

NORTH DAKOTA CAREER RESOURCE NETWORK

CAREER OUTLOOK

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User's Guide

RUReady.
ND.gov
EDUCATION & CAREER PLANNING

North Dakota
cte
Career and Technical
Education

Career Outlook User's Guide

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Activity 1: What is My Learning Style?

Target Audience: Grades 6-9

Objective: The students will:

- Complete a learning styles inventory.
- Identify their learning styles.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.	Educational Achievement Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.	ED1.K4: Identify your learning style. ED1.A4: Show how you are using learning style information to improve educational achievement and performance. ED1.R4: Analyze your learning style to develop behaviors to maximize educational achievement and performance.

Resources and Materials:

- What is My Learning Style? activity sheet
- Career Outlook, Occupational Section, pages 14-49

Leading Questions and/or Comments:

This is an informal approach to learning styles. It should be used as an introduction, not as a diagnostic tool. Discuss with the students general learning style attributes. Discuss how students do homework and the environment in which they work best when completing homework. Talk about the following:

- Today we are going to determine your individual learning style. We will see how you learn best and then we will match your learning style with compatible occupations.
- Your individual learning style may affect the way you understand information and solve problems.

Activities:

Instruct students to do the following:

- Complete the What is My Learning Style? activity sheet.
- Total each section. The section with the highest score is your learning style.
- Write your learning style in the blank provided. Read the description of your learning style and review the sample occupations that are compatible with that learning style.
- Compare your learning style with your classmates.

Do a class poll to see what the majority learning style is of the class.

- Ask students why it would be helpful to know a classmate's learning style?
- How can knowing your learning style benefit you in a work environment?

Making Connections for Students:

Say to the students:

Now that you know how you learn best, let's review together how knowing this will help you find compatible occupations. Tell me about how your learning style can affect how happy you are at work.

Optional Activities:

Have students:

- Use www.RUReady.ND.gov to journal in their portfolio what their learning style is and what they learned about themselves.
- Research occupations they may be interested in exploring further.

Activity 2: Personality Plus

Target Audience: Grades 9-12

Objective: The students will:

- Complete a personality type inventory.
- Identify their Holland Code.
- Connect their Holland Code to compatible occupations.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Personal/Social Goal 1: Develop understanding of yourself to build and maintain a positive self-concept.	PS1.K1: Identify your interests, likes and dislikes. PS1.A1: Demonstrate behavior and decisions that reflect your interests, likes and dislikes. PS1.R1: Assess how your interests and preferences are reflected in your career goals.

Resources and Materials:

- Personality Plus activity sheet
- Career Outlook, Occupational Section, pages 14-49

Leading Questions and/or Comments:

This is an informal approach to personality types. It should be used as an introduction, not as a diagnostic tool and students should know that there are several methods of identifying personality types. Discuss the meaning of personality types with the students. Explain that you can be classified into six different groups, according to Dr. John Holland. The six groups are:

Artistic	Conventional	Enterprising	Investigative	Realistic	Social
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These types are just one measure that will help you to understand yourself and allow you to identify occupations that are best suited to your personality. Occupations are also grouped by these traits. A combination of two or three groups is typical.

Talk about the following:

What are some advantages to knowing your personality type? (get along better with classmates/co-workers, helps you realize your full potential, helps you identify occupations that you will enjoy, increases productivity, helps you appreciate other personality types)

Activities:

Instruct students to do the following:

- Complete the Personality PLUS activity sheet by following the instructions in the activity.
- Answer the question, “What does this say about what you prefer in your work life, based on your personality?”
- Considering your top three personality types, identify three compatible occupations in the blanks provided.
- Find one of the occupations listed for your personality type in the ND Career Outlook. Does it interest you? Why or why not?
- How can knowing your personality types/Holland Code benefit you in a work environment?

Making Connections for Students:

Say to the students: Now that you know your Holland Code, let’s review together how knowing this will help you find compatible occupations. Tell me about how your personality type can affect how happy you are at work.

Optional Activities:

Have students:

- Use www.RUReady.ND.gov to journal in their portfolio what their Holland Code is and what they learned about themselves.
- Research any occupations they may be interested in exploring further.

Activity 3: My Career Clusters

Target Audience: Grades 7-12

Objective: Students will:

- Complete an interest assessment to determine their top career cluster.
- Explore related career options.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.	CM3.K4: Identify several ways to classify occupations. CM3.A4: Give examples of how occupational classification systems can be used in career planning. CM3.R4: Assess which occupational classification system is most helpful to your career planning.

Resources and Materials:

- Career Outlook, Career Clusters Interest Survey, pages 6-7
- Career Outlook, Career Outlook Occupational Section, pages 14-49

Leading Questions and/or Comments:

This is an informal approach to the Career Clusters. Though much time has been invested in assuring that this survey is a reliable checklist, it should be used as an introduction and not as a valid, reliable assessment tool. Ask/state the following:

- With so many careers and occupations available today, how do you determine where to start your search?
- Career Clusters are groupings of occupations used as an organizing tool for curriculum design.

Activities:

Instruct students to do the following:

- Complete the Career Cluster Interest Survey, pages 6-7 of the Career Outlook.
- Draw their attention to the instructions at the top of each column
 - In the first column, check the activities that describe what you like to do
 - In the second column, check the personal qualities that describe you
 - In the 3rd column, check the school subjects you like
- Complete all sixteen boxes and add them up, putting your total in the last column. The top three highest totals will tell you your top 3 clusters. The highest total will be your #1 cluster, the second highest #2 and the third highest #3. Write the totals in the spaces provided in the career cluster chart at the bottom of the page. Circle or highlight your top choice(s).
- Your top clusters will give you a grouping of occupations that are closely related to your personal preferences and interests.
- If your scores are even or close, explore both clusters to see if one seems like a better fit than the other.
- Find out more about your clusters on pages 14-49 of the Career Outlook. Read the descriptions at the top of the pages and look over the occupations listed in your top 3 clusters.

Making Connections for Students:

Say to the students:

- Now that you have determined your top 3 clusters, especially your top cluster, it becomes much easier to look and search for occupations that are the most closely related to your personal preferences and interests.

