PATHWAY 2 CAREERS

P2C Career Explorer

SAMPLE KIT

PATHWAY 2 CAREERS

P2C Career Explorer: Empowering Students to Explore, Discover, and Prepare

P2C Career Explorer equips educators with 119 ready-to-use, cross-curricular lessons and activities that connect self-discovery with real-world data. By combining student self-assessments, labor market insights, and academic connections, Career Explorer offers a uniquely data-driven way to bring career exploration to life in any classroom.

The program also includes the Employability Skills Playlist—a suite of interactive lessons that help students strengthen the soft skills, professional behaviors, and workplace competencies employers value most.

This sample kit includes:

See how P2C Career Explorer can benefit your learners and goals. Schedule a personalized demo: p2c.org/contact/

About Pathway2Careers (P2C)

At Pathway2Careers (P2C), we believe that when education becomes relevant, learners fully engage. Our mission is straightforward: revolutionize education by challenging the current approach and motivating student learning through career-connected relevance. This mission drives our vision of improving students' prospects by connecting the time and energy they spend in the classroom with meaningful career paths. In doing so, we aim to transform not just the future prosperity of individual students, but the economies of entire communities.

What sets P2C apart is our commitment to evidence-based solutions. Every product, resource, and strategy we design is grounded in rigorous research. By uncovering, exploring, and sharing the most timely and relevant findings—and through the insights generated by our in-house research team—we tackle the biggest challenges facing education today. Our approach ensures that the career-connected learning experiences we create are not only innovative but also effective.

