

Career Explorations For High School Students

Career Exploration For Homeschool High School Students

Success during middle school can translate to success in high school and the adult years. This monograph presents ways in which family and consumer sciences teachers can facilitate the learning of career development in the middle school. Middle level education is a unique challenge to educators because students at this level experience rapid and variable changes which impact how they learn. Therefore this program's design focuses on total growth and development, meeting the needs of the adolescent's intellectual development, as well as social, physical, and emotional areas. An introduction to career exploration for the middle school level is presented in chapter 1. Chapter 2 provides a brief review of the literature on concepts related to career development. Explored in chapter 2: choice on the world of work; analyzing personal characteristics; learners' needs; career development theories; family and consumer sciences programs; and career exploration. Each concept is discussed and an example of a lesson plan is provided; a guide to the lesson categories is provided as well. A listing of possible resources for career exploration is also presented. Chapter 3 provides a summary of the career development concepts covered. (MKA)

Career Exploration and Development in Childhood presents chapters from leading figures in the field of childhood career exploration and development. The first substantive edited collection of its kind, this book makes an important contribution to our understanding of children's career development. It provides cutting-edge theory, research and practice for understanding and fostering career exploration and development during childhood, across a

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wide spectrum of international settings. Divided into five sections that reflect the authors' perspectives on critical aspects of children's career development, chapters include relevant research, as well as the practical application of concepts, issues and strategies for career interventions with children. The book includes sequential sections on theory, research, contextual influences, assessment, and the facilitation of career exploration and development. Perspectives from both developed and developing world contexts consider traditional approaches to career education, as well as career development learning in childhood. The collaborations evident in the chapter authorship reflect the significant internationalisation of the field of child career development. The book synthesises key issues and presents innovative recommendations that will not only enhance our understanding of children's career development, but will set the agenda for the future of the field. It will be of key interest to researchers, academics and postgraduate students in the fields of career development, career guidance, education, childhood, child development and counselling.

Teaching Career Exploration is a curriculum guide for new and experienced instructors who want a structured yet flexible outline for teaching in Business and Technology.

Bridge the Gap and Reach the Why Generation If you've ever struggled to motivate the young people in your sphere of influence, Answering Why is the game-changer you've been looking for. From the urgent skills gap crisis to the proven strategies to inspire our youngest generations, Answering Why addresses the burning questions faced by educators, employers, and parents everywhere. Author, CEO, and generational expert Mark C. Perna shares his wide experience and profound success as both a single dad and performance consultant for education and workforce development across North America. Readers will be empowered to: •

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Embrace the branch-creak crisis moments of life • Make meaningful, productive connections with the Why Generation (anyone under 40 today) • Bring relevance, self-discovery, and passion to the learning process ?The Why Generation is asking a serious question, and it's time to answer it. This book will help awaken the incredible potential of young people everywhere and spur them to increased performance on all fronts, so they can make a bigger difference—which is exactly what they want.

Morgan State University's School of Engineering conducted its third annual Armed Forces Career Exploration program for high school students in the fields of engineering and science. The four week program was jointly sponsored by the US Army Laboratory Command (Ballistics Research Laboratory and Human Engineering Laboratory) and US Department of Energy (Los Alamos National Laboratory). The environment in a predominantly urban school system is such that a significant number of very capable students reach the eleventh grade without plans for the future. These students as a result of teacher influence have taken lower level math and science courses and we feel by participating in this program will see reasons for pursuing higher level math and science courses their last two years in high school. Inasmuch as intervention programs have not yet significantly affected the profile of these schools this pool of students represents an opportunity to make an early impact on the number of students that enter college intending to major in math, science or engineering. This report presents the program that provided selected students with pre-engineering and science enrichment experiences designed to enhance their understanding of engineering, increase their

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awareness of career opportunities in science and engineering, advance their readiness to enter temporary job situation, and foster the development of self-confidence in their individual capabilities.

