



Mcis Jr.

Workbook



Montana Department of
LABOR & INDUSTRY

MCIS Jr.

Workbook

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Introduction for Teachers:

Welcome to the Montana Career Information System Junior!

MCIS Junior is a fun and educational career exploration tool, designed specifically for 5th to 8th students. MCIS Junior includes activities to help students get to know themselves, their interests, dreams, preferences, and skills. They learn how to connect their interests and abilities connect to the world of work, and how to turn this knowledge into a career or educational plan. Occupational information is presented with the middle school student in mind, and is organized both by occupation and the U.S. Department of Education's 16 Career Clusters.

Occupational and Career Cluster information contains real world interviews and videos, skills needed, how to prepare, high school courses, wages, advancement opportunities, working conditions, work locations, and job projections.

MCIS Junior also contains an electronic interest inventory and portfolio capabilities. Students can save their results and information, and develop their own educational and high school plans. When students move on to high school and beyond, so can their portfolios.

To use the MCIS Jr. Workbook, you need access to the Montana Career Information System Junior Program. To find out if your school has an MCIS Jr. site, have access to MCIS Jr. Contact Montana Career Lab at (406) 444-4100.

This workbook follows the Activity Map in MCIS Jr. and uses some, but not all, of the worksheets available.

You can use the workbook in two different ways.

Students can log in to their MCIS Jr portfolios and use the Activity Map to get to the worksheets. Students complete the worksheets and enter their reflections in the reflections area in MCIS Jr.

Or

Students can simply fill out the worksheets in this workbook and turn them into the teacher to review or go over in class.

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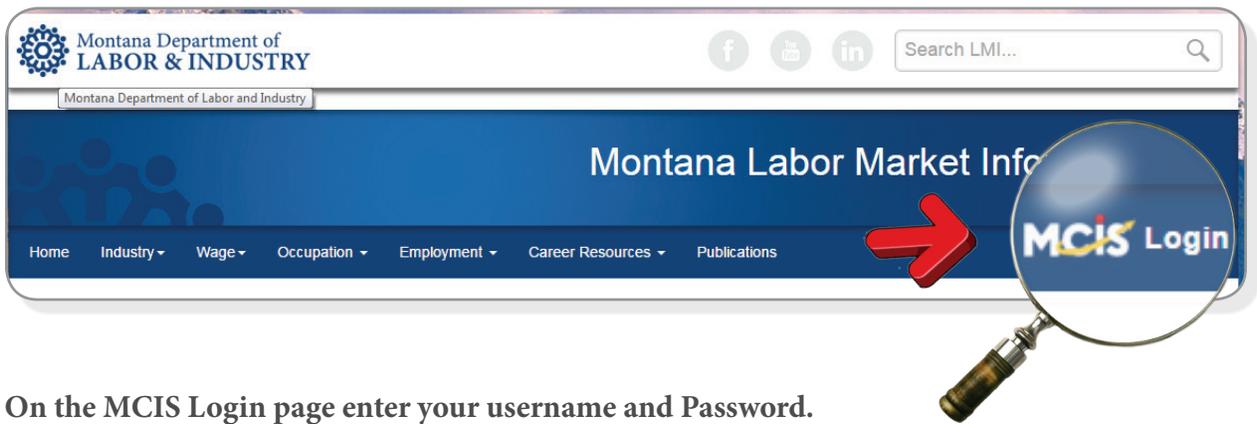
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Creating Your Portfolio

MCIS Junior is a powerful career exploration tool, but it is twice as powerful when you create your own portfolio. You can save your research and assessments to your portfolio, plan your high school courses, and save information on your skills, experience, and achievements, which can later be turned into a resume. And your portfolio doesn't end with the school year—you get to keep it through high school and beyond! Here's how to create your own portfolio:

1) Log in to MCIS Jr.

- Go to <https://careers.mt.gov>
- In the upper right hand corner of the home page click on the MCIS Login button.



2) On the MCIS Login page enter your username and Password.

- If you already have a portfolio set up, use your personal username and password.
- If you are not sure, ask your counselor or teacher.



Save it!

Anywhere you see a save button,

★ Save

click it to save the information to your portfolio.

Write your login info here:

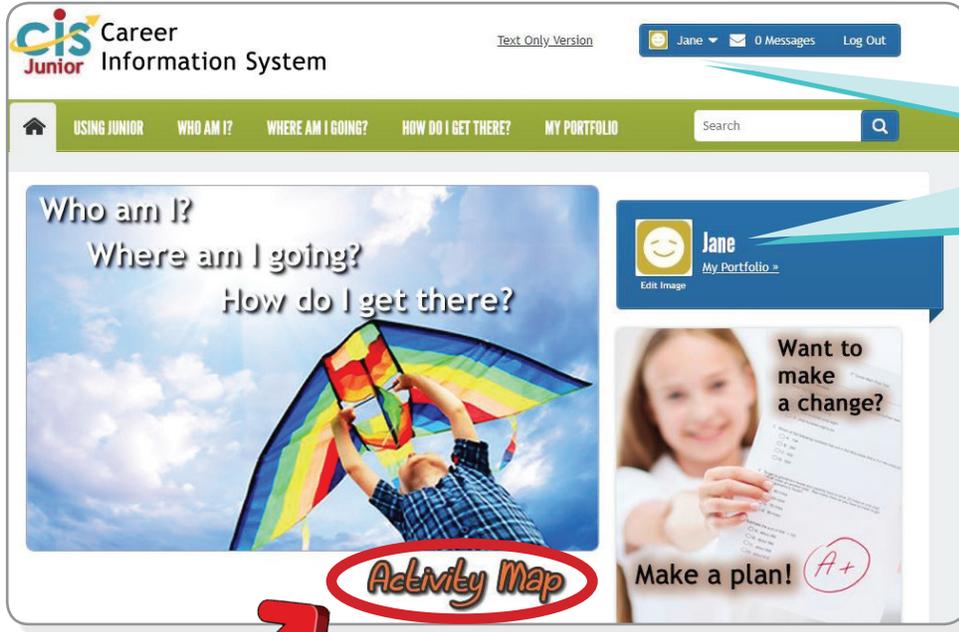
User: _____

Pass: _____

Getting Started

This is the MCIS Jr. Home Page.