Learn more at p2c.org

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ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
LEVEL 1							
CE-1.1	That's Very Interesting...	Personal Discovery	English Language Arts (ELA)	CCRA.L.4			
In this lesson, students will develop knowledge of personal interests and the ways in which these interests change over time. Students will explore ways in which interests can be utilized to develop a language based on interests terms used in career exploration research through self-definition and discussion.							
CE-1.2	When We Say Values, We Mean...	Personal Discovery	English Language Arts (ELA)	SL.6.4			
In this lesson, students will engage in a modified card sort activity based on the work importance categories (such as achievement, independence, and conditions of work) and based on characteristics of school and home values they have experienced and/or are prompted to reflect on throughout the lesson.							
CE-1.3	Cruising Clusters and Paving Pathways	Career Evaluation	Math		6.SP.A.1		
In this lesson, students build an awareness of career clusters and how various careers are classified. Students initially identify and compare career pathways aligned to their interests. They will then analyze specific labor market data categories to consider how this information may help them to make informed career decisions. The intent of this lesson is for students to build an understanding of returns on investments and high-value careers.							
CE-1.4	High-Value Careers: Is it What You Love, the Money, or More?	Career Evaluation	Math		6.NS.C.8		
In this lesson, students will define high-value careers with a card sort activity in multiple layers. First, students will sort by personal and external factors, then by specific labor market information that builds towards an understanding of high-value careers. Lastly, students will utilize the P2C Career Data tool to research and fill in missing data on career cards to search for high-value careers in their region.							
CE-1.5	Digging up some Great Careers	Career Awareness	English Language Arts (ELA); Social Studies	RH.6-8.4			C3.D2.His.4.6-8
Students will take on the role of explorers to work through an "archaeological dig" of information to learn about various careers and identify the factors that have influenced them in different historical eras, including modern times. They will also have the opportunity to explore tools and resources that will help them "uncover the clues" to various careers.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-1.6	I've got the Right Tools for the Job(s)	Career Awareness	English Language Arts (ELA); Social Studies	RI.6.4			C3.D2.Eco.1.6-8
Students will play a matching card game where they will be exposed to vocabulary in five categories. This will open their horizons to different components of career information. Afterward, they will follow a Structured Stationery (Material B) to learn about how economic decisions affect the wellbeing of individuals through the economic lexicon from the Matching Card Game (Material C).							
CE-1.7	It's Off to Work We Go!	Career Preparation	English Language Arts (ELA); Social Studies	RL.6.10			C3.2.Civ.10.6-8
Students will build knowledge and awareness of career pathways through folk stories and fairy tales. Using these stories, students will learn about the steps to achieve employment success for a specific occupation. Then, using information from the P2C Career Library and labor market data, students will rewrite an alternative ending or twist in their story. Students will use this to inform their audience about career components like education, training, support mechanisms, and related occupation choices as on-ramps and off-ramps.							
CE-1.8	Building a Pathway That's Far and Wide	Career Preparation (Employability Skills)	English Language Arts (ELA); Social Studies	RI.6.7			C3.D2.His.15.6-8
Students will dive into career clusters and identify up to three occupations of interest within one cluster. Then, students will look at the information and skills related to those careers. Next, they will use the P2C Platform to complete the Knowledge and Skills Matchers and discover other potential cluster matches based on their results. Finally, students will compare those results with their personal interests. This lesson aims for students to build awareness of the knowledge and skill requirements for various careers, how to find that information, and how to make informed decisions about transferable skills as they consider different career pathways.							
CE-1.9	What is Engineering? What is Design?	STEM	Science			NGSS.MS-ETS1-1	
In this lesson, students will explore and define engineering and design by looking for regional high-value occupations and industries related to the STEM career cluster, specifically in the Engineering and Technology pathway.							
CE-1.10	Math and Science Movers and Shakers	STEM	Science			NGSS.MS-ETS1-3	
Students will explore occupational opportunities in the STEM cluster by looking at the tasks, skills, and requirements of these career choices. Students will explore the Science and Mathematics pathway to broaden their understanding of the opportunities in the STEM cluster.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
LEVEL 2							
CE-2.1	Would I Rather...	Personal Discovery	English Language Arts (ELA)	SL.7.1.C			
In this lesson, students will explore the topic of specific knowledge, skills, and abilities outlined in career resources through an activity of "Would You Rather?" They will build meaning and context to these categories and look for careers within those qualifiers.							
CE-2.2	What I Bring to the Table	Personal Discovery	English Language Arts (ELA)	RH.6-8.7			
In this lesson, students will create a personal bioglyph that highlights interests and values. This will allow them to recognize what skills they bring to the table and how these shape and influence their future opportunities.							
CE-2.3	Future Me: In Balance	Career Evaluation	Math		7.EE.B.3		
Students will develop an understanding of returns on investment by connecting ideas of rational numbers and balance career choices and the factors that impact the balance of potential earnings and potential debt.							
CE-2.4	The State of Things-People, Places, and Careers	Career Evaluation	Math		7.SP.B.3		
In this lesson, students will analyze data from national and local regions and build awareness of the distributions of careers across their local, state, and national regions to make informed career choices.							
CE-2.5	That is up for Discussion	Career Awareness	English Language Arts (ELA); Social Studies	RH.6-8.4			C3.D2.Civ.7.6-8
Students will use the Pathway2Careers Platform to create viable arguments to use in a discussion focused on the occupational choice of a fictional profile. Throughout the lesson, students will exhibit civic virtues and exercise democratic principles by participating in an evidence-based debate with classmates. Students will also utilize the voting process to make informed decisions based on viable information.							
CE-2.6	Beyond the Horizon	Career Awareness	English Language Arts (ELA); Social Studies	RH.6-8.7			C3.D2.Geo.1.6-8
Students will create a map of their hometown with a legend that includes known regional employers. Students will then utilize an interactive mapping tool (such as Google Maps) as a modification to cross-reference their prior knowledge of known regional employers and explore career clusters and careers in their region. This lesson will emphasize a connection to potential career interests using career clusters and regional opportunities (as well as gaps in regional opportunities) to be mindful of as students embark on their career journey							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-2.7	Zooming In and Out	Career Preparation (Employability Skills)	English Language Arts (ELA); Social Studies	RI.7.1			C3.D2.Geo.5.6-8
Students will explore their interests using various tools on the P2C Platform to identify potential pathways that best fit their career interests. The goal of this lesson is for students to reflect on different career pathways, decide which ones may suit them, and create a pathway story. The story might include education, training, support mechanisms, knowledge, skill requirements, and related occupation choices. Students will learn how all these details can be used in career preparation.							
CE-2.9	My STEM Mindset	STEM	Science			NGSS.MS-LS1-8	
In this lesson, students will explore the idea of their STEM mindset (both growth and fixed) in terms of their brain growth and learning abilities. They will search for occupations that grow their STEM mindset and related skills.							
CE-2.10	On the STEM Path	STEM (Employability Skills)	English Language Arts (ELA); Science	RST.6-8.4		NGSS. Practice-8	
Students will experience a guided exploration in the STEM cluster and related occupations. This will allow them to make comparisons between STEM cluster and non-STEM cluster occupations.							
CE-2.8	Choose your own (Career) Adventure	Career Preparation	English Language Arts (ELA); Social Studies	RST.6-8.7			C3.D2.His.15.6-8
Using historical context, students will connect the idea of choices and cause and effect to the structure of career pathways in the style of a Choose Your Own Adventure novel. Students will identify methods for exploring career pathways. They will also consider different choices made on a specific career pathway in their current and future academic environments to uncover what adventures lie ahead.							
LEVEL 3							
CE-3.1	It's Not Just About What You Like	Personal Discovery	English Language Arts (ELA)	L.8.5; L.8.5.A; L.8.5.B			
In this lesson, students will explore how the knowledge of their interests may inform their career journeys but interests alone shouldn't make their career choices. Students will continue building awareness of knowledge, skills, and abilities of an occupation that can help them make informed decisions along their career journey.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-3.2	Reflecting and Projecting My Interests and Values	Personal Discovery	English Language Arts (ELA); Math	SL.8.1	8.G.A.1.a		
In this lesson, students will do a guided exploration of two P2C career tools. They will use the Values Matcher and the Interests Matcher as they build awareness of the strategies for continuous self-assessment and career evaluation.							
CE-3.3	Connecting the Data Dots…	Career Evaluation	Math		8.SP.A.4		
Students will identify labor market data to examine and determine possible associations between labor market variables and determine how this might influence their career exploration. Note that the intent of this lesson is grounded in students reading and interpreting data with a critical lens to make informed decisions. The lesson is less on the formal procedure of conducting an analysis of bivariate data to calculate relative associations, although this lesson can be modified to do so.							
CE-3.4	Do I Have All the Information?	Career Evaluation	Math		8.EE.B.5; 8.F.B.5		
Students will analyze information to determine the cost-effectiveness of different career choices and to examine which careers in these scenarios offer the best return on investment using mathematical justification and reasoning.							
CE-3.5	Building Bridges to Careers	Career Awareness	English Language Arts (ELA); Social Studies	W.8.2; W.8.2.B			C3.D2.Geo.4.6-8
Students will explore the concept of high-value careers and consider different career opportunities through concentric circles of community systems in which they operate. The focus of this lesson is for students to value shared community spaces, starting through the lens of family and personal experiences, while expanding their circles to gain deeper insight into career opportunities. This lesson also aims to build bridges extending from students' innermost circles to regional high-value employers. Finally, students will summarize their findings in an explanatory essay.							
CE-3.6	Caught in a Web	Career Awareness	English Language Arts (ELA)	L.8.4; L.8.4.D			
Students will define and strengthen their understanding of career terms by creating "word webs." By explicitly connecting the career terms to examples, students demonstrate their knowledge of the basic categories of career information							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-3.7	My Career Vision Board	Career Preparation	English Language Arts (ELA); Social Studies	W.8.1.B			C3.D2.His.3.6-8
Students will review methods for exploring career pathways and locate the resources they will need within their current and future academic environments to support their knowledge and skill acquisition in various pathways. Students will also create communication action plans that identify the individuals and institutions they need to contact for information and support on their intended pathway. As a worthwhile extension, school sites can help students organize an event in which valuable resources visit the school site in-person or virtually to develop these career pathway resources further.							
CE-3.8	Making Waves	Career Preparation	English Language Arts (ELA); Social Studies	SL.8.4			C3.D2.Civ.14.6-8
The goal of this lesson is for students to openly share their career goals and identify any support they may need along the journey. Students will declare the career pathway that best fits their current interests and present their intentions, including relevant education requirements, training, support mechanisms, and related jobs in this pathway. They will also share what their transferable knowledge and skills are in case they need an "off-ramp" or if their journey gets a little "bumpy."							
CE-3.9	Unpacking the Myths around STEM	STEM (Employability Skills)	Science			NGSS.MS-EST1-3	
Students will explore general STEM myths and discuss ways to break these myths through the knowledge, skills, and abilities that are transferable in STEM careers and prepare to explore opportunities in high school to enhance their STEM experiences. The goal of this lesson is to recognize and build awareness of the knowledge, skills, and abilities they have an interest in or wish to build related to STEM career pathways.							
CE-3.10	What's your STEM Superpower?	STEM	Math		MP3; MP5; MP8		
Students will explore STEM-related skills to name and identify at least one STEM career that requires specialized skills. First, students will participate in a group discussion about superheroes and their superpowers. Students will then choose a superpower based on personal interests. Next, students will participate in groups to determine their skillsets. Students will then use the P2C Platform to find high-value STEM careers related to their superpowers and super skills.							
LEVEL 4							
CE-4.1	Using Values to Find Job Possibilities	Personal Discovery	English Language Arts (ELA)	CCRA.SL.2			
In this lesson, students will explore the six workplace career values (achievement, independence, recognition, relationships, support, and working conditions). Students will individually take the P2C Values Matcher and understand occupations that are aligned with their own work and career values.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-4.2	Aligning Work Values	Personal Discovery	English Language Arts (ELA)	CCRA.L.6			
In this lesson, students will self-assess their own work values using a card sorting activity. Students will expand their understanding of the 6 work values by creating their own and reviewing others' posters in a gallery walk setting. Students will self-reflect on how their values may change over time and impact their career journeys.							
CE-4.3	What are the Occupations within the Career Clusters that Align with My Interests?	Career Evaluation	English Language Arts (ELA)	W.9-10.7			
Students will look at the 16 career clusters overall and identify a cluster of interest that catches their attention. Students will be able to examine and identify careers within this cluster to define them as high-value.							
CE-4.4	How do I Define High-Value Occupations?	Career Evaluation	Math		S-IC.B.6		
In this lesson, students will look at a career cluster to identify high-value occupations within their region. Students will apply their understanding of the definition of a high-value occupation by investigating the labor market information that connects to the high-value occupations available to them within their local region and state.							
CE-4.5	Leapin' Lily Pads	Career Awareness	Social Studies				C3.D4.7.9-12
Students will practice prioritizing their work values and interests and identify regional options aligned to these factors. These factors help build an awareness of the fluidity of occupation opportunities and show how they can make, bridge, and help students leap into new opportunities. Students will create pathways of related occupations that share similar values and interests and identify regional employers and opportunities that support these.							
CE-4.6	Name, Know, Notice, Network	Career Awareness	Social Studies				C3.D2.His.5.9-12
Students will contextualize relevant career vocabulary around work-based learning opportunities. Students will also gain exposure in resources that inform them of work-based learning opportunities including apprenticeships, internships, online certifications at both the regional and global level. Finally, students will work through a guided protocol that they can replicate when searching for work-based learning experiences on their own.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-4.7	Tricks of the Trade	Career Preparation (Employability Skills)	Math; Social Studies		N-Q.A.2		C3.D2.Geo.4.9-12
As members of the Youth Entrepreneurship and Partnership (YEP), students will create and develop their own companies or organizations. Students will have to identify, discuss, and define employability skills, education, experience, and knowledge and create job descriptions for popular jobs. Additionally, students will discuss the meaning and importance of companies' mission statements and structural organization. Students will then investigate the employability skills, education, experience, and knowledge that a specific career requires.							
CE-4.8	Mini Missions	Career Preparation	English Language Arts (ELA); Social Studies	CCRA.SL.2			C3.D4.2.9-12
In this lesson, students will learn about the importance of organizing their goals. Students will learn how to break down their goals to help them gradually achieve larger career-related aspirations. Finally, students will identify knowledge and skill requirements for various careers while creating a plan to pursue their goals. By the end of this lesson, students will be able to articulate the importance of their plan and how they will achieve success in their career pursuits.							
CE-4.9	K-W-L Charts	STEM	English Language Arts (ELA)	RST.9-10.1			
Students will divide into groups and create K-W-L charts and posters to represent each field in STEM (Science, Technology, Engineering, and Mathematics). Posters will list the occupations in the field as well as the knowledge, skills, and abilities required.							
CE-4.10	Zoo-mbie Apocalypse	STEM	Science			NGSS.HS-ETS1-1	
This lesson aims to help students understand the concept of transferable skills, reflect upon their skills, and demonstrate how some skills transfer across careers within the STEM cluster. Students will be provided with a situation where they will analyze problems from scientific, technological, engineering, and mathematical perspectives. Students will then observe the similarities between different STEM careers and learn about the skills required to be successful in them.							
LEVEL 5							
CE-5.1	Careers with a Return on My Interests	Personal Discovery	English Language Arts (ELA)	L.9-10.3			
In this lesson, students will explore their workplace interests by using the P2C Platform Interests Matcher to make connections to personal interests and career goals and explore career matches.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-5.2	On Ramps and Off Ramps	Personal Discovery	English Language Arts (ELA)	W.9-10.2; CCRA.SL.2			
In this lesson, students will complete a mind map activity that represents their Knowledge, Skills, and Abilities. Students will explore possible careers aligned to their mind map and will list areas in which they still need to grow in order to obtain that career in thin the future.							
CE-5.3	March Madness Brackets	Career Evaluation	English Language Arts (ELA); Math	SL.9-10.4	7.EE.B.3		
In this lesson, students will explore labor market data through a sports bracket elimination process (Material A) and by utilizing the P2C Interests Matcher tool. Students will use this tool to compare high and low percentages within their results to identify high-value careers and determine the winner as indicated by using their 'Bracket Scorecard' (Material B). Students will reflect on their results via a 'Twitter Exit Slip' (Material C).							
CE-5.4	Diving into Labor Market Data	Career Evaluation	Math		S-IC.B.6		
Students consider their intuitive definitions of labor market data terms and then refine these definitions by studying specific labor market data. Students also learn about how labor market data can influence their career decisions and paths.							
CE-5.5	Flipping the Script: Interviewing an Employer, Part 1	Career Awareness	English Language Arts (ELA); Social Studies	W.9-10.5			C3.D2.Eco.11.9-12
In this lesson, students will be interviewing regional employers to gain information about daily work activities. Students will do this interview to learn how to make informed decisions about career opportunities within their local community or region.							
CE-5.6	Flipping the Script: Interviewing an Employer, Part 2	Career Awareness	English Language Arts (ELA); Social Studies	W.9-10.5			C3.D2.Geo.4.9-12
In part two of this lesson, student groups will further develop their informative interview questions for potential regional employers. Students will also set up interviews in person or virtually. This work will be a public display of information and will help students discover regional employers and daily work activities.							
CE-5.7	Career Magic Spell	Career Preparation (Employability Skills)	English Language Arts (ELA); Social Studies	RI.11-12.2			C3.D2.Geo.4.9-12
Students will identify three careers of interest. Afterward, students will mix and match components of these jobs to create a "dream job" (that may or may not exist) and find similarities between them. This lesson helps students to identify knowledge and skill requirements for their careers based on their attributes. Through this process, students will learn how skills are transferable among various occupations.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-5.8	If/Then	Career Preparation	Math		S-CP.A.1		
In this lesson, students will use probability to learn about possible outcomes and informed decisions. Students will identify a specific career, analyze their career pathways using "if/then" statements, and use "and," "or," and "not" to verbalize how different steps or events led to that career. Students will end the lesson by sharing their "if/then" statements and strategies for attaining knowledge and skills for different careers.							
CE-5.9	I Can See Myself Turning Green	STEM	Science			NGSS.HS-ESS3-1	
Students will explore the concept of green jobs and look for STEM opportunities to "go green." They will identify regional industries and employers in STEM fields that impact their environment. After their research, students will determine if they can see themselves "going green." To conclude, students will develop an evidence-based explanation of green opportunities and practices in their region. Students will relate their explanations to STEM fields and areas that still have transferable interests, values, and skills. Students will be encouraged to share their evidence-based conclusions beyond the classroom as a lesson extension.							
CE-5.10	You're Hired! The Economist Edition	STEM	Math		N-Q.A.1; MP6		
This lesson aims to create awareness of the variety of STEM careers and opportunities that utilize STEM-related knowledge, skills, and abilities. Students will gain awareness by exploring details of a specific career (an economist) to practice and observe the practical mathematical skills within the career. Students will also utilize STEM-related problem-solving procedures to design a survey and collect data.							
LEVEL 6							
CE-6.1	A Model Conversation	Personal Discovery	English Language Arts (ELA)	SL.11-12.4			
In this lesson, students use their personal awareness and skills to identify, justify, and communicate their career pathway by describing and connecting it to their own personal discovery path as well as their interests, knowledge, skills, and abilities that are identified by the Platform. The intent of this lesson is for students to present their findings to convey a clear message about why they are interested in a specific career. They will address questions that require them to provide evidence to support their choice.							
CE-6.2	Future Me: A Memoir	Personal Discovery	English Language Arts (ELA)	SL.11-12.5			
In this lesson, students will be prompted to make projections about where they will be 10+ years into their futures, based on their current personal interests, workplace values, knowledge, skills, and abilities that they can utilize to reach their career goals. Using a free writing activity followed by a guided exploration of the P2C Platform, students will create a digital memoir based on research and conduct a self-reflection.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-6.3	Career Evaluation Sales Pitch	Career Evaluation	English Language Arts (ELA)	SL.11-12.5			
In this lesson, students will create a video which highlights an occupation they have researched and evaluated to sell their audience on the career using relevant labor market data. Students will also publish an accompanying brochure/informational media pamphlet of the chosen career and include the methods students used for career evaluation and selection.							
CE-6.4	Student Created Activities	Career Evaluation	English Language Arts (ELA)	W.9-10.2.B			
In this lesson, students will work in teams to practice the career evaluation process using its components (high-valued careers, labor market data, return on investment, etc.). Students will then design an activity that demonstrates their understanding of the career evaluation process using the P2C Platform tools. The intent of this lesson is to deepen students' understanding of the career evaluation process using the P2C Platform.							
CE-6.5	Asking the Right Questions	Career Awareness	Math		S-IC.B.3		
In this three-part lesson, students will develop a sense of value for surveys related to high-value careers. First, students will identify businesses and employers as resources for career information. Students will develop surveys or questionnaires to distribute to learn more about the specific tasks, activities, skills, education requirements, and employment information related to the occupations they are interested in within their region or state. Students will leave this lesson with a better understanding of pertinent career data, how and where to collect this data, and how to display data for others to view.							
CE-6.6	The Career Awareness Rule	Career Awareness	Math		S-ID.B.6; S-ID.C.7; S-ID.C.9		
Students will explore a career cluster of interest and tools to help them make career-related, informed decisions. For example, students will pull data from the Pathway2Careers Platform, consider a regression analysis, and apply it to compare median wages and annual openings of different occupations in a career cluster of their choice. Students will also briefly discuss the differences between correlation and causation when interpreting a regression analysis.							
CE-6.7	Prepping my Pathway	Career Preparation	English Language Arts (ELA); Social Studies	CCRA.SL.4			C3.D2.Eco.2.9-12
Students will explore a career pathway of interest and identify necessary knowledge and skills using the Pathway2Careers Platform. Students will note any available resources, opportunities, or options within their current educational institution(s), including high school catalogs and dual credit programs, and within their potential post-secondary institution(s), such as certification programs and college catalogs. Finally, students will summarize their learning by considering educational options and how they are beneficial							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-6.8	TikTok Trending	Career Preparation (Employability Skills)	English Language Arts (ELA); Social Studies	CCRA.SL.5			C3.D1.4.9-12
Students will interview 2-4 people with different occupations within their communities (school, job, family, friends, community organizations, etc.) using an interview template. Students will then create a brief 1- to 2-minute video where they will introduce the occupations, compare the required skills of each occupation, and share additional information they find interesting. This lesson aims for students to reflect on the similarities and differences between the different occupations and pathways and understand the knowledge, skills, and abilities that trend over different occupation							
CE-6.9	London Bridge is Falling Down?	STEM	Science			NGSS.HS-ETS1-3	
In this lesson, students will develop an understanding of the knowledge, skills, and abilities that are used in the engineering field by experiencing a simulated bridge activity that allows them to determine if thickness affects the strength of a bridge. Students will explore different engineering occupations in relation to the knowledge, skills, and abilities that various individuals within the field might have. Students will relate their own personal knowledge, skills, and abilities to those listed when exploring different engineering occupations.							
CE-6.10	Climbing up your Career Ladder	STEM	Math		G-CO.A.1		
In this lesson, students will explore a STEM-related career in the Health Sciences cluster. Students will engage in a guided backward planning activity to explore the necessary steps to become an occupational therapist. Students will start with the career and retrace the possible steps all the way back to the decisions they would need to make as high schoolers to become an occupational therapist. Next, students will look at how occupational therapists use the concepts of angles and angle measurement when helping patients regain full motion of their arms and legs. This lesson aims to help students understand how their current educational decisions impact future decisions.							
LEVEL 7							
CE-7.1	The Power of Thank You	Personal Discovery	English Language Arts (ELA)	SL.11-12.1			
In this lesson, students will create a thank you to an identified individual(s) who has assisted them in their career journey, and specifically, in the context of their present and growing knowledge, skills, and abilities.							
CE-7.2	Curated Celebration of Personal Discovery and Careers	Personal Discovery	English Language Arts (ELA)	SL.11-12.1			
Students will curate and create an exhibit of their personal discovery journey and how this influenced their career choices. Students will include data, reflections, and previous artifacts from prior Personal Discovery lessons if appropriate, as well as include journal entries and other evidence to showcase their journey and growth.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-7.3	Self Assessment Cycle for Career Evaluation	Career Evaluation	Math		S-IC.B.6		
In this lesson, students will answer questions in the career evaluation self-assessment to identify and evaluate all possible career indicators and outcomes. They will also reflect on the career evaluation process and how it may impact their career journey. Finally, students will perform a return on investment analysis for their personal career interests and use this information to then evaluate and understand the cost-effectiveness of various career choices.							
CE-7.4	Tick...Tick...TALK	Career Evaluation	English Language Arts (ELA)	SL.11-12.4			
In this lesson, students will develop a TED Talk-style presentation to convey their understanding of career evaluation and how they have used these concepts to make informed decisions. Throughout this lesson, students will be asked to reflect as they share the process and experience of their journey with others.							
CE-7.5	Resume in Reverse	Career Awareness	English Language Arts (ELA); Social Studies	W.11-12.2.A			C3.D2.Eco.1.9-12
Students will develop their career awareness by exploring careers related to their values and interests. Instead of creating a resume for a specific job, students will create the groundwork for building a resume with their values and interests at its core. Students will be asked to consider different aspects of careers and how potential regional employers connect to their values and interests. Finally, students will discuss the meaning and importance of values and culture in their work and organizations.							
CE-7.6	Life, Liberty, and the Pursuit of Happiness	Career Awareness	English Language Arts (ELA); Social Studies	WHST.11-12.2			C3.D2.Civ.10.9-12
In this lesson, students will learn about the role virtues, democratic principles, constitutional rights, and human rights play in the workplace to provide the opportunity to pursue their right to happiness. Students will explore high-value careers and draw connections between those careers and their potential contributions toward leading a fulfilling life.							
CE-7.7	Let Me Tell You... Career Advice Edition	Career Preparation	English Language Arts (ELA)	WHST.11-12.7			
Students will validate or invalidate a claim, task, or action step based on individual or partner research. Next, students will triangulate this research through post-secondary resources to determine if the claim will benefit students as they pursue their career goals. Students will be required to verify their claims through at least one additional post-secondary connection and one regional employer. Students will then draft a conclusion detailing their findings and create recommendations tailored to their career preparation. Students will complete the lesson by combining their documents into a Career Preparation Portfolio.							

ID	Description	Category	Subjects	Standard(s)			
				English Language Arts (ELA)	Math	Science	Social Studies
CE-7.8	Road Warriors	Career Preparation	Social Studies				C3.D4.2.9-12; C3.D4.5.9-12
In this lesson, students are in the driver's seat as they map out and navigate their career destinations. Students will outline step-by-step measures to take to prepare and progress toward their career objectives. They will focus on sequencing events in a logical order while utilizing resources to provide necessary information for preparation and progression to each stage of their journey. Using their findings, students will develop an infographic roadmap that displays their route to their career destination and a sense of awareness of what lies on the road ahead.							
CE-7.9	STEM Ready for the World	STEM	Science			NGSS.HS-ETS1-2	
Students will explore community issues that can be addressed through STEM, specifically engineering. Next, students will decide on a community issue they wish to address through engineering using the Pathway2Careers Platform and other sources. Finally, students will present their findings to the class to show how they are "STEM ready" for the world.							
CE-7.10	Finding my Balance	STEM	Math		N-Q.A.1		
Students will explore variables that may influence their career journeys towards a STEM or non-STEM career in this lesson. This lesson aims for students to feel confident that they have the tools to make informed decisions about their future postsecondary opportunities.							

P2C Career Explorer

Sample Lesson

CAREER EXPLORATION: Math and Science Movers and Shakers

LEVEL: 1 **ESTIMATED TIME:** 60 minutes

CAREER EXPLORATION AREAS

STEM

This lesson is intended to increase students' awareness and understanding of the various career pathways within the fields of science, technology, engineering, and mathematics. Each STEM lesson will incorporate learning objectives from one or more of the core career explorations areas: personal discovery, career evaluation, career awareness, and career preparation.

Career Awareness: Career Exposure

Identify tools and resources to gain information about various careers.