Optional Activities:

Explore more careers at www.RUReady.ND.gov and www.careertech.org/career-clusters.

Activity 4: Career Cluster Match

Target Audience: Grades 6-8

Objective: Students will:

- Explore career choices related to career clusters.
- Explore career related options
- Identify occupations of interest in one to two clusters.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.	CM3.K4: Identify several ways to classify occupations. CM3.A4: Give examples of how occupational classification systems can be used in career planning. CM3.R4: Assess which occupational classification system is most helpful to your career planning.

Resources and Materials:

- Career Outlook, Career Clusters Interest Survey, pages 6-7, or Career Outlook User's Guide Activity 3
- Career Outlook, Career Outlook Occupational Section, pages 14-49

Leading Questions and/or Comments:

Career Clusters are groupings of occupations used as an organizing tool for curriculum design. Talk about the following:

- Today you will learn more about the Career Cluster descriptions and occupations within each Career Cluster.

Activities:

Instruct students to do the following:

- Use the Career Cluster activity page to connect the grouping of occupations in the left hand column with those career clusters in the right hand list where you believe the occupation could reasonably be employed. Occupations may be linked with more than one cluster.

Making Connections for Students:

Say to the students:

- You have identified your top two to three clusters in Activity 3. What occupations found in the Career Outlook (pages 14-49) are of the most interest to you within those clusters?

Optional Activities:

Explore more careers at www.RUReady.ND.gov and www.careertech.org/career-clusters.

Activity 4: Career Cluster Match – ANSWER SHEET

Occupations	Cluster #	Career Cluster
Photographer Animator Art Director Broadcast Technician Desktop Publisher	3	1. Agriculture, Food & Natural Resources The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Emergency Management Director Funeral Attendant Barber Nanny	10	2. Architecture & Construction Careers in designing, planning, managing, building and maintaining the built environment.
Fish and Game Officer Veterinarian Biochemist Conservation Scientist	1	3. Arts, A/V Technology & Communications Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Power Plant Operator Jeweler Industrial Machinery Mechanic Fuels Processing Technician	13	4. Business Management & Administration Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.
Zoologist Microbiologist Statistician Industrial Engineer Astronomer	15	5. Education & Training Planning, managing and providing education and training services, and related learning support services.
Surveyor Civil Engineer Architect Security System Installer	2	6. Finance Planning, services for financial and investment planning, banking, insurance, and business financial management
Instructional Coordinator Elementary Teacher Librarian Fitness Trainer Counselor	5	7. Government & Public Administration Planning and performing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.
Aerospace Engineering Technician Automotive Body Repairer Logistics Manager Crane Operator	16	8. Health Science Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
Eligibility Interviewer Legislator Special Forces Tax Examiner	7	9. Hospitality & Tourism The management, marketing and operations of restaurants and other food services, lodging, attractions, recreation events and travel related services.
Legal Secretary File Clerk Court Reporter Medical Secretary Market Research Analyst	4	10. Human Services Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.
Data Warehousing Specialist Computer Systems Analyst Web Developer Network Administrator	11	11. Information Technology Building linkages in IT occupations for entry level, technical and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.
Travel Agent Pastry Chef Barista Tour Guide Food Service Manager	9	12. Law, Public Safety, Corrections & Security Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
Radiologist Dentist Hearing Aid Specialist Nurse Assistant Athletic Trainer	8	13. Manufacturing Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
Bank Teller Insurance Adjustor Financial Analyst Title Examiner	6	14. Marketing Planning, managing and performing marketing activities to reach organizational objectives.
Cashier Sales Representative Marketing Manager Real Estate Broker	14	15. Science, Technology, Engineering & Mathematics Planning, managing and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
Lawyer Security Guard Transportation Security Screener Firefighter Social Worker	12	16. Transportation, Distribution & Logistics Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Activity 5: What are My Work Values?

Target Audience: Grades 9-12

Objective: The students will:

- Complete a work values inventory.
- Identify their top three work values.
- Connect their work values to compatible occupations.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	Personal/Social Goal 1: Develop understanding of yourself to build and maintain a positive self-concept.	PS1.K4: Identify your work values/needs. PS1.A4: Demonstrate behavior and decisions that reflect your work values/needs. PS1.R4: Assess how your work values/needs are reflected in your career goals.

Resources and Materials:

- What are My Work Values? activity sheet
- Career Outlook, Occupational Section, pages 14-49

Leading Questions and/or Comments:

This is an informal approach to work values. It should be used as an introduction, not as a diagnostic tool. Discuss the meaning of work values with the students. Explain that the value will have a direct relationship to the type of work that you will find satisfying, the environment that is best for you, and the type of people with whom you will spend most of your waking hours. Knowing yourself will allow you to seek opportunities that will fulfill you most effectively, and enable you to do your best.

Talk about the following:

- Do personal values and work values differ? If so, in what way?
- Explain that our values help us make decisions – in our personal lives and in the workplace. Values also help us to decide what kind of work we might like to do.

Activities:

Instruct students to do the following:

- Complete the What are My Work Values? activity sheet by prioritizing the values listed in the order of most importance.
- Answer the question, “What does this say about what you prefer in your work life?”
- Considering your top three work values, identify three compatible occupations in the blanks provided.
- How can knowing your work values benefit you in a work environment?

Making Connections for Students:

Say to the students:

Now that you know what you value in your work environment, let’s review together how knowing this will help you find compatible occupations. Tell me about how knowing your work values can benefit you in a work environment.

Optional Activities:

Have students:

- Use RUReady.ND.gov to complete the Work Values Sorter and research careers with these work value characteristics.
- Research any occupations they may be interested in exploring further.

