



McKeesport Area School District

Comprehensive K-12 Guidance Plan

"6-12 Career Focused Lesson Outlines w/ Plans"

Secondary Schools
Founders Hall
McKeesport High School

The McKeesport Area School District has created this Comprehensive K-12 Guidance Plan "Career Counseling for Success" document in accordance with PA Chapter 339.31: there shall be a written plan on file, approved by the local board of school directors, for the development and implementation of a comprehensive, sequential program of guidance services for kindergarten through 12th grade. The plan must include procedures for providing guidance services to AVTS's. Upon request, the plan shall be submitted to the Secretary of Education.

Created Winter 2018

GRADES 6-8

Career-Focused Lesson Framework & *Table of Contents*

Grade	Instructional Activity	Portfolio Evidence * Indicates 2017-18 Evidence	CEW Standards				PAGE #
			13.1.8	13.2.8	13.3.8	13.4.8	
6	Social Studies Workshop “College Exploration Research”	* College Exploration Data Collection/Research Sheet	B,G,H	C	G		4
6	Science Workshop “Planning Your Future”	* Goal Setting Graphic Organizer	A,B D-H	C,D	A,G	G	8
6	Math Workshop Budgeting “Bean Game” (spending limits, adjusting budgets based on scenarios)	Bean Game Personal Reflection Sheet	<i>Lessons & Materials Forthcoming</i>				
6	Reading/Language Arts Workshop “Career Exploration Activity”	Career Exploration Data Collection/Research Sheet	<i>Lessons & Materials Forthcoming</i>				
6	Reading/Language Arts Workshop “Learning Styles to Study Skills”	Learning Styles & Study Habits Inventory	<i>Lessons & Materials Forthcoming</i>				
7	Math Workshop “Self-Evaluation & Soft Skills”	* Self-Evaluation Survey (Includes Soft Skills)	A,E,F, H	A,C	A,B,E	B	11
7	Social Studies Workshop “Applications 101”	* How Do I Write My Name (Providing personal information) & Practice Job Application Form	A,B,F, G,H	A-D		B	15
7	Reading / Language Arts Workshop “Delivering the Message”	* How to Address an Envelope	A,F	A-D			19
7	Science Workshop “Pitt Mobile Learning Lab”	Pitt Mobile Activity	<i>Lessons & Materials Forthcoming</i>				
8	Math Workshop Series “Dollar Bank Financial Literacy Lessons” (Checking Account, Budgeting, Interest/Credit)	Financial Literacy Formative Assessment Survey	<i>Lessons & Materials Forthcoming</i>				
8	Language Arts Workshop “Mid-Year Self-Evaluation”	* Mid-Year Self Evaluation (Beginning of Individualized Career and Education Plan)	A,B	A,C	A,E	B	24
8	Homeroom Workshop End-of-Year Self-Evaluation Creating an Individualized Career and Academic Plan”	* End-Year Self-Evaluation (Continuance of Individualized Career and Education Plan)	A-H	A-C	A,G	B	28
8	Homeroom Workshop CTE Career Fair	Career Fair Reflection Sheet	<i>Lessons & Materials Forthcoming</i>				

GRADES 9-12

Career-Focused Lesson Framework & *Table of Contents*

Grade	Instructional Activity	Portfolio Evidence * Indicates 2017-18 Evidence	CEW Standards				PAGE #
			13.1.11	13.2.11	13.3.11	13.4.11	
9	Writing Studio I Workshop Exploring Career Clusters	* Career Clusters Interest Survey & Reflection	A,B,E, F,G		A,B,E		32
9	Writing Studio I Workshop Career Research Paper (Senior Project Component)	* Career Research Paper	A,B,E, F	C			42
9	Social Studies Workshop Understanding Transcripts	Ideal Me Activity	F,H		A,B,C, G	B	48
10	English 10 Workshop CTE Sponsored College and Career Fair	* College and Career Fair Student Reflection Sheet	C,D,F, G		G		52
10	English 10 Workshop Introducing the Senior Project Presentation	* Senior Project Presentation Rubric – Slides 1-9	A,E,F, G	A,D	F		56
11	Writing Studio II Workshop Exploring Career Trends	* Career Trends Research Paper	A,B,D, E,F,G	B,D	A,C,E, F		60
11	Writing Studio II Workshop Resume Writing	* Student-Produced Resume	A-H	A-D	A,C,E, F	A,B	64
11	English 11 Workshop Career and College Planning Timeline	* Are You Getting There?	E-H		E,G		80
12	English 12 Workshop College Visit or Job Shadow Reflection	* College Visit or Job Shadow Reflection Sheet	A-H	B-D	A,B,C, F	A-C	86
12	English 12 Workshop Preparing for Senior Project Panels (Senior Project Day)	* Senior Project Rubric	B,D,G	A,B	A,B,C, E,G	A-C	93



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 6 – Social Studies

LESSON TITLE: Social Studies Workshop “College Exploration Research”

DURATION: 2 Class Periods

**CAREER
 EDUCATION
 & WORK
 STANDARDS
 ADDRESSED**

*(Highlight all
 that apply)*

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. ***Personal Interests***
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. ***Career Plan Components***
- H. ***Relationship between Education and Career***

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. ***Career Planning Portfolios***
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. ***Lifelong Learning***

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT:

Investigate a post-secondary institution of choice using the website: <https://www.petersons.com/college-search.aspx> to complete the college exploration research worksheet

Produce accurate poster for a post-secondary institution of choice utilizing the template provided and research acquired.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What factors influence post-secondary institution choices?

VOCABULARY

Tier 3 words & language specific to career and work
Post – secondary
College
Degree
Major
NCAA
Room and Board
Tuition

INSTRUCTIONAL PROCEDURES:

Introduce post-secondary and its many differences. Talk about why a student may choose to go to a certain school. Conduct <https://www.petersons.com/college-search.aspx> research using corresponding research worksheet (1 Period). Provide poster template and art supplies for student to communicate newly acquired knowledge (1 period). Provide sample pennants for students to review.
Hand where others can observe and check out the schools on their own.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP
Partners or small groups
Vocabulary sheet provided
Assigned colleges instead of choice
Presentation opportunities

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson
Research sheet
Poster template
<https://www.petersons.com/college-search.aspx>
Art supplies
Computer access

Your Name _____ Per _____ HR _____

COLLEGE EXPLORATION RESEARCH

Full School Name: _____

City: _____

Type: _____ Setting: _____

How Many Students Attend: _____

Percentage of Female Students: _____ Percentage of Male Students: _____ List the

Highest 5 Ethnicities on Campus from Greatest to Least

1. _____ %
2. _____ %
3. _____ %
4. _____ %
5. _____ %

Cost Of Attendance:

Tuition:

In-State: \$ _____

Out-Of-State: \$ _____

Room and Board:

\$ _____

Full Time Student Fees:

\$ _____

Total: _____

Three Majors and Corresponding Possible Degrees Available:

1. _____ Associate Bachelor Master Ph.D.

2. _____ Associate Bachelor Master Ph.D.

3. _____ Associate Bachelor Master Ph.D.

Two Student Activities On Campus:

1. _____

2. _____

Athletics:

NCAA Division: _____

Go to the School's Website:

Colors: _____

Mascot: _____

Sketch Mascot, Year Founded, College Names, School Crest and anything else you want to remember for your pennant.



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 6 – Science

LESSON TITLE: Science Workshop “Planning Your Future”

DURATION: 1 Class Period

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- I. Abilities and Aptitudes*
- J. Personal Interests*
- K. Non-Traditional Workplace Roles*
- L. Local Career Preparation Opportunities*
- M. Career Selection Influences*
- N. Preparation for Careers*
- O. Career Plan Components*
- P. Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- E. Interviewing Skills Resources*
- F. Career Acquisition Documents*
- G. Career Planning Portfolios*
- H. Career Acquisition Process*

13.3 Career Retention and Advancement

- H. Work Habits*
- I. Cooperation and Teamwork*
- J. Group Interaction*
- K. Budgeting*
- L. Time Management*
- M. Workplace Changes*
- N. Lifelong Learning*

13.4 Entrepreneurship

- A. Risks and Rewards*
- B. Character Traits*
- C. Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT:

Formulate 3 personal goals in the assigned categories using the goal setting graphic organizer.

Apply short and long term goal definitions to categorize each of their own goals.

Identify at least 2 things they could be doing now to work toward each set goal.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What makes a goal different than a hope or a dream?

How can a goal be accomplished?

What are goals important?

VOCABULARY

Tier 3 words & language specific to career and work

Goals

Short-Goal

Long-Term

Academic

Post-Secondary

Personal

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Review previous lessons and introduce the goal workshop.

Utilize power point to deliver vocabulary (goals, short-term goals, long-term goals). Facilitate discussion on broad categories of goals that fall into each of these areas.

Continue with power point to provide a detailed description of each category on graphic organizer. Use student examples in each category.

With description slide still on screen, ask students to set a goal for themselves in each area and stop. After all students have set an initial goal, ask them to provide two things they can be doing now, or through graduation for long term goals.

Think, Pair, Share with students nearby. Have students suggest additional success plan steps when necessary.

Provide opportunity to share with class as time permits.

Challenge students to begin or continue putting plan into action and say that these sheets will be assessed for progress in the spring.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Fill in the blank notes for definitions

Printout of detailed description page

Graphic Organizer in the PPT with arrows for section to be completed at each step

Bullet points to indicate how many items in each box

Have students set more than one goal in each category

Provide opportunity to research success plan items

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Graphic Organizer Worksheet with Vocabulary

Detailed Description Printout (if necessary)

PPT Presentation

Name _____ PERIOD _____

PLANNING FOR YOUR FUTURE

Goals: These are things you hope to _____ in the near or distant _____.

Short Term Goal: These are things you want to happen _____, often in less than _____.

Examples:

Long Term Goal: These are things you want to happen over a _____ of _____.

Examples:

	WHAT IS MY GOAL:	THINGS I CAN DO TO ACHIEVE THIS GOAL:	HOW I DID:
PERSONAL/SOCIAL/ BEHAVIORAL			
ACADEMIC			
COLLEGE & CAREER			



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 7/ Math

LESSON TITLE: Math Workshop “Self-Evaluation & Soft Skills”

DURATION: 1 Class Period

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- Q. Abilities and Aptitudes**
- R. Personal Interests
- S. Non-Traditional Workplace Roles
- T. Local Career Preparation Opportunities
- U. Career Selection Influences**
- V. Preparation for Careers**
- W. Career Plan Components
- X. Relationship between Education and Career**

13.2 Career Acquisition (Getting a Job)

- I. Interviewing Skills Resources**
- J. Career Acquisition Documents
- K. Career Planning Portfolios**
- L. Career Acquisition Process

13.3 Career Retention and Advancement

- O. Work Habits**
- P. Cooperation and Teamwork**
- Q. **Group Interaction**
- R. Budgeting
- S. Time Management**
- T. Workplace Changes
- U. Lifelong Learning

13.4 Entrepreneurship

- A. Risks and Rewards
- B. **Character Traits**
- C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT:

Self-Assess themselves for qualities/habits of a great student by completing an 11 question survey.

Identify something they excel at as a student

Set and work toward a goal for the remainder of the school year

Create connections between school habits and soft skill competencies by providing information for given examples.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What does it mean to present your best self?

VOCABULARY

Tier 3 words & language specific to career and work

Character

Soft Skills

Hard Skills

Goals

Meeting Deadlines

Time Management

Planning and Follow Through

Reference

INSTRUCTIONAL PROCEDURES:

Ask students to complete the provided survey honestly. Ensure them that not answering “always” to a question will not bring about judgement. Ask them to use the information from survey to state a positive and a needs work area of their student life. Furthermore, ask them what they could specifically do to improve in this area.

Define soft skills and hard skills. Work through the soft skills provided on the sheet.

- Relate to and assist others
 - Provide students with three scenarios and ask them to describe what someone would see if that moment of them – treatment of non-education staff in the building, working in a pair or group in class, lunchtime in the café.
 - Ask them to place a + or – next to the actions if they think it reflects positively or negatively on them.
- Organization Skills
 - Ask students to provide an example of something they do or are expected to do in school/home that would demonstrate how well they do at meeting deadlines, time management, and planning and follow through.
 - Discuss how these two questions are often the only things coaches and teachers have to provide a reference for them when they apply for a job.
- Initiate or Motivate Others
 - Ask students to tell you about a time where they demonstrated this (sports, friend, making up school work)

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELLL, IEP, GIEP

- Ask students to come up with own examples of relating and assisting others
- Have students elaborate beyond the task for organization skills to say what someone would think upon first glance
- Provide examples for organization skills and ask students to react

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Self-Evaluation Survey Worksheet

Soft Skills Evaluation Sheet

Projector (optional)

Name _____ Period _____

Self-Evaluation & Soft Skills

What scenarios during the school year would show and outside, like a potential employer, college, or group recruiter, how well you **relate to and assist**, *have a positive connection with or share in the work of, others?*

1. _____

2. _____

3. _____

What areas of your school/home life might someone assume your **organization skills** from in the following categories?