Describe basic categories of career information, such as tasks, activities, skills, education requirements, and employment information

CORE SUBJECTS

Science

Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

MATERIALS/SUPPLIES

Material A Support Slides: Math and Science Movers and Shakers
Material B Structured Stationery: Reflecting and Projecting
Material C Access to Pathway2Careers Platform

OVERVIEW OF THE LESSON

Students will explore occupational opportunities in the STEM cluster by looking at the tasks, skills, and requirements of these career choices. Students will explore the Science and Mathematics pathway to broaden their understanding of the opportunities in the STEM cluster.

SUMMARY OF ACTIVITIES

1. Students will engage in a 'Notice and Wonder' activity with a display of data and be asked to consider the science and math concepts/skills embedded in this task.
2. In pairs or groups of three, students will engage in a guided exploration of the P2C Career Library to look for and compare occupational opportunities in the Science and Mathematics pathway of the STEM cluster.
3. Students will reflect on what confirmed their understanding about these occupational opportunities and what surprised them throughout the process.

LAUNCH

Estimated Time: 5-10 minutes

1. Launch with a **Notice and Wonder** using the Math and Science Movers and Shakers Support Slides, slide 2 (Material A). The purpose of this launch is to "hook" students with an interesting display of data science and invite them to learn more about the relevant concepts within the demonstration.

   INSTRUCTIONAL STRATEGY
   Notice and Wonder is a strategy that helps to make complex information accessible for all students with two low-stakes questions. By thinking about these two questions and responding, students gain entry into the context and might get their curiosity piqued.

   Steps for 'Notice and Wonder':

   - Show students a piece of media, a representation, or information organized in a specific form, such as in a list. Offer students prompts such as "What do you notice? What do you wonder?"
   - Give students a few minutes to write down things they notice and things they wonder.
   - After students have had a chance to write down their responses, ask several students to share.
   - Record the things they report for all to see.

   SUGGESTION
   Additional resources can be found in the slides including links to the source material, research behind Data Talks, suggestions for implementing the routine, and information on how to find alternative visual displays for this launch.

   EXAMPLE OF GUIDING LANGUAGE
   What do you notice? What do you wonder? What is going on in this visual representation? What impact does this information have on you?

2. After some private think time, ask students to share what they notice and wonder while you scribe their responses in order **collect and display** their input.

3. After this discussion, prompt students to think about who would need to interpret the presented data and why.

   MODIFICATION
   For students needing additional support, consider offering more information about the graph through a talk-aloud session on what the graph depicts. Ask them to identify:
   - What surprises you?
   - What does the display say and or not say about the data?
   - What sort of math or science do you see in the representation? Or, what math and science skills would you need to call on to make sense of the information?
   - Who might need to know this information and why?

EXPLORE

Estimated Time: 40 minutes

4. Continuing from the Launch, present the idea that interpreting data is an important skill used in many STEM occupations and includes knowledge, skills, and abilities directly related to math and science. Explain to students that these skills may not always be thought of as "math and science skills." Share with students that today they will be exploring occupations in the STEM cluster that are specifically in the Science and Mathematics pathway to learn about the variety of career options available.

   EXAMPLE OF GUIDING LANGUAGE
   Being curious and asking questions about the world around us is an important STEM skill. Making connections and seeing patterns like you just did in the Launch is a valuable trait to have when pursuing STEM occupations. Let's further explore occupations that might use STEM skills that you may already know about or perhaps didn't know that you have!

5. Group students in pairs or groups of three to explore occupational opportunities in the STEM Cluster, specifically in the Science and Mathematics pathway, using the P2C Career Library. Although students are working together, each is responsible for their own structured stationery (Material B) in the activity. The goal of this exploration is to discover opportunities that students may already associate with STEM overall, as well as occupations that they didn't know were STEM-related. Students will mostly use the following two icons:
   a. What do people do in this job? (*Which includes tasks, activities, work environment)*
   b. Who is ready for this job? (*Which includes knowledge and skills used in this occupation)*

6. Review the Reflecting and Projecting structured stationery (Material B) with students and provide time to explore the Career Library.

   EXTENSION
   To connect in a real-world context, consider reaching out to regional employers in STEM Science and Mathematics related fields, if possible, for some of the more surprising STEM occupations, or based on class interest. Invite students to generate a list of questions they would have for employers in this field and, if possible, communicate those questions with the employer, requesting a response.

SUMMARIZE

Estimated Time: 15 minutes

7. Prompt students to summarize their learning in using a **3-2-1** summary routine. Look for trends and patterns in students' responses to the following prompts:
   - Write 3 things that you learned about STEM occupations that surprised or confirmed your knowledge.
   - Write 2 STEM related tasks or skills that connected with you.
   - Write 1 question you have about a specific STEM occupation after this exploration.

8. With time permitting, share out, and scribe student responses, or you may choose to privately collect and analyze the responses of the class.

   INSTRUCTIONAL STRATEGY
   3, 2, 1 is a reflection strategy that helps students structure their responses to a discussion prompt or an activity. It helps students identify critical points they can focus on by asking them to reflect on and list a specific number of details given a prompt, which helps reduce overwhelm and helps students key in on particular items.

   Steps for 3, 2, 1:

   - Ask students to reflect on an activity or a lesson by describing three takeaways
   - Ask students to list two questions they still have
   - Ask students to provide one thing they enjoyed

   You can use a wide variation of this strategy to address the needs of your students, e.g., asking students to list their top 3 interests, 2 things they learned about a career within their interest, including knowledge, skills, abilities, or data related to this career, and 1 Action Step they will take towards their career pathway.

   EXTENSION
   Use the questions generated from the 3-2-1 summary to begin organizing a list of questions students have about STEM occupations and look for potential answers to those questions through regional employers and/or professionals in those STEM occupations.

MY CAREER PAGE

This lesson includes activities that allow students to collect their ideas and understanding about their new learning. Artifacts from these activities should be saved to each student's My Career Page journal to provide a summary of their career exploration learning and discoveries. Students can choose the format they would like to use for their artifacts, such as journal entries, video/audio entries, and/or document upload.

