McKeesport Area School District

Comprehensive K-12 Guidance Plan

Career Focused Lessons

Grade 12

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 councilor 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?	

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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 out 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)

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: