1</p> <ul style="list-style-type: none"> Display Slides 6 and 7. Ask, "What is an industry?" Solicit student responses. Slide 6: What is an industry? On Slide 7, ask about industries they know. Slide 7: What kinds of industries can you name? | <p>[Slide 6]</p> <ul style="list-style-type: none"> Before we start, let's clarify what an industry is. What is an industry? An industry is a category that groups together businesses or services that provide related products or services. <p>[Slide 7]</p> <ul style="list-style-type: none"> What kinds of industries can you name? [e.g., auto, insurance, health, forest, agriculture, technology, tourism, food] |

Understanding Careers Within an Industry

Create a common understanding about what an industry is and help students connect meaning to industries that are familiar to them.

Duration: 12 minutes

Materials: [North Far North Careers website](#)



Activities (Do)



Talking Points (Say)

- 1
 - Go to the North Far North Careers website and project your screen. <https://northstatecareers.org/>
 - Explain that the purpose of the website is to provide information that helps people explore industries and careers.

[North Far North Careers website]

- This website was developed for high school students, their families, and community college students living and working in the North and Far North region.
- Over the next few years, we will explore this informative site in different ways, and you are encouraged to explore it on your own.
- Today, we’re going to become more familiar with the North Far North Careers website to learn about industries. We’re going to explore the industries and careers in the North Far North region and learn how to find useful information.

- 2
 - Familiarize students with the Industries tab. Help students see connections between businesses or services they already know about and their related industries.

- First, let’s walk through the Industries section of this website as a class. Afterward, you and a partner are going to do a similar activity.
- Let’s begin by going to the menu bar at the top of the page, where you can see the following menu options: Industries, Colleges, K12 Pathways, College Programs, and About. Click on “Industries” to see 11 industries in the North Far North that are growing and offer well-paying careers.
- Look at the industries and the brief descriptions; which industries have you heard of? Or can you name any businesses or services within those industries that you’ve heard of?



Activities (Do)

- 3
- Use the Advanced Manufacturing industry to model how to navigate the webpage. Use the bulleted talking points to help students understand different webpage features:
 - » "More"
 - » North/Far North toggle
 - » pop-up pages
 - Discuss with students how to make sense of the content about the industry and top jobs.
 - Pause between sections (see bulleted talking points) to ask for any clarifying questions.



Talking Points (Say)

- Let's select an industry, such as Advanced Manufacturing.
 - » First, what kinds of work do you see in the rotating photos?
 - » On the left side of the page, above "Browse Programs," expand the description by clicking on "More." Take a few minutes to read the description. What are two or three interesting facts you learned about Advanced Manufacturing (even if the industry isn't the right industry for you)?
 - » Below the blue box section, change the toggle back and forth between North and Far North. What do you notice about the information below the toggle about jobs, projected change, and entry-level wages?
 - » Change the toggle to match the region we're in. Scroll further down to Top Jobs That Require Community College Credentials. All of these jobs are in the Advanced Manufacturing industry.
 - » To the left, click on an occupation that you've heard of. Read about the job and the tasks associated with that job.
 - » Click on two other occupations and read about the jobs and associated tasks.
 - » Who learned about a job they'd be interested in exploring? Why?

Career Exploration Planning Tool

Support students to work in pairs for this activity and practice making sense of the information available on the Industries webpage. They will begin to work on their Career Exploration Planning Tool.

Duration: 15 minutes

Materials: [Combined Grades 9/10 slide deck](#) | [Career Exploration Planning Tool](#)



Activities (Do)



Talking Points (Say)

- Display Slide 8: **Career Exploration Planning Tool**
<https://tinyurl.com/2h23rf7u>
 - Explain how students will engage with this planning tool each year, adding new information.
 - Guide students through the process of making a copy of their own planning tool.

- [Slide 8]
[Career Exploration Planning Tool]
- This is a planning tool that you will return to each year through 12th grade. It's your own planning tool for recording your career interests and observations.
 - Each of you will have your own Career Exploration Planning Tool, which you will return to every year to record your career interests and observations as you learn more about careers and your options after high school.
 - Go to the URL displayed on this slide. It will take you to a Google Docs page, where you can click on the "Make a copy" button to automatically generate your unique Career Exploration Planning Tool.