Meeting Deadlines: *Finishing a task by the latest date or before it should be completed.*

Time Management: *Using time effectively and productively, especially in a work environment.*

Planning and Follow Through: *The process of planning and executing or completing an action or task, \ especially in a work environment.*

Describe a time where you demonstrated the ability to **initiate or motivate**, *cause an action or process to happen or create enthusiasm toward, others.*

Self-Evaluation and Soft Skills

<i>I come to my classes prepared</i>	Never	Sometimes	Most of the Time	Always
<i>I understand what is taught the first time</i>	Never	Sometimes	Most of the Time	Always
<i>I ask questions if there is something I do not understand</i>	Never	Sometimes	Most of the Time	Always
<i>My homework is complete and turned in on time</i>	Never	Sometimes	Most of the Time	Always
<i>I put a lot of effort into my schoolwork</i>	Never	Sometimes	Most of the Time	Always
<i>I use my class time wisely</i>	Never	Sometimes	Most of the Time	Always
<i>I participate in class discussions</i>	Never	Sometimes	Most of the Time	Always
<i>I am respectful to other students</i>	Never	Sometimes	Most of the Time	Always
<i>I am respectful to adults in the building</i>	Never	Sometimes	Most of the Time	Always
<i>I follow classroom rules and directions</i>	Never	Sometimes	Most of the Time	Always
<i>I am in school regularly and on time</i>	Never	Sometimes	Most of the Time	Always
<i>I earn a C (70%)or better in all of the my classes, including specials</i>	Never	Sometimes	Most of the Time	Always

1. I am good at:

2A. I want to work on:

2B. I can do this by:



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: 7 – Social Studies

LESSON TITLE: Social Studies Workshop “Applications 101”

DURATION: 1 Class Period

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT

Correctly identify and provide the information being requested 85% of the time on “How Do I Write My Name” worksheet.

Complete Sample Application with 90% accuracy.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Why does how you fill out an application matter?

What may the person receiving an application be looking for besides experience?

VOCABULARY

Tier 3 words & language specific to career and work

Personal Information

Maiden

Application

Reference

Signature

INSTRUCTIONAL PROCEDURES:

Ask students if they have ever applied for anything (ex. Sports, clubs, TS, job, volunteer) What kind of information was requested? How was the application approved?

Provide students with HDIWMN worksheet. Discuss how the same question can be asked many ways. PPT on these specific examples. Have students ID them and where they are located on the WS. Complete the WS in pen

Move to formal application. Discuss the information being requested and clarify any vocabulary.

Have students complete formal application.

If time permits, students can review these applications as a committee looking for errors and deciding who is most likely to receive an interview.

Collect applications for formal review by counselor or educator.

DIFFERENTIATION METHODS:

Bigger worksheets

Provide detailed examples on PPT

Allow students to complete in pencil first

Application review committees

MATERIALS & RESOURCES:

How Do I Write My Name Worksheet

Sample Application Worksheet

PPT

Applications 101 – Application for Employment

Name of Applicant		
_____	_____	_____
(last)	(first)	(middle)
Address		

<i>How long have you lived at this address:</i>		

Previous address:		

Date of Birth	Place of Birth	
_____	_____	_____
(month) (day) (year)	(city)	(state)
Contact Information:		
(_____)	_____	
(phone)	(email)	
Education		
_____	_____	_____
(school name)	(city)	(state)
_____	_____	_____
(school name)	(city)	(state)
Hobbies, Interests, and Leisure Activities		

Character References		
<i>Please list the full name and phone number of three character references. These individuals may not be related to you.</i>		



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 7 English Language Arts/ Reading

LESSON TITLE: Reading / Language Arts Workshop “Delivering the Message”

DURATION: 1 Period

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- A. **Abilities and Aptitudes**
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. **Preparation for Careers**
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. **Interviewing Skills Resources**
- B. **Career Acquisition Documents**
- C. **Career Planning Portfolios**
- D. **Career Acquisition Process**

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

SWBAT:

Identify correctly whom is the sender and receiver correctly in 2/3 written examples by placing them in the correct location on the sample envelope provided

Construct the addresses correctly 2/3 times from written example onto sample envelopes provided.

ESSENTIAL QUESTION

How should mailed communications be addressed so they move through the USPS quickly and correctly?

VOCABULARY

Tier 3 words & language specific to career and work

Sender

Receiver

Address

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Students will correct or complete an application from the previous lesson.

Review notes sheet and identify information on sample envelope. Discuss the importance of neatness and correctness when doing any type of mailing.

Provide 3 written examples for students to decipher onto sample envelopes. Review.

Complete the checking for understanding portion and review.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

One sample at a time

Work in groups

Do the first example together

Provide less common states for abbreviation practice

Allow students to come up with examples of their own

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

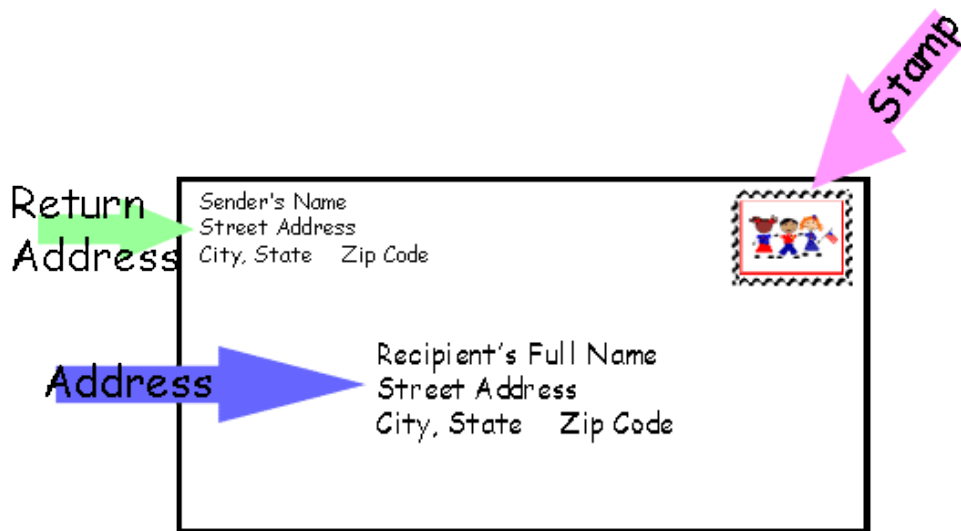
Notes Sheet

Envelope Practice Worksheet

Completed Application Sheet

Blank Applications

Delivering the Message – How to Address an Envelope



Be sure to write *neatly* when addressing your envelope so your letter will reach its correct destination. Include the following three items:

- **ADDRESS:** This is the name and address of the person (recipient) you are sending the letter to.

On separate lines write:

- **Recipient's Full Name**
- **Street Address**
- **City, State and Zip Code**

Use [postal abbreviations](#) when writing the state. Postal abbreviations are written in capital letters without periods or other punctuation. The postal abbreviation for North Carolina is NC.

- **RETURN ADDRESS:** This is the information about the sender of the letter. In the top left corner on separate lines write:
 - ***Your full name***
 - ***Your Street Address***
 - ***Your City, State and Zip Code***
- **STAMP:** In the top right corner of the envelope you place a postage stamp. This pays for the delivery of the letter.




Before the letter is delivered, the stamp will be cancelled by the post office. This is an example of a cancellation mark, however there are many other types.


Stamps are cancelled so that they cannot be used again.

Address each of the following envelopes correctly to ensure that the application makes it to the correct destination.

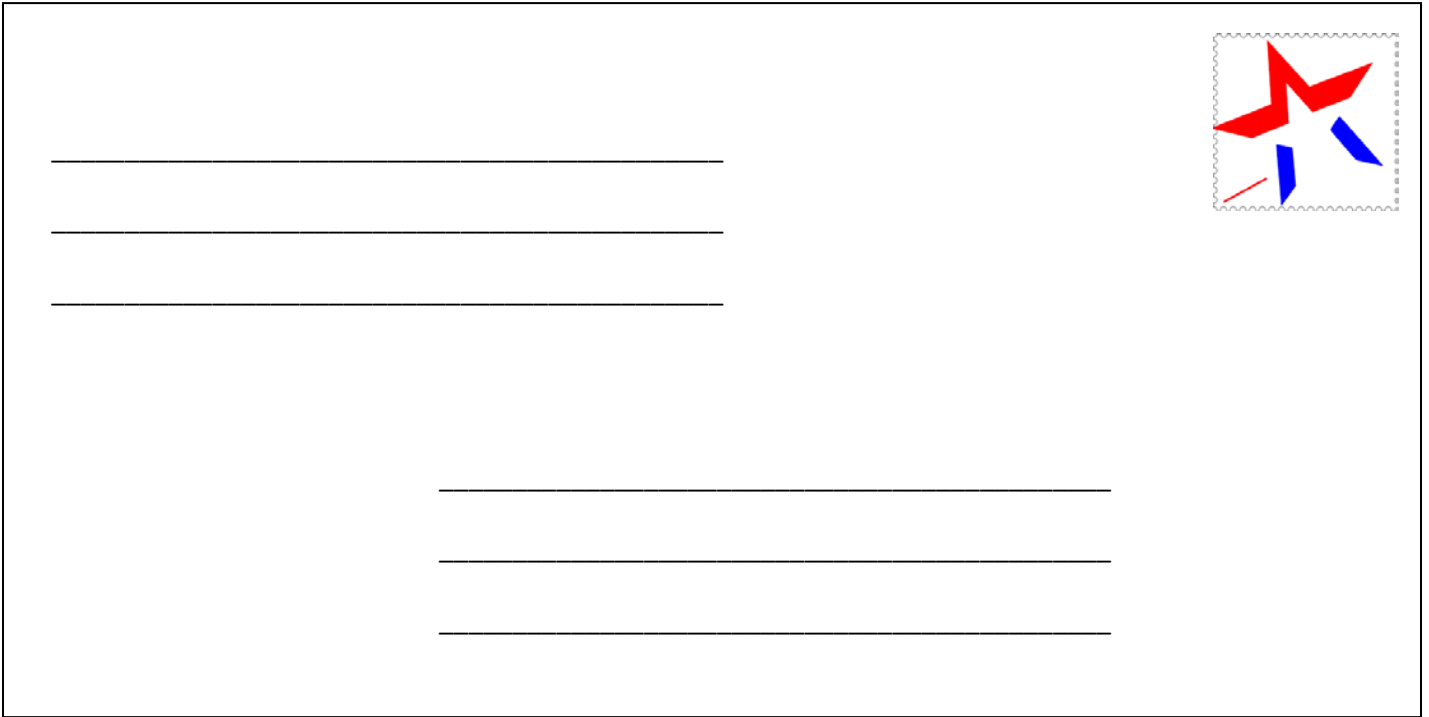
You are sending this application is going to the Human Resources Department located at 2456 Reditorun Road in Anytown, Pennsylvania 14789.

<hr/> <hr/> <hr/>	
	<hr/> <hr/> <hr/>

Anita Leterbeck of Morgantown, West Virginia lives 35 State Street, 26504 and is sending this application to Reed Moore whose business is located at 517 Sugar Street in Mapletown, Pennsylvania 15338.

<hr/> <hr/> <hr/>	
	<hr/> <hr/> <hr/>

Send Something from Founders' Hall Middle School, 3600 O'Neil Blvd, McKeesport, Pennsylvania 15132 to Meredith Shoemaker whose office is in 407 Grange Building at University Park, Pennsylvania. Her Zip Code is 16802.



Answer the following questions:

1. The stamp is always placed in what corner of an envelope:
2. What is the correct way to write the street address of someone who lives on Hamilton Street with a house number of 753?
3. Can postage stamps be reused?
4. States that have two words in their name use the first letter of each word as an abbreviation in the address. Correctly write the abbreviations for each of the following states.

