



McKeesport Area School District  
Comprehensive K-12 Guidance Plan

Career Focused Lessons  
Grade 6



**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			