



8th Grade ▪ Career Awareness and Preparation ▪ English, Computer

Competency	13.1.8A Relate career to individual interests, abilities, and aptitudes
Lesson Topic	Career Exploration
Subject	English, Computer
Length	One class period
Materials	Internet access for Education Planner website, one computer per student
Evaluation	Students will take the Career Clusters Activity to relate their interests with careers

Procedure:

1. Students go to www.EducationPlanner.org.
2. Students select the Students tab at the top of the webpage.
3. Students select Career Planning on the left side of the screen.
4. Next, students select the “Find Careers” link.
5. Students complete either the Career Clusters Activity and/or the Which Careers Match Your Skills exercise.
6. Students get results that show careers that match their answers. At this time, students can begin to further explore the Find Careers section, looking into educational requirements, skills needed, and salary data.



8th Grade ▪ Career Awareness and Preparation ▪ English, Computer

Competency	13.1.8B Relate careers to personal interests, abilities, and aptitudes.
Lesson Topic	My career
Subject	English, Computer
Length	One class period or homework assignment
Materials	My Career worksheet and pencil, if activity is done in class. A computer lab should be used for research purposes.
Evaluation	Students will explore a career that interests them (from 13.1.8A) further and more in depth to develop a better understanding of career exploration.

Procedure:

1. The teacher explains how students' interests, abilities, and hobbies can help them in making decisions on what they may want to do after high school.
2. The teacher distributes the *My Career* worksheet and refers students to the EducationPlanner.org website Student section.
3. Students complete the worksheet and turn in assignment for a grade.



My Career Worksheet

Name: _____

Career:

I am interested in becoming a/an: _____

Annual Salary:

\$ _____

Education required:

- High school diploma
- Technical/trade school
- Associate's degree (2 years)
- Bachelor's degree (4 years)
- Master's degree (6 years)
- Doctorate (8 years and beyond)

Describe your job.

What do you think you would like the most about this job?

What do you think you would not like about this job?

Where could you look for more information on this and other jobs?



8th Grade ▪ Career Awareness and Preparation ▪ English, Social Studies

Competency	13.1.8C Explain how traditional and nontraditional careers offer or hinder career opportunities.
Lesson Topic	Traditional or nontraditional careers
Subject	English, Social Studies
Length	One class period
Materials	Student participation
Evaluation	Students will discuss the pros and cons associated with traditional and nontraditional careers.

Procedure:

1. Teacher has students form a circle seating arrangement in the classroom.
2. Ask students to list careers that are usually/traditionally considered male.
3. Ask students to list careers that are usually/traditionally considered female.
4. Ask students to list careers that are nontraditional for males.
5. Ask students to list careers that are nontraditional for females.
6. Discuss how traditional and nontraditional careers can help people with career opportunities, as well as hurt people in their careers.
7. Ask students if they know anyone who has a nontraditional career. Who are they? What do they do?



8th Grade ▪ Career Awareness and Preparation ▪ English, Computer

Competency	13.1.8D Explain the relationship of career training programs to employment opportunities.
Lesson Topic	Training programs and employment
Subject	English, Computer
Length	One class period
Materials	Computer lab, internet search capability
Evaluation	Students will identify different types of career training and how they assist with employment opportunities

Procedure:

1. Teacher explains what a career training program is and asks students how they think it can help gain employment.
2. Teacher asks students to research local training programs in their community via the internet.
3. Teacher also guides students to the local CareerLink website, to the local Career and Technology Center, and to apprenticeship opportunities in the community.
4. This activity helps to show that there are other options besides the traditional 4-year college options.



8th Grade ▪ Career Awareness and Preparation ▪ English, Social Studies

Competency	13.1.8E Analyze economic factors that impact employment opportunities, such as, but not limited to, competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, salaries, unemployment.
Lesson Topic	Employment and the economy
Subject	English, Social Studies
Length	Homework assignment, one class period for discussion
Materials	<i>Employment and the Economy</i> worksheet, pencil
Evaluation	Students will better understand the terminology associated with employment opportunities and the economy.

