

WAMC Lab Template

Math Concept(s):

Source / Text: Next Gen Financial Algebra/ Cengage 5-1

Developed by: Ryan Wood E-Mail: ryan.wood@prosserschools.org

Date:

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Attach the following documents:

- Lab Instructions
- Student Handout(s)
- Rubric and/or Assessment Tool

Short Description (Be sure to include where in your instruction this lab takes place):

Lab Plan

Lab Title: Which Job Aligns with my Interests

Prerequisite skills: None

Lab objective: Students will be able to identify careers based off of what they are interested.

Standards: (Note SPECIFIC relationship to Science, Technology, and/or Engineering)

K-12 Learning Standards-ELA (Reading, Writing, Speaking & Listening):

- 1. CCSS.ELA-LITERACY.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. CCSS.ELA-LITERACY.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 3. CCSS.ELA-LITERACY.CCRA.W.7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 4. CCSS.ELA-LITERACY.CCRA.SL.1 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- College and Career Readiness Anchor Standards for Writing:
 - 1. CCSS.ELA-LITERACY.CCRA.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - 2. CCSS.ELA-LITERACY.CCRA.W.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- College and Career Readiness Anchor Standards for Speaking and Listening:
 - 1. CCSS.ELA-LITERACY.CCRA.SL.4 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Technology

- Career and Technical Education Standards:
 - 1. CCSS.CCRA.W.6 - Use technology to produce and publish writing (including collaborative projects), as well as to interact and collaborate with others.

Leadership/21st Century Skills:

21st Century Interdisciplinary themes (Check those that apply to the above activity.)

- Global Awareness
 Financial/Economic/Business/Entrepreneurial Literacy
 Civic Literacy
 Health/Safety Literacy
 Environmental Literacy

21st Century Skills (Check those that students will demonstrate in the above activity.)

LEARNING AND INNOVATION

Creativity and Innovation

- Think Creatively
 Work Creatively with Others
 Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
 Use Systems Thinking
 Make Judgments and Decisions
 Solve Problems

Communication and Collaboration

- Communicate Clearly**
 Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- Access and Evaluate Information
 Use and manage Information

Media Literacy

- Analyze Media**
 Create Media Products
 Information, Communications and Technology (ICT Literacy)
 Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
 Be Flexible

Initiative and Self-Direction

- Manage Goals and Time**
 Work Independently
 Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
 Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects**
 Produce Results

Leadership and Responsibility

- Guide and Lead Others
 Be Responsible to Others

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Teacher Preparation: (What materials and set-up are required for this lab?)

Materials

- Computer
- Answer Sheets

Set-Up Required:

- Packets made

Lab Organization Strategies:

Leadership (Connect to 21st Century Skills selected):

- 2.C.4 Interpret information and draw conclusions based on the best analysis
- 2.C.5 Reflect critically on learning experiences and processes

Cooperative Learning:

- Students will pair up and the conclusion of the activity to share out specific answers to the work completed.

Expectations:

- It will be expected that students complete research based off what best matches their interests based off an assessments, then potential what they are passionate about. It is also expected that they

Timeline:

- 2 class periods

Post Lab Follow-Up/Conclusions:

Discuss real world application of learning from lab

- Collaborative Learning from sharing their findings
- Research and Analysis
- Informed Career Decision Making

Career Applications

- Career Research
- Career Decision Making

Optional or Extension Activities

- Extension:
 - Career Fair
 - Poster/Visual Aspect
 - Gallery Walk around the room
 - Group careers by cluster or pathways on the walls
 - Gallery Walk

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INTERACTIVE: Which Jobs Align with My Interests?

🕒 25 min

🕒 Planning for life after high school can be daunting. In this activity, you will complete an interest assessment and explore different career options.

Part I: Reflection

1. BEFORE accessing the interactive, complete the t-chart with jobs that you would love and jobs that you would hate.

LOVE IT!	HATE IT!

2. What do the jobs you love have in common? What about the jobs you hate?

Interactive: [CareerOneStop Interest Assessment](#)

Part II: Interest Survey

An interest assessment is a great first step, whether you've always had a dream career or you have no idea where to start. You can use it to reflect on what you enjoy, what you're looking for, and what options you have.

First, complete the [CareerOneStop Interest Assessment](#) by rating how much you enjoy different activities. Be careful - do not close the results screen after completing the assessment! You will use those results to answer the questions below.

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Interests

3. Take a screenshot of your results page and upload it below. Here is [an example](#) of what your results may look like.

4. Click “Details” to see more information about the graph labeled “Your Interests”. Based on the graph, which interest area did you score the highest in (Realistic, Investigative, Artistic, Social, Enterprising, or Conventional)?

5. Read the description of that interest area. Do you think it matches you? Why or why not?

Recommended Jobs

6. Click “Back to Results” to see the jobs that matched your results. Are you surprised by your top 10 recommended jobs? Why or why not?

7. Which three recommended jobs are you most interested in? Why?

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Preparation Level

8. Click “some preparation” under “Experience or education needed” to filter for jobs that require a high school diploma or equivalent. What do you notice about these jobs? If you had to choose one, which would you choose?

9. Undo the filter for “some preparation” and click through the other preparation levels. What is the relationship between preparation level and hourly salary? Justify your response.

Part II: Research Your Top Jobs

Now that you’ve done some reflection and exploration, it’s time to dive deeper into researching your top career choices.

Choose the job that most interests you to research first - it doesn’t have to be from your interest assessment results. Look up that job by searching for it on the [CareerOneStop Occupation Profile](#) page, or by clicking the job title on your results page. Read through the occupation profile and watch the video, if applicable.

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10. After researching the job, rate each characteristic in the chart below, based on how well it fits your personality and goals.

Job I'm Assessing:				
Characteristic	This is a great fit for me	This is an OK fit for me	This is a bad fit for me	Not enough detail to assess
Education and training required				
Interests and activities				
Abilities and skills				
Salary and growth				

11. What are the core skills for this job? How might those skills be transferable to another position?

12. What is one other job you're interested in? Read the Occupation Profile for that job. How does it compare to the first one?

13. Which job is a better fit for you? Explain your reasoning.

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Share Out:

With team member:

1. Share your Love it! and Hate It! t-chart.
2. Based on initial results from assessment, what were the three recommended jobs.
3. Share the career that you completed in part II. Explain why you picked this career.

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