What are "essential questions," and how do they differ from other kinds of questions? What's so great about them? Why should you design and use essential questions in your classroom? Essential questions (EQs) help target standards as you organize curriculum content into coherent units that yield focused and thoughtful learning. In the classroom, EQs are used to stimulate students' discussions and promote a deeper understanding of the content. Whether you are an Understanding by Design (UbD) devotee or are searching for ways to address standards—local or Common Core State Standards—in an engaging way, Jay McTighe and Grant Wiggins provide practical guidance on how to design, initiate, and embed inquiry-based teaching and learning in your classroom. Offering dozens of examples, the authors explore the usefulness of EQs in all K-12 content areas, including skill-based areas such as math, PE, language instruction, and arts education. As an important element of their backward design approach to designing curriculum, instruction, and assessment, the authors

- *Give a comprehensive explanation of why EQs are so important;
- *Explore seven defining characteristics of EQs;
- *Distinguish between topical and overarching questions and their uses;
- *Outline the rationale for using EQs as the focal point in creating units of study; and
- *Show how to create effective EQs, working from sources including

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standards, desired understandings, and student misconceptions. Using essential questions can be challenging—for both teachers and students—and this book provides guidance through practical and proven processes, as well as suggested "response strategies" to encourage student engagement. Finally, you will learn how to create a culture of inquiry so that all members of the educational community—students, teachers, and administrators—benefit from the increased rigor and deepened understanding that emerge when essential questions become a guiding force for learners of all ages.

Are you a high school student who has been finding it difficult to select a desirable and suitable career path for yourself? Or are you unsure about your current career choice—and would like professional advice to help you make up your mind? If so, then you came to the right place! You Are About To Discover Exactly How To Choose A Career That Will Propel You Towards The Direction You Wish Your Life To Take And Ultimately Give You Fulfillment! First of all, you are not alone. Most students find it difficult to figure out the career path that suits them, and those who do, almost never nail it the first time. One of the reasons is lack of knowledge and experience in the considered career paths, fear of choosing the wrong careers, and a change in taste and preference. Ever wondered why you never settle for any career path- no matter how attractive or lucrative it seems? Do you always ask yourself what you need to look for in a career path before making your decision? Or perhaps what skills you need to cultivate or establish in yourself to be successful in future? If you do, then this book is all you

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need. It offers you all the details you need not only to understand the kind of career that suits you, but everything you need to be doing to ensure you are successful in future. More precisely, you'll learn: How to plan for your future by doing the right things in school and outside school How to set up career goals right and plan your journey of achieving them properly The real-world skills you need to master and why How to create a vision board to guarantee yourself success Comprehensive worksheets to guide you through your desired career choice, and help you make a more informed choice A complete self-discovery journal to assist you keep track of your goals ...And much more! They say that when you choose a job you love, you'll never have to work in your life. While that's true and easy to say, it's never easy to implement. Luckily, with the tips and steps this book provides, choosing your career will be easier, and so will planning your future, even if you feel lost and uncertain about everything right now! Are you ready to get the right fit for you? Are you ready to discover what you should have been doing all along to set yourself up for success? If you are, then: Scroll up and click Buy Now With 1-Click or Buy Now to get started!

Many high school students are uncertain about what to study in college or what career to pursue. Career Exploration for Homeschool High School Students is a new book to help homeschooled teenagers determine their gifts, strengths and talents that would make a good career and college major. Table of Contents Chapter One: How Can You Know the Rest of Your Life as a Teenager? Chapter Two: It's Only 4 Steps: The Career

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Exploration Process Chapter Three: Who Am I? Individual Inventory of Your Talents and Interests Chapter Four: You Can't Fail These Tests: Personality Tests Chapter Five: Career Clusters and Elimination Rounds Chapter Six: Listing and Researching Possible Careers Chapter Seven: Be in Someone's Shadow: Interview and Shadowing Chapter Eight: Creating a High School Plan Chapter Nine: Preparing for College This combination book and workbook can be used by an individual or in a group setting. The book could take 4-8 weeks for a student to complete.

