

Unit Overview

Introduction to the unit:

Unit 7 helps students navigate careers and identify potential career pathways. Students will use their understanding of their individual strengths and interests—as they have evolved across course units—to refine their early career plans. Students will learn about various industry sectors and career pathways and develop a better understanding of related labor market information. Students will work to develop a career plan that includes high school, postsecondary coursework, certifications or apprenticeships and the necessary actions to be successful.

Students Will Know and Be Able To...

- analyze the relationship between their personal and career interests and opportunities;
- identify personal interests, goals, and skills and match those interests with applicable occupations;
- understand potential career opportunities and related requirements, such as the level of credential or education and the type of experiences needed; evaluate occupational data and present occupational information;
- understand how to navigate a career pathway for a specific occupation or occupational cluster and describe the required career planning; and
- establish a vision for achieving students' personal and career goals.

The following key vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as a vocabulary list, but so that teachers understand, support, and reinforce the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

- **career:** an occupation undertaken for a significant period of a person's life and with opportunities for progress
- **extrinsic motivation:** refers to behavior that is driven by external rewards such as money, fame, grades, and praise (from *verywellmind.com*)
- **individual graduation plan (IGP):** a document that shows a student's course and diploma pathway planning from eighth grade through graduation; students consult with family and their school counselor to update/revise the plan every year until graduation (from LDOE)
- **intrinsic motivation:** refers to the actions we take because of enjoyment and other internal factors rather than an external reward or motivation (from *verywellmind.com*)
- **job posting:** an advertisement created by an employer that announces a job opening within the company
- **labor market research:** all quantitative or qualitative data and analysis related to employment and the workforce to help customers make informed plans, choices, and decisions for a variety of occupations (created definition)
- **occupation:** a job or profession
- **recruiter:** a person whose job is to enlist or enroll people as employees, in the armed forces, or as members of an organization
- **survey:** a list of questions aimed at extracting specific data from a particular group of people and may be conducted by phone, mail, via the internet, and sometimes face-to-face on busy street corners or in malls

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a [word-wall](#) to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card “drills,” and complete work sheets or quizzes generally “teach” vocabulary in isolation and show little positive, lasting effect on student learning.) As a reminder, students generally need multiple exposures to the same word across multiple contexts and over time to master new vocabulary and its multiple and nuanced meanings.

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- [Internalization of Vocabulary Through the Use of a Word Map](#)
- [Grades 3-8 EngageNY ELA Appendix](#)
- [15 Vocabulary Strategies in 15 Minutes](#)
- [12 Vocabulary Activities and Mini-Lessons for High School Students](#)
- [5 Brain-Based Vocabulary Activities for the Secondary Classroom](#)

Lesson One: What Do I Want To Do?

Day 1: The teacher will introduce the unit and discuss intrinsic and extrinsic motivation. Students will work in small groups to think-pair-share on previous class assignments and activities. Students will individually generate a list of three to five activities they enjoyed and explain why they enjoyed them. Students will work in groups to share their list of activities with their intrinsic and/or extrinsic motivation about each activity. Student groups will share one example of an activity they liked and their motivation. The teacher will introduce PT 1 and the PT 1 rubric. Students will have the opportunity to ask questions. Students will take an online assessment like [My Next Move](#) to identify how their interests align to potential careers. Students will record their interest profile and the types of careers that are in each job zone that are “best” fit and “great” fit. Recorded occupations should also be either “bright” outlook or “green” outlook. Students will reflect on the list of potential careers. (Note: Students, teachers, and parents/families should be reminded that the assessments/profiles of student interests and related fields is meant to support early career exploration, not to prescribe, define, or limit career ambitions, which will generally evolve as they continue to develop their sense of self (e.g., values, goals, vision for success); continue to learn about careers; and develop their knowledge, skills, and dispositions.

Activity: My Next Move

Time Frame: 40 minutes

Class Configuration: individual

Materials: computer, [O*NET Interest Profiler](#) or similar interest survey

Description: Students will identify how their interests align to potential careers. Note: The instructions for this activity are for based on the My Next Move interest survey; they can be modified to align with any appropriate interest survey.