Procedure:

1. Teacher provides students with the *Employment and the Economy* worksheet for homework.
2. Teacher explains that sometimes jobs are plenty and sometimes jobs are hard to come by because of things that happen in the economy.
3. Students complete the assignment for homework.
4. Teacher and students discuss the homework assignment.



Employment and the Economy Worksheet

Name: _____

Explain the following terms and answer the question below.

- Competition
- Economy
- Geographic location
- Global influences
- Job growth
- Job openings
- Labor supply
- Potential advancement
- Potential earnings
- Unemployment

Ask someone you live with if the job market in your community is good or bad. Why?



8th Grade ▪ Career Awareness and Preparation ▪ English

Competency	13.1.8F Analyze the relationship of school subjects, extracurricular activities, and community experience to career preparation.
Lesson Topic	From classes to careers
Subject	English
Length	One class period
Materials	<i>Career and Classes</i> worksheet, pencil
Evaluation	Student will brainstorm career preparation in regards to classes, activities, and community involvement.

Procedure:

1. Teacher leads discussion on why certain classes in school are required and what they may be used for in the world of work.
2. Teacher provides students with the *Career and Classes* worksheet to complete.
3. Students brainstorm the listed careers and try to determine what school subjects, extracurricular activities, and community/volunteer experience they may need to be involved in to obtain that certain career.
4. Teacher and students discuss results.



Career and Classes Worksheet

Name: _____

Look at the following careers. What subject(s), extracurricular activities, or community experience do you think you may need to be good at to get a job?

Carpenter	
Teacher	
Cosmetologist	
Nurse	
Singer	
Lawyer	
Crime scene investigator	
Mechanic	
Welder	
Writer	
Sports announcer	
Police officer	
Pilot	



8th Grade ▪ Career Awareness and Preparation ▪ English, Computer

Competency	13.1.8G Create an individualized career plan including, but not limited to, assessment and continued development of career portfolio, career goals, cluster/pathways opportunities, individual interests and abilities, training/education requirements, and financing.
Lesson Topic	My planner
Subject	English, Computer
Length	One class period and ongoing
Materials	Internet access, a computer for each student <i>Additional materials are available on EducationPlanner.org.</i>
Evaluation	Students will explore a career plan, including career goals, interests, abilities, and training.

Procedure:

1. Students go to www.EducationPlanner.org.
2. Students select the Students tab at the top of the webpage.
3. Students select Career Planning on the left side of the screen.
4. Next, students select the “Find Careers” link.
5. Students complete either the Career Clusters Activity and/or the Which Careers Match Your Skills exercise.
6. Students get results that show careers that match their answers. At this time, students can begin to further explore the Find Careers section, looking into educational requirements, skills needed, and salary data.



8th Grade ▪ Career Awareness and Preparation ▪ English

Competency	13.1.8H Choose personal electives and extracurricular activities based on personal career interests, abilities, and academic strength.
Lesson Topic	All about me
Subject	English
Length	Homework, one-half a class period
Materials	<i>Electives and Activities</i> worksheet, next school year course selection booklet, listing of high school extracurricular activities, pencil
Evaluation	Students will be able to better understand personal electives and after-school activities, based on their likes and dislikes. <i>TIP: This lesson plan should be used in conjunction with course selection for the 9th grade school year. Students will be able to better select the appropriate classes to take as electives and can begin exploring the extracurricular activities before entering high school.</i>

Procedure:

1. Teacher provides students with the *Electives and Activities* worksheet, next school year course selection booklet, and the listing of high school extracurricular activities.
2. Students complete the worksheet by answering the questions about themselves.
3. Students explore the course selection booklet and extracurricular activities.
4. Teacher recommends students share the *Electives and Activities* worksheet with a guidance counselor before making their final selection.



Electives and Activities Worksheet

Name: _____

Things I like to do in my spare time:

Classes that I like in school:

Classes I do not like in school:

When I have nothing to do, I find myself doing this:

Some of the things I like to do outdoors are:

My plans after high school are: