



DISCUSSION GUIDE

GRADE: 6

MONTH: DECEMBER

THEME: EXPLORING CAREERS

PATERSON PATHWAYS:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

USING THIS DISCUSSION GUIDE:

Paterson Pathways is a life skills and planning curriculum for students in grades 6 through 8. This discussion guide is part of the Paterson Pathways series. It has been adapted to be taught in a weekly “advisory” class period.

This *Grade 6 December* packet includes:

- 3 weekly **Discussion Guides**,
- Ready-to-copy **student Reflection(s)**, and
- A **Resource Guide** with background information for advisors.

DISCUSSION GOALS:

Help students investigate their interests and aptitudes.

Help students learn about careers in their interest areas.

ESSENTIAL QUESTIONS:

What are my interests?

How can I pursue them?

WEEK 1:**REVIEW PLANNING FOR NEXT YEAR**

At last month's advisory session, students learned about the importance of working on their plan for the year. Also realizing the importance of the education they'd need to realize their long-term goals.

Give students time to finalize their reflections if needed.

EXPLORE CAREER CLUSTERS

In this guide, students will have the opportunity to **explore their personality types** with an eye toward assessing their career interests.

Begin the *CAREER CLUSTERS INTEREST SURVEY* with the students. This will not be completed in one session. Explain to the students that they will have another session to work on the survey. Read the survey to your students to ensure their understanding of the vocabulary.

**MATERIALS
NEEDED:**

Student portfolios. Students will need access to their portfolios at each advisory session.

CAREER CLUSTERS INTEREST SURVEY. Please make copies for students.

WEEK 2:

CONTINUE TO EXPLORE CAREER CLUSTERS

Students should continue working on their *CAREER CLUSTERS INTEREST SURVEY*. Help students to think about their personality and interest to answer the survey.

If you have invited a guest, have him or her discuss occupation, educational training, **and the interests that led to this career choice**. Obviously, a single person's career will not be directly relevant to all of your students. (If you've invited a doctor, for instance, you may only have several students who are interested in becoming doctors.)

But what is important from this discussion is not the actual career choice so much as **what led your guest to that career**. Ask your guest to discuss the interests and aptitudes that led him or her to the chosen career. Did a trusted teacher or advisor play a role? Was the career choice an accident? Peer pressure or pressure from parents? Or a lifelong interest that your guest was able to nurture into a career? How did your guest get from 6th grade to this career?

Ask students to join in the discussion and ask questions. Focus on your guest's educational choices... and on how academic performance during middle and high school influenced your guest's career choice.

If you have not invited a guest, or if you would like students to do more exploration, use a free service such as **America's Career Info Net** (<http://www.acinet.org/acinet/skills/default.aspx>) to help students link their personality types to potential careers.

**MATERIALS
NEEDED:**

Student portfolios. Students will need access to their portfolios at each advisory session.

CAREER CLUSTERS INTEREST SURVEY.

Parent or community member to discuss careers (*OPTIONAL*). If you wish, invite an "expert" to discuss career choices and the education students will need for these careers. *If you do not choose to invite guests, this discussion guide contains what you need to lead the lesson on your own.*

**STUDENT
PRODUCTS:**

Your students will be expected to create one product from this lesson:

CAREER CLUSTERS INTEREST SURVEY. Students should place their completed surveys in their portfolios in the *CAREER DEVELOPMENT* section and check this off on their *PORTFOLIO CHECKLIST REFLECTION*.

WEEK 3:**DISCUSS CAREER OPPORTUNITIES**

After your students have explored their interests and personality types, give them the opportunity to connect their interests with career options.

- Distribute *CAREER INTERESTS REFLECTIONS* to students and ask them to complete the reflections as they work.

You may also use one of the free resources available at the Department of Education's **Career Voyages** site (www.careervoyages.gov).

- Students can explore aptitudes at the Career Compass: www.careervoyages.gov/careercompass-main.cfm.
- Or, for a more in-depth assessment, Career Voyages offers links to free assessments. One possibility is 3 Smart Cubes (www.3smartcubes.com).
- For more information on their personality types students could explore site such as www.act.org/wwm/about.html.

Discuss what they are learning. Do the personality or interest assessments surprise them? Why or why not? Do they think the tests accurately describe them? Again, why or why not? (*Students should be cautioned to regard any personality assessment somewhat warily. These are not exact measures, but rather rough gauges of a student's interests and aptitudes, and they can be influenced by moods.*)

Ask them to continue to complete the reflection they were given as they work.

Do any of the careers they've identified sound interesting? Where could they learn more? What education would different career choices require? Can they imagine themselves in this career?

You may need to help students broaden their ambitions as they search. Don't let them get pigeonholed by a computerized assessment test's sampling of careers. Take advantage of the opportunity to search among hundreds of career choices. What sounds like fun? Why? What would it take?

Remind students that there are very few career opportunities that do not require some type of education beyond high school.

Tell students you will review the basic postsecondary educational credentials with them in January:
Associate Degree, Bachelor's Degree, Master's Degree, Doctorate Degree.

**MATERIALS
NEEDED:**

Student portfolios. Students will need access to their portfolios at each advisory session.

CAREER INTERESTS REFLECTION. Please make copies for students.

Internet access.

**STUDENT
PRODUCTS:**

Students will be expected to create one new product from this session: ***CAREER INTEREST REFLECTION***, which they should bring to their first session next month.





REFLECTION

CAREER INTERESTS

DECEMBER - 6TH GRADE

Name: _____

Advisor: _____

WHAT ARE YOU INTERESTED IN DOING?

Your personality type, skills, and interests will all combine to help you select a career when you're older. By learning more about your personality type and interests, you can start thinking about careers now... and then start preparing for them.

WHAT IS YOUR PERSONALITY TYPE?

What type of personality did the test you took say you have?

Did this surprise you? Why or why not?

Do you think the test was accurate? Why or why not?

What personality traits would your friends use to describe you? Do these traits match what the test said?

WHAT CAREERS INTEREST YOU?

Did the test you took suggest any careers? If so, which ones? Are any of them interesting to you?

Which career choice sounds most interesting to you? Why?

What type of education would you need for your career choice?

How can you learn more about this career?

Career Clusters Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	Activities that describe what I like to do: 1. Learn how things grow and stay alive. 2. Make the best use of the earth’s natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair.	Personal qualities that describe me: 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver	School subjects that I like: 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture	Total number circled in Box 1 <input style="width: 50px; height: 30px;" type="text"/>

BOX 2	Activities that describe what I like to do: 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures.	Personal qualities that describe me: 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent	School subjects that I like: 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education	Total number circled in Box 2 <input style="width: 50px; height: 30px;" type="text"/>

BOX 3	Activities that describe what I like to do: 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters.	Personal qualities that describe me: 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious	School subjects that I like: 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies	Total number circled in Box 3 <input style="width: 50px; height: 30px;" type="text"/>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

BOX 4	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	<p>Total number circled in Box 4</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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BOX 5	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology 	<p>Total number circled in Box 5</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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BOX 6	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law 	<p>Total number circled in Box 6</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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BOX 7	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator 2. Competitive 3. Service-minded 4. Well-organized 5. Problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language 	<p>Total number circled in Box 7</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
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BOX 8	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts 	<p>Total number circled in Box 8</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 9	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services 	<p>Total number circled in Box 9</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people’s viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people’s behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

BOX 13	Activities that describe what I like to do: 1. Work with my hands and learn that way. 2. Put things together. 3. Do routine, organized and accurate work. 4. Perform activities that produce tangible results. 5. Apply math to work out solutions. 6. Use hand and power tools and operate equipment/machinery. 7. Visualize objects in three dimensions from flat drawings.	Personal qualities that describe me: 1. Practical 2. Observant 3. Physically active 4. Step-by-step thinker 5. Coordinated	School subjects that I like: 1. Math-Geometry 2. Chemistry 3. Trade and Industry courses 4. Physics 5. Language Arts	Total number circled in Box 13 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

BOX 14	Activities that describe what I like to do: 1. Shop and go to the mall. 2. Be in charge. 3. Make displays and promote ideas. 4. Give presentations and enjoy public speaking. 5. Persuade people to buy products or to participate in activities. 6. Communicate my ideas to other people. 7. Take advantage of opportunities to make extra money.	Personal qualities that describe me: 1. Enthusiastic 2. Competitive 3. Creative 4. Self-motivated 5. Persuasive	School subjects that I like: 1. Language Arts 2. Math 3. Business Education/Marketing 4. Economics 5. Computer Applications	Total number circled in Box 14 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