New Mexico _____ South Carolina _____ Rhode Island _____
North Dakota _____ West Virginia _____ New Hampshire _____



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: 8 English Language Arts/ Reading

LESSON TITLE: Language Arts Workshop “Mid-Year Self-Evaluation”

DURATION: 1 Period

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

13.1 Career Awareness and Preparation

- Y. Abilities and Aptitudes**
- Z. Personal Interests**
- AA. Non-Traditional Workplace Roles
- BB. Local Career Preparation Opportunities
- CC. Career Selection Influences
- DD. Preparation for Careers
- EE. Career Plan Components
- FF. Relationship between Education and Career

13.2 Career Acquisition (Getting a Job)

- M. Interviewing Skills Resources**
- N. Career Acquisition Documents
- O. Career Planning Portfolios**
- P. Career Acquisition Process

13.3 Career Retention and Advancement

- V. Work Habits**
- W. Cooperation and Teamwork
- X. Group Interaction
- Y. Budgeting
- Z. Time Management**
- AA. Workplace Changes
- BB. Lifelong Learning

13.4 Entrepreneurship

- A. Risks and Rewards
- B. Character Traits**
- C. Business Plan

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT

Show progress for first half of the school year by stating and analyzing challenges, favorite assignments, grades/study skills on questions 1A-3B of Self Evaluation Worksheet

Set a goal and recommend a course of action to continue to improve as a student for the remainder of the school year by completing question 4 of worksheet.

Assess individual readiness for high school, college, and career success by responding to survey questions (to be revisited at year’s end).

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

How would you describe the relationship between student action and results in a school setting?

How am I actively working to become more ready for high school, college, and career success?

VOCABULARY

Tier 3 words & language specific to career and work

Self- Reflection

Goal

Performance

Personal preference

Personal interests

Achieve

semester

INSTRUCTIONAL PROCEDURES:

Discuss HS/College class rotations and year composition compared to middle school (semester/trimester v. 7 ½ weeks, 9 weeks, 6 day). Define semester and mid-year.

Answer questions on distributed worksheet 1A-3B specifically in relation to the first semester. Provide details of experiences.

Begin Area You Ready Survey and discuss areas for improvement to prioritize eighth grade performance and readiness for high school and post-secondary opportunities.

Set second semester goal and plan.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Provide a copy of or access to iPass data

Discuss self-improvement goals in addition to academic goals

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Self-Evaluation Worksheet

Are You Ready Survey

1A) *What was the most challenging aspect of the first semester?*

1B) *What made this such a challenge and how did you handle it?*

2) *What was your favorite assignment for the first semester and why?*

3A) Circle the answer that best describes your academic performance during the first semester:

All A's A-B All B's B-C All C's C-D All D's or Below

3B) Describe how you achieved the grades you did for the first semester:

4) What is a goal you have for next semester to be a better student and how do you plan to achieve it?

- Your schedule contains a solid set of academic classes – social studies, English, science, and math.
- You have taken advantage of foreign language or CTE prep courses.
- You're taking Honors or Pre-AP courses in one or more areas.
- You've completed an interest inventory for careers.
- Your attendance is good, both in being in school AND being on time.
- You take initiative in collecting and completing missed assignments in a timely manner.
- You try your hardest on PSSA's and Keystone Exams, these scores can determine what courses you are able to take in high school.
- Your grades are at 70% C or above on report cards.
- You participate in afterschool activities, clubs, and/or sports.
- You've attended freshman orientation
- You use your planner daily to keep assignments, due dates, and activities organized.
- Learn how many credits you need to pass 9th grade AND graduate.
- Start looking at what colleges expect of applicants that you should be doing in high school.
- Ask professionals about their careers – what they do, education and training received, and demand.
- Read more! Reading increases critical thinking, vocabulary, reading, and writing fluency.
- Volunteer in your community.
- Start saving money for school now.



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: 8 – Homeroom

LESSON TITLE: HR Workshop End-of-Year Self-Evaluation - Creating an Individualized Career and Academic Plan"

DURATION: 1 Period

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- GG. *Abilities and Aptitudes*
- HH. *Personal Interests*
- II. *Non-Traditional Workplace Roles*
- JJ. *Local Career Preparation Opportunities*
- KK. *Career Selection Influences*
- LL. *Preparation for Careers*
- MM. *Career Plan Components*
- NN. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- Q. *Interviewing Skills Resources*
- R. *Career Acquisition Documents*
- S. *Career Planning Portfolios*
- T. *Career Acquisition Process*

13.3 Career Retention and Advancement

- CC. *Work Habits*
- DD. *Cooperation and Teamwork*
- EE. *Group Interaction*
- FF. *Budgeting*
- GG. *Time Management*
- HH. *Workplace Changes*
- II. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

SWBAT:

Identify student specific traits, involvement, and accomplishments about themselves concerning the 2017-2018 school year by listing tests taken, and foreign language and/or extracurricular activities when applicable.

Demonstrate future-oriented thinking by providing two college majors or careers of interest.

Recognize personal preferences by providing strongest and weakest subject areas and excitement and concerns for next year.

Assess individual preparedness for high school and beyond by responding to survey items (continued from mid-year)

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

What is a well-rounded student?

How am I actively working to become more ready for high school, college, and career success?

VOCABULARY

Tier 3 words & language specific to career and work

Well-Rounded

Career

College Major

Leadership

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

Distribute worksheet to students discuss purpose of a resume (showing others your accomplishments on paper) and explain they will begin their student resume today.

Provide opportunity for each student to expand on one piece of their worksheet to simulate the random questions that often occur in interviews as a result of resume information.

Discuss transition to high school and ninth grade and what it means to be a well-rounded student.

Have students answer questions on the survey again and discuss summer opportunities to improve readiness.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Provide access to iPass data

List school/community sponsored activities

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Student Resume Worksheet

Student Survey, from previous lesson

PSU Educational Talent Search
McKeesport Area School District
Grade 8 End of Year Report

Name: _____

Circle ANY testing that you completed this year:

PSSA English PSSA Math PSSA Science
Keystone Algebra 1 Keystone English Keystone Biology

Circle ANY foreign language course you completed this year or plan to take next year.

SPANISH 1/ GRADE 8 SPANISH1/GRADE 9 SPANISH 2/ GRADE 9
FRENCH 1/GRADE 9 GERMAN 1/GRADE 9 NONE

Please list two potential college majors or future careers:

1. _____
2. _____

Please list what you feel is your strongest and weakest subject area:

Strongest: _____

Weakest: _____

Are you interested in tutoring in your weakest area? YES NO

Please list ALL extracurricular activities, clubs, sports, and out of school organizations you participated in for the 2016-2017 school year. **Indicate if you held a leadership role.*

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

What are you most excited and concerned about for next year?

Excited: _____

Concerned: _____

- Your schedule contains a solid set of academic classes – social studies, English, science, and math.
- You have taken advantage of foreign language or CTE prep courses.
- You're taking Honors or Pre-AP courses in one or more areas.
- You've completed an interest inventory for careers.
- Your attendance is good, both in being in school AND being on time.
- You take initiative in collecting and completing missed assignments in a timely manner.
- You try your hardest on PSSA's and Keystone Exams, these scores can determine what courses you are able to take in high school.
- Your grades are at 70% C or above on report cards.
- You participate in afterschool activities, clubs, and/or sports.
- You've attended freshman orientation
- You use your planner daily to keep assignments, due dates, and activities organized.
- Learn how many credits you need to pass 9th grade AND graduate.
- Start looking at what colleges expect of applicants that you should be doing in high school.
- Ask professionals about their careers – what they do, education and training received, and demand.
- Read more! Reading increases critical thinking, vocabulary, reading, and writing fluency.
- Volunteer in your community.
- Start saving money for school now.



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: Writing Studio Grade 9

LESSON TITLE: Writing Studio I Workshop Exploring Career Clusters

DURATION: 1-2 days

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- I. Abilities and Aptitudes*
- J. Personal Interests*
- K. Non-Traditional Workplace Roles*
- L. Local Career Preparation Opportunities*
- M. Career Selection Influences*
- N. Preparation for Careers*
- O. Career Plan Components*
- P. Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- E. Interviewing Skills Resources*
- F. Career Acquisition Documents*
- G. Career Planning Portfolios*
- H. Career Acquisition Process*

13.3 Career Retention and Advancement

- H. Work Habits*
- I. Cooperation and Teamwork*
- J. Group Interaction*
- K. Budgeting*
- L. Time Management*
- M. Workplace Changes*
- N. Lifelong Learning*

13.4 Entrepreneurship

- A. Risks and Rewards*
- B. Character Traits*
- C. Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance

The student will demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

How do students' personal skills, abilities, and interest relate to different career clusters?

VOCABULARY

Tier 3 words & language specific to career and work

Career Cluster

Aptitude

Self-Awareness

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1). **Students will be given the Career Cluster Interest Survey.**
- 2). **Students are to read and circle items for each box that best describes them.**
- 3). **Students will add up the number of circles in each box.**
- 4). **Based on the scores, the students will match highest scores with specific career cluster.**
- 5). **Students will complete the reflective worksheet.**

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELLL, IEP, GIEP

Students with IEPs can have the options read to them.

Students with IEPs may only need to complete a portion of the self-reflection.

Students with GIEPs will need to write a reflective essay based on their results.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Career Cluster Survey

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

Career Clusters Interest Survey

Name _____

School _____ Date _____

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

<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p>
<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p>
<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p>

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

Activities that describe what I like to do:

1. Perform routine, organized activities but can be flexible.
2. Work with numbers and detailed information.
3. Be the leader in a group.
4. Make business contact with people.
5. Work with computer programs.
6. Create reports and communicate ideas.
7. Plan my work and follow instructions without close supervision.

Personal qualities that describe me:

1. Organized
2. Practical and logical
3. Patient
4. Tactful
5. Responsible

School subjects that I like:

1. Computer Applications/Business and Information Technology
2. Accounting
3. Math
4. English
5. Economics

Total number circled in Box 4

Activities that describe what I like to do:

1. Communicate with different types of people.
2. Help others with their homework or to learn new things.
3. Go to school.
4. Direct and plan activities for others.
5. Handle several responsibilities at once.
6. Acquire new information.
7. Help people overcome their challenges.

Personal qualities that describe me:

1. Friendly
2. Decision maker
3. Helpful
4. Innovative/ Inquisitive
5. Good listener

School subjects that I like:

1. Language Arts
2. Social Studies
3. Math
4. Science
5. Psychology

Total number circled in Box 5

Activities that describe what I like to do:

1. Work with numbers.
2. Work to meet a deadline.
3. Make predictions based on existing facts.
4. Have a framework of rules by which to operate.
5. Analyze financial information and interpret it to others.
6. Handle money with accuracy and reliability.
7. Take pride in the way I dress and look.

Personal qualities that describe me:

1. Trustworthy
2. Orderly
3. Self-confident
4. Logical
5. Methodical or efficient

School subjects that I like:

1. Accounting
2. Math
3. Economics
4. Banking/Financial Services
5. Business Law

Total number circled in Box 6

Activities that describe what I like to do:

1. Be involved in politics.
2. Negotiate, defend, and debate ideas and topics.
3. Plan activities and work cooperatively with others.
4. Work with details.
5. Perform a variety of duties that may change often.
6. Analyze information and interpret it to others.
7. Travel and see things that are new to me.

Personal qualities that describe me:

1. Good communicator
2. Competitive
3. Service-minded
4. Well-organized
5. Problem solver

School subjects that I like:

1. Government
2. Language Arts
3. History
4. Math
5. Foreign Language

**Total
number
circled in
Box 7**

Activities that describe what I like to do:

1. Work under pressure.
2. Help sick people and animals.
3. Make decisions based on logic and information.
4. Participate in health and science classes.
5. Respond quickly and calmly in emergencies.
6. Work as a member of a team.
7. Follow guidelines precisely and meet strict standards of accuracy.

Personal qualities that describe me:

1. Compassionate and caring
2. Good at following directions
3. Conscientious and careful
4. Patient
5. Good listener

School subjects that I like:

1. Biological Sciences
2. Chemistry
3. Math
4. Occupational Health classes
5. Language Arts

**Total
number
circled in
Box 8**

Activities that describe what I like to do:

1. Investigate new places and activities.
2. Work with all ages and types of people.
3. Organize activities in which other people enjoy themselves.
4. Have a flexible schedule.
5. Help people make up their minds.
6. Communicate easily, tactfully, and courteously.
7. Learn about other cultures.

Personal qualities that describe me:

1. Tactful
2. Self-motivated
3. Works well with others
4. Outgoing
5. Slow to anger

School subjects that I like:

1. Language Arts/Speech
2. Foreign Language
3. Social Sciences
4. Marketing
5. Food Services

**Total
number
circled in
Box 9**

<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Care about people, their needs, and their problems. 2. Participate in community services and/or volunteering. 3. Listen to other people's viewpoints. 4. Help people be at their best. 5. Work with people from preschool age to old age. 6. Think of new ways to do things. 7. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p>
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<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work with computers. 2. Reason clearly and logically to solve complex problems. 3. Use machines, techniques, and processes. 4. Read technical materials and diagrams and solve technical problems. 5. Adapt to change. 6. Play video games and figure out how they work. 7. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p>
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<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Work under pressure or in the face of danger. 2. Make decisions based on my own observations. 3. Interact with other people. 4. Be in positions of authority. 5. Respect rules and regulations. 6. Debate and win arguments. 7. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p>
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Activities that describe what I like to do:

1. Work with my hands and learn that way.
2. Put things together.
3. Do routine, organized and accurate work.
4. Perform activities that produce tangible results.
5. Apply math to work out solutions.
6. Use hand and power tools and operate equipment/machinery.
7. Visualize objects in three dimensions from flat drawings.