1. Direct students to [My Next Move](#). Other online survey options include the following:
 - [What Are You Gonna Be When You Grow Up](#)
 - [Reality Check](#)
 - [Keirse Profile Assessment](#)
 - [Hawaii. Edu Which Career Pathway is right for you?](#)
 - [GEAR UP for College Resources](#)

2. Have students record, print, or copy their [O*NET Interest Profiler](#) results. This will capture student responses in the realistic, investigative, artistic, social, enterprising, and conventional categories from the “results” section of the profiler.
3. Review their profiler categories with the class. Have students revisit their results and reflect on their top three categories.

The following text is taken directly from the O*NET Interest Profiler at mynextmove.org.

People with **realistic** interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others. They like:

- Working with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work

People with **investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like:

- Searching for facts
- Figuring out problems

People with **artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like:

- Creativity in their work
- Work that can be done without following a set of rules

People with **social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like:

- Teaching
- Giving advice
- Helping and being of service to people

People with **enterprising** interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like:

- Persuading and leading people
- Making decisions
- Taking risks for profits

People with **conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like:

- Working with clear rules
- Following a strong leader

4. Have students record five to ten occupations in each job zone that have a “bright” or “green” outlook. This information will appear in the “careers” section of the profile. As a formative assessment measure, students can reflect on the list of potential careers.

Tip: The teacher will want to reinforce why they are selecting bright or green outlook occupations. Make sure students understand the concept that some occupations are in more demand than others and that this varies by region. They should also

understand that job demands can effect salary and opportunities for promotion. There is a list of these occupations on [Bright Occupations](#).

Day 2: Students will review potential careers and evaluate occupations across similar job zones and conduct labor market research on a chosen career.

1. Review PT 1 Student Resource and its rubric and allow time for students to ask questions. Explain to students that what they are doing is labor market research. Discuss why labor market research is essential when planning initial career choices or considering a career change later in life.
2. Have students review the list of potential careers and evaluate occupations across similar job zones and determine whether there are any themes between occupations and job zones.
3. Students should develop a list of criteria and constraints to evaluate the list of potential careers. Students may select and determine factors such as intrinsic and extrinsic motivation and/or their personal and career goals and/or other self-determined criteria—including values, interests, and other factors introduced in prior units. Have students select one career that is of interest. (Students may use a decision matrix or another tool to identify the career of interest.) A template for a decision matrix is found in Unit 2, PT 1B Student Resource.
4. Explain to students that they will begin to conduct labor market research on the chosen career and discuss the results of their research with the class. Students can use [Louisiana Star Jobs](#) and other sources to research the demand of their career choice in Louisiana. Students will build on their understanding of career options and how they align to their interests. Make sure students consider intrinsic reasons for selecting a career, not just salary. Students should identify the following in the career they choose to research:
 - career description
 - postsecondary education or training required (and related high school prerequisites, including courses, internships and other experiences, credentials that will help them on the path to success)
 - entry-level and median salary – ensure students understand the salary progression that can happen with different careers
 - benefits
 - intrinsic rewards

potential for career growth

As a formative assessment, students will reflect on the careers of interest.

Tip: It is essential that teachers emphasize and review both salary and intrinsic reward of a career. Students will also need some help understanding the concept of potential for career growth and a career ladder.

Lesson Two: Is this Career for You?

Day 1 and 2: The teacher will review the PT 1 Student Resource and its rubric. Students will complete labor market research on the career of interest. Students will write a one-page report on the career of interest. Students will present their career of interest and report to the class.

The teacher will review PT 1 and the PT 1 rubric calling attention the career research and report step. Students will be given time to ask questions.

Students will individually research and develop a report on a specific career. The report should be one-page in length, Times New Roman font or similar font, 11-point font, double spaced, one-inch margins and identify the following:

- Career description
- Postsecondary education or training required
- Entry-level salary
- Benefits
- Intrinsic rewards
- Potential for Growth Questions they still have and would want to learn more about before making a decision

Tip: Students can also use the [Louisiana Star Jobs](#) to research the demand of their career choice in Louisiana.

Tip: To increase the level of rigor to this assignment the teacher could have the students use more than one source to obtain their information, compare the information and validate their findings.

As a formative assessment, students will present their career of interest to the class as well as their labor market research.

Day 3 and 4: The teacher will review PT 1 and the PT 1 rubric. Students will research active **job postings** for the career of interest and identify one open position from a local or regional employer. Students will research and select a résumé template and cover letter template. Students will develop a cover letter and résumé for the open position.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the job research, résumé, cover letter, and LinkedIn section. The teacher may wish to highlight specific sections of the performance task based on student progress in the lesson. Students will be given time to ask questions.