Activity 6: Rate My Workplace Skills

Target Audience: Grades 10-12

Objective: The students will:

- Rate their workplace skills.
- Recognize the skills they already have.
- Identify the areas they need to improve in order to be successful.
- Relate their skills to skills employers look for in employees.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>Career Management Goal 4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</p>	<p>CM4.K1: Describe academic, occupational, and general employability skill CM4.A1: Demonstrate the ability to use your academic, occupational, and general employability skills to obtain or create, maintain, and advance your employment. CM4.R1: Assess your academic, occupational, and general employability skills and enhance them as needed for your employment. CM4.K3: Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability) are important to success in school and employment. CM4.A3: Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). CM4.R3: Evaluate your general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability).</p>

Resources and Materials:

- Rate My Workplace Skills activity sheet

Leading Questions and/or Comments:

Ask students for skills they know, and list them on the board. Explain and discuss “skills.” One definition of a skill that is used in career development is “a goal-directed behavior that has been or can be strengthened through practice.” Tell the students:

- We all have skills.
- Often, skills seem so natural to us, we take them for granted.
- Sometimes you have a skill that you do over and over and it becomes something you are really good at doing.

Activities:

Instruct students to do the following:

- Rate your workplace skills using the Rate Your Workplace Skills activity sheet.
- Identify which workplace skills you need to work on for your career goal. Think about how others would rate your skills and if it would be similar to how you rated yourself.
- Use the list of workplace skills to develop 5 interview questions an employer would ask a potential employee during a job interview.

Making Connections for Students:

Ask the students:

- Understanding how employers are looking at workplace skills, how can this information help you succeed as you enter the job market?
- How can employees be valuable assets to businesses?
- If robots or computers are more accurate in doing many tasks, how can employees avoid being replaced?

Optional Activities:

Have students:

- Practice interviewing each other using the questions they have developed and focusing primarily on workplace skills.
- Use RUReady.ND.gov to journal in their portfolio what they will do to improve the skills they have identified as important to their career goal.

Activity 7: Career Outlook Search

Target Audience: Grades 7-12

Objective: The students will:

- Complete the Career Outlook Search to become familiar with how to use the magazine.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.</p>	<p>CM3.K2: Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. CM3.A2: Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. CM3.R2: Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.</p>

Resources and Materials:

- Career Outlook Search activity sheet
- Career Outlook

Leading Questions and/or Comments:

This worksheet is designed to walk students through some parts of the Career Outlook magazine in order to familiarize them with the publication. Talk about the following:

- North Dakota’s career resources – including the various agencies that provide the services as highlighted in the magazine
- North Dakota Programs of Study and Occupations
- Interest assessments

Activities:

Instruct students to do the following:

- Complete the Career Outlook Search activity sheet.
- Discuss their responses to the question, “After completing this exercise, what conclusions have you made about yourself and future possibilities?”

Making Connections for Students:

Ask the students:

- Now that you are somewhat familiar with this career resource, how can you make it work for you?

Optional Activities:

Have students:

- Research occupations they may be interested in exploring further in either the Career Outlook or RUPReady.ND.gov.

Activity 8: Cool Careers Start in School

Target Audience: Grades 9-12

Objective: Students will:

- Research the relationship of a subject area to an occupational choice.
- Create a presentation (posters or PowerPoint) to show how a subject area is related to occupations.

Resources and Materials:

- Cool Careers Start in School activity sheet
- Career Outlook Occupational Section - pages 14-49

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>Educational Achievement Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.</p>	<p>ED1.K7: Recognize that your educational achievement and performance can lead to many workplace options. ED1.A7: Show how your educational achievement and performance can expand your workplace options. ED1.R7: Assess how well your educational achievement and performance will transfer to the workplace.</p>

Leading Questions and/or Comments:

- Before the groups begin the activity, be sure to go over the criteria on how to use the Career Outlook Occupational Section on page 14 with the students.
- Direct them to the occupational descriptions to gain information about careers that may be related to your subject area.
- Direct students to the cluster sections that match most closely with the skills you teach.

Activities: In groups of 2, 3 or 4 (depending on the size of your class), have groups explore occupations that may use skills related to this class. Refer to pages 14-49 in the Career Outlook Occupational Section.

- Select 10 occupations related to a favorite subject (e.g., Math, Science, Family and Consumer Sciences, Information Technology). Fill in the chart with the Related Occupations, ND Earnings Outlook and, High Wage/High Skill/Bright Outlook (high demand) ratings information for each occupation.
- Explain briefly how each occupation you chose is related to this class.
- Select three occupations from your list and create a PowerPoint slide or poster for each occupation using the criteria on the activity sheet.
- Each group will contribute slides/posters to the presentation, including everyone's Cool Careers in _____ (e.g., Math, Science, Family and Consumer Sciences, Information Technology...).
- Watch the presentation as a class.

Making Connections for Students: Following the class presentation, ask students if they noticed any common trends with the information presented? For example, were a lot of the occupations high skill, high wage and/or high demand? Discuss similarities and differences of the occupations with the class.

Optional Activities: Present the information to other classes to promote occupations/careers in your subject matter.

Activity 9: What Does School Have to Do with a Real Job?

Target Audience: Grades 9-12

Objective: The students will:

- Connect skills that are used in school with those used in the work force.
- Identify school activities that help prepare them for the workplace.

Resources and Materials:

- What Does School Have To Do With A Real Job? activity sheet
- Career Outlook articles
 - Job Service North Dakota, page 61
 - Searching for a Job, page 60

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>Educational Achievement Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.</p>	<p>ED1.K1: Recognize the importance of educational achievement and performance to the attainment of personal and career goals. ED1.A1: Demonstrate educational achievement and performance levels needed to attain your personal and career goals. ED1.R1: Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.</p>

Leading Questions and/or Comments:

This lesson will help in showing students that the skills they develop in school matter in their future workplace setting.

Ask the following:

- What do you think school has to do with a real job? List their responses on the board.
- How many of you have a part time job? Identify some of the work skills that you have learned on the job.

Activities:

Instruct students to do the following:

- Complete the skills chart on the activity sheet.
- When everyone has completed the chart, read a skill and ask students to share how that skill is used at school and in the workplace. They can use their chart as a guide in providing this information.

Making Connections for Students:

Go over the discussion questions that are at the end of the activity sheet with the class. When finished, students should write their ideas, plans or goals in the space provided.

Optional Activities:

Invite a Job Service representative to come to your class to discuss what skills employers are looking for when they are hiring employees. Use the Career Outlook as a resource to find the Job Service office near you.