Personal qualities that describe me:

1. Practical
2. Observant
3. Physically active
4. Step-by-step thinker
5. Coordinated

School subjects that I like:

1. Math-Geometry
2. Chemistry
3. Trade and Industry courses
4. Physics
5. Language Arts

Total number circled in Box 13**Activities that describe what I like to do:**

1. Shop and go to the mall.
2. Be in charge.
3. Make displays and promote ideas.
4. Give presentations and enjoy public speaking.
5. Persuade people to buy products or to participate in activities.
6. Communicate my ideas to other people.
7. Take advantage of opportunities to make extra money.

Personal qualities that describe me:

1. Enthusiastic
2. Competitive
3. Creative
4. Self-motivated
5. Persuasive

School subjects that I like:

1. Language Arts
2. Math
3. Business Education/Marketing
4. Economics
5. Computer Applications

Total number circled in Box 14**Activities that describe what I like to do:**

1. Interpret formulas.
2. Find the answers to questions.
3. Work in a laboratory.
4. Figure out how things work and investigate new things.
5. Explore new technology.
6. Experiment to find the best way to do something.
7. Pay attention to details and help things be precise.

Personal qualities that describe me:

1. Detail-oriented
2. Inquisitive
3. Objective
4. Methodical
5. Mechanically inclined

School subjects that I like:

1. Math
2. Science
3. Drafting/Computer-Aided Drafting
4. Electronics/Computer Networking
5. Technical Classes/Technology Education

Total number circled in Box 15

Activities that describe what I like to do:

1. Travel.
2. See well and have quick reflexes.
3. Solve mechanical problems.
4. Design efficient processes.
5. Anticipate needs and prepare to meet them.
6. Drive or ride.
7. Move things from one place to another.

Personal qualities that describe me:

1. Realistic
2. Mechanical
3. Coordinated
4. Observant
5. Planner




School subjects that I like:

1. Math
2. Trade and Industry courses
3. Physical Sciences
4. Economics
5. Foreign Language



Total number circled in Box 16



The Sixteen Career Clusters

<p>a</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>IJ</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>II</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>II</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>II</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>IJ</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

 <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>m</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>m</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>m</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>m</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>m</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>m</p>  <p><i>Transportation, Distribution & Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

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



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: Writing Studio—grade 9 LESSON TITLE: Writing Studio I Workshop Career Research Paper (Senior Project Component) DURATION: 8 weeks		
CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i>	13.2 Career Acquisition (Getting a Job) A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
	13.3 Career Retention and Advancement A. <i>Work Habits</i> B. <i>Cooperation and Teamwork</i> C. <i>Group Interaction</i> D. <i>Budgeting</i> E. <i>Time Management</i> F. <i>Workplace Changes</i> G. <i>Lifelong Learning</i>	13.4 Entrepreneurship A. <i>Risks and Rewards</i> B. <i>Character Traits</i> C. <i>Business Plan</i>
OBJECTIVE The goal of the unit; a subsequent measure of the student’s performance The student will compose a three-four page informational research paper that focuses on a career of personal interests.		
ESSENTIAL QUESTION Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking How can I prepare for a potential, future career?		

VOCABULARY

Tier 3 words & language specific to career and work

Prerequisites

Post-secondary education

Economy

Statistics

Work Environment

Certifications

Licenses

Credibility

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1) Students will select a career path that is of current interest and formulate a working thesis statement.
- 2) Students will familiarize themselves with MLA and the research process (finding sources, taking bibliographical information, taking notecards, reviewing MLA format and guidelines).
- 3) Students will evaluate print and web sources for credibility.
- 4) Students will research and summarize the key components of the occupation (requirements, outlook, pioneer) on notecards.
- 5) Students will construct individual rough drafts of an introduction, three bodies, conclusion, Works Cited page)
- 6) Students and teacher will revise and edit rough draft paragraphs.
- 7) Students will compose final draft of paper.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Students with IEPs will need to compose a four paragraph paper (omit pioneer).

Students with IEPs will only be responsible for using one source.

Students with GIEPs will be required to use 4-5 sources.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

OWL Purdue website

Bureau of Labor Statistics website

Ferguson's Careers in Focus book series

Biography.com website

Internet access

Computers

CAREER RESEARCH PAPER

High School is a stepping stone for your future.

In order to achieve success as an adult, you must be thinking about your hopes, dreams, and aspirations TODAY!

For the next several weeks, you will be learning about the research process which will lead into writing your first major research paper. Knowing how to properly research and compose a well-organized and documented paper will ensure your success in college.

Therefore, it is **imperative** that you pay close attention and ask questions! However, this is your first research paper, so try not to get frustrated if you are having difficulty.

This research paper will be placed into your Senior Project and/or Career Portfolio(s) and is a requirement for Senior Project. Successful completion of a Senior Project is a state requirement for graduation.



CAREER RESEARCH PAPER ORGANIZATION

I. Introduction (1st person POV ay be used)

- A. Attention grabbing sentence
- B. Why you are interested in this specific career
- C. How does this career match your interests
- D. Last sentence MUST BE your Thesis Statement
 1. The career of _____ interests me because of the necessary requirements needed to obtain this job, the future outlook for this profession, and the inspirational individuals who have chosen this occupation.

II. Body

- A. Requirements for your particular career
 1. College
 2. Certifications
 3. Tests
 4. Job Description
 5. Personality Traits
 6. Classes

TRANSITION SENTENCE

- B. Outlook for your particular career
 1. How many future jobs
 2. Hiring in the next ten years
 3. Affected by the economy
 4. Money
 5. Schedule
 6. Advancement Opportunities
 7. Location

TRANSITION SENTENCE

- C. Pioneer in this specific field
 1. Famous person in the field
 2. Why is this person so well-known
 3. What changes or contributions has this person made to the career
 4. Awards and Honors

III. Conclusion (1st person POV may be used)

- A. How do you plan to achieve this goal?
- B. What can you do OR what are you presently doing to prepare for this career choice
- C. First sentence of conclusion:
 1. Because of the job requirements, the future outlook and _____, I believe that the career of _____ is one in which I will be successful.

Career Research Paper

REQUIREMENTS

- *Paper must focus on what SPECIFIC career you would like to have as an adult (use your career class as a starting point)*
- Paper must have five paragraphs (introduction, body and conclusion)
- Minimum of two typed pages plus a Works Cited page
- Minimum of two sources (one from internet and one from book/encyclopedia)
- Minimum of twenty note cards
- Works Cited Page

DO NOT INCLUDE

- The words *you* or *your*
- Contractions
- First Person POV in the **body**

THE NEW MLA (8th edition)

You must locate the “core elements.” These elements are often found on the title page of a book or at the top/bottom of a website.

The “Core Elements” of a citation, along with their corresponding punctuation marks, include the following (in this order):

- | | |
|-------------------------|----------------------|
| 1. Authors. | 6. Numbers, |
| 2. Title of the source. | 7. Publisher, |
| 3. Title of container, | 8. Publication date, |
| 4. Other contributors, | 9. Location. |
| 5. Version, | |

The appropriate punctuation mark must follow each core element.

These core elements are then placed within the citation, and generally follow this format:

Author. Title. Title of the container. Other contributors, Version, Number, Publisher’s name, Date of publication, Location.

Some helpful hints:

- *Author’s name goes Last Name, First Name Middle Initial
- *Titles, when typed, go in italics. Titles, when printed, should be underlined.
- *Chapter titles go in quotation marks
- *If there is an editor, you are to write “edited by.” Editors names are written regularly.
- *Volume should be abbreviated “vol.”
- *Omit certain words when dealing with publisher
 - *books
 - *publisher/publication
 - *incorporated/incorporation
 - *the
 - *press
 - *company
- *Select the most recent copyright year (Example—**2014**, 2002, 2009)
- *Location refers to page numbers (for print material) and URLs (for web-based material).
- *When writing page numbers, you should write “pp”
- *Date of access (Internet only) usually comes last and is stated “Accessed by”
- *Remember dates go: date month year



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: 9th grade / Social Studies

LESSON TITLE: Social Studies Workshop Understanding Transcripts

DURATION: 42 minute class period

CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation <i>Q. Abilities and Aptitudes</i> <i>R. Personal Interests</i> <i>S. Non-Traditional Workplace Roles</i> <i>T. Local Career Preparation Opportunities</i> <i>U. Career Selection Influences</i> V. Preparation for Careers <i>W. Career Plan Components</i> X. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) <i>I. Interviewing Skills Resources</i> <i>J. Career Acquisition Documents</i> <i>K. Career Planning Portfolios</i> <i>L. Career Acquisition Process</i>
	13.3 Career Retention and Advancement O. Work Habits P. Cooperation and Teamwork Q. Group Interaction <i>R. Budgeting</i> <i>S. Time Management</i> <i>T. Workplace Changes</i> U. Lifelong Learning	13.4 Entrepreneurship <i>A. Risks and Rewards</i> B. Character Traits <i>C. Business Plan</i>

OBJECTIVE
 Students will be able to list three factors beyond GPA that are considered by admissions counselors when reviewing post-secondary applications.

Students will be able to assess themselves for at least one positive attribute and one area of improvement as it relates to college and career planning.

ESSENTIAL QUESTION
 What are important qualities of a well-rounded student interested in attending a post-secondary school (i.e. college or technical school)?

VOCABULARY

GPA

Transcript

Post-secondary

Personal attributes

Application

Applicant

INSTRUCTIONAL PROCEDURES:

1. Students will participate in the "The Great Sorting Game." (See attached materials)
2. Presenter will be split students into small groups of 4-5. They will be instructed to start by writing on a piece of paper qualities they believe make up the ideal college applicant for their school. They are allowed to name their school. Each group has to agree on a list of at least five qualities.
3. Teacher will then give each group a paper with short descriptions of four different potential college applicants. (See "Potential Students" worksheet). Each description will include the applicant's GPA and information about his/her high school career.
4. Each of the groups will then have to rank the potential candidates according to who they would admit into college (highest to lowest). There is no right or wrong order; this is based solely on the opinions of the group members. This is meant to generate a class discussion on the importance of grades, including what a transcript is and how it's used for the admissions process. Show sample transcript.
5. Teacher should remind students that admissions counselors don't just look for good grades but take many qualities into account. Encourage students to participate in extracurricular activities, join clubs, take more challenging courses, consider dual enrollment, etc.
6. The teacher will wrap up the activity by handing out the "Ideal Me" worksheet. Students will list the qualities they believe make up the ideal student. Next students will list qualities that show how they ARE or CAN BECOME that ideal applicant. Collect all worksheets

DIFFERENTIATION METHODS:

Do steps 2 through 4 as a large group lesson rather than splitting students into small groups.

Read the "Potential Students" worksheet aloud to the entire class

Modify the "Ideal Me" worksheet so that students can choose from a list of qualities

MATERIALS & RESOURCES:

"The Great Sorting Game" activity, including instructions, GPA cards and qualities worksheet

"Potential Students" worksheet

"Ideal Me" worksheet

Sample transcript

Paper

Pencils

Student Name: _____

Transcript Activity

Ideal Me

List five qualities you believe make up the ideal college applicant:

1. _____
2. _____
3. _____
4. _____
5. _____

What ARE you doing now that shows that you are an ideal applicant?

What CAN you do to BECOME that ideal student?

POTENTIAL STUDENTS

Read each scenario and rank the students from highest to lowest according to who you would admit into your college.

Student # 1:

Kadir Hara is a National Honors Society student who earned an 1100 on his SAT and has a GPA of 3.9. He is in the top 5 of his graduating class and has taken AP courses in English, United States History, Calculus, and Physics. Kadir made the honor roll every year during high school. He did not participate in any extracurricular activities or clubs during his high school career.

Student # 2:

Lianna Ordonez is a first generation American who is fluent in Spanish and English. Often times she acts as a translator for her parents when they have questions for her school. She enjoys being part of the marching band and concert bands at her high school and takes academic track classes. Her GPA is currently a 3.0 with an SAT score of 950.

Student # 3:

Erik Albright plays football, basketball, and wrestles for his high school and has earned a total of 7 Varsity Letters in 3 years. Last year, he started a weightlifting club at the school. On weekends he helps to coach elementary teams at his local YMCA. Erik makes sure to do well while his teams are competing so that he can play, but sometimes slips up when this is not the case. He has a 2.7 GPA and an 800 on his SAT.