This is the page that will come up when you first log in to MCIS Junior.



Own it!

Now that you've created your portfolio, your name will appear on the home page.

3) Click on Activity Map to get started.

The activity map has worksheets and activities to help you get started on your career journey.

The Activity Map has 3 sections:

- Who Am I?
- Where Am I Going?
- How Do I Get There?

Who Am I?

The MCIS Jr. workbook covers these activities:

- Things I like to do
- Qualities for Success
- Important life events
- My Accomplishments

The worksheets on pages 8-16 will help you learn more about who you are and what you like to do.



Who Am I?

This section helps you explore your interests, assess your skills, and list your achievements.

4) Start your first activity by clicking on "Things I like to do".



Worksheet #1: Things I Like to Do

Name: _____ Date: _____ Grade/Class: _____

People who enjoy going to work are doing things they like to do. Employees who enjoy their jobs get more work done. They are happier at work and home.

- ⇒ Think about things you like to do.
- ⇒ Make a list of 10 activities you enjoy doing—use ONLY action verbs. These activities are sometimes called skills. A skill is something you have learned how to do. Example: Read novels and short stories.
- ⇒ Visualize doing these activities. Are you doing them alone or with others? Are you using objects or tools? Are you using words or numbers? Put a check in the box or boxes that describe the activity. For example, while playing soccer you are with others. Building robots requires using objects and tools. Reading novels requires working with words.

Activity	Alone	With Others	Objects or Tools	Words or Numbers
Read novels and short stories	✓			✓
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

⇒ **Make a list of five activities you do not like to do. Use ONLY action verbs.**

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

Thoughts and reflections

⇒ **You can store your reflections in two places.**

- ✓ One is to go back to CIS portfolio, My career plan, and fill in the field for Things I like to do.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ **List five things you really like to do.**

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

⇒ **List one thing you want to learn to do.**

1. _____



Worksheet #2: Qualities for Success

Name: _____ Date: _____ Grade/Class: _____

Do you know what it takes to be successful when you grow up? Do you have qualities for success? How would you describe yourself during a job interview?

⇒ **Step 1: These personal characteristics describe people who are successful in school, the community and work. Circle at least five characteristics and up to ten that reflect the kind of person YOU think you are.**

- | | | |
|-------------------------------|-------------------------------------|---|
| Persistent | Sensitive to the feelings of others | Dependable |
| Likes challenges | Helpful | Thorough when doing work |
| Takes on responsibilities | Mature | Honest |
| Energetic | Self-confident | Creative |
| Leader | Flexible | Problem-solver |
| Works hard to get things done | Accepts criticism | Thinks things through |
| Friendly | Stays calm in stressful situations | Continues trying when the work gets difficult |
| Works well with others | Controls anger | Follows instructions |
| Easy to get along with | Avoids being aggressive | |

Step 2: List five words or phrases that you think best describe the person you are. You can use words or phrases that are not listed above.

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

Step 3: Ask at least one other person to describe the kind of person he or she thinks you are.

✓ Have the person use the How others see me worksheet.

Step 4: Compare your list of personal characteristics to the list from the other person(s).

- ✓ Think about how the lists are similar or different.
- ✓ Are there words and phrases on the person's list that you had not thought about in describing yourself? What are those words?

1. _____

2. _____

3. _____

Step 5: We all would like to improve ourselves in some way. List two qualities would you like to work on to help you be more successful?

1. _____

2. _____

How others see me

Step 1: Circle all the characteristics that reflect the kind of person YOU think is:

Persistent	Sensitive to the feelings of others	Dependable
Likes challenges	Helpful	Thorough when doing work
Takes on responsibilities	Mature	Honest
Energetic	Self-confident	Creative
Leader	Flexible	Problem-solver
Works hard to get things done	Accepts criticism	Thinks things through
Friendly	Stays calm in stressful situations	Continues trying when the work gets difficult
Works well with others	Controls anger	Follows instructions
Easy to get along with	Avoids being aggressive	

Step 2: Add additional comments about the success of this person in school, community, and at home.

Thoughts and reflections

⇒ *You can store your reflections in two places.*

✓ One is to go back to CIS portfolio, My career plan, and fill in the field for Qualities for success.

✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

⇒ List three qualities that help you be successful in your school, community, and home.

1. _____

2. _____

3. _____

⇒ List one personal quality you want to improve on to be more successful.

1. _____



Worksheet #3: Important Life Events

Name: _____ Date: _____ Grade/Class: _____

Who we are today can be understood by looking at our past. Our past experiences helped us grow and change. The knowledge we bring from the past helps us make decisions about our future. Therefore, it is helpful to think about important events in our lives.

Step 1: Create a timeline.

- ✓ Think about events that have been important in your life.
- ✓ Think about who shared the events with you.
- ✓ Figure out what you learned from the event. Or figure out how the event changed you.

⇒ Use the *My important life events timeline* to tell the story of your life. *Sample timeline:*

When? Age or year	What happened?	Who was involved?	What did I learn about myself?
Age 3	Learned to ride a bicycle	Dad and older sister	I can learn how to do new things and I am determined.
Age 5	Started school	Parents and teacher	I can do things without my family and I can make new friends.
Age 8	Broke my arm	Nurse, doctor, family	Hospitals are okay places to stay and I can deal with a disability.
Age 10	Took care of the neighbor's pets	Neighbors and pets	I can follow directions and neighbors can depend on me.

Step 2: Create a timeline for your future life events.

- ✓ Think about things you want to do in the next ten years.
- ✓ What important events do you see happening to you in the next ten years?
- ✓ Study the sample below.

⇒ Then use the *My future life events timeline* to share the story you want to tell about the next ten years. *Sample timeline:*

When? Age or year	What will happen?	Who will be involved?	Why will this happen?
Age 15	Make the high school basketball team	Coach, other players	I practice with my older sister and friends and attend summer basketball camps.
Age 18	Accept scholarship to play on college team	Coach, other players, family	I get good grades in high school and work hard to improve as a player.
Age 22	Graduate from college with a degree in journalism	Professors	I set goals to graduate from college and I stick to my study and practice schedule.
Age 23	Play professional basketball	Coach, other players, agent	I keep working to improve my skills.
Age 33	Become a sports announcer for a radio station	Sports announcer who teaches me about the job	I take jobs at radio stations during off-season.

My important life events

When? Age or year	What happened?	Who was involved?	What did I learn about myself?

My future life events

When? Age or year	What will happen?	Who will be involved?	Why will this happen?

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ One is to go back to CIS portfolio, My career plan, and fill in the field for Important life events.
- ✓ If you use a paper portfolio, write your thoughts on a separate piece of paper and keep it in your folder.

⇒ *List one thing you want to do in your future.*



Worksheet #4: My Accomplishments

Name: _____ Date: _____ Grade/Class: _____

Make a list of your accomplishments—projects or activities you have done well. Consider activities you have enjoyed.

Project or activity accomplishments

⇒ List as many project or activities accomplishments as you can. See the examples below.

- ✓ Built a birdhouse in the backyard.
- ✓ Cooked for my family during my mom's illness.
- ✓ Sang in the chorus in the spring musical.
- ✓ Played in three basketball games.

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

⇒ Now circle at least one of the accomplishments.

Accomplishment:

- ✓ Built a birdhouse in the backyard.

1. _____

Skills

⇒ List the skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.

- ✓ Read plans for building birdhouse.
- ✓ Made measurements for cutting boards.
- ✓ Followed instructions.

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

My school accomplishments

⇒ List as many school or class accomplishments as you can—projects or activities you have done well. Consider activities you have enjoyed. See the examples below.

- ✓ Solved a word problem.
- ✓ Wrote a report on an explorer.
- ✓ Gave a speech about caring for pet fish.
- ✓ Created a model of a volcano.

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

⇒ Now circle at least one of the classroom accomplishments.

Accomplishment:

- ✓ Gave a speech about caring for pet fish.

1. _____

Skills

⇒ List skills you used in or learned from this activity. A skill is something you can learn how to do. See the examples below.

- ✓ Gathered information about my topic.
- ✓ Made a plan for the speech.
- ✓ Practiced the speech.

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

Thoughts and reflections

⇒ *You can store your reflections in two places.*

- ✓ One is to go back to CIS portfolio, My career plan, and fill in the field for My Accomplishments.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

Knowing about your skills is important to planning your career. There are some things you like to do and can do well. Those are skills you might want to use in the future at a job.

⇒ **List five skills you like to use.**

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

⇒ **Give the names of two people who helped you learn these skills.**

1. _____
2. _____

⇒ **List one thing you want to learn to do.**



Online Activity: Career Cluster Inventory

Now that you have learned more about who you are, it's time to look at what types of work or careers that will interest you, and answer the question "Where am I going?"

Where Am I Going?

The MCIS Jr. workbook covers these activities:

- Career Cluster Activities
- Occupation Activities
- Learn About the Workplace
- Make Decisions
- Make Plans
- Make a Career Action Plan

Activity Map

Putting together a career plan gives you a chance to answer the following questions: "Who am I?" "Where am I going?" and "How do I get there?"

The links below take you to pages that include activities and worksheets to help you answer the questions above. You can enter information about yourself to help build your career plan. You can return at any time to update your reflections or completely change them. There are no right or wrong answers so make this plan reflect who you really are. Links with the 🖍 icon are those with opportunities for entering your personal reflections.

Who am I?

- Learn about me
 - Things I like to do 🖍
 - Qualities for success 🖍
 - Important life events 🖍
 - What are skills? 🖍
 - My accomplishments 🖍

Scroll to "Where Am I Going?" Section

Think about my network 🖍

Where am I going?

- Career cluster activities
 - Career cluster mobiles
 - What's my cluster?
 - Career cluster posters
 - **Career Cluster Inventory**
 - My favorite cluster 🖍

5) Return to the Activity Map (home page) and scroll down to "Where Am I Going?"

6) Click on "Career Cluster Inventory."

7) Click on "Rate the Activities."

8) Answer the questions by indicating how you feel about each activity.



CAREER CLUSTER INVENTORY - SCORES

Career Clusters		Score
Transportation, Distribution, and Logistics		14
Business Management and Administration		12
Law, Public Safety, Corrections, and Security		12
Health Science		11
Architecture and Construction		9
Government and Public Administration		9
Science, Technology, Engineering, and Mathematics		9
Marketing		7
Arts, Audio/Visual Technology, and Communications		6
Human Services		6
Information Technology		6
Finance		5
Hospitality and Tourism		5
Agriculture, Food, and Natural Resources		4
Manufacturing		2
Education and Training		1

Now that you have completed the career cluster inventory, you will get a list of clusters that show what clusters you are most interested in. In the example above, the score on Transportation, Distribution, and Logistics is the highest at 14.

What are your top two clusters?

9) Click on the cluster you scored the highest on.

You will see an overview of that cluster.

The cluster pages give you information on:

- The types of occupations that are available in your cluster
- How much the occupations in this cluster pay
- The skills and abilities that you will need for jobs in that cluster
- The high school and college courses that you will need to take

10) Go back to your Activity Map. Under “Where am I going,”

11) Click on “Occupation Scavenger Hunt.”

12) When you complete the Scavenger Hunt Worksheet, continue on to the Bobilator worksheet to learn more about occupations.