- Display the Career Exploration Planning Tool (Google Doc).
[\[https://tinyurl.com/2h23rf7u\]](https://tinyurl.com/2h23rf7u)
 - Students should name it: "[Student Name]—Career Exploration Planning."
 - Tell students to save the planning tool in a new folder named "Career Exploration."

- [Career Exploration Planning Tool (Google Doc)]
- On the tool, add your full name to the document title in the top left. So, your document will be titled something like "Jordan Smith—Career Exploration Planning."

**Activities (Do)**

- 3**
- Display Part 2 of the Career Exploration Planning Tool.
 - Explain to students how they will have a chance to work with a partner and explore a different industry and related careers. As a class assignment, they will each record their observations in their Career Exploration Planning Tool “Part 2. Industry and Careers Exploration.”
 - Give student pairs 10 minutes to complete Part 2 based on their observations when exploring an industry on the North Far North Careers website.
 - Following are the questions that students will address in Part 2 of their Career Exploration Planning Tool.
 - » Q1. Which industry did you choose to explore?
 - » Q2. What are two pieces of information that you found interesting, surprising, or new about the industry?
 - » Q3. Within this industry, what do you notice about (a) jobs in the region, (b) projected jobs, and (c) entry-level wages in this industry?
 - » Q4. Read about two or three job descriptions and tasks. Which do you find interesting? Explain why.

- 4**
- Ask students to complete “Part 1. Career Types and Personality Traits” in the Career Exploration Planning Tool.

**Talking Points (Say)**

[Part 2 of the Career Exploration Planning Tool]

- For now, we’re going to start at Part 2, but you will have an opportunity to complete Part 1 about your career traits later.
- With a partner, choose a new industry to explore. Challenge yourself by choosing an industry less familiar to you, or choose an industry you both are interested in.
- Work together, going through the same process that we just completed as a class. You will be asked to identify interesting information and what you notice about job demand and wages and to record your responses on an online handout.
- Each of you will record your understanding in your individual Career Exploration Planning Tool that you started last year. You can share the same answer for the first few questions, but the final question is about you and your interests.

[Part 1 of the Career Exploration Planning Tool]

- We’re going to go back to “Part 1. Career Types and Personality Traits” so that you can reflect on your RIASEC traits that you learned about earlier.
- Take about 5 minutes to complete (or finish for homework).

Appendix: Alignment to California College and Career Readiness Standards

6–12 English Language Arts

| College and Career Readiness Anchor Standards for Reading | Grade 9 lesson | Grade 10 lesson | Grade 11 lesson | Grade 12 lesson |
|--|----------------|-----------------|-----------------|-----------------|
| Key Ideas and Details | | | | |
| 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | x | x | x | x |
| Craft and Structure | | | | |
| 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | x | x | x | x |
| 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. | x | x | x | x |
| Integration of Knowledge and Ideas | | | | |
| 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. | x | x | x | x |
| Range of Reading and Level of Text Complexity | | | | |
| 10. Read and comprehend complex literary and informational texts independently and proficiently. | | x | x | x |

| College and Career Readiness Anchor Standards for Writing | Grade 9 lesson | Grade 10 lesson | Grade 11 lesson | Grade 12 lesson |
|--|----------------|-----------------|-----------------|-----------------|
| Research to Build and Present Knowledge | | | | |
| 9. Draw evidence from literary and/or informational texts to support analysis, reflection, and research. | x | x | x | x |

| College and Career Readiness Anchor Standards for Speaking and Listening | Grade 9 lesson | Grade 10 lesson | Grade 11 lesson | Grade 12 lesson |
|---|-------------------|--------------------|--------------------|--------------------|
| Comprehension and Collaboration | | | | |
| 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. | X | X | X | X |
| 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. | X | X | X | |

| College and Career Readiness Anchor Standards for Language | Grade 9 lesson | Grade 10 lesson | Grade 11 lesson | Grade 12 lesson |
|---|-------------------|--------------------|--------------------|--------------------|
| Conventions of Standard English | | | | |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | X | X | X | X |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | X | X | X | X |
| Vocabulary Acquisition and Use | | | | |
| 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. | X | X | X | X |
| 5. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. | X | X | X | X |