



McKeesport Area School District
Comprehensive K-12 Guidance Plan

Career Focused Lessons
Grade 11



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

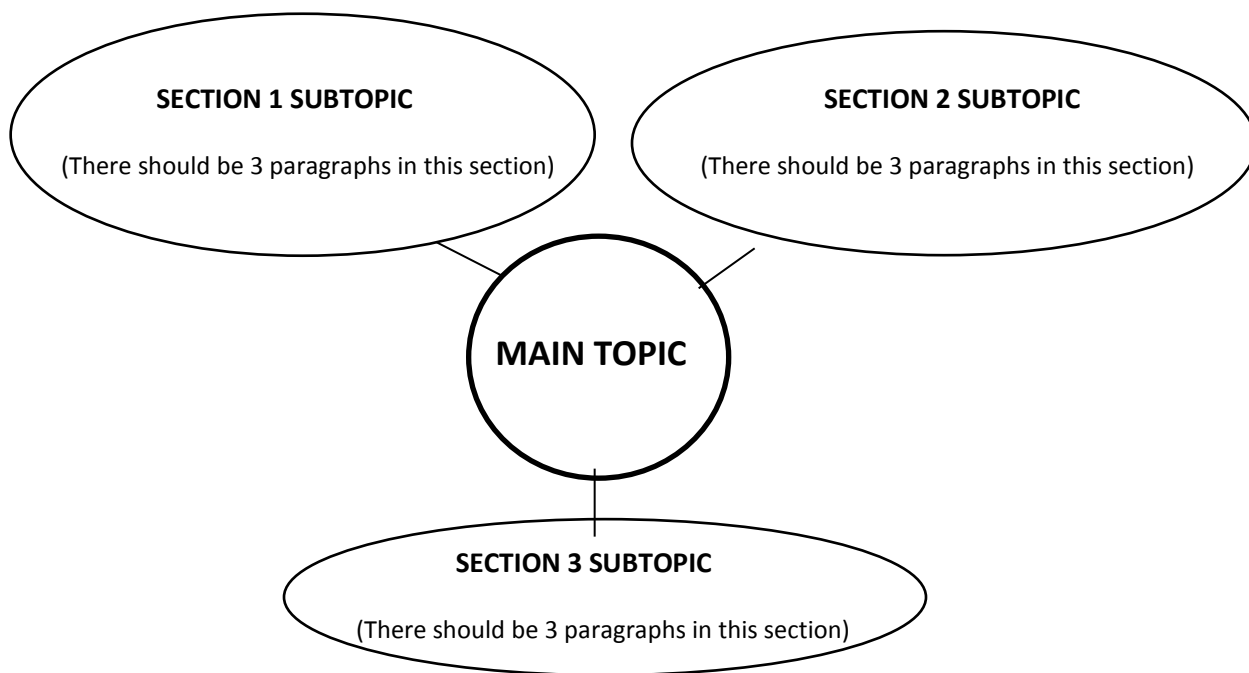
English 11

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.

ESSEENTIAL 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.

- 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?**

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.

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) 724-71111

JohnSmith@yahoo.com

Analysis
Chronological Sample

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

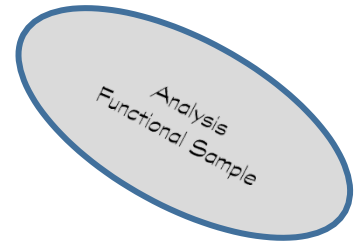
Orange County, CA

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



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

- 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

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.
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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***