Suggested Artifacts

1. Upload of structured stationery (Material B).
2. Upload of 3-2-1 summary prompts:
    a. Write 3 things that you learned about STEM occupations that surprised or confirmed your knowledge.
    b. Write 2 STEM related tasks or skills that connected with you.
    c. Write one question you have about a specific STEM occupation after this exploration.
3. Bookmark 1-3 STEM careers of interest from the Science and Mathematics Pathway.

PATHWAY 2 CAREERS

P2C Career Explorer
Employability Skills

Table of Contents

P2C Career Explorer Employability Skills

Sample Lesson

Strengthening Communication Skills Through Active Listening		
Employability Skill: Communication		
Strand: Workplace Skills	Level: Intermediate	Length: 90 minutes (2 days)
Goals		
ESTABLISHED GOALS: To equip students with foundational communication skills, including active listening, verbal and non-verbal communication, paraphrasing, feedback, and questioning, to enhance effective communication.	UNDERSTANDINGS: *Students will understand:* ● Effective communication involves verbal and non-verbal components, including active listening, which is vital in effectively communicating with others.	*Students will be able to:* ● Self-assess their communication skills ● Identify and describe the key components of foundational communication skills ● Demonstrate active listening strategies ● Analyze and evaluate different communication strategies in various contexts
ESSENTIAL QUESTION(S): ● How can active listening and feedback enhance communication effectiveness and understanding in interpersonal interactions? ● How does active listening enhance communication with others?	Webb's Depth of Knowledge/Bloom's Taxonomy: **Students will:** ● Identify and describe the key components of basic communication skills ○ Webb's DoK: Level 1 *Recall/Reproduction* ○ Bloom's: *Remember* ● Demonstrate active listening strategies ○ Webb's DoK: Level 2 *Skills & Concepts* ○ Bloom's: *Understand* ● Analyze and evaluate different communication strategies in various contexts ○ Webb's DoK: Level 3 *Strategic Thinking/Reasoning*	

	○ Bloom's: *Analyze* ● Evaluate areas for improving their communication skills (self-assessment) ○ Webb's DoK: Level 4 *Extended Thinking* ○ Bloom's: *Evaluate* ● Re-evaluate improvement of communication skills (self-assessment) ○ Webb's DoK: Level 4 *Extended Thinking* ○ Bloom's: *Evaluate*

Evidence of Learning

Performance Task(s):

- Active Listening Activity participation and completed collaborative rubric
- Self-Reflection

Lesson Materials

Student Material A: Employability Skills Self-Assessment or Communication Skills Self-Assessment
Teacher Material B: Active Listening: Katie Owens at TEDxYouth@Conejo Video (3:19)
Teacher Material C: How to Actively Listen
Teacher Material D: Active Listening Practice
Student Material E: Active Listening Activity Rubric
Student Material F: Frayer Model (optional tool for differentiation)
Teacher Material: Timer for the *Engage* activity, SmartBoard (or similar device), whiteboard, or chart paper
Student Materials: Post-It Notes for the *Engage* activity

Prerequisite Activities

Teacher:

1. Provide Student Material A (Employability Skills Self-Assessment) for students to self-assess all nine employability skills. The self-assessment is designed to be used in two ways. Students may pre-self-assess all nine employability skills or one skill at a time. Directions are provided on the self-assessment.
2. Remind students to place each rating in the Student Skill Level "Pre-" box and record the date.
3. Assign heterogeneous groups of 4-5 students for the *Engage* activity.

4. Assign collaborative pairs for the *Explore* activity, Partner A and Partner B.
5. Watch Teacher Material B (*Active Listening: Katie Owens at TEDx Youth video*) before the lesson.
6. Choose three active listening prompts to use from Teacher Material D (Active Listening Practice).
7. Print Teacher Material C (How to Actively Listen), one per collaborative pair for the *Explore* activity.
8. Prepare a scenario to model active listening with a student volunteer. (e.g., the student explains a situation where they witnessed a student being bullied at lunch); choose a student before modeling and stage the conversation.

Students:

1. Use Student Material A (Employability Skills Self-Assessment) to self-assess all nine employability skills.
2. Place each rating in the Student Skill Level "Pre-" box and record the date.
3. It's recommended that students securely store either a digital or printed copy of your self-assessment to ensure easy access when needed for future Employability Skills lessons.

Vocabulary

Term	Definition
Communication	A process that involves sending and receiving messages and information through verbal and non-verbal exchanges
Verbal Communication	Knowing what to say and how to phrase it so others listen
Non-verbal Communication	Using facial expressions, gestures, body language, and posture to communicate ideas or messages
Active listening	Listening to the words someone is saying while actively seeking to understand their meaning. Active listening requires being present and attentive in the communication process
Paraphrasing	Rephrasing speech in one's own words without changing its meaning
Feedback	A response from the receiver of information given by the sender
Effective Questioning	Asking questions that generate a deeper understanding of another's perspective

Engage (20 minutes)

Self-Assessment Review

1. Ask students to locate Student Material A (Employability Skills Self-Assessment), specifically focusing on communication.
2. By table groups, ask students to share which communication skills key indicators are highlighted and cite an example of when they struggled with communicating with others. Allow students to share one at a time in groups.
   ***Option: Share 4 or 5 student examples in a group discussion.

