Lesson Plan

Title: Career Exploration – High School Graduation Impact

Subject: HS Career Exploration

Grade Level: 9-12

Time Duration: 1 or 2 - 60 min periods

Overview: Exercise in evaluating career opportunities and understanding educational requirements for career opportunities.

Standards: Alaska Standards: Employability A.2, B.4;

Common Core: Reading for Information 9-12 #6

Objectives:

> **Students will determine what high school coursework is required / suggested for a selected career.**
>
> **Students will identify the education requirements for various levels of career choices and make the correlation between education and responsibility.**
>
> **Students will compute the cost of not getting a high school diploma.**

Assessment / Evaluation: Writing Project with Self-Reflection. Students will use attached Pebble Project handbook to evaluate career opportunities and educational requirements.

Materials: The Pebble Partnership – Mining Careers Handbook; handout, Student AKCIS account, Optional: Donlin Gold, Kensington Gold, Fire River Gold, International Tower Hill Mines (Livengood), Mill Rock Resources, Usibelli Coal Mine, AlaskaMiners.org – career website listings.

*Pebble Partnership – Mining Careers Handbook can be obtained by contacting the VP of Human Resources in the Anchorage Headquarters Office.

Activities and Procedures:

Note: This activity assumes students have an AKCIS (Alaska Career Information System) account and are familiar with the site.

1. Open discussion about how much money Bill Gates, The President of the United States, sports professionals, and various other top performers make on an annual basis.

2. Segway to discussion about how much money an office manager, business person, or other mid-level professionals make. Use positions that require some post-secondary education.

3. Discuss the income level of someone who only needs a high school diploma. Examples may include skilled tradesmen, important business support staff, and any position within the school district. Comparisons can be made for on-the-job-training required.

4. Finally, find occupations that do not require a high school diploma and evaluate the income. Examples include tradesman's assistant, trash collector, truck driver, cook helper, and fast food worker. Demonstrate how many of these positions only make minimum wage or barely get above.

5. Explain assessment: Begin by demonstrating how to navigate the Pebble Partnership Careers Manual. Demonstrate how to find the various educational requirements and skills needed.

6. Have the students practice finding 2 careers for each educational level that interest them; non-HS, HS, Skilled Trade, College.

7. Have the students log into their AKCIS accounts. They should already know about which career clusters interest them. Have them repeat the same search just within their own career clusters; find 2 careers for each educational level. Print out the findings.

8. Have students evaluate what skills are required for each position.

9. Assignment: Write a 1-2 page informative paper describing their findings. Grade on synthesis of education/skills/responsibility versus pay scale.

   a. Differentiated options:
      i. Interview 3 people about their careers and the importance of education. Find one without a HS Diploma, 1 with only a HS Diploma, and 1 with more than a HS diploma.
      ii. Student can create a 2-3 minute video clip as a public service announcement to stay in school (group participation accepted).
      iii. Go to local AK Job Centers Office. Obtain statistical data of local labor market. Student will give oral presentation to class on findings. Interview/discussion with local office personnel a must.

Conclusions: Students will continue throughout the school year to evaluate the necessity of graduation and its impact on career opportunities.

Extra Credit: Students to bring in name, contact information, and career pathway/cluster information for at least two possible summer internships or student employment opportunities. That data will then be used by the instructor to coordinate and arrange possibilities.