Revised and updated in 2019 "This is the prettiest, most well-organized, useful and up to date guide to careers that I have ever seen." - Dick Bolles, author, *What Color Is Your Parachute?* Imagine your dream job. Whether you're set on making big bucks or a big difference, this is the go-to guide to get you there. ?? This comprehensive careers handbook is packed with ideas and inspiration to set you on the right career path. Tailor made to suit your individual strengths and interests, you'll work out where you want to go and the exact route to take. From actors, architects, astronauts, and air traffic controllers to soldiers, software engineers, school teachers, and sports stars, there are 400 exciting careers up for grabs and that means something for everyone.?? Explore the world of education, training, and work as never before using this eye-catching format and colorful graphics to keep things clear and simple. Each industry chapter introduces a variety of possible career options explored in detail, alongside an industry profile, suggested skillset, essential qualifications, salary expectations, possible routes

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into the industry, and similar career alternatives. The Careers Handbook is your own personal careers advisor, on hand to give you all the information and answers you need on the way to your perfect job. Fields included: - Health and Medicine - Sports, Leisure, and Tourism - Arts, Crafts, and Design - Performing Arts, Media, and Journalism - Sales, Marketing, and Advertising - Administration and Business Management - Finance, Law, and Politics - Information Technology and Computing - Science and Research - Animals, Farming, and the Environment - Engineering and Manufacturing - Construction - Transportation - Security and Emergency Services - Social Service and Teaching

When your little girl asks, "What can I be when I grow up?," grab a copy of this charming book and help her explore careers in a gentle, fun way. Easy-to-understand themes introduce twenty jobs from traditional, to artistic, to high tech STEM. The wide range of occupations ensures that each reader will find ideas related to her interests to help her understand that what she loves today could very well become her future career! The closing pages encourage the reader to write down her favorite ideas and to dream big and work hard -- because she can be anything she wants!**BENEFITS:*** Gives girls a gentle early start in career education* Encourages girls' interest in STEM and STEAM* Helps girls overcome stereotypes that certain careers are "for boys"* Inspires girls to believe that they can be anything they want

You **always** have more work options than you imagine -- easy surfing across 7700+ of

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the most common job titles nationwide; includes key information like approximate wages and typical education, links to national profiles and groups of jobs where required skills & knowledge are equivalent. Sources: Bureau of Labor Statistics, US Department of Labor and Oregon Employment Department (all national data, not limited to Oregon).

The Careers Project is a study of the preparation all students in public middle and high schools receive to explore career options and the relationship between that preparation and California's state and regional economies. The California Research Bureau (CRB) undertook this research at the request of a bipartisan group of members of the California Legislature, with funding support from the James Irvine Foundation. This report provides the rationale for this study as expressed by a letter of a bipartisan group of legislators and the CRB commitment to the James Irvine Foundation for the grant support of the Careers Project. Several studies point to the importance of providing a connection between what is learned in the classroom and its applicability to future career pursuits as a means of keeping students engaged in school and not dropping out prior to completing grade 12. However, there is no comprehensive data collected that informs California policymakers about how schools do (or do not) provide this connection. This study proposes to determine the extent to which all middle and high school students understand their potential role in contributing to and benefiting from California's economy, and how that affects their current and future course of study. The

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study examines the degree to which schools serving middle and high school students provide all students with the necessary tools for career exploration and development so that students can take charge of their future and proactively set a course of study or training to achieve their career options. This study intends to identify ways that some schools have provided middle and high school students with the skills to manage their future career aspirations before leaving the K-12 school system. The study consisted of three distinct phases, including: (1) A statewide survey of middle and high school counselors and principals; (2) An economic analysis and survey of representatives of business and industry in California; and (3) School focus groups. (Contains 1 table.). Intended for school counselors to aid in the learning of developmental classroom guidance, *School Counseling Classroom Guidance: Prevention, Accountability, and Outcomes* by Jolie Ziomek-Daigle teaches the fundamentals, strategies, and research outcomes of classroom guidance programming for comprehensive, developmentally appropriate school counseling programs. The content of this book looks at the history and fundamentals of classroom guidance, how these activities meet CACREP and ASCA standards, how and why activities should be aligned to the larger academic curriculum and state/national teaching standards, recommendations on how to develop and assess classroom guidance units, a sampling of units and lessons, techniques in managing the classroom, and outcome research and trends. *School Counseling Classroom Guidance: Prevention, Accountability, and Outcomes* is part of the