Anticipatory Set: Round-Robin

1. Ask students to meet with their assigned groups. Ensure that students are seated at a table or in an area of the room where they face each other for the round-robin discussion.
2. Ask each group to assign one group reporter.
3. Explain to students that they will use the round-robin structure to discuss a topic. One student will begin in their groups by responding to the question while others listen. Explain to students that only one person should speak at a time. They should go in sequential order and respond in their own words (not repeat what a classmate stated).
4. Distribute one stack of Post-It Notes per group. Display this question so all students can view: *How would you define Communication?*
5. Tell students they will have three minutes to answer the question. They will answer in a clockwise pattern, and the first person to speak will be the person whose birthday is closest to today. Allow students 30 seconds to process the question and prepare their response. Encourage students to jot down others' responses on Post-It Notes if they need to remember during the post-discussion. Then, start the timer for 3 minutes (or longer if students need more time to process).
6. After the round-robin, ask each group to brainstorm the definition of *Communication* as a team.
7. Ask each reporter to read their group's definition of *Communication*. Then, record the answers on the SmartBoard (or other device), whiteboard, or chart paper. Answers will vary. Lead a brief discussion about the groups' answers. To deepen the activity, ask students, *"What are the similarities in the groups' definitions?" "Where are the differences in the groups' definitions?"*
   *Optional activity: Combine all groups' responses and create a class definition of *Communication.*

8. Then, reveal the definition that will be used to anchor this lesson: *A process that involves sending and receiving messages and information through verbal and non-verbal exchanges.* Explain to students that communication may happen between two or more individuals.

Explore (60 minutes)

1. Initiate a student discussion using guiding language:

   Welcome to today's communication skills lesson. Communication is a fundamental aspect of human interaction, influencing every facet of our personal and professional lives. Effective communication is essential for building strong relationships and achieving our goals, whether expressing our thoughts and feelings, negotiating with others, or resolving conflicts. Communication is not just an employability skill; it's a life skill!

   In today's session, we will explore the key components of communication, including verbal and non-verbal techniques, active listening, empathy, feedback, paraphrasing, and questioning strategies. These skills form the foundation of successful communication, enabling us to express ourselves clearly, understand others' perspectives, and navigate interpersonal interactions confidently and respectfully.

   Throughout this lesson, we will engage in various activities and discussions to deepen our understanding of communication skills and practice applying them in real-life scenarios. By the end of the lesson, you will understand how communication works and be equipped with practical strategies to enhance your communication effectiveness in diverse situations.

   So, let's dive in and discover the power of communication together!

2. Display lesson vocabulary from this lesson plan. Then, review and clarify lesson vocabulary with the class. Ask students or provide real-life examples of each vocabulary term during the discussion. Keep the vocabulary displayed during the activity.
3. Show Teacher Material B (*Active Listening: Katie Owens at TEDxYouth video*). Lead a brief discussion by asking, *"What surprised you about the advice Katie offered?" "Can you think of a recent exchange where you were not actively listening? How did that impact the conversation?"*
4. Display Teacher Material C (How to Actively Listen). Read the introduction to students. Discuss each strategy with students.

5. Distribute Teacher Material C (How to Actively Listen), one per collaborative pair. Students will use this as a reference during the activity.
6. Then, ask a student volunteer to come to the front of the room to model active listening for the class. Ask the student to tell about the situation (either in the example provided in *Prerequisite Activities* #8 or the student's chosen situation). Then, model the active listening role for the class, applying strategies from Teacher Material C.
7. Explain to students that they will practice active listening in an exercise. Distribute Student Material E (Active Listening Activity Rubric), one per collaborative pair. Review each rubric component.
8. Read the directions on Teacher Material D (Active Listening Practice). Display the prompt clearly for all students to see. Read the first scenario. Clarify the roles for partner A and partner B. Read the following to students before the activity:

   Partner A: Share their response to the prompt while Partner B actively listens. Partner A should speak for the full two minutes, providing as much detail as possible.

   Partner B: Respond to Partner A by providing empathetic feedback, summarizing key points, or asking questions to demonstrate active listening.

   After this activity, students switch roles and repeat the exercise.

   Both Partners: After both partners have shared and responded, discuss each key indicator on the rubric. Decide together on a rating for each indicator for both partners. If there is a disagreement on the rating, discuss it until a consensus is reached.If necessary, each student can rate themselves and their partner independently.

9. Explain to students that they will practice three scenarios using prompts and rate themselves on the *third* scenario (the first two are practice). Read the directions on Student Material E (Active Listening Activity Rubric): *Use this rubric to assess your active listening skills after the third practice. After Partner A shares and Partner B responds, discuss each key indicator. As a pair, discuss and decide the rating for Partner B. Place the rating for Partner B for each indicator in the correct column. Then, repeat the process, giving Partner B the chance to share.*

10. Ask if there are any questions. Then, display the first prompt (refer to Prerequisite Activities #6). Provide two minutes each for partners A and B to practice. Circulate the room to listen and make observations. After the first practice, point out some examples of strategies observed.
11. Repeat the last step for a second practice round.
12. Explain to students that they will use the rubric to rate one another collaboratively in the third round. They should refer to the rubric and list of strategies to refine what they have learned. Then, present the third prompt and provide student two minutes each for the exercise and extra time to discuss their ratings.
13. Close the activity with reflection discussion questions:
    - *Reflect on your experience practicing active listening during the role-play scenarios. What did you find most challenging about actively listening to your partner, and how did you overcome these challenges?*
    - *Consider the feedback you received from your partner after the role-play activity. What insights did you gain about your active listening skills, and what specific areas do you plan to focus on improving in future interactions?*

Check for Understanding

1. Ask students to locate Material A (Employability Skills Self-Assessment). Ask students to re-assess themselves for communication skills. Place their new rating in the Student Skill Level "Post-" box and record the date. Ask students to analyze their pre- and post-self-assessment ratings. Were there improvements? If so, which key indicators were improved?
2. Written self-reflection:
   Reflecting on your role as the active listener in the exercise, consider a specific moment during the role-play where active listening enhanced your understanding of your partner's message. How did employing active listening techniques contribute to building rapport and mutual understanding in that interaction?

   How can active listening and feedback enhance communication and understanding in daily communication with others?

Pro Tips for Differentiation and Universal Design for Learning

★ Have students pre-self-assess for communication only. As students experience lessons on the other employability skills, they can work through the rubric one skill at a time. See directions on Student Material A (Employability Skills Self-Assessment).

★ Allow more time for students to practice in the practice sessions.

- ★ Provide a Frayer model to break down challenging vocabulary (see Lesson Materials).
- ★ Provide additional research topics based on student interests.
- ★ If students work with a peer support, ensure they are assigned to the same group.

Resource retrieved January 31, 2024. Accessed from https://jaymctighe.com/resources