Student # 4:

Aniyah Dixon holds a 3.8 GPA at her high school and is president of National Honors Society. On her most recent SAT she earned a score of 1110. Because Aniyah comes from a large single parent home, she works 20 hours a week during the school year at a local grocery store in order to help her dad pay the household bills.

Student # 5:

Sabrina Fox is a 20-year old, single mom who works 30 hours a week at a local senior care facility. She did take her SAT before graduating with a 2.9 and has a score of 840. She volunteers in the nursery at her church during second services weekly. In working for the two years since graduation, she has been able to save enough to start taking classes and continue to work part time.

HIGH SCHOOL TRANSCRIPT

Student Information

Moby Taylor
3125 Live Oak

Louisville, KY 40233

Birthdate: 12/29/95

SS Number: _____

Parent or Legal Guardian: _____

Melissa Taylor

School Information

Taylor Home School
5264 East Parkway

Louisville, KY 40222

taylorhomeschool@test.com

Academic Achievements

Freshman Year:			Grade	Credits	Junior Year:			Grade	Credits
English I	95	1.00	English III	98	1.00				
Geometry	92	1.00	Trigonometry	95	1.00				
Physical Science	98	1.00	Chemistry	85	1.00				
World Geography	92	1.00	American History	96	1.00				
Latin I	100	1.00	Latin III	88	1.00				
New Testament	96	1.00	World Religions	97	1.00				
Art	95	.50	Sailing	99	.50				
Health/PE	100	.50	Choir	100	.50				
Sophomore Year:			Grade	Credits	Senior Year:			Grade	Credits
English II	97	1.00	English IV						
Algebra II	95	1.00	Advanced Math						
Biology	100	1.00	Physics						
World History	90	1.00	Psychology						
Latin II	83	1.00	Apologetics						
Old Testament	93	1.00							
Physical Education	100	.50							
Pottery	94	.50							

Academic Summary

Freshman	96.0
Sophomore	94.0
Junior	94.7
Final GPA	_____
Graduation Date:	05/2013

Number of Credits Earned

English	For. Lang	Math	Social Sci.	Nat. Sci.	Fine Arts	Business	Religious	P. E.	Other
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50	
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50	
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50	
3.0	3.0	3.0	3.0	3.0	1.5		3.0	1.5	

I certify that the information on this transcript is true, correct, and complete.

Signature: _____



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: Pre-AP English 10/Honors English 10/English 10

LESSON TITLE: English 10 Workshop - CTE Sponsored College and Career Fair

DURATION: 2 days

<p>CAREER EDUCATION & WORK STANDARDS ADDRESSED</p> <p><i>(Highlight all that apply)</i></p>	<p>13.1 Career Awareness and Preparation</p> <ul style="list-style-type: none"> A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i> 	<p>13.2 Career Acquisition (Getting a Job)</p> <ul style="list-style-type: none"> A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
	<p>13.3 Career Retention and Advancement</p> <ul style="list-style-type: none"> A. <i>Work Habits</i> B. <i>Cooperation and Teamwork</i> C. <i>Group Interaction</i> D. <i>Budgeting</i> E. <i>Time Management</i> F. <i>Workplace Changes</i> G. <i>Lifelong Learning</i> 	<p>13.4 Entrepreneurship</p> <ul style="list-style-type: none"> A. <i>Risks and Rewards</i> B. <i>Character Traits</i> C. <i>Business Plan</i>

OBJECTIVE
 The goal of the unit; a subsequent measure of the student’s performance

Students will gain awareness of different colleges and careers for potential interest.

ESSENTIAL QUESTION
 Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

Why do the choices I make now matter to my future?

VOCABULARY

Tier 3 words & language specific to career and work

Job Shadow

Internship

Financial Aid

Apprenticeship

Post-secondary

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1). **Students will attend the College and Career Fair organized by the Guidance Department.**
- 2). **Students will visit a minimum of three institutions/jobs/agencies/military branches, etc... and ask them questions (generic questions will be given if students are having difficulty).**
- 3). **Students will complete a reflection based on their responses the following day in English class.**

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Modifications will be made in the length of reflection and number of participants with whom the students are required to speak.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Lists of participating colleges, careers, agencies, military branches, etc...

Generic question handout

Reflection handout

NAME _____ English teacher's name _____

COLLEGE & CAREER FAIR - REFLECTION

Your task is to visit the **THREE** colleges or institutions in which you're most interested & ask at least 3 of the listed questions. Record your answers & thoughts in the table. English teachers will collect these papers tomorrow.

1. What are the mandatory freshman classes?
2. What are the housing options for freshmen?
3. Are work-study jobs available?
4. What is the average financial aid award given to first-year students?
5. What types of scholarships are available?
6. Do most students live on or off campus?
7. How accessible are the faculty outside of class?
8. How would you describe the kids that go there?
9. What is there to do on campus or in town on the weekends, or do most kids go home?
10. What are the most popular college clubs and activities?
11. What is the surrounding area (or town) like?
12. What support services are available (academic advisers, tutors, etc.)?
13. Do I need to bring my own computer?
14. Are there opportunities for internships?
15. What makes your college unique?
16. Are fraternities and sororities a big part of campus life?
17. Is there a sports complex or fitness center?
18. Is there a study abroad program?
19. What is the average class size?
20. What percentage of students transfer after their first year?

NAME OF FIRST COLLEGE OR INSTITUTION:		
QUESTION #	ANSWER	Your thoughts about this answer...

NAME OF SECOND COLLEGE OR INSTITUTION:		
QUESTION #	ANSWER	Your thoughts about this answer...
NAME OF THIRD COLLEGE OR INSTITUTION:		
QUESTION #	ANSWER	Your thoughts about this answer...

ANSWER THE FOLLOWING QUESTIONS BEFORE TURNING THIS IN TO YOUR ENGLISH TEACHER TOMORROW:

Have you gone on a college visit or completed a job shadow?

If yes, where did you attend? If no, when do you plan to do this?

Would you consider applying to any of the three colleges you visited? Why or why not?



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: Pre AP English 10, Honors English 10, and English 10

LESSON TITLE: English 10 Workshop - Introducing the Senior Project Presentation (Slides 1-9)

DURATION: 4 – 6 days

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- A. **Abilities and Aptitudes**
- B. **Personal Interests**
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. **Career Selection Influences**
- F. **Preparation for Careers**
- G. **Career Plan Components**
- H. **Relationship between Education and Career**

13.2 Career Acquisition (Getting a Job)

- A. **Interviewing Skills Resources**
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. **Career Acquisition Process**

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. **Workplace Changes**
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

The student will format, design, and present a Career Power Point Slide Presentation.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

How do students’ develop and present their future career goal objectives.

VOCABULARY

Tier 3 words & language specific to career and work

Aptitude
Self-Awareness

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

1). Students will follow format directions for Career/Profession Power Point Slide presentation and design

2). Students will reflect and share high school experiences through their Power Point presentations:

pre-high school thoughts and expectations/personal history

Power Point Presentation will include the following:

Freshman highlights:

Favorite class, extra-curricular, memories, major events

Possible career options: options, reasoning, personality traits and qualities

Career/profession requirements: definition, education, skills, aptitude

Career/profession outlook: salary, location, advancement, hiring trends, availability

Community service: location, career connection, overall thoughts

Sophomore highlights:

Favorite class, extra-curricular, memories, major events

Career/profession changes

New career/profession interests

Why the change in career/profession?

If no change in career/profession choice, any field experience – job shadowing, etc.

3). Students will complete oral presentation of Power Point

4). Students will develop speaking and listening skills through peer evaluation of Power Point presentations

5). Students will complete the Peer Review sheets for Power Point presentations

6.) Students will incorporate multi-media aspects into their Power Point presentations as they would in a career/professional setting.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

- Students with IEPs can have the design options read to them; they will have additional time to format Power Point design and slide show.
- Students with IEPs may only need to complete a portion of the Power Point Slide presentation.
- Students with GIEPs will need to write a reflective essay based on their experience in formatting, designing, presenting and evaluating Power Point Slide presentations.

MATERIALS & RESOURCES:

- Items, links and other materials used to support the lesson
- Computer lab
- Instructions to format Career Power Point Presentations
- 9th grade Career papers
- Career Power Point Presentation Peer Review sheets
- Access to Promethean Board
- Flash drives if necessary

Career Cluster Survey

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

Senior Project Slides 1-9 Practice Presentation

PEER REVIEW RUBRIC

YOUR NAME:

TEACHER NAME:

CLASS / PERIOD:

DAY / MONTH / YEAR:

1. First Student's name

Title of Career Power Point

Student's thoughts about high school

Career options

Job Outlook

Salary _____

Available job prospect

Memories

Career Choice (or changes) and why

Words of praise

Words of encouragement

2. Second student's name _____

(CONTINUE REVIEW PROCESS FOR EACH STUDENT)

Name: _____

SENIOR PROJECT RUBRIC (10th Grade)

- | | |
|--------------------------------------------------------------------------------------------------------------|----|
| 1. SLIDE 1
Title | /5 |
| 2. SLIDE 2
Pre-high School
-Thoughts/Expectations/Personal History | /5 |
| 3. SLIDE 3
Ninth Grade Highlights
Favorite Class
Extra-curriculars
Memories
Major Events | /5 |
| 4. SLIDE 4
Possible Career Options
Options
Reasoning
Personality Traits and Qualities | /5 |
| 5. SLIDE 5
Requirements
Education
Classes
Definition | /5 |
| 6. SLIDE 6
Outlook
Salary
Schedule
Location
Advancement
Hiring Trends | /5 |
| 7. SLIDE 7
Community Service
Location
Career Connection
Overall Thoughts | /5 |
| 8. SLIDE 8
Sophomore Highlights
Favorite Class
Extra-curriculars
Memories
Major Events | /5 |
| 9. SLIDE 9
Career Changes
New Career Interests
Why the change
If no change, any field experience | /5 |

TOTAL

/45



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 11 th Grade/Writing Studio II LESSON TITLE: Writing Studio II Workshop - Exploring Career Trends – Research Writing DURATION: Approximately 12 Weeks		
CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i>	13.2 Career Acquisition (Getting a Job) A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
	13.3 Career Retention and Advancement A. <i>Work Habits</i> B. <i>Cooperation and Teamwork</i> C. <i>Group Interaction</i> D. <i>Budgeting</i> E. <i>Time Management</i> F. <i>Workplace Changes</i> G. <i>Lifelong Learning</i>	13.4 Entrepreneurship A. <i>Risks and Rewards</i> B. <i>Character Traits</i> C. <i>Business Plan</i>
OBJECTIVE The goal of this unit is to successfully research and explore a career trend in a chosen career field, with the end result of a well-written, sharply distinct focused research paper.		
ESSENTIAL QUESTION What are current trends that you need to be familiar with in your chosen career field?		
VOCABULARY Tier 3 words & language specific to career and work MLA Works Cited Annotated Bibliography Parenthetical Citations Research Credibility Plagiarism		

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson:

Career Exploration

Career Brochure

Introduction to senior project paper

Complete sections chart

Meet with teacher (Week 1)

Research section 1

Create an easybib account

Find and print at least 1 source

Document them on your easy bib account

Research section 1

Find and print at least 2 sources

Document them on your easy bib account

Discuss note-taking skills using notecards

How to insert a parenthetical citation

MLA formatting

Plagiarism Do's and Don'ts

Write rough draft

Meet with teacher (Week 3)

Type Section 1

Research section 2

Find and print at least 3 sources

Document them on the easybib account

Meet with teacher (Week 4)

Read and highlight

Rough draft

Meet with teacher (Week 5)

Type Section 2

April 3: Research Section 3

Find and print at least 3 sources

Document them on the easybib account

Read and highlight

Meet with teacher (Week 6)

Work on notecards

Rough Draft of section 3

Meet with teacher (Week 7)

Type Section 3

Combine sections

Revise all sections

Work on Introduction

Work on Conclusion

Peer Edit

Revise

Submit

DIFFERENTIATION METHODS:

Lessen the amount of pages required for a student with an IEP or an ELL student.

Assist the student one on one in acquiring specific research.

Challenge a GIEP student with a more in-depth research expectation (for example, putting them in contact with a person in their chosen career field and having the student interview that person and then incorporate their interview into their papers).