**Don't forget
to save your
results.**

★ Save

You can get back to the results easily by clicking the little black show tab at the very top of your screen.



Worksheet #5: Occupations Scavenger Hunt

Name: _____ Date: _____ Grade/Class: _____

What am I going to be when I grow up? To answer this question, you need information about your options.

⇒ Go to Occupations in CIS to hunt for the answers.

1. What is an occupation?	2. Magistrate is another name for what occupation?	3. Travel agents are assigned to what cluster?	4. Do a search using the keyword doctors. What are two occupations that match?
5. In the Law, Public Safety, and Security cluster, what are two things you could do?	6. How much can water treatment operators get paid per year?	7. What does Mark Musgrove enjoy most about being a funeral director?	8. Do you need a degree after high school to get a job as a registered nurse?
9. In the future, how many jobs will be open for dental hygienists?	10. Do some landscape architects work for engineering firms?	11. Social workers are assigned to what cluster?	12. What is one way to prepare to be an electrician after you graduate from high school?
13. Where do zoologists work?	14. Name some high school courses you would take to work in the Transportation, Distribution, and Logistics cluster?	15. Is the video for biologists available in Spanish?	16. What do radiation therapists do?
17. Do some dietitians work on weekends?	18. What do industrial designers do?	19. Name some high school activities or hobbies that could help you prepare to work in Architecture and Construction.	20. What are the steps to print out an occupation?



Worksheet #6: Bobilator

Name: _____ Date: _____ Grade/Class: _____

Bobilator Decision Sheet

What about an occupation is important to you? Is it important because you are familiar with its name? Because you know someone who works in the occupation? Because you can make lots of money?

Step 1: What's in a Name

- ⇒ Look at the occupations listed in the first column.
- ⇒ Think about what workers in these occupations might do.
- ⇒ With only the name of the occupation provided, rate your interest in them from **1** to **10**.
1 is the least interesting and **10** is the most interesting.
- ⇒ Put your ratings in the column labeled **Step 1**.

Occupation	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
1. Bobilator							
2. Gastronomist							
3. Extricator							
4. Arbologist							
5. Husher							
6. Wrencher							
7. Knowleologist							
8. Encodologist							
9. Imagizer							
10. Haulassister							

You will be given more information about the occupations and after each step, you will rate the occupation from 1 to 10 based on your interest in the occupation. After the last step, you will get the real name for the occupation.

Step 2: Career Clusters

- ⇒ Study the information provided for each occupation.
- ⇒ Rank them from 1 to 10 based on your interest in the occupation.
- ⇒ Put your rankings in the column labeled Step 2.
 1. Bobilator.....Human services
 2. Gastronomist.....Hospitality and tourism
 3. ExtricatorHealth science
 4. ArbologistAgriculture, food, and natural resources
 5. HusherEducation and training
 6. Wrencher.....Architecture and construction
 7. KnowleologistEducation and training
 8. Encodologist.....Information technology
 9. ImagizerArts, Audio/Visual technology, and Communication
 10. HaulassisterTransportation, distribution, and logistics

Step 3: How important is money to you?

- ⇒ Check the salary ranges for the occupations.
- ⇒ Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 3.
 1. Bobilator.....\$14,220-\$37,300/annual
 2. Gastronomist.....\$22,870-\$51,620/annual
 3. Extricator\$60,930-\$145,000/annual
 4. Arbologist\$29,600-\$82,120/annual
 5. Husher\$12,070-\$26,680/annual
 6. Wrencher.....\$24,400-\$63,150/annual
 7. Knowleologist\$29,240-\$56,580/annual
 8. Encodologist.....\$33,310-\$90,020/annual
 9. Imagizer\$31,190-\$95,170/annual
 10. Haulassister\$15,210-\$43,620/annual

Step 4: How easy will it be to find a job?

- ⇒ Review the number of job openings there will be each year.
- ⇒ Think about all the information that has been provided.
- ⇒ Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 4.

1. Bobilator.....109 job openings each year
2. Gastronomist76 job openings each year
3. Extricator17 job openings each year
4. Arbologist2 job openings each year
5. Husher30 job openings each year
6. Wrencher87 job openings each year
7. Knowleologist706 job openings each year
8. Encodologist78 job openings each year
9. Imagizer1 job openings each year
10. Haulassister432 job openings each year

Step 5: How many months or years of training are you willing to complete to get the job you want? Training could be provided after you get the job or it could mean attending college.

- ⇒ Study the length of training for each occupation.
- ⇒ Think about all the information that has been shared with you. Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 5.

1. Bobilator.....About 16 months
2. GastronomistUp to 3 years
3. Extricator6 to 8 years
4. Arbologist4 to 6 years
5. Husherabout a month
6. Wrencher3 to 4 years
7. Knowleologist4 to 5 years
8. Encodologist2 to 5 years
9. Imagizer4 to 5 Weeks
10. HaulassisterLess than 1 year

Step 6: Do you want to work indoors or outdoors? Are you willing to work at night and on weekends? These are working conditions.

- ⇒ Read about the working conditions for each occupation.
- ⇒ Think about all the information that has been shared with you. Rank your occupations again from 1 to 10.
- ⇒ Put your rankings in the column labeled Step 6.

1. Bobilator.....Indoors; standing; work nights and weekends
2. GastronomistIndoors; standing; heat; work nights and weekends
3. ExtricatorIndoors; close people contact; may work nights and weekends
4. ArbologistIndoors and outdoors; standing and sitting; may travel
5. HusherIndoors; standing and sitting; lifting; may work nights and weekends
6. WrencherOutdoors or indoors; physical work; may work nights and weekends
7. KnowleologistIndoors; 10 months a year; work nights and weekends
8. EncodologistIndoors; sitting; may work alone
9. ImagizerIndoors; work alone; meet deadlines
10. HaulassisterOutdoors and indoors; may work nights & weekends; sitting & lifting

Step 7: What are the real names for the occupations?

⇒ Write your ideas in the last column.

Bobilator decision sheet 2

Which step's information is most important to you? Step # _____

Why? _____

Which step's information is least important to you? Step # _____

Why? _____

Which occupation would you rank #1? _____

Why? _____

⇒ Now, turn this page over to reveal the real occupation names!

Real Occupation Names

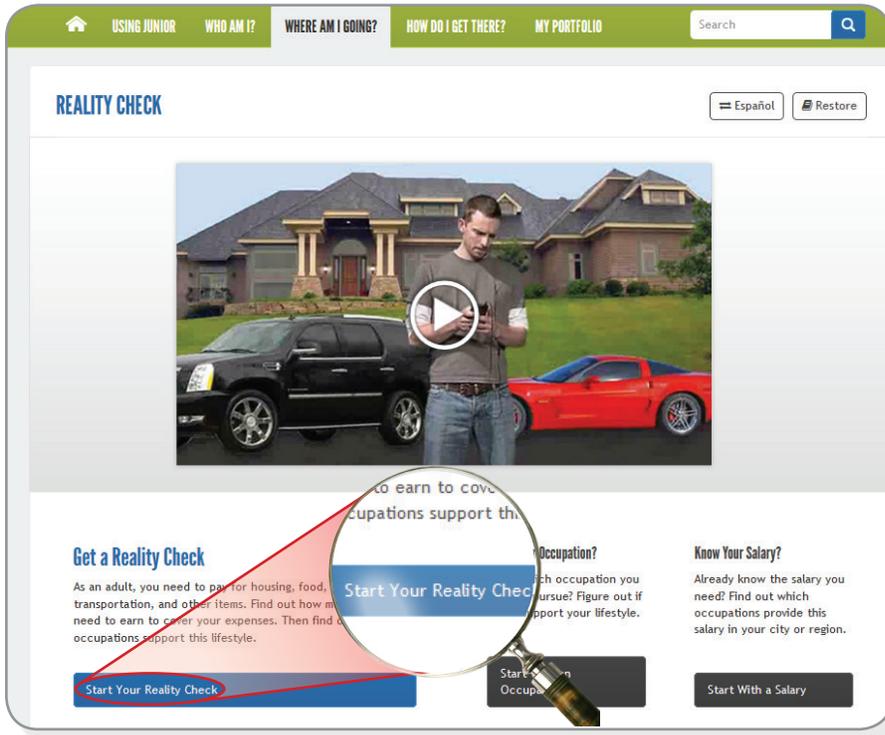
1. Bobilator.....Hairstylist
2. GastronomistChef or Cook
3. ExtricatorDentist
4. ArbologistForester
5. HusherLibrary Assistant
6. WrencherPlumber or Pipefitter
7. KnowleologistTeacher
8. EncodologistComputer programmer
9. ImagizerFilm or Video editor
10. HaulassisterLight truck driver



Online Activity: Reality Check

13) When you are done with the Bobilator, go back to the Activity Map on the homepage.

14) Click on Reality Check under Where am I Going?



Reality Check is an interactive tool that will give you a realistic idea of what your dream lifestyle would cost compared to actual wages in selected occupations and education. You choose a lifestyle by selecting options for housing, transportation, entertainment, etc. Once you have made your choices, you can see a list of occupations that can support that lifestyle. You can also enter a salary amount, area of study, and level of education to get a list of possible occupations.

**How did your Reality Check work out?
Will the occupations you found earlier support your budget?**

<p>If Yes list them here:</p> <hr/> <hr/> <hr/> <hr/>	<p>If No, what will you do now?</p> <hr/> <hr/> <hr/> <hr/>
--	--

Going through Reality Check should have given you a good idea of the kind of job you'll need to support the lifestyle you want. Now take the information you have learned so far and build a career action plan.

15) Navigate back to the Activity Map on the homepage.

16) Look under "Where Am I Going?" and click "My Career Action Plan" at the bottom of the list.



Worksheet #7: My Career Action Plan

Name: _____ Date: _____ Grade/Class: _____

Your career is all the education, training, and jobs you have during your entire life. You have started your career because you are getting an education in middle school. You have also made some decisions about your career. For example, you may have chosen school or community activities in which to participate.

Now is the time to start making plans for your career. Plans are based on decisions, and like decisions, they can be changed. Today, you are creating an action plan based on the career decision you made. You set a goal for what you would like to be when you grow up—an occupation. The next step is to make a plan to meet your goal.

Just like you need information to make decisions, you need information to create a career plan. Bring the following items to your planning: Occupation file from CIS, related Career Cluster file, college admission requirements, your high school's graduation requirements, and your CIS portfolio.

- ⇒ Follow the steps for writing an action plan. A sample career action plan is provided to guide you in your writing.
- ⇒ On a separate sheet of paper, create your career plan. Or create an enhanced podcast or PowerPoint.

Step 1: *What is my career goal?*

- ✓ Today, what do you want to be when you grow up?
- ✓ What is the name of the cluster or occupation?

⇒ *Sample: I want to be an elementary school teacher.*

Step 2: *Who can help me with my career goal?*

- ✓ Who can help you get the information you need?
- ✓ Who can answer questions you have about the occupation you have chosen?
- ✓ To whom can you talk to make sure you have made the right decision?

⇒ *Sample: Mrs. Franks, my third-grade teacher*

Step 3: *How will I get to my career goal?*

- ⇒ Make a list of actions. What will you need to do achieve your goal?
 - ✓ The occupation and career cluster files give you suggestions for courses to take and hobbies or activities in which to participate.
 - ✓ How will you prepare to work in the occupation your have chosen?
 - ✓ An important action to include is to review your career action plan every year.
 - ✓ It's okay to change your mind and change your plan.

⇒ *Sample: Talk with Mrs Franks about being a teacher.*

Step 4: What could get in the way of achieving my goal and how can I get around those barriers?