Activity 10: Employment Outlook and Earnings

Target Audience: Grades 7-12

Objective: Students will:

- Locate a variety of careers in the Career Outlook.
- Explore the salary range, growth, and demand for a variety of careers.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.</p>	<p>CM3.K2: Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available.</p> <p>CM3.A2: Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning.</p> <p>CM3.R2: Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.</p>

Resources and Materials:

- Career Outlook, How to Use the Occupational Section, page 14
- Occupational Section, pages 14-49
- Employment Outlook and Earnings activity sheet

Leading Questions and/or Comments:

This activity is designed to encourage students to seek and explore various career options listed in the Career Outlook. Students will look at national employment, North Dakota Employment, and North Dakota Earnings of various careers. They will also look at Bright Outlook (high demand), High Skills, and High Wage careers in North Dakota.

Do the following:

- Review the meaning of the information in the chart on the activity sheet prior to the students doing this activity. The chart information is also on page 14 of the Career Outlook.
- Encourage questions and further exploration throughout the activity.

Activities:

Instruct students to do the following:

- Answer the 20 questions on the Employment Outlook and Earnings activity sheet using the Career Outlook Occupational Section, pages 14-49, as a reference.

Making Connections for Students:

Encourage the students to dig for the information in the Career Outlook. Exploring what is listed in each cluster and looking at wage and employment information of occupations can be valuable to students as they explore their options.

Optional Activities:

Have students:

- Explore more about labor market information at:
 - www.RUReady.ND.gov
 - www.ndworkforceintelligence.com

Activity 11: What Are My Career Options?

Target Audience: Grades 10-12

Objective:

The students will:

- Examine career possibilities that are available to them.
- Research agencies and organizations that provide decision making resources for career planning.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.	Career Management Goal 2: Use a process of decision-making as one component of career development.	CM2.K4: Identify alternative options and potential consequences for a specific decision. CM2.A4: Show how exploring options affected a decision you made. CM2.R4: Assess how well you explore options when making decisions.

Resources and Materials:

- What Are My Career Options activity sheet
- Career Outlook

Leading Questions and/or Comments:

Say to the students:

- You each have many options available to you as you consider your career goal.
- We will look at a variety of options by reading articles in the Career Outlook. This will give you a better idea of what is available.

Activities:

Instruct students to do the following:

- Read each of the following articles in the Career Outlook. (Students may do this individually or in groups)
 - Page 53, NDUS Distance Education Courses & ND Center for Distance Education
 - Page 54, Why Choose a NDUS School?
 - Page 55, ND University System Admission Requirements
 - Page 56-57, North Dakota Army National Guard/military option
 - Page 61, Job Service North Dakota
- Use the What Are My Options worksheet to record any positive or negative aspects that would affect your personal decisions as you read.

Making Connections for Students:

Say to the students:

- Choosing which option will work for you is a personal decision. Weighing the possibilities to see which option best suits your financial situation, time commitment to school and other personal preferences needs to be considered.

Optional Activities:

Have students:

- Explore their options further using additional resources such as RUPReady.ND.gov, and the North Dakota University System websites at www.ndus.edu.
- Use Activity 15, My Career Plan, to assist them in further developing their plan.

Activity 12: College Options and Admissions

Target Audience: Grades 9-12

Objective: The students will:

- Examine careers by education level, college major, and total cost.
- Research a variety of resources to get the career planning information they need.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 2: Use a process of decision-making as one component of career development.</p>	<p>CM2.K3: Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. CM2.A3: Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. CM2.R3: Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.</p>

Resources and Materials

- Career Outlook
- College Options and Admissions activity sheet

Activities

- Use the Career Outlook, ND University System Admission Requirements, page 55, and the College Options and Admissions Activity sheet.
- Read the worksheet directions carefully and explain to students
 - Use Career Outlook, Occupational Section, pages 14-49 for **steps one, two and three.**
 - Use Career Outlook, ND Estimated On-Campus Budgets, page 63 to do **step four.**
- Read about the ND University System admission requirements on Page 55 of the Career Outlook. Discuss the core requirements of college admissions.

Making Connections for Students

Have students look closely at their answers and ask/discuss the following

- Why is it important to start researching college options early?
- What resources did you find most helpful in finding the information?
- What other observations can be made about your findings?

Optional Activities

Have the students

- Research further and record any relevant career exploration information using RUPReady.ND.gov.
- Save their findings to their portfolio.

Activity 13: Comparing College Programs

Target Audience: Grades 9-12

Objective: The students will:

- Examine careers by education level, college major, and total cost.
- Research a variety of resources to get the career planning information they need.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 2: Use a process of decision-making as one component of career development.</p>	<p>CM2.K3: Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. CM2.A3: Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. CM2.R3: Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions.</p>

Resources and Materials

- Career Outlook and computer access
- Comparing College Programs activity sheet

Leading Questions and/or Comments

Each student will need a Career Outlook Magazine and a computer for further research on the activity page.

Activities

- Use a variety of resources (www.ndus.edu, www.RUReady.ND.gov, www.ndcommunitycolleges.com) and have students complete an in-depth comparison between two schools that carry the major that the student is interested in pursuing.

Making Connections for Students

Have students look closely at their answers and ask/discuss the following

- Why is it important to start researching college options early?
- What resources did you find most helpful in finding the information?
- What other observations can be made about your findings?

Optional Activities

Have the students

- Research further and record any relevant career exploration information using RUReady.ND.gov.
- Save their findings to their portfolio.

Activity 14: RU Ready for Life after High School?

Target Audience: Grades 10-12

Objective: The students will:

- Assess their readiness for life after high school.
- Discuss in writing how they can better prepare themselves for postsecondary education.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Personal/Social Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>Career Management Goal 4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.</p>	<p>CM4.K3: Recognize that a variety of general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability) are important to success in school and employment. CM4.A3: Demonstrate attainment of general employability skills and personal qualities needed to be successful in school and employment (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability). CM4.R3: Evaluate your general employability skills and personal qualities (e.g., critical thinking; problem solving; resource; information; and technology management; interpersonal skills; honesty, and dependability).</p>

Resources and Materials:

- RU Ready for Life After High School? activity sheet
- RU Ready for Life After High School checklist

Leading Questions and/or Comments:

This is an informal survey related to college readiness. It should be used as a tool for thought and discussion, not as a diagnostic tool. Discuss with the students the attributes that make them better prepared for life after high school. Talk about the following:

- How do you know that you are ready for the next step beyond high school graduation?
- What have you done to prepare for the next step in your life?

Activities:

Instruct students to do the following:

- Complete the RU Ready for Life After High School? checklist
- Using the RU Ready for Life After High School? activity sheet, take a look at the responses and answer the questions as honestly as possible.

Making Connections for Students:

Ask the students:

- Now that you have taken some time to review your responses, what suggestions would you make to someone who wanted to further develop in these areas? (Join student organizations to learn to compromise, socialize, develop leadership skills/take classes that will develop skills/make connections with parents, counselors and teachers that can help you define your future)
- How can this assessment help you prepare for your future work life?

Optional Activities:

Have students:

- Use RUReady.ND.gov to journal in their portfolio to discuss what they have learned about themselves and what their plans are to make improvements in the areas that are not strong.

Activity 15: My Career Plan

Target Audience: Grades 7-12

Objective: The student will:

- Develop a career plan.
- Evaluate their skill level and related experiences.
- Compare their skills to their career goal.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 1: Create and manage a career plan that meets your career goals.</p>	<p>CM1.K2: Describe how to develop a career plan (e.g., steps and content) CM1.A2: Develop a career plan to meet your career goals. CM1.R2: Analyze your career plan and make adjustments to reflect ongoing career management needs.</p>

Resources and Materials:

- My Career Plan activity sheet
- Career Outlook, Occupational Section, pages 14-49

Leading Questions and/or Comments:

Explain to students that career goals are goals that you set for your career path. They can be anything from your career choice to where you want to be in your career in a certain number of years. A career defines how you want to spend a large part of your life, so career goal setting is something that everyone should be doing regardless of what career they choose.

Example; “My career goal is to be a construction manager someday. To achieve this career goal, I need a two year degree in Construction Management and some on- the-job experience.”

Ask the students:

If this was your career goal, what skills and experiences would help you reach your career goal?

Activities:

Do the following:

- After a brief introduction to writing career plans, have the students write their career plan by filling out the My Career Plan activity sheet.
- The Career Outlook, Occupational Section, pages 14-49, will provide them with information about occupations.
- When the students have completed their career plan, they can share with the class or place it in their student portfolios.

Making Connections for Students:

Say to the students:

The process of writing down a career plan is a valuable step in career planning. Your career plan will change with your changing needs but you may use this process along the way to figure out what is best for you and your career decisions.

Activity 16: How Much Does College Cost?

Target Audience: Grades 9-12

Objective: The student will:

- Calculate the costs of four college options.
- Compare and analyze the results to choose the best option.
- Determine if a transfer option would also be a good alternative.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 2: Use a process of decision-making as one component of career development.</p>	<p>CM2.K3: Describe how information (e.g., about you, the economy, and education programs) can improve your decision-making. CM2.A3: Demonstrate use of information (e.g., about you, the economy, and education programs) in making decisions. CM2.R3: Assess how well you use information (e.g., about you, the economy, and education programs) to make decisions. CM2.K4: Identify alternative options and potential consequences for a specific decision. CM2.A4: Show how exploring options affected a decision you made. CM2.R4: Assess how well you explore options when making decisions.</p>

Resources and Materials:

- Career Outlook, Estimated On-Campus Budgets, page 63
- How Much Does College Cost? activity sheet

Leading Questions and/or Comments:

Have students look over the ND Estimated on Campus Budgets for Resident Dependent Students (students living on campus) chart on Page 63 of the Career Outlook.

Discuss:

- This will give you an idea of the college expenses for one year. Keep in mind that not all expenditures are listed, as there are additional expenses when living away from home.
- Some students do live at home while going to college.
- A large number of students do not complete a 2-year degree in 2 years. It may take 2 or 3 years to complete an Associate's Degree.
- A four-year degree often takes 4 or 5 years to complete, which brings the total costs up considerably.
- Visits with your college advisor are important in order to complete a degree in the shortest time possible. It also requires you work hard to do well in all of your classes.

Activities:

Instruct students to do the following:

- Look over the information on Estimated On-Campus Budgets for Resident Dependent Students on page 63 of the Career Outlook.
- Complete the comparison chart.
- Answer the worksheet questions.
- Brainstorm additional costs that college students may have and write on board.

Making Connections for Students:

Have students:

- Discuss what they discover about the costs of a college education including additional costs not directly related to education expenses.
- Research further about their college choices on the college websites.

Optional Activities:

- A lesson on credit would be beneficial.
- Students may interview actual college students from the area to have them discuss the costs of a college education.

Activity 17: Financing My Education

Target Audience: Grades 9-12

Objective: The students will:

- Explore a variety of financial aid information resources.
- Test their knowledge of financial aid information.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.</p>	<p>CM3.K1: Describe the importance of career information to your career planning. CM3.A1: Show how career information has been important in your plans and how it can be used in future plans. CM3.R1: Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information. CM3.K2: Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. CM3.A2: Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. CM3.R2: Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.</p>

Resources and Materials:

- FAFSA is the First Step to Getting Money for College, page 50
- 5 Ways to Pay for College, page 50
- Cut College Costs!, page 50
- Student Loans Are Not Free Money, page 51
- North Dakota: Estimated On-Campus Budgets, page 63
- Additional Financial Aid Information handout (3rd page of student activity sheet)

Leading Questions and/or Comments:

This lesson is not meant to be an exclusive coverage of the financial aid topic for your students. It provides general knowledge about financial aid to encourage them to explore further and ask questions.