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Computers

Educationplanning.org

Career Exploration Sheet

Career Brochure Assignment Sheet

12 Steps of the Senior Project PowerPoint

Sections chart

Easybib.org

Notecards

English 11 Resource Packet (includes Thesis Writing practice, MLA information, How To insert a parenthetical citation)

<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>

Google Docs/Drive

CAREER TRENDS RESEARCH PAPER

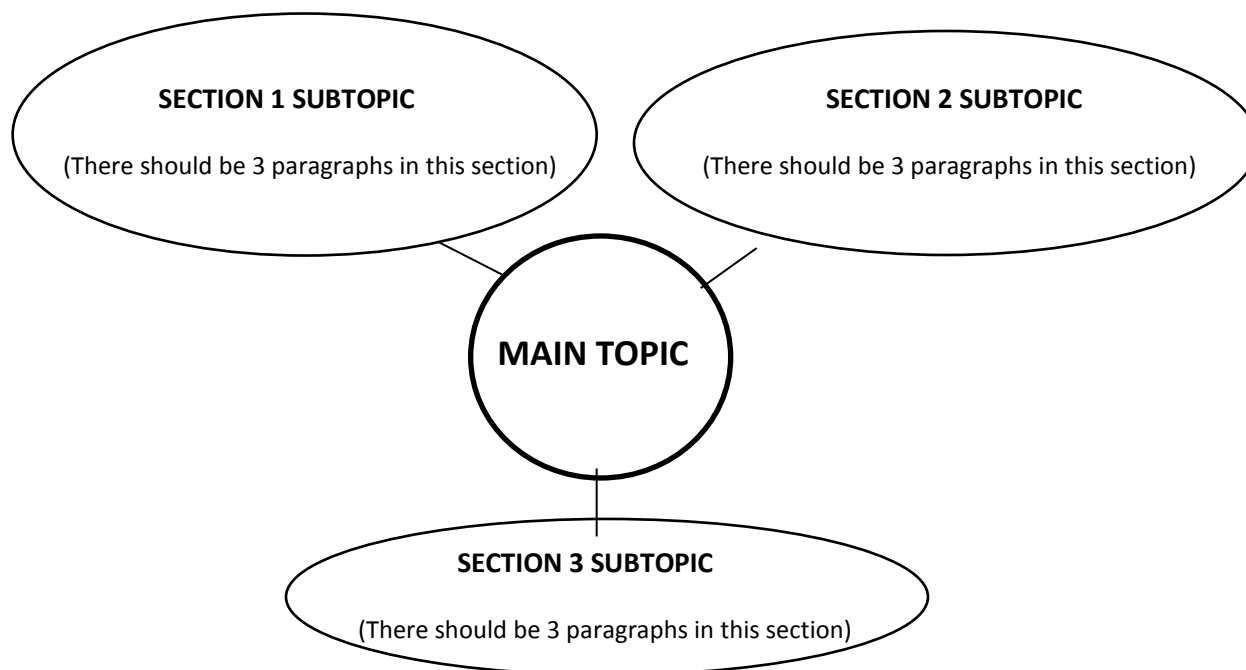
English 11

WRITING STUDIO II RATIONALE: Writing Studio is a semester course designed to provide an opportunity for the student the chance to explore a career trend in a chosen field and to prepare the student with the proper tools to succeed in a post-secondary institution in utilizing MLA formatting and writing as well as have a solid foundation in resume writing and study skills. Students will learn proper research skills, MLA documentation, and study skills all while practicing correct grammar and conventions.

OBJECTIVE: The goal of this unit is to successfully research and explore a career trend in a chosen career field, with the end result of a well-written, sharply distinct focused research paper.

PAPER GUIDELINES:

- Paper must be 5-8 pages, double-spaced, typed, Times New Roman 12-pt font.
- There must be 8-12 sources that appear on the Annotated Bibliography
- Paper must be in correct MLA format
- There must be 1 parenthetical citation for each source that you have used in your paper
- Paper cannot have information such as the requirements (how much schooling, degrees, etc.), job outlook (salary, etc.), or pioneers of the field.
- Paper topic must cover some aspect of the field (Example: If your career topic was Education/Teaching, your topic could be something like Standardized Testing or No Child Left Behind). It is helpful to use a graphic organizer to figure out what you are going to write.
- Paper must have an Attention Grabber, Introduction, and a Thesis Statement
- Paper must have a Conclusion that summarizes the paper and restates the Thesis Statement from the Introduction





McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: 11th Grade/Writing Studio II

LESSON TITLE: Writing Studio II Workshop - Resume Writing

DURATION: Approximately 3 Weeks

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of this unit is to create well-written, sharply distinct focused resume.

ESSENTIAL QUESTION

Why is having a professional resume important?
 What types of information should you include on a resume?

VOCABULARY

Tier 3 words & language specific to career and work
 Resume
 Objective
 References

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson:

Introduce Resume writing

Explain what each section of a resume is and what information should be included

Students fill in their own resumes using the template provided

Students will peer edit and revise before submitting their final copy

DIFFERENTIATION METHODS:

Have a fill-in-the-blank resume for a student with an IEP or an ELL student.

Have a student with an IEP or ELL student complete an application (hard copy or online-based)

Assist the student one on one.

Challenge a GIEP student with utilizing robust vocabulary.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Computers

Resume Writing Packet

Google Docs/Drive

Lesson Plan

Introduction to Resumes

Objectives: Students will be able to:

- Define resume.
- Explain why a resume is important.
- Describe what a quality resume contains.
- Identify the three different resumes commonly used.
- Identify which resume you should use.

Activity	Time	Material
<p>1. Access Prior Knowledge and Create Interest: Students will complete the first two parts of the KWL chart: <i>What do you know about resumes, and what would you like to learn?</i> Allow a few students to share some of their answers.</p>		Worksheet: KWL Chart
<p>2. Introduction of the Lesson's Objectives: a) Explain to the students the learning objectives for this lesson.</p>		
<p>3. Reinforcement and Reading Comprehension: a) Students will read <i>Introduction to Resumes</i> and answer questions.</p>		Worksheet: Introduction to Resumes
<p>4. Notes and Lecture: a) Present lecture on <i>Introduction to Resumes</i>.</p>		PowerPoint: Introduction to Resumes
<p>5. Critical Thinking and Reinforcement: Students will analyze a chronological and a functional resume. There is a guide for students to use in order to assist them with analyzing each resume. This assignment can be done in small cooperative groups.</p>		Worksheets: Analysis, Chronological vs Functional
<p>6. Critical Thinking and Reinforcement: Students will analyze Sally Pepper's resume. This resume is a chronological resume and has a number of errors that students will need to try to find. By the end, students should come to the realization that Sally should have used the "functional format" instead. This assignment can be done in small cooperative groups.</p>		Worksheet: Analysis, Sally Pepper's Resume
<p>7. Check for Understanding Students will complete the last part of the KWL chart: <i>What have you learned?</i> Have a few students share their answers with the class.</p>		Worksheet: KWL
<p>8. Assessment: Students will take the assessment to measure their progress toward the objectives.</p>		Assessment: Intro to Resumes

KWL Chart

Introduction to Resumes

Name _____

Per. _____ Date: _____

<i>List the all of the things you know about resumes.</i>	<i>Write down what you would like to learn about resumes.</i>	<i>List all of the things you learned about resumes.</i>



Learning to write a resume is an important life skill. Today, workers have an average of eight jobs over their life time, thus, being able to write a quality resume is essential. A resume is a powerful tool that can open doors in the working world. If you desire to gain access to the best careers you will need to learn how to write a quality resume.

WHAT IS A RESUME?

A resume is a one page document that lists your work experience, education, accomplishments, and skills. When searching for a job, a resume is used as a quick way to introduce yourself to employers. A resume provides employers with a snapshot of you and your job qualifications.

WHY IS A RESUME IMPORTANT?

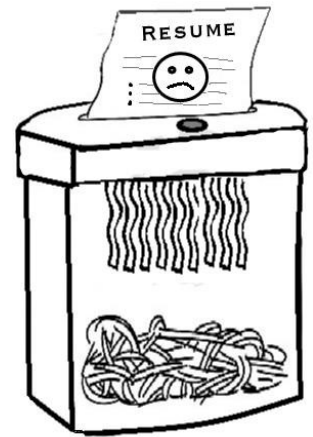
More and more employers are requesting a resume from people interested in applying for a job, especially if it requires specific skills and qualifications. Before an employer decides which job candidates they will interview, they collect resumes from those interested in the position. Employers quickly look at the resumes and select only a few of the best resumes; they invite these individuals with the best resumes for a job interview. Therefore, a resume is your opportunity to introduce yourself to an employer and land a job interview. Though many **entry-level jobs** (*jobs that require few or no skills*) don't ask for resumes, it is wise to always turn one in; turning in a resume, shows professionalism and makes a good first impression.

Answer each question with a complete sentence on a separate piece of paper.

1. If you desire to gain access to the best careers what will you need to be able to do?
2. What is a resume?
3. A resume is considered a quick way to do what?
4. When do employers often request a resume?
5. What does an employer do with the resumes it receives?
6. Even if an employer doesn't request a resume, what message can it send?

WHAT DOES A QUALITY RESUME CONTAIN?

It is estimated that when employers screen the resumes they spend less than eight seconds on each. Therefore, a quality constructed resume is needed if you desire to gain the attention of the employer and land a job interview. A quality resume is one that has the correct information employers are looking for, is easy to read, and has no mistakes.



The correct information on a resume means it is information that focuses on those qualifications and skills that an employer desires for the job position. For instance, if the job position is for a pastry chef, then the person's qualifications on the resume should be focused on those skills, abilities, and experiences required for a pastry chef, not a waiter or bartender. A common mistake people make with their resume is that they fail to focus their qualifications on the job advertised. Instead, they make the mistake of listing all of their abilities and experience they have gained over their life time. Too much needless information on a resume will not lead to a job interview; it will likely end up in the paper shredder.

Also, a quality resume should be easy to read and have no grammatical or spelling errors. To ensure that your resume is easy to read, it is important to follow one of the recommended resume formats and to keep it to one page. Doing so will help create a resume that is well organized and that employers are familiar with. Further, it is very important that you proof read your resume several times as well as have someone else proof read it. It only takes one error for your resume to end-up in the paper shredder. Keep in mind, your resume will be seen as a reflection of you as a potential employee. If an employer sees errors or a bad format, they assume you are a worker that makes errors and/or are messy.

- 7. For how long do most employers look at a resume?**
- 8. What three things do a quality resume have?**
- 9. The correct information on a resume needs to be focused on what?**
- 10. What is a common mistake made on resumes?**
- 11. To ensure a resume is easy to read, what needs to be followed?**
- 12. What is it important to do with your resume several times?**
- 13. It is important to keep in mind that your resume becomes what?**

WHAT ARE THE DIFFERENT TYPES OF RESUMES?

There are several different types of job resumes. However, there are three resumes that are most commonly used: **1) chronological, 2) functional, and 3) combination.** Selecting which resume format you should use depends on your work history and what qualifications you desire to bring to the attention of the employer.



The **chronological** resume is used most often by people that have worked in the same career field for a long period of time and have a stable work history. This type resume is designed to highlight a person's work experience. A chronological resume is not recommend for people that lack a work history, have gaps in their work history, or had many different jobs.

The **functional** resume highlights a person's abilities and achievements, and **not** their work history. This format is best used by people seeking a career change, who have moved from job to job, or have recently graduated.

The **combination** resume is a mix of a functional and chronological format. This resume gives you the best of both worlds and provides more flexibility to highlight your qualifications. The combination resume is recommended for those entering into a career or the workforce and don't have a lot of work experience.

14. What are the three types of resumes commonly used?
15. Selecting the right type of resume to use, depends on what?
16. What does the chronological resume highlight?
17. Who should not use a chronological resume?
18. What does a functional resume highlight?
19. A functional resume is best used by whom?
20. What is a combination resume and for whom is it recommend?

Analysis Chronological vs Functional Resume

Name _____ Per. _____ Date: _____

Use the sample chronological resume to answer the following questions:

- 1) In the chronological resume, what area is highlighted first, experience or skills?
- 2) How many years of experience does John Smith have?
- 3) Briefly describe John Smith's work history. Is his work history stable, has he had many different jobs, and how long did he stay at each job?
- 4) Why do you think John used the chronological format instead of the functional format?

Use the sample functional resume to answer the following questions:

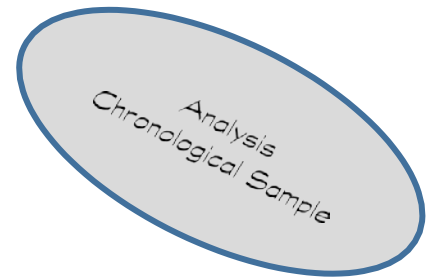
- 1) In the functional resume, what is highlighted more, her work history or skills?
- 2) When you look at Jamie Waters' work history, what do you notice?
- 3) Why do you think Jamie used the functional format instead of the chronological format?

On Your Own

- 1) If you were applying for a job, which type of resume would you select, the chronological or functional? Explain why?

John M. Smith

25 Corner Ave, Irvine, CA 92678
(714) 724-7111
JohnSmith@yahoo.com



*Line Cook with 10 years experience in Italian Cuisine. Possess expertise in creating sauces, pastas, and artisan breads. Demonstrated skills in developing new recipes, reducing food costs, and improving efficiencies in the kitchen.
Recipient of several awards and many positive reviews from customers.*

PROFESSIONAL EXPERIENCE

MAESTROS RESTAURANT

Line Cook

Orange County, CA

August 2011 - Present

- Working as a line cook at a 120-seat fine dining Italian restaurant.
- Created two new popular dishes that were added to the menu.
- Developed a process to better track food costs and make the kitchen function more efficiently.
- Awarded “Line Cook” of the year twice and won Zagat Diamond Award for Best Cook of 2015.

MAMA’S BISTRO

Line and Prep Cook

Orange County, CA

June 2006 – August 2011

- Prepared sauces and worked the grill station for a 40-seat family Italian restaurant.
- Assisted with all food prep for the day and evening shifts.
- Organized and participated in catering services.
- Ordered food from the vendors and managed the food costs.

EDUCATION

INTERNATIONAL CHEF APPRENTICE PROGRAM

Certification of Completion

Six month internship in Italy

Northern Italy

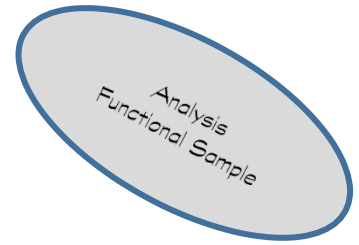
ORANGE COAST COMMUNITY COLLEGE

Associate in Applied Science in Culinary Arts

Orange County, CA

ADDITIONAL SKILLS

- Fluent in English and Spanish
- ServSafe Certified
- Deep knowledge Northern Regional Italian Cuisine



Jamie L. Waters

17 East Ave, Tustin, CA 92678 * (714) 721-9999
jamiewaters@yahoo.com

QUALIFICATIONS SUMMARY

- Superior salesmanship skills.
- Friendly, outgoing, and customer service oriented.
- Knowledge of various car models and features.
- Experience with financing and leasing in the car industry.

RELEVANT SKILLS

SALESMANSHIP

- Consistently was the number one sales person.
- Trained new employees on salesmanship strategies.
- Wrote training manual on how to close a sale.

TECHNICAL

- Experience with online sales and advertising.
- Excellent math skills and able to calculate different finance options.
- Familiarity with computer inventory systems for cars.

INTERPERSONAL

- Consistently scored over 95% satisfaction rating on customer service surveys.
- Possess excellent conflict resolution skills.
- Have strong leadership skills.

WORK HISTORY

Orange County Ford, Los Angeles CA – *Lead Sales Person*

Corbel Nissan, San Diego CA- *Sales Person*

Fashion Outlet, San Francisco CA- *Sales Person*

Z Carpet Store, San Francisco CA – *Cashier and Sales Person*

Cooper Real Estate, New Haven TX – *Real Estate Agent*

EDUCATION

South County High School, Los Angeles, CA

Diploma, May 2010

Analysis

Sally Pepper's Resume

Name _____

Per. _____ Date: _____

Directions: *Look at the Sally Pepper's resume and answer the questions below. Before you begin, read "A Few Important Don'ts."*

A Few Important Don'ts

Don't use personal pronouns (I, my, me) in a resume.

Don't use pictures, symbols, or art on your resume.

Don't use an unprofessional looking email address.

Don't be negative or criticize others.

- 1) What are the mistakes that Sally's made with her contact information?
- 2) What mistake did Sally repeatedly make in her introduction paragraph about her experience?
- 3) Which sentence in her introduction paragraph is not appropriate? Explain why?
- 4) When analyzing Sally's work experience at Joe's Family Restaurant, what area do you think should be deleted or removed? Why?
- 5) How many jobs has Sally had and placed on her resume?
- 6) How would you describe Sally's work history? (**Hint:** look at types of jobs, how long she worked at each job, and if there is gaps in her work history.)
- 7) What type of format did Sally use for this resume, chronological or functional?
- 8) Do you think that Sally selected the correct resume format? **Why or why not? Which one should she have selected?**

Sally Peppers

142 South Bay Street, Long Beach, CA 92455

(745) 666-7777

sassygirl@yahoo.com



I have five years of experience in the workplace. I possess expertise in salesmanship and dealing with customers. I have worked in retail, the restaurant industry, at a movie theater, and in telemarketing. I have demonstrated skills in being attractive, being fashionable, and getting my way.

PROFESSIONAL EXPERIENCE

FORTUNE TELEMARKING CORP

Cypress, CA

Sales Associate

May 2016 - Present

- Consistently ranked in the top 5% of sales.
- Developed new sales strategies and approaches for the company.
- Lead trainer for new employees on sales.

ART'S CLOTHING STORE

Cypress, CA

Sales Associate

December 2014 - June 2014

- Was consistently the top sales person for the store.
- Trained new employees on effective sale strategies.
- Assisted in selecting clothes and other merchandise for the store.

JOE'S FAMILY RESTAURANT

Mission Valley, CA

Waitress

June 2013 – December 2014

- Worked as waitress in this busy restaurant and had to deal with old people that complained a lot.
- Trained other waitresses on how to increase sales.

BIG PINE MOVIE THEATER

Mission Valley, CA

Cashier

March 2010- May 2011

- Sold tickets and worked in the concession stand.
- Knowledgeable and effective at operating cash register and multitasking.
- Efficient at making popcorn.

EDUCATION

Cal State Fullerton

Bachelor's Degree, Business

ADDITIONAL SKILLS

- Superior salesmanship skills
- Strong interpersonal skills
- Fluent in Spanish

Assessment

Introduction to Resumes

Name _____

Per. _____ Date: _____

Select the best answer:

1. What is a resume?

- a. A one page document that lists why you want a job.
- b. A one page document that lists your work experience, education, accomplishments, and skills.
- c. It is an autobiography of your life.
- d. All of the above.

2. Employers use resumes as a way

- a. to make it more difficult to apply for a job.
- b. to screen or look for qualified job candidates.
- c. to gain person information.

3. A functional resume highlights and focuses on a person's

- a. work experience.
- b. person's age.
- c. abilities and achievements.
- d. All of the above.

4. When it comes to having the correct information on a resume, it is important to

- a. list all of your work related experience that you have gained in your life.
- b. focus on those qualifications needed for the job advertised.
- c. discuss your family life and friends.

5. Selecting which type of resume to use depends on

- a. your work history and where you live.
- b. your qualifications you want to highlight.
- c. the job you are applying for.
- d. None of the above.

6. A chronological resume is used most often by people that

- a. have had different careers and many jobs.
- b. with no work experience.
- c. have stayed in the same career field and have a stable work history.

7. A resume is very powerful because it

- a. provides a snapshot of your qualifications.
- b. used to determine who is invited to a job interview.
- c. Is often the first opportunity to introduce yourself to a potential employer.
- d. All of the above.

8. A quality resume is one that

- a. has the correct and desired information employers are looking for.
- b. is easy to read.
- c. has no mistakes.
- d. All of the above.

True or False

9. _____ A resume is not an important document. It is only needed once in your life.
10. When employers look at the resumes, they spend more than 15 minutes reading each resume carefully.
11. _____ When looking for a job, a resume is a quick way to introduce yourself to an employer.
12. _____ Though not all employers ask for a resume, it can be beneficial if you turn one in with your application.
13. _____ A combination resume is recommended for those entering the workforce and don't have a lot work experience.
14. _____ On a resume it is important to write as much information about yourself as possible.
15. _____ It is very important that you proof read your resume several times as well as have someone else proof read it.

**Chronological
Combination**

**Functional
Entry-level jobs**

Select the best term from above for each:

16. _____ Is a resume that draws attention or highlights a person abilities and achievements, NOT their work history.
17. _____ Is a resume that is a mix of a functional and chronological format.
18. _____ Jobs that require few or no skills.
19. _____ Is a resume that highlights a person's work experience. It is the best format for people that have worked in the same career for a long period of time.

**20. Which resume format should you use when applying for a job?
Explain why.**



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 11th Grade

LESSON TITLE: English 11 Workshop Career and College Planning Timeline

DURATION: one class period (42 minutes)

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- OO. Abilities and Aptitudes*
- PP. Personal Interests*
- QQ. Non-Traditional Workplace Roles*
- RR. Local Career Preparation Opportunities*
- SS. Career Selection Influences***
- TT. Preparation for Careers***
- UU. Career Plan Components***
- VV. Relationship between Education and Career***

13.2 Career Acquisition (Getting a Job)

- U. Interviewing Skills Resources*
- V. Career Acquisition Documents*
- W. Career Planning Portfolios*
- X. Career Acquisition Process*

13.3 Career Retention and Advancement

- JJ. Work Habits*
- KK. Cooperation and Teamwork*
- LL. Group Interaction*
- MM. Budgeting*
- NN. Time Management***
- OO. Workplace Changes*
- PP. Lifelong Learning***

13.4 Entrepreneurship

- A. Risks and Rewards*
- B. Character Traits*
- C. Business Plan*

OBJECTIVE

Students will be able to identify three important steps they should complete during their junior year that are essential to career and college planning.

Students will be able to set three long term and short terms goals related to their future, which may include personal and/or academic goals.

ESSENTIAL QUESTION

What steps have you already completed during your junior year to assist with your career and college planning?

What actions do you have to complete in order to achieve your ultimate goal?

VOCABULARY

Portfolio

SATs

Post-secondary school

FSA ID

Job shadowing

Short term goal

Long term goal

INSTRUCTIONAL PROCEDURES:

1. Each student will receive the “Career & College Planning worksheet. Presenter will review the worksheet with students through a group discussion.
2. Following the discussion of the timeline, students will be given the “Are You Getting There” worksheet.
3. Students will be instructed to complete the worksheet by thinking of three long term goals and three short term goals that will assist in achieving the long term goals.
4. Presenter will review the questions each student should ask himself/herself when setting goals (on the back of “Are you Getting There” worksheet.
5. Finally, students are to answer questions about they have already done and what they will do towards attaining their goals.

DIFFERENTIATION METHODS:

Review the “Are you Getting There “worksheet as a group and reduce the amount of goals required.

MATERIALS & RESOURCES:

“Career & College Planning” worksheet

“Are You Getting There” worksheet

Pencils

Career & College Planning: 11th Grade

Junior year marks a turning point. This is because for most students and families, it's when college and career planning activities kick into high gear. Here are some things you can do this year to stay on track for your future college and career plans.

FALL

- **Start with you.** Make lists of your abilities, interests and social/cultural preferences. List possible majors or subjects you would like to study further after high school.
 - **Learn about colleges.** Look at their websites or sites like bigfuture.collegeboard.org/college-search. Talk to friends, family members, teachers and recent grads of your school who are now enrolled in a post-secondary school. List the features of post-secondary schools that interest you the most.
 - **Resource check:** Visit the Guidance office to meet with a counselor. Find out if there are any events taking place at the school related to college and career planning that students and/or parents can attend. Ask when representatives from post-secondary schools will be visiting the high school.
 - **Start a career portfolio.** Include documents like a resume, writing samples and/or a list of all extracurricular activities.
-

WINTER

- **Sign up to take the SAT in the spring.** You can register online or through your school. SAT fee waivers are available to eligible students. (If you are enrolled in Talent Search, you automatically qualify for fee waivers). **You are only eligible for 2 fee waivers during your entire high school career.**
- **Make an appointment with your counselor.** It's important to discuss ways to improve your college and career preparation plan.
- **Explore AP classes.** Get the facts about the AP exam and how to register for the exam that takes place in May.

SPRING

- **Contact your counselor** before your leaving school for the summer if you are considering military academies or ROTC scholarships. If you want a four-year ROTC scholarship, you should begin the application process the summer before your senior year.
 - **Register with the National Collegiate Athletic Association (NCAA) Eligibility Center.** If you are an athlete planning to continue to playing a sport at the college level you need to register. See your school counselor to get more information. (ncaaclearinghouse.net)
 - **Develop a list of 5-10 post-secondary schools/programs that are of interest to you.** The search for post-secondary schools is about exploring who you are and what you want and then finding schools that will meet your goals.
 - **Stay open to all possibilities – don't limit your search.** Some colleges are highly selective while others are less selective. Make sure you are looking at a variety of schools, public, private, in-state and out-of-state schools so that you have plenty of options from which to choose.
 - **Take the SAT.** The test is typically offered in March, May and June. Make sure you start preparing for the test months in advance using websites like: satpractice.org or khanacademy.org. And remember, if you're not happy with your scores when you get them, you might want to test again in the fall of your senior year. You want to leave time to be able to take the test at least twice.
 - **Job shadowing.** This will give you a first-hand look into a day in the life of the profession you are hoping to pursue. It might confirm your plans or change them completely, which is OK.
-

SUMMER

- **Create your FSA ID.** Before you can complete your FAFSA (Free Application for Federal Student Aid), you and one parent need to create a username and password (also known as an FSA ID). <https://fsaid.ed.gov>
- **Get involved.** If you're not involved in extracurricular activities at school, the summer is a perfect time to do volunteer work in your community or get a part-time job. Schools and future employers like to see a well-rounded student.
- **Visit schools.** When planning your visits to post-secondary schools, make sure to allow time to learn as much as possible. Talk to as many people as possible in order to gather enough information. Make a sure a tour of the campus or facility is included in that visit.