- ✓ What could get in the way and wreck your career plan? You don't think you want to go to college. That would be a barrier to becoming a doctor.
- ✓ To get around this barrier, visit a college. You might see that college is a place you want to be in the future.

⇒ *Sample: I am not positive I want to be an elementary school teacher. I might want to teach in high school.*

Step 5: When will I achieve my career goal?

- ✓ Information in the Occupation file describes how to prepare and will help you set a date.

Thoughts and reflections

⇒ After you finish the activity, think about your career plan. You can store your reflections in two places.

- ✓ One is to go back to CIS portfolio, My career plan, and fill in the fields for My career action plan.
- ✓ If you use a paper portfolio, write your thoughts below and keep the handout in your folder.

What is your career goal?

What courses will you take in high school to achieve your goal?

What will you do after high school to achieve your career goal?

What hobbies or activities will help you achieve your career goal?

How Do I Get There?

By now you should have a really good idea of the career clusters and occupations that most interest you. **Now you need to get ready for high school.** This is where you will put everything that you have learned so far together and come up with a course plan for high school.

How Do I Get There?

The MCIS Jr. workbook covers these activities:

- Words for High School
- High School Graduation Requirements
- Electives
- Should I Join
- My High School Course Plan

Activity Map

Putting together a career plan gives you a chance to answer the following questions: "Who am I?" "Where am I going?" and "How do I get there?"

The links below take you to pages that include activities and worksheets to help you answer the questions above. You can enter information about yourself to help build your career plan. You can return at any time to update your reflections or completely change them. There are no right or wrong answers so make this plan reflect who you really are. Links with the 🖋️ icon are those with opportunities for entering your personal reflections.

Who am I?

- Learn about me
 - Things I like to do 🖋️
 - Qualities for success 🖋️
 - Important life events 🖋️
 - What are skills? 🖋️
 - My accomplishments 🖋️

Scroll to "Plan for High School" Section

- Plan for high school
 - Words for high school
 - High school graduation requirements
 - College admission requirements
 - Electives
 - Activities 🖋️
 - My high school course plan
- Think about life after high school

17) Go back to the Activity Map on the Home page. Under "How do I get there?"/"Plan for High School, click on "Words for High School."

18) Review the words for high school vocabulary (below) and do the crossword puzzle.

Words for High School Vocabulary

Academic progress - Records show that you are doing what is needed to move forward toward graduation.

Admissions - Process students go through to get into college.

Advanced placement - College-level courses you can take in high school.

Class rank - Arrange students from highest to lowest based on their grades or GPA.

Course load - Number of courses, classes, or credits you take each semester or school year.

Credit - Recognition to show that you have completed a course; counts towards your graduation. Biology is worth six credits.

Department - Division of school that is related to a subject area. Science department.

Diploma - Document that says you have successfully completed all the requirements to graduate from high school.

Dress code - Set of rules that tell you what you can wear to school or school event.

Dual credit - High school course that counts toward college and high school graduation.

Eligible - Meet the requirements to participate in sports, music, speech, and other school activities.

Expel - Remove a student from school for breaking rules.

Extracurricular - Activities outside of regular school classes.

GPA - Grade Point Average; average grade you earned, figured by dividing the grade points earned by the number of credits.

Hazing - Physically abuse, humiliate, or ridicule new students or team members.

Inservice - Training program for school employees.

National Honor Society - Program to recognize high school students who show achievement in scholarship, leadership, service, and character.

Prerequisite - Course that you are required to take before taking a more advanced course. Algebra I is a prerequisite to Algebra II.

School Board - Group of people elected to be in charge of the school district.

Superintendent - Person who manages the school district.

Suspend - Keep a student out of school for a short period of time for breaking rules.

Transcript - Official school report with a list of your grades in the subjects you studied in high school.

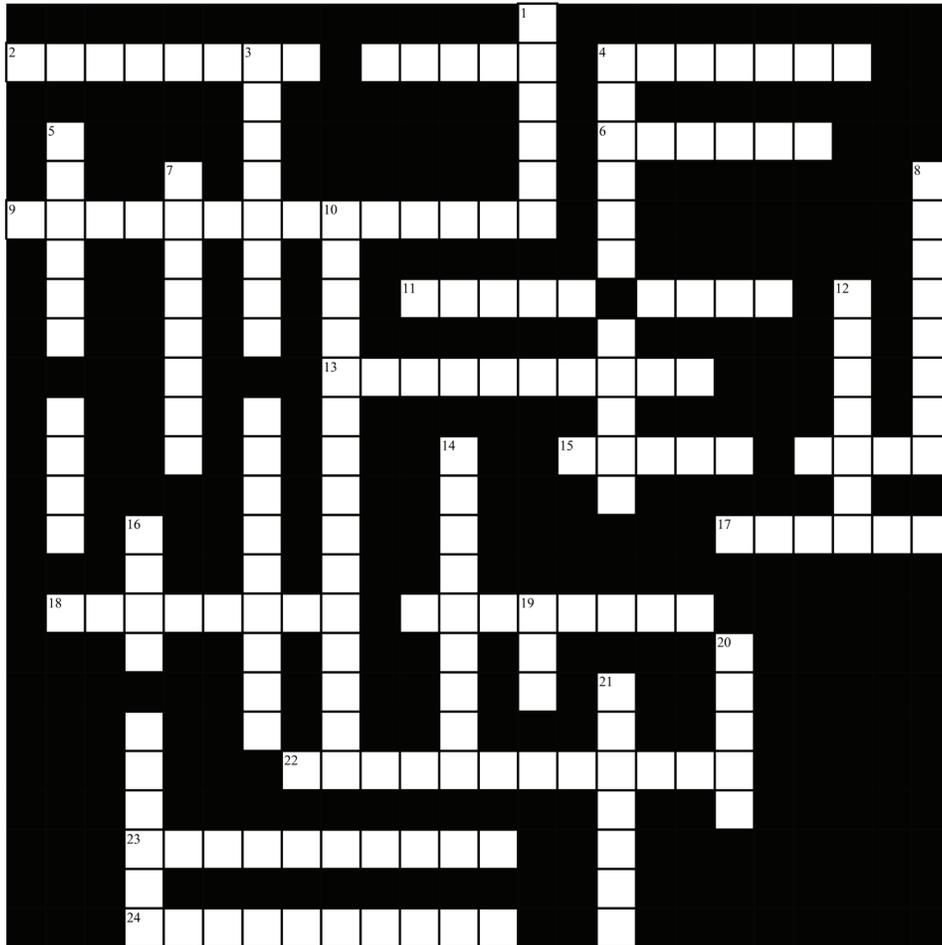
Transfer - Withdraw from one school or class and sign up for another.