BOX 15	Activities that describe what I like to do: 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise.	Personal qualities that describe me: 1. Detail-oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined	School subjects that I like: 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education	Total number circled in Box 15 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>

BOX 16	Activities that describe what I like to do: 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another.	Personal qualities that describe me: 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner	School subjects that I like: 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language	Total number circled in Box 16 <input style="width: 50px; height: 30px; border: 1px solid black;" type="text"/>








Disclaimer: Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



The Sixteen Career Clusters

<p>1</p> <p>Agriculture, Food & Natural Resources</p>	<p>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.</p>
<p>2</p> <p>Architecture & Construction</p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>3</p> <p>Arts, A/V Technology & Communications</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>4</p> <p>Business, Management & Administration</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p>5</p> <p>Education & Training</p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p>6</p> <p>Finance</p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>7</p> <p>Government & Public Administration</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>8</p> <p>Health Science</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>9</p> <p>Hospitality & Tourism</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

<p>10</p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>11</p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>12</p>  <p><i>Law, Public Safety, Corrections & Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>13</p>  <p><i>Manufacturing</i></p>	<p>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.</p>
<p>14</p>  <p><i>Marketing, Sales & Service</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>15</p>  <p><i>Science, Technology, Engineering & Mathematics</i></p>	<p>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.</p>
<p>16</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.



RESOURCE GUIDE

BACKGROUND INFORMATION FOR LEAD ADVISORS AND INTERESTED TEACHERS ON:

GRADE 6 – DECEMBER EXPLORING CAREERS

USING THIS RESOURCE GUIDE:

Each Paterson Pathways discussion guide includes a *Resource Guide* for advisors. The *Resource Guide* has been prepared as a handy reference to give you more information on the following topics:

Essential Questions. Each Paterson Pathways discussion guide is built around a theme, and each theme includes two Essential Questions. Focusing on these Essential Questions will help your students retain information from this discussion.

New Jersey Core Curriculum Content Standards. Each Paterson Pathways discussion guide has been adapted to NJCCCS from the relevant grade's Grade Level Expectations.

ASCA Standards. Each Paterson Pathways discussion guide is based on American School Counselor Association (ASCA) standards.

Community-building Opportunities. The *Resource Guide* suggests several community-building opportunities related to each discussion. You and your students can pursue them if you wish.

Additional Activities. The *Resource Guide* also suggests supplemental activities for your group if you have more time, or if you want to devote more attention to a particular theme.

**ESSENTIAL
QUESTIONS:**

Each Paterson Pathways discussion guide is built around a theme. The theme repeats each year to help organize the curriculum and, through this annual repetition, to help students retain key points about the lessons they are learning.

Each month's theme includes several "Essential Questions." These questions inform the content of the discussion guide and the student assignments, building on the theme to help students remember the key points from the discussion. These essential questions will also be used later in the year to help students organize their presentations for their student-led conferences.

This month's theme is **Exploring Careers**. The Essential Questions are:

- What are my interests?
- How can I pursue them?

Two months ago, in October, students had the opportunity to assess their learning styles... and to see how simple differences in the way they study could make a great difference in how successfully they could learn new material. They learned that each person learns in a different way, and that learning about themselves could help them learn better.

This month's guide continues this theme of self-reflection. By using basic personality or interest tests, students will learn more about their innate interests and aptitudes, and will then be able to connect their interests with careers.

Then, next month, students will explore their dreams for the future, and discuss the education they would need (during and after high school) to realize those dreams.

Focus on the two essential questions as you lead students through the lesson. What are their interests? And how can they pursue those interests?

This month's Paterson Pathways discussion helps students make connections between the work they are doing today in school and their goals and dreams for the future. By learning what they will need to do to realize their dreams (or to make a living pursuing their interests) students will have more incentive to focus on their schoolwork in middle school, and more incentive to succeed in high school.

COMMUNITY-BUILDING OPPORTUNITIES:

Part of the aim of the Paterson Pathways curriculum is to help students grow into a larger role in their community. Each discussion guide in the Paterson Pathways curriculum highlights opportunities to help students think about or actually take on a larger role in either the school community or the larger community in which they live.

This guide has a somewhat introspective focus because it is about students' individual choices for their future careers and then about their academic plans to move toward their career choices. By making plans for the future – and then thinking carefully about what it will take to achieve those plans – your students will have greater incentive to make good use of their time in middle and high school.