Activities:

- Assign students to read and report on articles and discuss as a class:
 - FAFSA is the First Step to Getting Money for College, page 50
 - 5 Ways to Pay for College, page 50
 - Cut College Costs!, page 50
 - Student Loans Are Not Free Money, page 51
 - North Dakota: Estimated On-Campus Budgets, page 63
 - Additional Financial Aid Information handout (3rd page of student activity sheet)

- Have students complete the Financing My Education activity sheet individually or in pairs to test their knowledge about the financial aid information. (This tool could also be used as a pre and post test)
- After the students have completed the sheet, go over the answers together. They may have additional questions regarding financial aid you may help them with or refer them to several web resources:

Bank of North Dakota (BND)	https://bnd.nd.gov
Bank of North Dakota (BND) College Planning Center	https://collegeplanning.nd.gov
Bank of North Dakota (BND) Student Loans of North Dakota	https://slnd.nd.gov
Bank of North Dakota (BND) Student Loan Services	https://bnd.nd.gov/studentloans/
Free Application for Federal Student Aid (FAFSA) Website	www.fafsa.gov
North Dakota University System (NDUS) Tuition & Fee Estimator Application	http://fees.ndus.edu
US Department of Education, Federal Student Aid	www.studentaid.ed.gov

Making Connections for Students:

Encourage your students to discuss what they have learned with their parents by bringing the Financing My Education activity sheet home with the correct answers included and several web resources so they can look up additional information.

Optional Activities

Invite a college financial aid representative to speak to your class.

Activity 17: Financing My Education – ANSWER SHEET

1. The acronym FAFSA stands for:
 - a. Funds Available for Supporting Academics
 - b. Financial Assistance for Student Aid
 - c. Federal Application for Student Aid
 - d. Free Application for Federal Student Aid**

2. What are some differences between scholarships, student loans and grants?
Many possible answers, e.g.:
 - Scholarship money does not need to be repaid.**
 - Scholarships are usually based on grades, test scores, and/or talents.**
 - Scholarships are not linked to your FAFSA application.**
 - Student loans must be repaid with interest.**
 - Grants do not need to be repaid. Often based on financial need.**

3. Financial aid can consist of:
 - a. A grant, scholarship, or loan**
 - b. A job, stipend, or pay day loan
 - c. A scholarship, grant, or voucher
 - d. An IOU

4. Student loan payments should not be more than what percentage of your income?
 - a. 5%
 - b. 10%**
 - c. 15%
 - d. 20

5. How important are deadlines and what is the deadline date for the FAFSA?
Many possible answers, e.g.:
 - Very important for most schools**
 - April 15 is the ND University System priority deadline for the FAFSA (contact colleges directly to check on any deadlines they may have)**

6. Do I have to apply every year? **YES** NO

7. Do I have to have my parent's financial information to apply? **YES** NO

8 What costs in addition to tuition should I expect to budget for?

Many possible answers, e.g.:

Books and Supplies

Room and Board

Personal Expenses

Recreation

9 Does it cost anything to submit the FAFSA? YES **NO**

(It does not cost anything to complete the **Free** Application for Federal Student Aid (FAFSA) - it is always free.)

10. What is the difference between a subsidized loan and an unsubsidized loan?

Subsidized Loan- Must start to pay back the loan plus interest after a short period following leaving school.

Unsubsidized Loan- Must start to pay back the interest while you are going to school, and pay until it is paid in full.

11. What are some factors that can affect the types of aid I might receive?

a. Grade level

b. Family size

c. Income and assets

d. All of the above

12. What happens if I don't pay back my loans?

Many possible answers, e.g.:

It will damage your credit rating. This may affect your ability to receive loans for purchases like cars and homes later in your life.

13. Financial aid has some strings attached. You can lose your financial aid. Discuss several ways you may lose these dollars and write them below:

Many possible answers, e.g.:

You can lose your aid if you don't keep your grades up, have drug charges and/or felony convictions or if you do not register with Selective Service. Check with the college you plan on attending to determine other ways you can lose your aid.

Activity 18: ND Wants U to Succeed

Target Audience: Grades 9-12

Objective: The students will:

- Examine the North Dakota Academic and Career and Technical Education Scholarship.
- Describe the North Dakota Academic and Career and Technical Education Scholarship eligibility requirements.
- Analyze their career plan and plan of study to determine eligibility for the ND scholarships.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 2: Use a process of decision-making as one component of career development. Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.</p>	<p>CM2.K6: Describe how education, work, and family experiences might impact your decisions. CM2.A6: Give specific examples of how your education, work, and family experiences have influenced your decisions. CM2.R6: Assess the impact of your education, work, and family experiences on decisions. CM3.K1: Describe the importance of career information to your career planning. CM3.A1: Show how career information has been important in your plans and how it can be used in future plans. CM3.R1: Assess the impact of career information on your plans and refine plans so that they reflect accurate, current, and unbiased career information.</p>

Resources and Materials:

- Career Outlook
- North Dakota Wants U to Succeed activity sheet.
- More information about the ND scholarship and requirements, including a Scholarship Information sheet and Worksheet, is available at the Department of Public Instruction’s website: www.nd.gov/dpi/SchoolStaff/TSE/grantsch/scholarship.
- Provide students with current copies of the following documents:
 - ND Diploma and Scholarship Information www.nd.gov/dpi/uploads/204/info_scholarship.pdf
 - ND Graduation and Scholarship Worksheet www.nd.gov/dpi/uploads/204/require.pdf

Leading Questions and/or Comments:

The purpose of this lesson is for students to become familiar with the ND Academic and Career and Technical Education Scholarship. This lesson is an overview and not a complete explanation of the scholarship. Additional information can be found at the Department of Public Instruction’s website (listed above).

Activities:

Instruct students to:

- Read the Career Outlook, ND Academic and Career and Technical Scholarship Programs, page 5
- Read the ND Academic and Career and Technical Education Scholarship Information sheet available at the Department of Public Instruction’s website www.nd.gov/dpi/uploads/204/info_scholarship.pdf and,
- Read the Current ND Graduation and Scholarship Worksheet (available at the Department of Public Instruction’s website: www.nd.gov/dpi/uploads/204/require.pdf)
- Complete the North Dakota Wants U to Succeed activity sheet.

Following this activity, go through the answers on the activity sheet with the students and answer any questions they may have.

Making Connections for Students:

Encourage students to:

- Be proactive with their academic planning to meet their career goal and eligibility requirements.
- Meet with their counselor for additional information and guidance with their career plan.
- Talk to their parents about the scholarship eligibility.