Tip: The teacher will want to discuss the importance of professional networks by using a local example. Ask the students: Do I know someone in the profession? Do I know anyone who could put me in contact with someone in the profession? The teacher will also want to discuss ways students could potentially find out about job openings for example: word of mouth, social media, LinkedIn, newspapers, websites and recruiters/headhunters.

Students will individually research and identify an active **job posting** for their specific career. Ideally the active **job posting** is owned by local or regional employer.

Optional job posting websites include the following:

- [Indeed](#)
- [Monster](#)
- [Jobrapido](#)
- [CareerBuilder](#)
- [Glassdoor](#)
- [Jobs The Advocate](#)
- [Nola](#)

Tip: Students can use the [Louisiana Star Jobs](#) to define occupation titles in Louisiana and search for those tools using the suggested websites.

Tip: The teacher may choose one or two job posting websites to narrow the options students have to search for available jobs. Each suggested website has resources and tools for broad and more refined searches. Most available jobs can be found using key word association and defined location(s).

Students will research and select a résumé template and cover letter template.

Optional résumé and cover letter templates can be found here: [Office Résumés and Cover Letters](#).

Tip: The teacher should encourage students to find and select a résumé and cover letter template that they like. The selection of a cover letter and résumé template is something that can be discussed and evaluated in small groups or one-on-one discussion with the teacher. Evaluation tools and key elements can be found at the following links: [5 Critical Elements of a Résumé](#), and [Sample Résumé Evaluation Forms](#).

Tip: Most job/career recruiters look for résumés and cover letters that are direct and make an impact. A good cover letter should convey your interests and provide enough detail to signal to the potential employer that the candidate is qualified for the job. A good résumé uses active verbs and uses performance of current or prior tasks to showcase executive functions and leadership skills, while also signaling a strong subject matter expertise.

Students will evaluate and select a résumé and cover letter template. Students will individually develop a résumé and cover letter based on the current and past experiences for the active job posting. Students will write creatively to fulfill sections of the résumé and cover letter.

As a formative assessment, the teacher will provide feedback on each student's résumé and cover letter. The teacher may also provide questions to the student that their résumé and cover letter did not address.

Day 5 and 6: The teacher will review PT 1 and the PT 1 rubric. Students will create an online survey to seek feedback on their cover letter and résumé. Students will send the survey to 5 to 10 individuals to complete. Students will collect the feedback data and present the data for evaluation. Students will incorporate peer feedback and make updates to their cover letter and résumé.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the job research, résumé, cover letter, and LinkedIn section. The teacher may wish to highlight specific sections of the performance task based on student progression within the lesson. Students will be given time to ask questions.

Students will individually create an online survey to seek feedback on their cover letter and résumé. Students will send the survey to 5 to 10 individuals to complete.

Free online survey platforms include:

- Survey Monkey
- Typeform
- Google Forms
- Client Heartbeat
- Zoho Survey
- Survey Gizmo
- Survey Planet

The teacher will model how to create a survey for the class by modeling how to create a survey (using Survey Monkey). The teacher will create a simple poll for students to survey, ex. "What is your favorite ice cream flavor?". The teacher will build the survey in real time, modeling how to create the survey. Once complete, the students will take the survey and see the results. The teacher will then clarify any questions on how to use the survey tool and any student questions on survey design.

Tip: If the teacher is not familiar with using Survey Monkey, they should review the following website: [How to Create a Survey](#).

Resources for students to read to learn more about writing survey questions include:

- [Qualtrics Survey Writing Tips](#)

- [Constant Contact How to Write Survey Questions](#)
- [12 Best Practices for Creating a Survey](#)
- [Surveys 101: A Simple Guide to Asking Effective Questions](#)

Students will practice writing and responding to sample survey questions in an online platform. Students will collect the feedback and data and present the data for evaluation.

Optional resources for data visualization include:

- [Forbes 7 Best Data Visualization Tools](#)
- [Top Data Visualization Software](#)
- [15 Most Common Types of Data Visualization](#)

Students will incorporate peer feedback and make updates to their cover letter and résumé.

