

Journey to Careers Middle School

Students will explore and understand the framework of the Louisiana Career Education (LCE) model. [1](#)

2 Students will be able to identify compositions of career clusters and the relationship to the career field and to areas of concentration/career pathways. [1.2](#)

1 Students will be able to differentiate between career fields, career clusters™, and areas of concentration/career pathways on the LCE model. [1.1](#)

3 Students will be able to demonstrate an understanding of the relationship between coursework, school activities, community activities, and career clusters. [1.3](#)

Students will understand Foundation Knowledge and Skills and how they apply to each cluster as well as to educational and career success. [2](#)

1 Students will be able to make connections between personal strengths/interests, skills, values, and careers. [2.1](#)

2 Students will be able to define, identify, and demonstrate the Foundation Knowledge and Skills. [2.2](#)

3 Students will be able to evaluate their own Foundation Knowledge and Skills in relationship to their goals for learning, earning, and living. [2.3](#)

4 Students will be able to describe extended learning opportunities that will help build their Foundation Knowledge and Skills. [2.4](#)

Students will express the purpose of, as well as, develop and use components of the Individual Graduation Plan (IGP) using an online counseling system, currently Louisiana Connect [3](#)

1 Students will be able to understand the purpose of an IGP. [3.1](#)

2 Students will be able to use information gathered from the career field/cluster model, Foundation Knowledge and Skills, career exploration, and goal setting to develop an IGP [3.2](#)

3 Students will be able to consult with parents/guardians and other caring adults on a regular basis to review progress in meeting goals and make necessary changes. [3.3](#)

4 Students will be able to follow the Individual Graduation Plan when registering for classes. [3.4](#)

Students will participate in Career Exploration activities. 4

- 1 Students will be able to list and understand a variety of extended school-based and community-based learning options to explore careers.** 4.1
- 2 Students will be able to participate in a career exploration activity involving a professional contact (which must include job shadowing).** 4.2

Students will access and utilize different types of Career Information. 5

- 1 Students will be able to utilize technology to access career information.** 5.1
- 2 Students will be able to utilize printed material to access career information.** 5.2
- 3 Students will be able to talk to employers/employees to access career resources.** 5.3

Students will recognize the variety of Post-secondary Options available. 6

- 1 Students will identify, compare and contrast post-secondary education options (cost, prerequisites, time required).** 6.1
- 2 Students will identify post-secondary options in relationship to the career clusters** 6.2
- 3 Students will complete a community service project.** 6.3

Students will express the purpose of, as well as, be able to apply financial mathematics concepts 7

- 1 Students will develop a personal budget based upon their career choice.** 7.1
- 2 Students will maintain simulated bank accounts** 7.2
- 3 Students will complete basic state and federal income tax forms.** 7.3