Optional Activities:

Include this information with registration materials when students sign up for 9th grade classes. Also include this information at a financial aid night with students and parents.

Activity 18: ND Wants U to Succeed – ANSWER SHEET

1. Qualified students may be eligible for up to **\$6,000** to be used for undergraduate study after high school. Awards of **\$750** each semester or \$1,500 for the academic year are distributed.
2. Can I apply for both the ND Academic and the ND Career and Technical scholarships?
 Yes **No**
3. The ACT exam score must be a composite score of **24** or higher for both scholarships.
4. High School GPA must be at least a **3.0** on a 4.0 grading scale.
5. Students must earn no lower than a **“C”** on any unit required for a diploma.
6. Which scholarship will accept three 5’s on the WorkKeys assessment instead of the ACT score requirement? **ND Career and Technical Education Scholarship**
7. The scholarships are renewable as long as the student is enrolled as a full time student and maintains a **2.75** grade point average on a 4.0 grading scale. This is reviewed each semester.
8. The application deadline will be **the first Friday in June (for 2017, that date would be June 2.)**, with high school graduates being notified of their eligibility for either scholarship by **June 30.**

Activity 19: Social Media in Career Planning

Target Audience: Grades 8-12

Objective: The students will:

- Identify various types of social networking and their purpose.
- Recognize benefits and dangers of social networking sites.
- Share strategies for using social networking when in the job market.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Personal/Social Standard B: Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>Personal/Social Goal 2: Develop positive interpersonal skills including respect for diversity.</p>	<p>PS2.K1: Identify effective communication skills. PS2.A1: Demonstrate effective communication skills. PS2.R1: Evaluate your use of effective communication skills. PS2.K2: Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful. PS2.A2: Demonstrate that you interact with others in a way that is honest, fair, helpful, and respectful. PS2.R2: Assess the degree to which you interact with others in a way that is honest, fair, helpful, and respectful.</p>

Resources and Materials:

- Social Media in Career Planning activity sheet
- Career Outlook, Searching for a Job?, page 60
- Internet access

Leading Questions and/or Comments:

This lesson will inform students about the changing face of social networking as well as the benefits and dangers.

Ask/state the following:

- How many of you use Facebook? Twitter? Instagram? Snapchat? Other social networking sites?
- What uses does it serve for you and others you know? (Write on board)
- We are going to explore the ways that social networking can help you or become a hindrance.

Activities:

Do the following:

- Using the Social Media in Career Planning activity sheet, divide students into groups of 3-4 with each group having access to a computer or smartphone.
- Have students complete the group activity and answer the questions in the worksheet.
- When they are all done with the worksheet, each group can share their answers with the class.

Making Connections for Students:

Tell the students:

- Social networking sites have so many benefits in staying connected and reconnecting with friends and family to meeting new people. When used properly and with common sense and care, they can be an asset to planning for your future.

Optional Activities:

Have students:

- Use RUPReady.ND.gov to journal in their portfolio what they have learned about social networking and how it could affect their future positively and negatively.

- Evaluate their social networking sites to see if they have appropriate information and privacy settings.

Activity 20: Make It Your Business

Target Audience: Grades 9-12

Objective: Students will:

- Learn the meaning of the word entrepreneurship.
- Complete an assessment to determine if self-employment is a viable option.
- Create a business plan.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	Career Management Goal 4: Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment.	CM4.K6: Identify the advantages and challenges of self-employment. CM4.A6: Make decisions for yourself about self-employment. CM4.R6: Assess the impact of your decisions regarding self-employment on your career goals.

Resources and Materials:

- Make It Your Business activity sheet
- Career Outlook, Is Entrepreneurship for You?, page 58

Leading Questions and/or Comments:

This is an informal tool used to assess the skills and interests needed for self-employment. It should be used as a discussion starter and is not to be used as a diagnostic tool.

Do the following:

- Display the word “entrepreneurship” on the board, screen or overhead. Ask students what they think it means.
 - Entrepreneur – a person who organizes, operates, and assumes the risk for business ventures. The word is linked to “enterprise” and originates from Latin “inter” (between) and old French “entreprendre” (to undertake). The term is often used interchangeably with “self-employed.”
- Explain to the students that to be an entrepreneur requires many skills. Just as the word can be broken down into many smaller ones, so the role of entrepreneur can be, too. Ask the students to name some successful entrepreneurs.

Activities:

Instruct students to do the following:

- Read the Is Entrepreneurship for you? article on page 58 of the Career Outlook.
- Complete the Make It Your Business activity sheet by following the instructions in the activity. (They need to be divided into groups of 3 or 4 for this project)
- Share your group’s plan with the class.
- Score your project and hand in the activity sheet.

Making Connections for Students:

Say to the students:

- Through the self-assessment and group project, what have you learned about becoming an entrepreneur?

Optional Activities:

Have students:

- Use RUReady.ND.gov to journal in their portfolio what they believe it takes to be an entrepreneur and if it is something they would like to pursue.
- Invite a guest panel or speakers who are entrepreneurs to visit the class and discuss the benefits and challenges of being in business.

Activity 21: Focus on My Career

Target Audience: Grades 9-12

Objective: The students will:

- Evaluate their progress in the career planning process.
- Create a summary of actions needed to meet their career goals.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Academic Development Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.</p>	<p>Educational Achievement Goal 1: Attain educational achievement and performance levels needed to reach your personal and career goals.</p>	<p>ED1.K1: Recognize the importance of educational achievement and performance to the attainment of personal and career goals. ED1.A1: Demonstrate educational achievement and performance levels needed to attain your personal and career goals. ED1.R1: Evaluate how well you have attained educational achievement and performance levels needed to reach your personal and career goals.</p>

Resources and Materials:

- Focus on My Career Activity Sheet
- Career Outlook, Career and Technical Education, back cover

Leading Questions and/or Comments: This lesson is a resource the students can use to evaluate their progress on their career goal. This lesson could be used in conjunction with the My Career Plan lesson or Rate My Workplace Skills lesson to assist students in long term career planning.