After students make updates to their résumé and cover letter, students will work independently to create a LinkedIn profile (or related mock-up). The profile should include their career aspirations and any pertinent information about themselves like their employment history, professional associations, student organizations, out-of-school activities, and any leadership roles or formal roles within organizations that they have held. Students may work with their peers to accept invitations, endorse their skills, and like individuals, organizations, or employers in the local, state, or nation that reflect their career interests or personal goals.

Tip: During the development of the students' LinkedIn profiles, the teacher may wish to discuss what type of personal information should be published to a professional social media account—including what might be left out to protect one's privacy. (Teachers may want to refer to Unit 4 on digital citizenship, asking students to recall tips they learned for protecting themselves online.) The teacher may also wish to discuss how students can build networks through social media and organize community activities.

As a formative assessment, the teacher will provide feedback on each student's résumé and cover letter.

Days 7, 8, and 9: The teacher will review PT 1 and the PT 1 rubric. Students will be tasked to become a job recruiter for their chosen career and job posting. Students will develop a video commercial describing their labor market research about the field and the open position that they researched including the level of education, salary and benefits, and other company or job factors that are appealing. Students will develop opportunities for their peers to provide feedback and incorporate their feedback during the development process.

The teacher will review PT 1 and the PT 1 rubric, calling attention to the career recruiter section. The teacher may wish to highlight specific sections of the performance task based on student progression within the lesson. Students will be given time to ask questions.

Students will be tasked to become a job recruiter for their chosen career and job posting. Students will develop a video commercial describing their labor market research about the field and the open position that researched including the level of education, salary and benefits, and other company or job factors that are appealing.

The teacher should ask the students to break off into groups and share with each other examples of commercials that they remember. The groups should discuss what made these commercials so appealing. Did they make them laugh, or did they make them want to eat, or buy something? Did they inspire them to be better? Groups should then come up with a list of ideas that will make the job recruiter commercial appealing. The teacher will hear from each group and create a class list that students will use to guide their thinking when they complete the activity.



Unit 7: Navigating My Career Path Teacher Resource Guide

Students will work independently to select technology to develop their career commercial. Students may choose to develop a decision matrix to evaluate ideas. A template for a decision matrix can be found in Unit 3 PT1 Student Resource. Students will work during class to complete their commercial.

Optional technology tools to create the career commercial can be found here:

- YouTube
- Prezi
- Podcast
- Facebook
- Twitter
- Instagram

Tip: The teacher should encourage students to find and select technology they like and are familiar with using. The evaluation of the technology is something that can be discussed and evaluated in small groups or one-on-one discussion with the teacher.

Students will develop opportunities for their peers to provide feedback and incorporate their feedback during the development process.

As a formative assessment, the teacher will provide feedback on student's videos. The teacher may also provide feedback on work progress and video content.

Day 10: Students will share their career commercials with the class and reflect on what they have learned through labor market research.

Lesson Three: Individual Graduation Plan

Days 1: The teacher will introduce PT 2 and the PT 2 rubric. Students will have the opportunity to ask questions. Students will review and build on their personal and career goal statements to create an individual graduation plan.

*Tip: As background, it will be important for the teacher to read the *Guidance for Individual Graduation Plan (IGP) and Diploma Pathway Selection* created by the Louisiana Department of Education, as well as any local guidance or customization related to graduation planning. Teachers are encouraged to consult with counselors in advance of this activity and unit to ensure the appropriate resources are shared (e.g., IGP documents, graduation requirements, available career pathways and related course offerings). Educators should also consult relevant LDOE and district resources and policies to ensure they are using the most up-to-date and accurate information. [Louisiana Believes Individual Graduation Plan Resource](#).*

The teacher will explain that the main purpose of the IGP is to:

- Guide selection of student coursework beginning in 8th grade (to occur in collaboration with counselors and parents/families)
- Assist in exploring education and career opportunities
- Support appropriate secondary and postsecondary education decision making, as well as post-high school workforce plans
- Identify required course courses and graduation requirements for chosen diploma pathway
- Help students in discussing and planning for high school and career success with their parents/families

Note: Additional counselor tools can be found here: [Louisiana Believes Counselor Library](#).

The teacher will introduce PT 2 and the PT 2 rubric. Students will have the opportunity to ask questions.



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The teacher should reference the [Louisiana High School Student Planning Guidebook](#) for this lesson. The teacher should also reference the [Louisiana Individual Graduation Plan](#).