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Counseling and Professional Identity Series, which targets specific competencies identified by CACREP (Council for Accreditation of Counseling and Related Programs). To learn more about each text in the Series, please visit www.sagepub.com/vip/cpseries.

A job-hunting manual for teens helps high school and college students zero in on their favorite skills and apply that knowledge to finding their perfect major or job. Handbook for high school students offering advice on college planning and career exploration.

The 10th edition of *School to Career* builds on what made the previous editions so successful. Students explore careers using the career clusters and pathways framework; understand workplace expectations; develop career-readiness skills; and plan for life beyond graduation. *School to Career* provides students with the “how to” needed for preparing a résumé, searching for a job, taking on a work-based learning experience, exceeding employer expectations, managing personal finances, and funding postsecondary training and education. Case studies are used to examine challenges students may encounter in the world of work. • Communication, math, and technology skills are developed through activities and useful examples. • Each chapter provides insights on ethics and on using natural resources wisely. • Self-assessment opportunities help focus attention on the acquisition of key concepts.

INVESTIGATING YOUR CAREER, 3E offers students an opportunity to direct their

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attention toward an area of interest that might develop into a career path while also identifying high school and college course offerings related to their career choices. This career exploration text uniquely focuses on the student's individual PATH to success: their Passions, Attitude, Talents, and Heart, as career possibilities are explored. By choosing a career based on what they want to do, students develop the ability to make informed decisions about their future, are more excited about learning, and are more motivated to stay in school. INVESTIGATING YOUR CAREER, 3E has been revised to include social networking, personal finance, blog activities, math and financial information, and additional coverage on the 16 Career Clusters. This text takes career exploration to a new level and is the perfect solution for states that now require/recommend a semester length middle school/junior high career course before graduating students. Focusing education on the future, the U.S. Office of Education has grouped careers into 16 clusters based on similar job characteristics. Every chapter in INVESTIGATING YOUR CAREER, 3E includes detailed information on a career cluster allowing students to learn about the various career options available to them. The career cluster approach makes it easier for students to understand the relevance of their required courses and helps them select their elective courses more wisely. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

How do you create effective STEM classrooms that energize students, help them grow

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into creative thinkers and collaborators, and prepare them for their futures? This practical book from expert Anne Jolly has all the answers and tools you need to get started or enhance your current program. Based on the author's popular MiddleWeb blog of the same name, *STEM by Design* reveals the secrets to successful lessons in which students use science, math, and technology to solve real-world engineering design problems. You'll learn how to: Select and adapt quality existing STEM lessons that present authentic problems, allow for creative approaches, and engage students in meaningful teamwork; Create your own student-centered STEM lessons based on the Engineering Design Process; Assess students' understanding of basic STEM concepts, their problem-solving abilities, and their level of engagement with the material; Teach STEM in after-school programs to further build on concepts covered in class; Empower girls to aspire to careers in STEM and break down the barriers of gender bias; Tap into STEM's project-based learning style to attract and engage all students. Throughout this user-friendly book, you'll find design tools such as checklists, activities, and assessments to aid you in developing or adapting STEM lessons. These tools, as well as additional teacher resources, are also available as free downloads from the book's website, <http://www.stem-by-design.com>.

The *Micro Business for Teens Workbook* accompanies *Starting a Micro Business* and *Running a Micro Business* to help teenagers put into place what they read. The workbook is designed to be used individually or in a group setting.