Activities:

This lesson provides a big picture look for students related to what they need to accomplish to meet their career goal. Review the North Dakota CTSO Leaders article and discuss how students can build skills through CTE courses and how being a part of a CTSO can help them meet their career goals.

Have students:

- Complete the “To Do” checklist in the activity to evaluate their own skills and set goals to improve the necessary skills needed.
- Discuss how they can get the resources, information and support they need for their career journey.

Making Connections for Students:

Ask the students:

- Why is it important to keep reviewing your progress as you work towards a career plan?

Optional Activities:

Students can scan this activity sheet and download it to their portfolio in RUPReady.ND.gov or add as a journal entry.

Activity 22: Career Development Vocabulary

Target Audience: Grades 6-10

Objective: The students will:

- Identify the definitions of words frequently used in career planning.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
Career Development Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	Career Management Goal 1: Create and manage a career plan that meets your career goals.	CM1.K2: Describe how to develop a career plan (e.g., steps and content): CM1.A2: Develop a career plan to meet your career goals. CM1.R2: Analyze your career plan and make adjustments to reflect ongoing career management needs.

Resources and Materials:

- Career Development Vocabulary activity sheet
- Career Outlook

Leading Questions and/or Comments:

There are many terms used in career planning and the workplace that students should know. This activity can be completed individually or in small groups with the Career Outlook as a resource.

Activities:

Instruct the students to do the following:

- Find the terms in the Career Outlook using the available page numbers.
- Write a definition for the term in the space provided.
- As a class group, compare student definitions for accuracy and define the terms that do not have a page number. An answer sheet is provided with all definitions.

Making Connections:

Say to the students:

- Understanding the vocabulary of career development and employment will help you be informed.

Activity 22: Career Development Vocabulary – ANSWER SHEET

Term	Definition
Ability	What one is able to do, the power to perform a specific task.
Apprenticeship (p. 62)	A combination of on-the-job training with classroom training.
Aptitude	Ability that is innate or acquired; talent; intelligence.
Associate Degree (p. 55)	A two-year degree that prepares students for a specific career or further education.
Bachelor's Degree (p. 55)	Degree awarded to students who complete a 4-year college program.
Career	A course of events including all work, paid and unpaid, which are completed during a lifetime.
Career Pathways (p. 16-49)	Occupations within one career cluster are organized into pathways using characteristics they have in common.
Certificate	Awarded to students who complete short-term educational programs that are designed to lead directly to entry-level employment.
Concurrent/ Dual Enrollment	College level courses for students while in high school for which both high school and college credit can be earned.
Entrepreneur (p.58)	One who organizes and manages a business or enterprise.
Entry-level Job	A job requiring little skill or knowledge, sometimes with the potential for advancement as more skills and knowledge are acquired.
FAFSA (p. 50)	Free Application for Federal Student Aid.
Financial Aid	Grants, scholarships, work study, and loans that help pay for college.
GED (p.52)	General Education Diploma The GED Tests measure the outcomes and concepts associated with a traditional four-year high school education.
Grant	Money to attend college that the student does NOT have to pay back.
Gross Monthly Income	The total income or earnings before deductions for taxes, insurance, or other expenses
Holland Codes (p.14)	A method of identifying personality traits which can be used in understanding the type of work within an occupation.

Income	The amount of money or its equivalent received during a period of time in exchange for labor or services.
Interests (p. 6-7)	Something that concerns, involves, or draws the attention of a person.
Knowledge	Familiarity with a particular subject.
Master's, Doctorate or Professional Degree	Educational awards typically requiring more than 4 years of study.
Net Monthly Income	Earnings after deductions or take-home pay.
Nontraditional Careers	An occupation in which women or men comprise 25 percent or less of its total employment.
Occupation	A group of jobs with common characteristics that require similar skills found in a variety of industries and organizations.
Payroll Deductions	Money subtracted from gross monthly income by an employer. These include things such as taxes and insurance.
Personality	The combination of a person's characteristics and traits that make him or her a unique human being.
Reliability	The ability to be dependable.
Responsibility	A duty or obligation.
Skill	A developed talent or ability through training and practice.
Specialization	A focus or expertise in one area.
Standard of Living	The level of comfort in everyday life that is enjoyed by a community, class or individual.
Student Loan (p.51)	Money that is borrowed and used to attend college that the student must pay back to the lender.
Transferable Skill	Mastery of a skill that can be used in a variety of occupations.
Tuition (p. 63)	The cost to attend college for an established period of time.
Wage	A payment to a worker for labor or services.
Workplace	A person's place of employment.

Adapted from Fincher's Technology Site.

Activity 23: Living on a Budget

Target Audience: Grades 9-12

Objective: The students will:

- Select an occupation from the Career Outlook and calculate the cost of attendance to earn a degree.
- Determine the entry-level wages (use the Career Outlook Occupational Section, pages 14-49) and calculate the annual and monthly net wages (take home pay).
- Create a monthly budget using the approximate percentages listed on in the Monthly Expenditures chart on page 60.

ASCA Standard	National Career Development Goal	National Career Development Guidelines
<p>Career Development Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>Career Management Goal 3: Use accurate, current, and unbiased career information during career planning and management.</p>	<p>CM3.K2: Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available. CM3.A2: Demonstrate the ability to use different types of career information (i.e., occupational, educational, economic, and employment) to support career planning. CM3.R2: Evaluate how well you integrate occupational, educational, economic, and employment information into the management of your career.</p>

Resources and Materials:

- Career Outlook, Career Cluster Information, pages 14-49
- Living on a Budget, page 60
- North Dakota Estimated On-Campus Budgets, page 63

Leading Questions and/or Comments: This activity is intended to help students understand college loan debt as it correlates to the potential wages earned.

Activities:

Discuss the following information in class:

- Living on a Budget, page 60
- North Dakota Estimated On-Campus Budgets, page 63

Have students complete Activity 23, Living on a Budget to determine their understanding of college costs and budgeting based on potential earnings.

Making Connections for Students:

- Encourage students to consider their future career plans and related costs. Are they satisfied with their plan or do they need to consider other options?