Students will review and build on their person and career goal statements to create an Individual Graduation Plan. Each student's Individual Graduation Plan should incorporate labor market research, select careers, and the type of secondary and postsecondary education or training that is necessary to pursue the select occupations.

The teacher will introduce the concept of middle- and high-skill jobs to help students appreciate the value of technical training and expertise in ensuring access to good jobs and lifelong career opportunities. Middle-skill jobs require some type of postsecondary education that includes military training, certifications, apprenticeship, or a two-year degree. High-skill jobs require a bachelor's degree or higher. (As much as possible, teachers should encourage students to explore careers that reflect the interests that have emerged throughout the course, include many of the high-growth sectors and high opportunity jobs in the region, and ensures a range of careers in the class, and best support new and deeper learning.)

Tip: For help explaining the concept of middle-skill jobs, please refer to this one-page document about Louisiana from the National Skills Coalition and the Louisiana STARS program.

- [National Skills Coalition Middle-Skills Fact Sheet](#)
- [Louisiana Work Force Find A Job Explore Careers](#)

Students will complete PT 2 and identify the type of secondary and postsecondary coursework that is required for middle- and high-skill occupations that they are interested in pursuing.

Students will work independently to research middle- and high-skill careers they are interested in pursuing. Students will use the [ACT World-of-Work Map](#) to assist in conducting career research for the select occupations. Once students have selected at least one middle- and one high-skill career, they should review those selected occupations using the [Louisiana Workforce Commission](#) tools to evaluate regional job demand. Students may also use the [Louisiana Build Your Future](#) website to research the requirements to start working toward a craft/skilled trades profession.

The select careers and labor market data should be recorded for students to reference. Students will create a simple EXCEL table on careers and labor market data. The students and teacher will watch the following Microsoft video titled "Add and Edit Data" in order to create their chart: [Basic Tasks in Excel](#).

Tip: If you are not proficient in EXCEL, watch the video in advance, which will teach you how to build a simple data workbook in order to model and support students.

Once students have completed their career research, they should research the Jump Start TOPS Tech Career Diploma graduation requirements, which can be found [here](#). Educators should always consult relevant LDOE and district resources and policies to ensure they are using the most up-to-date and accurate information. Students will then research credential and career opportunities using the [statewide IBC credentials](#) list which can provide graduates with the opportunity for a credential with lifelong value. Teachers and students should utilize [this resource](#) to understand the rationale for a focus on earning industry-based credentials.

Students will then research the TOPS University Pathway requirements, which can be found [here](#). Students will also research entrance requirements for colleges of interest:

- [Louisiana's Community and Technical Colleges](#): These are typically non-residential and offer hundreds of two-year degrees and certifications that transfer to four-year universities.



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- [Four-year Colleges and Universities](#): Both colleges and universities are public or private institutions that offer undergraduate degree programs in specific areas of study. Colleges usually have a smaller enrollment, smaller class sizes, and more student/teacher interaction. In contrast, universities offer undergraduate and graduate degree programs, usually offer more diverse curricular options, and have a much higher enrollment.
- [TOPS Tech Early Start Private Training Providers](#): A TOPS-Tech Early Start Award may be used to fund any technical or applied course leading to an Industry-Based Certification, a Certification of Applied Science, and a Certificate of Technical Sciences offered at a Louisiana public or nonpublic postsecondary education institution, or by any Louisiana training provider recognized by the Louisiana Workforce Commission and approved by the State Board of Elementary and Secondary Education.

Tip: The teacher should discuss the advantages and opportunities Industry-Based Certifications provide.

As a formative assessment, students will discuss the Individual Graduation Plan with their parents/guardians to discuss coursework and career pathways.

Days 2: Students will complete PT 2 and identify the type of secondary and postsecondary training and/or experience that is required for middle- and high-skill occupations that they are interested in pursuing. Students will engage their parents and/or guardians, and counselors as appropriate, to complete the individual graduation plan.

The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.

The teacher will review the Individual Graduation Plan and related coursework. The teacher should reference the [Louisiana High School Student Planning Guidebook](#) for this lesson. The teacher should also reference the [Louisiana Individual Graduation Plan](#). (Note: In certain open-enrollment districts, as well as those with magnet and special-admissions schools—where students can select from among a variety of high schools (beyond their local school)—teachers, with counselor support, might help middle schoolers use their career interests to explore the high school application and selection process.)