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The phrase "preparing students for college and career" has become so ubiquitous that it has become almost a mantra in educators' discourse in recent years. Whether mentioned in the Common Core State Standards, in the mission statements of high schools, or in political campaigns, improving the college and career readiness of young people is a concept that few can disagree with. Much attention has focused on how to prepare students "academically" for life after high school. But "readiness" also means having the knowledge and skills to make informed choices about careers and postsecondary education options and--once graduated--to successfully navigate both worlds. High schools are expected to teach these skills and knowledge but are rarely given the guidance or tools to do so. With a grant from the Institute of Education Sciences in the U.S. Department of Education, MDRC and its project partner Bloom Associates developed and piloted a program to help schools build or strengthen their college and career exploration programs. Called "Exploring Career and College Options (ECCO)," the program was designed specifically for career academies but can be adapted to fit many educational settings. "Career academies" are schools within schools that enroll up to several hundred students. They are organized by a career theme, such as health sciences or media arts. Besides regular high school courses, career academy students enroll in a sequence of career-technical courses centering on the theme area. Finally, students participate in internships and other experiences in workplaces--which is often called "work-based learning"--to reinforce the connections between what they learn in the classroom and their future careers. An earlier random assignment study of career academies conducted by MDRC demonstrated the effectiveness of the model. Over the years, as the number of career academies grew, the parallel pressure to ensure that all students meet high academic

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standards inadvertently crowded out time for career exploration activities--the very activities that nonexperimental evidence from the MDRC study suggests may have played an instrumental role in causing the large increases in earnings that career academy participants experienced over the eight-year period following high school graduation. Career academies typically cite a lack of time, skills, and resources as the reason for not offering such activities to all of their students. ECCO is a capacity-building program to help career academies offer opportunities to students to learn about their workplace and postsecondary options through four core components: (1) a series of one-hour in-class lessons; (2) visits to local work sites; (3) visits to college campuses; and (4) a six-week internship offered to all students in the summer before or during their senior year. The curriculum includes guidance for educators on how to arrange and manage students' out-of-school experiences as well as guides for partnering employers. This report summarizes findings from a three-year study of the implementation of the ECCO program. ECCO was launched in 18 career academies in six school districts in three states: (1) California; (2) Florida; and (3) Georgia. The purposes of the study are to document the experiences of these schools in adopting the program and to assess the extent to which, when given support and resources, programs like ECCO can be fully implemented. The study also collected descriptive data to assess the promise of the program to improve student participation in career and college exploration activities and to improve their awareness of postsecondary options. Appended are: (1) Data Sources and Survey Response Analysis; (2) Additional Findings About Implementation; and (3) Additional Analyses of Student Outcomes and Methodological Explanations. Individual chapters contain footnotes. (Contains 38 tables, 12 figures, and 6 boxes.) [This report was written with Marie-Andree Somers.].

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This bulletin brings together from several sources information on the "what" and the "how" of core curriculum practice. Many articles and brochures are in print describing aspects of the core in individual schools and school systems. Information about characteristics of the core curriculum is readily available in the literature. No comprehensive study has been made, however, to discover to what extent several of the commonly discussed characteristics actually are found in practice. Accordingly it was thought that the Office of Education could make a contribution through presenting the results of a survey of practice, with illustrations of how it is done gathered from widely scattered schools. In general, then, this bulletin attempts to answer two questions. 1. "What is the core program like as it is being developed in the secondary schools of the United States?"--A study of status by the Office of Education in 1949 reported on 545 public high schools of an estimated 833 which a Nation-wide sampling survey revealed were using core-type programs. The questionnaire used asked for information about subjects included, time allotted, grades in which utilized, and number of pupils enrolled. After the completion of the 1949 study, another questionnaire was prepared to obtain information about the nature of the core curriculum and the extent to which certain features, generally recognized as being characteristics of core programs, are actually found in practice. 2. "How have high schools which have achieved fairly successful core programs attacked the problems which principals report as major concerns?"--Illustrations of practice obtained during visits to selected schools, through correspondence, or from the literature are provided. These illustrations cover teacher preparation and in-service education, scheduling to provide conference periods, materials and equipment in the classroom, provision of resource units, introducing teacher-pupil planning in the core class, establishing sound public and staff relationships, and