Just as with last month's guide, though, there are many ways your group can help support your students.

Shared dreams. Do your students have any career goals in common? Can you think up any “advisory group dream jobs” (just for fun, of course, to stress the importance of doing well in school)?

Common support. One of the findings of districts that have implemented Paterson Pathways is that the support provided by the advisory group structure actually results in students doing better academically and registering for more challenging courses. How can the members of your group support each other in this way?

ADDITIONAL ACTIVITIES:

If you have accomplished all the activities outlined in this discussion guide and want additional activities for your students, you may wish to:

Research careers in more depth. Hopefully students had the opportunity to briefly explore several different career options during this month's guide. If you wish, ask students to select a single career choice for more in-depth research. What education is required? Where are jobs in this career type available? What would someone with this career do every day? Ask students to write about what they learn.

Arrange a career field trip. If you invited a guest to speak with your students, can you arrange to visit that person's workplace? Can your students meet your guest's colleagues and see his or her office? A career field trip could be helpful preparation for the job shadows or internships students may complete in coming years.

Take a “virtual” career exploration. Between 2002 and 2004, OSPI and the Museum of History and Industry interviewed 45 Washington State residents working in jobs in information technology, manufacturing, and agriculture. OSPI prepared a “case study” discussion guide for each of these 45 people, to help students explore their careers from the classrooms. Download one of the case studies at <http://www.k12.wa.us/careertech/casestudies/> and take a “virtual” career exploration with your students (each case study includes both a

student version and teaching notes).

Ask students to interview their parents or guardians about their careers. Ask students to learn more about what their parents or guardians do for a living... and how they got there.

PREPARING FOR NEXT MONTH:

Next month's Paterson Pathways session is focused on helping students think about life after high school, specifically the reasons for going to college. Here's how you can plan ahead for next month:

- **Make copies of the *POSTSECONDARY EDUCATION REFLECTION* for each student.**
- **Obtain copies of the Paterson College Guide from your Lead Advisor for Week 3**
- **Arrange computer or library access for Week 4.**
- **Review information about postsecondary education.** Next month's discussion guide includes a great deal of information about the need for postsecondary education (in the *Resource Guide*) and also includes a handout for students that will help them assess the relationship between their dreams for the future and the education they'll need to realize those dreams.
- **Invite a high school guidance counselor or a graduate from your school to discuss the need for postsecondary education (*Optional*).** If you wish, add an outsiders' perspective to next month's lesson by inviting an "expert" to talk with your students (or the entire 6th grade class) about the importance of education beyond high school.

N.J.C.C.C.S. LANGUAGE ARTS LITERACY LISTENING

- | | |
|----------|---|
| 3.4.6.A1 | Listen actively for a variety of purposes such as enjoyment and obtaining information. |
| 3.4.6.A2 | Listen attentively to a variety of speakers. |
| 3.4.6.B2 | Demonstrate competence in active listening by interpreting and applying received information to new situations and in solving problems. |

WRITING

- | | |
|----------|--|
| 3.2.6.A2 | Generate ideas for writing through reading and making connections across the curriculum and with current events. |
| 3.2.6.B2 | Write a range of grade appropriate essays across |

- 3.2.6.D1 curricula (persuasive, personal, descriptive, issue-based)
Write for different purposes (e.g., to express ideas inform, entertain, respond to literature, persuade, question, reflect, clarify, share) and a variety of audiences(e.g., self, peers, community)
- 3.2.6.D2 Gather, select and organize information appropriate to a topic, task and audience.

CAREER EDUCATION AND CONSUMER, FAMILY AND LIFE SKILLS (grades 5-8)

- 9.2.8.C1 Demonstrate respect and flexibility in interpersonal and group situations.

ASCA STANDARDS:

The Paterson Pathways curriculum is based on the American School Counselor Association (ASCA) National Model, to provide teachers and students with a clear way to integrate school counseling and academic achievement. This discussion guide focuses on the following ASCA Standards:

CAREER DEVELOPMENT

- C:A2 Develop employment readiness (Develop a positive attitude toward work and learning).
- C:B1 Acquire career information (Identify personal skills, interests, and abilities and relate them to current career choices).
- C:B2 Identify career goals (Demonstrate awareness of the education and training needed to achieve career goals).