Tip: The teacher may wish to include the school counselor to help prepare and/or facilitate this lesson.

Students will work independently to review secondary courses and available career clusters and pathways that align with their career interests and potential career pathways.

Students will reflect on the personal and career goals and consider changes to their Vision Board (which they will revise in the next unit) to include their desired career, options for secondary coursework, and options for postsecondary coursework. Students will be asked to write a one-page in-class reflection/exit ticket using Microsoft Word or Google docs.

Tip: The teacher will want to provide students with a list of essential questions for their reflections for example: Did you change your vision board? What is your desired career? What can you do in high school to help you prepare for your career? What degree or certifications do you have to complete to obtain your desired career? Do you have any contacts, or ways to get contacts, in your desired career and how can you use them to help you achieve your goal?

As a formative assessment, students will discuss the Individual Graduation Plan with their parents/guardians to discuss coursework and career pathways and the teacher will review the student exit tickets and be prepared to return the document to them for use during Unit 8.

Day 3: Each student will orally present their IGP to the class as a presentation that provides an overview of their plan.

Website Links Referenced in Unit 7

- <https://www.mynextmove.org/explore/ip>
- <https://www.proprofs.com/quiz-school/story.php?title=what-are-you-gonna-be-when-you-grow-up>
- <http://www.jumpstart.org/reality-check.html>
- <http://www.hawaii.edu/cte/publications/RIASEC.pdf>
- <https://lpssgearup.com/college-prep/#Resources>
- <https://www.onetonline.org/help/bright/>
- <http://www.laworks.net/stars/>
- <https://www.indeed.com/>
- <https://www.monster.com/>
- <http://us.jobrapido.com/>
- <https://www.careerbuilder.com/>
- <https://www.glassdoor.com/index.htm>
- <https://jobs.theadvocate.com/>
- <https://www.nola.com/jobs/>
- <https://www.monster.com/career-advice/article/5-critical-elements-of-resume>
- <https://www.sampleforms.com/resume-evaluation-form-samples.html>
- https://help.surveymonkey.com/articles/en_US/kb/How-to-create-a-survey
- <https://www.qualtrics.com/experience-management/research/survey-writing-tips/>
- <https://blogs.constantcontact.com/how-to-write-survey/>
- www.business2community.com/email-marketing/12-best-practices-creating-effective-surveys-01817298
- [Surveys 101: A Simple Guide to Asking Effective Questions](http://www.surveymonkey.com/help-center/101-a-simple-guide-to-asking-effective-questions)
- <https://www.forbes.com/sites/bernardmarr/2017/07/20/the-7-best-data-visualization-tools-in-2017/#5686bb726c30>
- <https://www.capterra.com/data-visualization-software/>
- <https://www.predictiveanalyticstoday.com/top-data-visualization-software/>
- <https://info.datalabsagency.com/blog/data-visualization-news/15-most-common-types-of-data-visualisation>
- <https://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/individual-graduation-plan-guidance-resource.pdf>
- <https://www.louisianabelieves.com/resources/library/counselor-toolbox-library>
- https://www.louisianabelieves.com/docs/default-source/course-choice/high-school-planning-guidebook.pdf?sfvrsn=1fbd831f_42
- https://www.louisianabelieves.com/docs/default-source/counselor-toolbox-resources/individual-graduation-plan-igp.pdf?sfvrsn=42068c1f_46
- <https://nationalskillscoalition.org/resources/publications/2017-middle-skills-fact-sheets/file/Louisiana-MiddleSkills.pdf>
- <https://www.laworks.net/stars/>
- <http://www.act.org/content/dam/act/unsecured/multimedia/wmap/world.html>
- <http://www.laworks.net/>
- <https://www.louisianabelieves.com/docs/default-source/jumpstart/tops-tech-course-requirements.pdf?sfvrsn=16>
- http://www.laworks.net/Downloads/PR/WIC/IBC_StateFocusList_20151215.pdf
- <https://www.louisianabelieves.com/courses/graduation-requirements>
- <https://www.lctcs.edu/>
- <https://regents.la.gov/>
- <http://www.act.org/content/act/en/products-and-services/act-profile/college-planning.html>
- <https://www.louisianabelieves.com/courses/tops-tech-early-start-training-providers>