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evaluating the outcomes of core programs. This bulletin consists of two parts: Part I, a report of status and practice as revealed by the questionnaire, by visits, through a survey of the literature, and through correspondence, covers the extent of the use of different types of programs--those which are true core and those which are variations or core-type in nature. It considers the extent to which certain characteristics, such as heterogeneous grouping, extraclass activities, homeroom and guidance, and use of a single mark for "core," are found in practice. It deals with other matters of status, such as geographic areas of development, grades in which it is found, and total or partial enrollment of pupils within a given grade. Finally, it describes core class procedures in several actual situations. Part II first enumerates the problems which high-school principals reported on the questionnaire as being the chief roadblocks in the operation or further enrichment of their core programs, then gives information about the extent of those problems for which the questionnaire gathered data, and, finally, attempts to show how some forward-looking high schools are tackling the major problems. Appended is the inquiry on the operation of core programs in secondary schools. An index of authors and places is also included. (Contains 4 tables and 59 footnotes.) [Best copy available has been provided.]

Praise for the First Edition: "Serves as an excellent foundational text...I am very thankful that the authors wrote this text. [It] is written for school counselors by school counselor educators!" -Gene Eakin, PhD, School Counseling Program Lead, Oregon State University "The school counseling focus makes it unique... This is...a great improvement to other texts I've used and I plan to continue using it." -Dr. Carolyn Berger, Chair, Department of Counseling, Nova Southeastern University Fully updated to serve the needs of school counselors in training, this

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remains the only text to present a comprehensive, developmental, and practical approach to preparing school counselors to conceptualize the career development and college-readiness needs of P-12 students. The second edition reflects the ASCA's new Mindsets & Behaviors for Student Success, which focuses on college and career-readiness standards for all students, 2016 CACREP Standards, and the 2015 Every Student Succeeds Act. The text is uniquely grounded in developmental, ecosystemic, and career theories as a basis for career interventions. Considering the range of psychosocial, cognitive, and academic development spanning P-12 students, the authors review relevant developmental and career theories as a foundation for the design of sequential and developmentally appropriate career and college-readiness curricula and interventions. The text provides school counselors and educators concrete examples of how to select, implement, and evaluate the outcomes of interventions grounded in various career counseling theories and addresses career development and college readiness needs by grade level. Also included is expanded information on diversity; reflections and advice from actual school counselors; updated statistics, references, and appendices; and an updated Instructor's Manual, test bank, and PowerPoint slides. New to the Second Edition: Features a "Building a College-Going Culture" section that expands coverage on college readiness counseling Reflects updated legislation and policy information including ASCA's new Mindsets & Behaviors for Student Success, 2016 CACREP Standards, Every Students Succeeds Act, and the Reach Higher Initiative Completely new chapter on college and career decision making "Voices from the Field" highlighting experiences from actual school counselors Enhanced instructor resources including Instructor's Guide, test bank, and PowerPoint slides Key Features: The only comprehensive text devoted to career and college

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counseling for school counselors; written by former school counselors Disseminates current data and research focusing on college readiness needs of diverse populations Includes interventions grounded in theory and connected to national standards

Many high schools in the United States offer programs to expose students to careers through job shadowing, internships, career fairs, and other activities that fall under the umbrella of career exploration. Career exploration in high schools may, by exposing students to careers, encourage them to envision their future and finish high school in order to pursue and qualify for those careers. Using survey data from the National Center for Education Statistics' High School Longitudinal Study of 2009, this analysis uses multinomial logistic regression and propensity score matching to examine whether participation in career exploration activities is related to the likelihood of graduating from high school. Both methodologies found that participating in a job fair or career day has a small but significant relationship to a student's likelihood of receiving a high school diploma. Neither methodology found a relationship between internships and apprenticeships and high school outcomes.

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