Truant - Absent from school without permission.



Worksheet #8: Words for High School

Name: _____ Date: _____ Grade/Class: _____



Across

- 2 Program to recognize high school students who show achievement in scholarship, leadership, service, and character.
- 6 Physically abuse, humiliate, or ridicule new students or team members.
- 9 Person who manages the school district.
- 11 Arrange students from highest to lowest based on their grades.
- 13 Process students go through to get into college.
- 15 Set of rules that tell you what you can wear to school or school event.
- 17 Absent from school without permission.
- 18 Records show that you are doing what is needed to move forward toward graduation.
- 22 Course that you are required to take before taking a more advanced course.
- 23 Division of school that is related to a subject area.
- 24 Official school report with a list of your grades in the subjects you studied in high school.

Down

- 1 Recognition to show that you have completed a course; counts towards your graduation.
- 3 College-level courses you can take in high school.
- 4 Group of people elected to be in charge of the school district.
- 5 Number of courses, classes, or credits you take each semester or school year.
- 7 Withdraw from one school or class and sign up for another.
- 8 Meet the requirements to participate in sports, music, speech, and other school activities.
- 10 Activities outside of regular school classes.
- 12 Document that says you have successfully completed all the requirements to graduate from high school.
- 14 Training program for school employees.
- 16 High school course that counts toward college and high school graduation.
- 19 Average grade you earned, figured by dividing the grade points earned by the number of credits.
- 20 Remove a student from school for breaking rules.
- 21 Keep a student out of school for a short period of time for breaking rules.

Graduation Requirements in Montana

- A school district can establish its own requirements for graduation.
- The minimum graduation requirements are established by the Montana Board of Public Education.
- A student has to complete a minimum of 20 credits in order to receive a Montana high school diploma with 13 credits in the following courses:
 - 4 credits of English language arts
 - 2 credits of mathematics
 - 2 credits of science
 - 1 credit of arts
 - 2 credits of social studies
 - 1 credit of vocational/technical education.
 - 1 credit of health enhancement (1/2 credit per year)
- A unit equals one year of classes in the subject area.
- There are seven units of electives to fulfill the 20 unit graduation requirement.

MONTANA UNIVERSITY SYSTEM ADMISSION POLICIES

In order to improve students' preparation for college-level work, the Montana Board of Regents of Higher Education requires the following Minimum Core College Preparatory Program for students who wish to enter into a 4-year campus of the Montana University System. The Rigorous Core was created as an alternative to the mathematics proficiency expectations of the Montana University System. That Rigorous Core is also the criteria for the MUS Honors Scholarship.

ENGLISH

College Prep - 4 Years: In each year the content of the course should have an emphasis upon the development of written and oral communication skills and literature.

Rigorous Core - 4 years: In addition to the Minimum Core, a designated college-prep or research-writing course is recommended.

SOCIAL STUDIES

College Prep - 3 Years: The courses shall include Global Studies (such as World History or World Geography); American History; and Government, Economics, Indian History or other third year courses.

Rigorous Core - 3 years: As above, with the recommendation of an additional one half year or more of other courses such as psychology, humanities.

MATHEMATICS

College Prep - 3 Years: Courses shall include Algebra I, Geometry and Algebra II (or the sequential content equivalent of these courses). Students are encouraged to take a math course in their senior year.

Rigorous Core - 4 years: In addition to the Minimum Core, a course beyond Algebra II, or Integrated Math IV (such as Trigonometry, Pre-Calculus, Calculus, Computer Math, or Integrated Math VI.) All must have grades of "C" or better.

NOTE: If students take Algebra I in 8th grade, they must still complete 3 years of college preparatory math in high school.

LAB SCIENCE

College Prep - 2 Years: One year must be earth science, biology, chemistry, or physics; the other year can be one of those sciences or another approved college preparatory laboratory science.

Rigorous Core - 3 years: Typical Lab Sciences: Physical, earth science, biology, chemistry or physics.

Alternate Rigorous Core Math/Science Combination: Based on course availability, three years of mathematics, including a course beyond Algebra II, and four years of laboratory science may be substituted for the four years of math and three years of science requirement.

ELECTIVES

College Prep
2 Years:

World language (preferable two years),
Computer science,
Visual and performing arts, or
Vocational education.

Rigorous Core - 3
years chosen from
the following:

2 years of a World Language,
Computer Science
Visual and Performing Arts
Vocational Education



Worksheet #9: What Courses Should I Take?

Name: _____ Date: _____ Grade/Class: _____

Electives are courses you choose to take in high school. You are not required to take them. Electives provide you with great opportunities. Electives give you a chance to:

- ✓ Try something you have always wanted to do. For example, you might want to try drawing or want to know how to do basic repairs on a car.
- ✓ Learn skills you will need in the future. For example, most jobs and colleges require you to use basic computer programs and the Internet.
- ✓ Find subjects that interest you.
- ✓ Take courses to prepare you for your future career plans.
- ✓ Take courses related to your strengths.
- ✓ Prepare for admission to college. Taking electives show colleges you are willing to stretch your learning beyond the basics.