Are You Getting There?

Long-term goals require a series of short-term goals to be completed first. Depending on your ultimate goal, short-term goals may take a few months or several years to complete. Looking at what is necessary to achieve, your long-term goals puts short term goals into perspective. For example, a person cannot become a nurse (long-term goal) without first taking the classes or meeting the GPA requirement to get into a nursing program (short-term goals).

Write out four concise long-term goals and add short-term goals that would assist you in achieving the long-term goals.

1. Long-term Goal: _____

Short-term Goal: _____

Short-term Goal: _____

What are you doing now to achieve this goal?

2. Long-term Goal: _____

Short-term Goal: _____

Short-term Goal: _____

What are you doing now to achieve this goal?

3. Long-term Goal: _____

Short-term Goal: _____

Short-term Goal: _____

What are you doing now to achieve this goal?

Long-term Goal: _____

Short-term Goal: _____

Short-term Goal: _____

What are you doing now to achieve this goal?

What have you **done** in the last two weeks towards attaining your goals?

What actions **can** you take in the next two weeks towards attaining your goals?

Questions to ask yourself when setting your goals:

1. Is the goal achievable?

- a. Can I accomplish my goal in the time span I have set?
- b. Does achieving this goal depend only on me and not on other outside influences?

2. Do I believe I can achieve this goal?

- a. Are my skills and abilities equal to this goal?

3. Will I know when I have reached my goal?

4. Do I want to do what it takes to reach my goal?

- a. Is the goal one that truly interests me?

5. Am I motivated to pursue my goal?

- a. Do I have a support system (i.e. family, friends, teachers...)?
- b. Have I set up a timeline towards my goal?
- c. What will I gain from achieving my goal?

“Success is not final, failure is not fatal: It is the courage to continue that counts.”

Sir Winston Churchill



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 12th Grade/ English 12

LESSON TITLE: English 12 Workshop - College Visit or Job Shadow Reflection

DURATION: Entire School Year

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance:

Students will visit a college campus/technical school; Students will learn about life as a student on the campus; students will earn the benefits of continuing their education past high school.

Students arrange to shadow a professional in their field of interest.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:

What is it like to be on a college/technical school campus?

What is it like to be in the workplace?

VOCABULARY

Tier 3 words & language specific to career and work

- Personal plan for life after high school
- Engage with college students/workers
- Scheduling
- Placement testing
- Financial aid

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

State that it is required for students to visit a post-secondary institution/job shadow

Brainstorm local colleges/schools to visit/workplaces

Encourage students to participate in Teen Lead and College Club or Talent Search (college trips are offered)

Ensure all distractions have been removed when presenting and practicing

Describe expectations, activities, and evaluation procedures

Describe behaviors of each place (i.e. college/workplace)

Use appropriate pacing

Evaluate positives and negatives that have taken place in the lesson (reflection)

Collect visitation and/or sign off forms from students after visit or shadow takes place

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Modifications will be specific to each of the above mentioned student learning groups:

ELL- students may need to work with counselor to be placed in shadow or may need to go in a group on visit

IEP- students may be grouped with instructional aid or more advanced student to assist with questioning or proper behaviors/expectations

GIEP- Students will be given more freedom to work alone and have higher expectations for procuring their shadow and making visitation arrangements

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Visitation and shadow sign-off forms

Travel arrangements (bus?)

Professional dress attire

Informational brochures and pamphlets on jobs and colleges

Folders to organize

McKeesport Area High School

COLLEGE VISIT REFLECTION



Your name: _____

College/University Name: _____

Date of Visit: _____

College Representative Signature: _____

1.	What did you do on your college visit? (Example, admissions presentation, tour, sat in on a class etc.)	
2.	What stood out to you most about this college, positive or negative?	
3.	List some facts about this college. (Example, tuition, housing, majors, clubs or sports offered).	
4.	Identify two support programs on campus (Example, tutoring, counseling, writing center)	
5.	What is your general impression of this college? Are you interested in the college you visited? Why or why not?	

McKeesport Area High School
CAREER SHADOW PROGRAM



Due Date: _____

Student Name: _____

Name of Mentor: _____

Occupation of Mentor: _____

Name of Company / Business / Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone #: _____

Note to Mentor: Your signature below indicates that you agree to participate

Mentor's Signature: _____ Date: _____

Permission to Participate in Career / Shadow Experience
To be completed by Parent / Guardian

My son / daughter has my permission to participate in the Career Shadow Program at the business listed above on _____ (date).

I understand that it is the responsibility of the student to make up all work missed during the regular school date and to arrange for their transportation for the Career Shadow Experience.

Parent Signature: _____ Date: _____

STUDENT CODE OF CONDUCT (Please read and Sign)

Students at McKeesport Area High School participating in the Career Shadow Experience are representatives of the school district. As representatives, expectations must be met. The students will be prompt, will be respectful, will dress appropriately, and will follow all school and company rules and policies.

Student Signature: _____ Date: _____



SHADOW EXPERIENCE INTERVIEW / SURVEY FORM

Student Name: _____

Note to Mentor:

In the event of an emergency, please contact McKeesport Area High School at (412)664-3650 or (412)948-1376 for instructions on how to respond.

McKeesport Area High School would like to sincerely thank you for being a mentor in our Career Shadow Program.

Signature of Mentor: _____

Student Arrival Time: _____ Student Departure Time: _____

CAREER SHADOW PROGRAM

INTERVIEW OF MENTOR

How did your mentor become interested in this field?

What special training, education, and experience is required for this job?

What kind of personal facts does your mentor have that help in his / her occupation?

What does your mentor enjoy most about his / her occupation?

What does your mentor dislike most about his / her occupation?

What high school experiences did your mentor have that contributed to his / her success in this field?

CAREER SHADOW PROGRAM

STUDENT EVALUATION:

What kind of career would you like to complete after graduation?

What are your future plans in terms of post-secondary education and / or training?

How do you think this shadow experience will help you in your career planning?

Write a job description of the position you shadowed (150-200 words)



McKeesport Area School District
339 Lesson Plan

GRADE LEVEL / COURSE: 12th Grade/ English 12

LESSON TITLE: English 12 Workshop - Preparing for Senior Project Panels (Senior Project Day)

DURATION: Six to seven weeks

**CAREER
EDUCATION
& WORK
STANDARDS
ADDRESSED**

*(Highlight all
that apply)*

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student's performance:

Allow the student to apply and extend academic and career related knowledge and skills to new and complex situations, appropriate to their own personal, academic, and/or career interests, and post high school goals.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking:
How have you grown academically and personally in the last four years of high school?

VOCABULARY

Tier 3 words & language specific to career and work

- Vocal inflection
- Ease of presenting in front of an audience
- Enthusiasm
- Animation schemes
- Design templates
- Eye contact

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

State the desired quality of work

Have students paraphrase directions/steps in completing the project

Ensure everyone is paying attention

Ensure all distractions have been removed when presenting and practicing

Describe expectations, activities, and evaluation procedures

Start with a highly motivating activity (modeling)

Use appropriate pacing

Evaluate positives and negatives that have taken place in the lesson (reflection)

Make smooth transitions from week to week

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Modifications will be specific to each of the above mentioned student learning groups:

ELL- students may need to work at a slower pace individually and may need access to translation software

IEP- students may be grouped with instructional aid or more advanced student to assist with computer and grammar skills

GIEP- Students will be given more freedom to work alone and have higher expectations for advanced computer and PowerPoint skills

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Computers

Rubrics

PowerPoint demonstrations

Translation software

Information and example packets

Printer

Folders to organize

SENIOR PROJECT GUIDELINES **~ POWERPOINT ~**

- SLIDE 1: Senior Project (Heading, Project Title)\
- SLIDE 2: First Thoughts
--initial reaction to high school
--why
- SLIDE 3: Summary of 9th grade
--classes
--activities
--behavior
--beliefs/thoughts
- SLIDE 4: Initial Career Selection
--why selected (hobbies, activities, parents)
- SLIDE 5: Overview of 9th grade paper
--requirements
--skills
--outlook
- SLIDE 6: Community Service Day
--where did you go?
--did it have anything to do with career option?
--overall thoughts of the day
- SLIDE 7: Transition/Summary of 10th grade
--Anything significant happen in 10th grade
- SLIDE 8: Change in 10th grade
--Career changes (why?)
- SLIDE 9: Transition/Summary of 11th grade
--Anything significant happen in 11th grade
--Career changes (why?)
- SLIDE 10: Summarize 11th grade paper
--Brief, main points from the 11th grade research paper
- SLIDE 11: Career Changes
--Did the information you research change anything for you?
- SLIDE 12: Senior Year—"What Being a Senior Means"
- SLIDE 13: Reflection of Senior Year
--Anything significant happen 12th grade
- SLIDE 14: Future Plans
- SLIDE 15: Final Thoughts on High School/Words of Wisdom
- SLIDE 16: Thank You/Works Cited Page
- FLOATING SLIDES: College/Career Fair
College Visit or Job Shadowing
- This is a rough guideline...slides can be rearranged, combined, changed, etc....

SENIOR PROJECT GUIDELINES ~ DEMONSTRATION ~

- SLIDE 1: Senior Project (Heading, Project Title)
- SLIDE 2: First Thoughts
--initial reaction to high school
--why
- SLIDE 3: Summary of 9th grade
--classes
--activities
--behavior
--beliefs/thoughts
- SLIDE 4: Initial Career Selection
--why selected (hobbies, activities, parents)
- SLIDE 5: Overview of 9th grade paper
--requirements
--skills
--outlook
- SLIDE 6: Community Service Day
--where did you go?
--did it have anything to do with career option?
--overall thoughts of the day
- SLIDE 7: Transition/Summary of 10th grade
--Anything significant happen in 10th grade
- SLIDE 8: Change in 10th grade
--Career changes (why?)
- SLIDE 9: Transition/Summary of 11th grade
--Anything significant happen in 11th grade
--Career changes (why?)
- SLIDE 10-13: DEMONSTRATION (NO SLIDES REQUIRED)
- SLIDE 14: Future Plans
- SLIDE 15: Final Thoughts on High School/Words of Wisdom
- SLIDE 16: Thank You/Works Cited Page
- FLOATING SLIDES: College/Career Fair
College Visit or Job Shadowing

This is a rough guideline...slides can be rearranged, combined, changed, etc....

Senior Project Presentation Rubric ~ POWERPOINT ~

Name: _____

Topic _____

Category	Explanation	Points
Introduction	Engages the audience Introduces self to panel	1 3 5
Delivery	Speaks clearly, loudly, articulates words, and at an appropriate pace Utilizes proper grammar Utilizes bullet points (does not read directly from slide) Makes appropriate eye contact	0 5 10
Organization	Organization is coherent and appropriate to its purpose. Shows a full understanding of topic presented.	0 5 10
Content	Content supports main ideas and/or key findings Content shows student growth	0 5 10
PowerPoint	Slides are used to support and convey desired information Slides are free of any typing or grammatical errors Slides are concise and “visually-pleasing”	0 5 10
Expression/enthusiasm	Facial expressions and body language generate interest in topic	0 5 10
Professionalism	Appropriate attire worn by student	0 5 10

Note: Projects should not go over **fifteen** minutes. However, please allow an additional **five** minutes if necessary.

Comments:

Senior Project Presentation Rubric ~ DEMONSTRATION ~

Name: _____

Topic: _____

The *objective* of the Senior Project is for students to explore potential career choices while reflecting on their **personal, academic, and social** skills and growth over the past four years.

Category	Explanation	Points
Introduction	Engages the audience Introduces self to panel	1 2 3 4 5
Delivery	Speaks clearly, loudly, articulates words, and at an appropriate pace Utilizes proper grammar Makes appropriate eye contact	1 2 3 4 5
Organization	Organization is coherent and appropriate to its purpose. Shows a full understanding of topic presented.	1 2 3 4 5
On Topic/Preparedness	Stays on topic Everything in working order	1 2 3 4 5
Knowledge	Demonstrates working knowledge of subject in a step-by-step format Conveys knowledge to audience in an appropriate manner.	1 2 3 4 5
Expression/enthusiasm	Facial expressions and body language generate interest in topic	1 2 3 4 5
Professionalism	Appropriate attire worn by student (uniforms are acceptable)	1 2 3 4 5

GRAND TOTAL _____ / 35

Comments: