



McKeesport Area School District
Comprehensive K-12 Guidance Plan

Career Focused Lessons

Grade 7



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

- 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:

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:



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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*

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- 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

How long have you lived at this address:

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

Please list the full name and phone number of three character references. These individuals may not be related to you.



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GRADE LEVEL / COURSE: 7 English Language Arts/ Reading

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

DURATION: 1 Period

**CAREER
 EDUCATION
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 STANDARDS
 ADDRESSED**

*(Highlight all
 that apply)*

13.1 Career Awareness and Preparation

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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

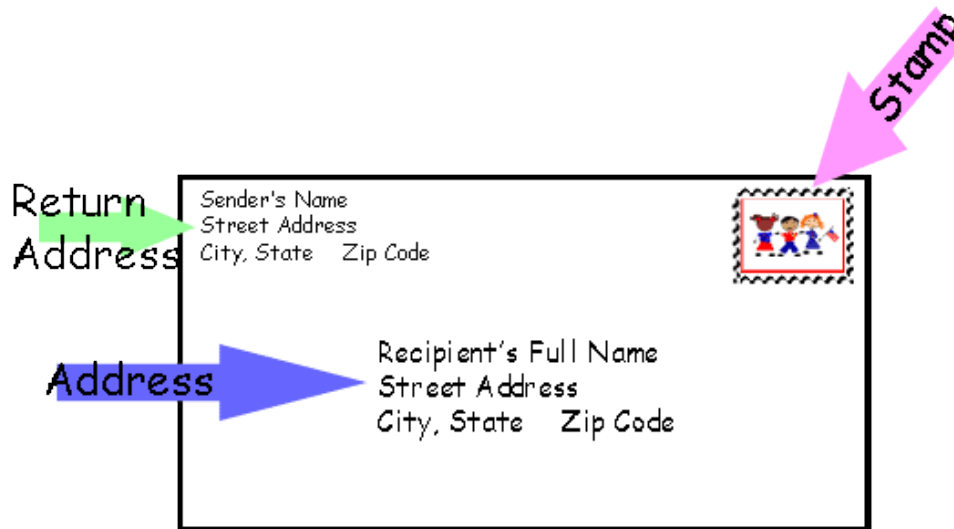
Notes Sheet

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.

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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.

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is



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 _____