⇒ **Use the six-step model presented below to help you choose the course(s) to take.**

- ✓ Decisions can be changed. Today, you will decide to take a course. But, next semester or next year you may change your mind. That is okay. At least once a year, review the decisions you have made about your course plan.

⇒ **Complete each step by answering the questions. Write the responses on a separate sheet of paper.**

Step 1: Identify the decision to be made.

- ✓ Courses to take.

Step 2: Know yourself.

- ✓ What are your interests and preferences?
- ✓ What skills do you like to use?
- ✓ Review the information in your portfolio and career plan.
- ✓ What are your favorite subjects?
- ✓ What do you want to be when you grow up?
- ✓ What are your passions?
- ✓ Are you planning to go to college?

Step 3: List your options.

- ✓ What courses are you considering?

Step 4: Gather info about your options.

- ✓ What information will help you make your decision?

- ✓ What are the graduation requirements for your school?
- ✓ What are the suggested courses for the occupation(s) in which you have an interest? What are the admission requirements for the colleges in your state?
- ✓ What are your passions?

Step 5: Evaluate each option.

- ✓ What are the advantages and disadvantages for each course?
- ✓ How does each course relate to the information you gathered?
- ✓ What are consequences for taking each course?

Step 6: Make your decision.

- ✓ What course is best for you to take?



Worksheet #10: Should I Join?

Name: _____ Date: _____ Grade/Class: _____

Are you bored? Sick of watching YouTube videos on your phone? Want to be with people your own age? Take some time to see what is out there for you to join. Schools and communities offer several extracurricular activities for middle school students.

⇒ **Consider volunteering and doing community service.**

Benefits of extracurricular activities

✓ So, what is in it for you?

1. Explore your interests.
2. Spend time with people who share your interests.
3. Find new friends.
4. Meet people who are different from you.
5. Learn about different occupations.
6. Gives you something to do.
7. Learn how to work with others.
8. Learn to manage your time.
9. Looks good on college, scholarship, and job applications.

✓ Students who participate in extracurricular activities tend to develop good study habits and get better grades. Because the students are busy, they are less likely to smoke, drink, or use drugs.

Find the right activity

⇒ **Learn about the activities that are offered in your school and community. Ask other students about their experiences. Think about your interests, skills, and time. Ask yourself the following questions.**

1. What are my interests?
2. What new skills do I want to learn?
3. Am I taking a class that requires extra study time?
4. Do I need to focus on my grades?
5. How will I get to and from the activity?
6. Will I get the sleep I need?
7. Will I have time to relax?
8. Will I have time to spend time with my family?

Should I join?

⇒ **Think of two or three activities or clubs you might join. Talk with activity advisors and coaches. Ask questions to get information you need to make a decision about which activity to join. Fill out a sheet for each of the activities.**

What activity are you thinking of joining?

Who is the advisor, coach, or sponsor of this activity?

⇒ **Talk with the advisor, coach, or sponsor to get answers for the following questions.**

1. Do I have to be a certain age or in a certain grade to join the activity?

2. Are there fees to join? How much are they? Are there fees for travel, food, uniforms, or other expenses? Will I be required to help raise money? _____

3. Do I need a physical to join the activity? _____

4. Do I have to get certain grades to join or stay in the activity? _____

5. How much time is this activity going to take? How often will the group meet, practice, or travel?

6. Are you going to join? Why or why not?

Thoughts and reflections

⇒ **You can store your reflections in two places.**

- ✓ Enter and save your thoughts and reflections in the box by going to the MCIS Jr Home Page, Activity Map and Click on Should I join?
- ✓ If you use a paper portfolio, write your thoughts on a separate piece of paper and keep it in your folder.

⇒ **After you finish the activity, think about what you have learned.**

- ✓ What are two activities, clubs, or hobbies you would like to try before you go to high school?



Worksheet #11: My High School Course Plan

Name: _____ Date: _____ Grade/Class: _____

Take the next step in your career—create a course plan for high school. High school education is an important part of a career. A course plan is like a giant action plan. When you create your course plan, you will set short-term and long-term goals. A short-term goal might be to successfully complete Algebra I. A long-term goal would be to graduate from high school.

Remember, you can change your mind about the courses to take in high school. Each school year, review your plan.

⇒ ***Making a course plan for one year or for many years requires preparation and decision-making. Gather the following information.***

- ✓ List of subject areas your school uses.
- ✓ List of courses you have to take (required courses) and courses you can choose to take (elective courses).
- ✓ High school graduation requirements.
- ✓ Printout of your CIS portfolio Account.
- ✓ Your career plan.
- ✓ Admission requirements for colleges in your state.

⇒ ***Once you have gathered the information, the first step is to fill in the Course information plan.***

⇒ ***The next step is to fill in your High school course plan. Use the Course information plan to guide you.***

⇒ ***You can store your plan in two places.***

- ✓ Enter and save your course information by going to the MCIS Jr Home Page, Activity Map and Click on My high school course plan, and fill in the Course planner.
- ✓ If you use a paper portfolio, save the High school course plan below and keep the handout in your folder.

Course Information

Subject area	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career plan, career cluster(s) and/or occupations	Courses required to get into high school

Course Information

Subject area	Required courses and/or graduation requirements	Elective courses offered at my school	Recommended courses from career plan, career cluster(s) and/or occupations	Courses required to get into high school

My high school course plan

9 th grade	10 th grade	11 th grade	12 th grade
Activities	Activities	Activities	Activities

Congratulations!

You have completed the
MCIS Jr. Workbook!

Now that you have completed the MCIS Jr. workbook, you should have a good idea of the kinds of occupations you are interested in. You should have a plan in place for what classes you need to take in high school. Now that you know how to navigate MCIS Jr. you can continue on with your career planning and exploration into high school, college, and beyond.

Notes:

Notes:



Montana Department of
LABOR & INDUSTRY



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