Curriculum in MCIS

English/ Language

Montana Department of
LABOR & INDUSTRY
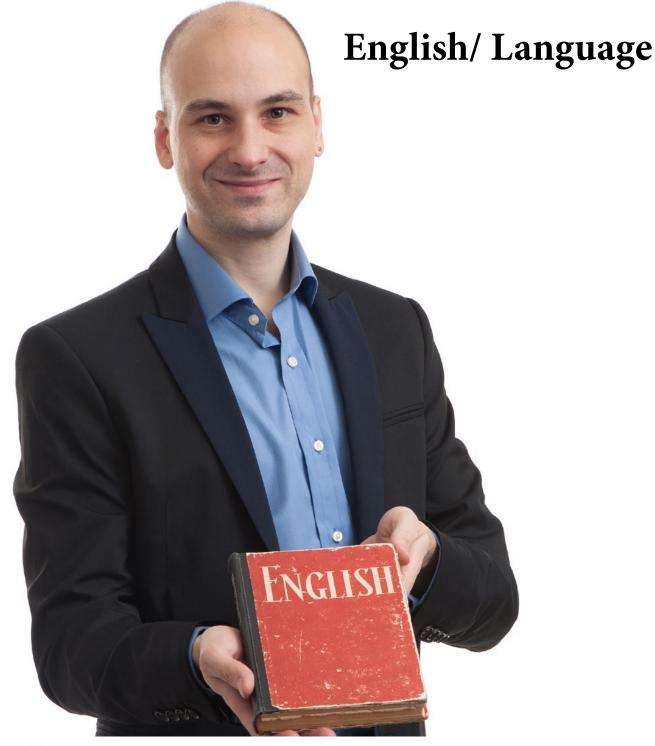
English/ Language Curriculum in MCIS

Getting Started 8th and 9th Grade: 16 Worksheets
Career Cluster Insights
Career Cluster Mobiles
Correcting Stereotypes
Data, People Things
Design Your Own Interest Card Sort
Designing Me
Evaluate My Occupation Options
Evaluate My Program of Study Options
Fan Mail
Introduction to the World of Work
Lifelong Learning and Change
My Career Genogram
My Life Rainbow and Story
Pyramid of Needs
Research My Options
Set Goals

Looking Deeper 10th and 11th Grade: 23 Worksheets
Career Cluster Insights
Compare and Contrast Schools
Correcting Stereotypes
Design Your Own Interest Card Sort
Designing Me
Fan Mail
Is Self-Employment for Me?
Job Search Materials
Juggling My Options
Junior Year College Planning Checklist
Lifelong Learning and Change
Looking Inward
My Career Genogram
My Career Interests
My Life Rainbow and Story
My Work Values
Practicing Positive Interaction
Presenting Yourself in Person
Presenting Yourself on Paper
Pyramid of Needs
Selecting a College
Test Preparation and Practice
The Law at Work

Next Steps 12th Grade: 14 Worksheets

Compare Schools
In-depth Occupational Research Project
Job Search Materials
Make a Resume
My Accomplishments
My Graduation Plans
My Job Search Plan
Practicing Positive Interaction
Presenting Yourself in Person
Presenting Yourself on Paper
Senior Year College Planning Checklist
Test Preparation and Practice
The Law at work
Write a Cover Letter

English/Language Curriculum in MCIS

Activity	Getting Started 8th and 9th Grade	Looking Deeper 10th and 11th Grade	Next Steps 12th Grade
Career Cluster Insights	x	x	
Career Cluster Mobiles	x		
Compare and Contrast Schools		x	
Compare Schools			x
Correcting Stereotypes	x	x	
Data, People Things	x		
Design Your Own Interest Card Sort	x	x	
Designing Me	x	x	
Evaluate My Occupation Options	x		
Evaluate My Program of Study Options	x		
Fan Mail	x	x	
In-Depth Occupational Research Project			x
Introduction to the World of Work	x		
Is Self-Employment for Me?		x	
Job Search Materials		x	x
Juggling My Options		x	
Junior Year College Planning Checklist		x	
Lifelong Learning and Change	x	x	
Looking Inward		x	
Make a Resume			x
My Accomplishments			x
My Career Genogram	x	x	
My Career Interests		x	
My Graduation Plans			x
My Job Search Plan			x
My Life Rainbow and Story	x	x	
My Work Values		x	
Practicing Positive Interaction		x	x
Presenting Yourself in Person		x	x
Presenting Yourself on Paper		x	x
Pyramid of Needs	x	x	
Research My Options	x		
Selecting a College		x	
Senior Year College Planning Checklist			x
Set Goals	x		
Test Preparation and Practice		x	x
The Law at Work		x	x
Write a Cover Letter			x

Career Cluster Insights

Theme and Level

Theme: Research Options, Evaluate Options
Level: Getting Started, Looking Deeper

At a Glance

Students conduct in-depth occupational cluster research and present findings to the class.
Time: 200 minutes (across four days).

Essential Questions

- What binds the occupations within a cluster?
- What cluster interests me most?

Preparation

- Reserve computer lab with computer projector enabled for Day One
- Set up computer projector with classroom computer for Days Two-Four
- Establish CIS portfolios before this lesson
- Familiarize yourself with CIS Occupations and occupational clusters found in the Clusters Index in Occupations
- Print *Student Presentation Evaluation Worksheet*, enough copies so that each student can evaluate each of their peers

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Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to familiarize them with occupational clusters.
2. Ask students to define the term "career cluster."
3. Show PPT Slide 2. Define career cluster.
4. Introduce and review CIS Occupations and the occupational clusters.
5. Demonstrate how to find career cluster information.
6. Facilitate a discussion about the types of occupational questions answered in CIS.

7. Make a list of additional questions students would like to have answered. Write these on the board.
8. Show PPT Slide 3. Explain the assignment:
   ○ Students individually identify a cluster of interest by writing it on a small piece of paper with their names.
   ○ Instructor then assigns students to cluster research areas.
   ○ Students research occupational clusters either individually or in groups (for example, if only one person is interested in a given cluster, then that "group" will have only one member.)
   ○ Each cluster group will use various resources to research the cluster: the Internet, library resources, or personal or phone interviews.
   ○ Each individual or group will create a PowerPoint or other electronic presentation to introduce their cluster to the class, lasting five-ten minutes.
   ○ Presentations must address what binds the occupations within the cluster.
   ○ Members in a group may research various occupations within a cluster.
   ○ Presentations must meet content, quality, and time limits identified on the *Student Presentation Evaluation Worksheets*.
   ○ The assignment also includes peer evaluation, using the *Student Presentation Evaluation Worksheet*. Remind students to write specific comments.
9. Using Slide 4, review the *Student Presentation Evaluation Worksheet*.
10. Support students as they conduct needed research.
11. Schedule the group presentations for specific days and times.

Days 2-4

1. Students conduct presentations.
2. After the groups have all given their presentations, ask students to identify the most important thing that they learned while participating in this assignment.
3. Show Slide 5. Discuss.

Variations and Accommodations

- Recruit adults representing the occupations presented to evaluate student presentations.
- Organize students by Career Pathways versus clusters for research and presentations.
- Assign students to use their group's class presentation as a story-board to create a video, to be evaluated by peers and the teacher.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Career Cluster Insights Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What career clusters interest you now?** text box in Research Options

- **What did you learn about yourself from the career research you completed?** text box in Evaluate Options

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer and projector with CIS access for Days Two-Four
Career Cluster Insights (PPT)
Student Presentation Evaluation Worksheet (PDF)
Student Presentation Evaluation Worksheet (DOC)
Career Cluster Insights Scoring Guide (PDF)
Career Cluster Insights Scoring Guide (DOC)

Theme and Level

Theme: Research Options
Level: Getting Started

At a Glance

Students learn about and explore career clusters then create and share career cluster mobiles.
Time: 75 minutes.

Essential Questions

- What careers, clusters, and occupations interest me?

Preparation

- Reserve computer lab with projector
- Establish CIS portfolios before this lesson
- Familiarize yourself with CIS Occupation Clusters, found in CIS Occupations under Cluster Index tab
- Review PowerPoint presentation
- Gather hangers, hooks, string, cards, art supplies for mobiles
- *Optional*: Print sample table from Slide 8 as a worksheet if desired

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about career clusters and identify clusters and occupations of interest.
2. Show PPT Slide 2. Introduce the words "job", "occupation", "cluster", and "career." Discuss the meaning of each word with the class. (Definitions can be found on Slide 4.)
3. Ask for an example of a job and a related occupation from each student. Record these on the board. For example, a job would be a character animator for Entertainment Arts, and the occupation would be Cartoonist and Animator.
4. Show PPT Slide 3. Discuss with students the concept of a career. For example, compared with a job or occupation, a career is the combination of learning and work that a person pursues during their life. Refer again to the definitions. Discuss the sample career, which is Educator.

5. Show PPT Slide 4. Review the formal definitions of the terms introduced above.
6. Ask students to define cluster.
7. In pairs or small groups ask students to work out ways of grouping the list of occupations generated earlier into clusters on the basis of some similarities.
8. Ask groups to share their clusters and the basis for them. Discuss.
9. Show PPT Slides 5 and 6. Introduce students to the 16 clusters, which are based on similar functions or tasks done in those occupations.
10. Show PPT Slide 7. Ask each student or pair of students to make a mobile for one cluster, with the cluster heading as a dominant piece and a minimum of eight occupations on the mobile. Ensure that each cluster is covered.
11. Ask students to log into CIS using their personal usernames and passwords.
12. Instruct students to research the relevant occupations by using CIS Occupations and then selecting the Clusters Index, rather than the default Titles Index.
13. Display the mobiles and ask students to share information about their mobiles.
14. Ask students to find the mobiles that interest them most and note the cluster names and a minimum of six occupations for further investigation.
15. Ask student to create a table that compares six occupations of interest and write three sentences about what they learned from this experience.
16. *Optional*: Use the sample table from Slide 8 as a worksheet if desired.

Variations and Accommodations

- Mobiles can be made with drawings or as collages from magazines.
- Display mobiles at a career event or parents' evening at which careers are the focus.
- Run a competition for the best mobile on the basis of class votes or invited judges, such as a counselor.
- Students needing special assistance should be paired with a helpful partner for the activity.

Assessment

Use the *Career Cluster Mobiles Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What occupations interest you now?** and **What career clusters interest you now?** text boxes in the Research Options section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Career Cluster Mobiles (PPT)
Career Cluster Mobiles Scoring Guide (PDF)
Career Cluster Mobiles Scoring Guide (DOC)
Hangers, hooks, string, cards, art supplies

Compare and Contrast Schools

Theme and Level

Theme: Make Plans
Level: Looking Deeper

At a Glance

Students research three post-secondary schools that interest them then design a brochure for the school and program of study that most interests them.
Time: 125 minutes.

Essential Questions

- What's most important to me in a post-secondary school?
- What school best matches criterion of importance to me?

Preparation

- Reserve computer lab with computer projector enabled
- Coordinate student access to resources necessary for the activity (for example, use of high school career center for college catalogs and guides to colleges)
- Establish CIS portfolios before this lesson
- Print *Compare and Contrast Schools Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them learn to be smart college shoppers.
2. Show PPT Slide 2. Explain to students that the choice of a post-secondary school is as important as the choice of a career goal, and this lesson will help them learn to use a process of comparing schools.
3. Tell students: "The college you attend must offer what you want to learn in an environment that is conducive to your learning. Post-secondary schools are very different than high schools, typically with many choices, considerations, and opportunities to explore."
4. Show PPT Slide 3. Explain that, in this activity, they will be gathering, analyzing, evaluating and summarizing information on three colleges or technical schools of their choice.

5. Ask students to log into CIS using their personal usernames and passwords.
6. Show students how to access post-secondary school information using CIS U.S. Colleges & Universities files (and State Colleges, if available) and Undergraduate School Sort (found in either Colleges component).
7. Ask student to print information on these colleges or technical schools. The printouts should include information from the following topics: General Information, Schedules and Policies, Admissions, and Costs and Financial Aid, as well as program information relevant to the student.
8. If you have access to other resources, tell students that additional information is available in college catalogs, guides to colleges, and on the Internet.
9. If information is gathered primarily from the Internet, ask students to obtain a copy of the current college catalog for at least one of these schools. They may be able to borrow one from the career center at your high school or, if time permits, write to the school requesting one. Alternately, students can identify where a reference copy is available.
10. Show PPT Slide 4. Distribute the *Compare and Contrast Worksheets* and ask students to summarize the information they gather on these worksheets.
11. Explain that they may acquire a lot of information about programs of study that they can summarize by using cluster headings, or from which they can select a range, including those which interest them.
12. Show PPT Slide 5. Ask students to individually design a promotional brochure, video or audio presentation for a post-secondary school of particular interest to them. The resulting material should feature factors that made the school appealing to them and persuade others to attend. Encourage students to use graphics, illustrations, and computer art and design.
13. Display the brochures, videos or audio presentations upon completion, and allow time for students to review them.

Variations and Accommodations

- Invite high school counselors, career center staff, university or community college liaisons or admissions staff to talk with students about further education and training opportunities. Ask the speakers to talk about how to research programs of study and the best ways to prepare for further education and training.
- Use the brochures at a career event or parents' evening with a career theme.
- Arrange for students to present their brochures and speak about them to another class.
- Work one-on-one with any student needing special assistance or assign students to work in pairs or groups on this activity to assist any students with special needs.

Assessment

Use the *Compare and Contrast Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your educational plans after high school?** text box within the Make Plans, Education Plans section of Career Plan.

Materials

Computer lab with a projector and CIS access
Compare and Contrast Schools (PPT)
Compare and Contrast Schools Worksheet (PDF)
Compare and Contrast Schools Worksheet (DOC)
Compare and Contrast Schools Scoring Guide (PDF)
Compare and Contrast Schools Scoring Guide (DOC)
Optional: College catalogs and guides to colleges

Compare Schools

Theme and Level

Theme: Research Options
Level: Next Steps

At a Glance

Students conduct interviews to learn first-hand about schools of interest.
Time: 75 minutes, across two days.

Essential Questions

- What can I learn about school of interest by talking with school representatives?

Preparation

- Secure computer lab with PC projector and CIS access
- Find a college, community college or proprietary school representative who is willing to visit your classroom and be interviewed by you to demonstrate informational interview.
- Make copies of the *Compare Schools Worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to become more decisive about schools by conducting research and interviewing individuals working in these schools.
2. Introduce a sample interviewee to the class and conduct the sample school interview.
3. Allows students to ask questions of the presenter.
4. Allow 20 minutes for this activity.
5. Show PPT Slide 2. Tell students that face-to-face and telephone interviewing are important and useful adjuncts to career information. They provide "real life" perspective on the school that is hard to achieve away from the school setting, and sometimes the interviewee shares unique attributes and stories about the school that CIS and other sources may not provide.
6. Show PPT Slide 3. Distribute the *Compare Schools Worksheet*, explain the assignment and review the instructions.
7. Tell students that this activity will help them learn detailed information about the schools they are presently considering and hopefully begin to prioritize these schools.

8. Begin the worksheet completion in class; using CIS, walk students through the comparison process for three schools.
9. After 15 minutes, break students into pairs to discuss what they have learned using CIS for five minutes.
10. Assign worksheet completion as a homework assignment. Tell students that, ideally, they would meet school representatives face-to-face to complete this assignment, however, given that some of the schools they are considering may be in remote communities, it could prove impossible to meet all three representatives.
11. Instruct students to call those they cannot visit face-to-face,
12. Provide students a time frame to complete the remainder of the worksheet and interviews.
13. Inform students that they will create either a written or an oral presentation of their findings.
14. Show PPT Slide 4. On a subsequent day, upon completion of the worksheets and interviews, lead a class discussion about these interviews. Be sure to discuss:
    ○ How were these schools different than you expected?
    ○ What was your most surprising finding?
    ○ How did this project influence your consideration of these schools?
15. Show PPT Slide 5. Have students post thoughtful reflections detailing what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be paired with a helpful class member for this activity.
- Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
- Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the schools.
- This assignment could be distributed at the end of junior year, so students would have the summer to gather the data as they conduct college visits. Steps 14 and15 would then occur early senior year.

Assessment

Use the *Compare Schools Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the test box within the Next Steps: Research Options section of Career Plan. The **What training programs and schools interest you now?** text box needs to be completed.
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Materials

Computer lab with a projector and CIS access

compare Schools (PPT)
Compare Schools Scoring Guide (PDF)
Compare Schools Scoring Guide (DOC)
Compare Schools (PDF)
Compare Schools (DOC)

Theme and Level

Theme: Evaluate Options
Level: Getting Started, Looking Deeper

At a Glance

Students review various media to locate examples of gender stereotypes and bias then design revisions to eliminate bias in the examples.
Time: 100 minutes (across two class periods).

Essential Questions

- Where and how are stereotypes displayed?
- What can I do to eliminate stereotypes?

Preparation

- Reserve computer lab with computer projector enabled for Day One
- Set up computer projector with classroom computer for Day Two
- Ensure classroom and lab have sufficient open space for activity
- Establish CIS portfolios before this lesson
- Prior to activity ask students to bring in their favorite music, taped TV shows or movies, DVDs, video games, Youtube videos, magazines, books, or other publications that include examples of stereotypes
- Collect additional examples of media containing stereotypes
- Provide necessary equipment for groups to play music, videos, DVDS, video games, etc
- Print *Correcting Stereotypes Worksheet,* one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them recognize gender stereotyping, particularly as it relates to careers.
2. Divide the class into groups of four. Distribute various forms of media described above to the

groups for review. Assign students to spend fifteen minutes locating as many examples of stereotypes as possible as they listen to, watch, or read their assigned media.

3. Show PPT Slide 2. Distribute the *Correcting Stereotypes Worksheets* and ask students to briefly describe their examples on the worksheet in the first column.
4. Collect and redistribute the worksheets to different groups.
5. Ask groups to revise the first examples to present an unbiased portrayal, recording it in the second column. Advise groups to log into CIS and use CIS Occupations to create unbiased occupational descriptions.
6. Ask each group to select its most clever revision to present to the class.
7. Facilitate a class vote on the best revision.
8. Discuss what students have learned.
9. Show PPT Slide 3. Review the assignment: Students are to interview a family member, friend or neighbor about their perceptions of how women are portrayed on television (versus how men are portrayed) before Day Two.
10. Assign students to briefly summarize the results on paper to present to the next session of this class.

Day 2

1. Students share and discuss interview summaries.
2. Discuss the impact of the media on people's stereotypical attitudes.
3. Show PPT Slide 4. Lead students in a discussion on stereotyping in general, its meaning and impact on others, and ways that they can contribute to a decrease in stereotyping.

Variations and Accommodations

- Invite guest speakers from non-traditional careers to speak to the class on Day Two.
- Invite a media representative to talk to the class about stereotypes in the media.
- Students could use just one form of media to complete this assignment.
- Students could work in teams for this entire assignment.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Correcting Stereotypes Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Day Two
Electronic equipment needed to play media
Correcting Stereotypes (PPT)
Correcting Stereotypes Worksheet (PDF)
Correcting Stereotypes Worksheet (DOC)
Correcting Stereotypes Scoring Guide (PDF)
Correcting Stereotypes Scoring Guide (DOC)
Music, taped TV shows or movies, DVDs, video games, magazines, books, other publications

Data, People, Things

Theme and Level

Theme: Know Myself
Level: Getting Started

At a Glance

Students use the *Data, People, Things Checklist* to explore themselves in terms of work environments
Time: 50 minutes.

Essential Questions

- What work environment tasks do I prefer most?

Preparation

- Secure computer lab with computer projector enabled
- Make copies of the *Data, People, Things Checklist*, one per student
- Print one copy of the picture titled *Group of Teens, DPT Checklist*

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to teach them about work environment tasks and help them learn more about which kinds of tasks they enjoy most.
2. Hold up a newspaper (or Internet printout), a mechanical object, and the picture of teens talking around a computer. Ask students to indicate by a show of hands which of these resources they would like to use to learn about this subject.
3. Explain that the object they choose tells something about their preferences for work and learning tasks.
4. Show PPT Slide 2. Tell students we can describe and organize that the world of work into data, people and things.
5. Explain that every jobeven school work--requires a person to function in relation to data, people, and things. These relationships are identified and explained in the slide.
6. The three lists are arranged from simple to complex tasks, so that each successive relationship includes those that are simpler and excludes the more complex (the higher the number, the simpler the task). These relationships are referred to as "Worker Functions," and provide terms that describe how a person functions on a job.

7. Show PPT Slide 3. Distribute the *Data, People, Things Checklist* and review the instructions with students. Encourage students to carefully answer the items on the worksheet.
8. Show PPT Slide 4. Divide the class into three groups according to each student's dominant score: data, people or things.
9. Explain that all students will like bits of each broad worker functions, but they will likely enjoy one function than the others.
10. Ask groups to list career exploration and recreation activities that their "type" might prefer. Ask each group to appoint a reporter who then shares the group's findings with the full group.
11. Show PPT Slide 5. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Students could conduct job shadows or the class could visit data, people and thing type work environments then discuss the attributes of each when class reconvenes.

Assessment

Use the *Data, People Things Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What did you learn about yourself from this career assessment you just completed?** text box withinthe Getting Started: Know Myself section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Data, People, Things (PPT)
Data, People, Things Checklist Scoring Guide (PDF)
Data, People, Things Checklist Scoring Guide (DOC)
Group of Teens, DPT Checklist (PDF)
Group of Teens, DPT Checklist (DOC)
Data People Things Checklist (PDF)
Data People Things Checklist (DOC)

Design Your Own Interest Card Sort

Theme and Level

Theme: Know Myself
Level: Getting Started, Looking Deeper

At a Glance

Students create sortable cards to represent interests, hobbies and leisure activities that they enjoy, then identify and discuss how each of these fulfills specific needs or develops specific skills.
Time: 100 minutes (across two days).

Essential Questions

- What are my interests and how do these interests relate to who I am becoming?

Preparation

- Reserve computer lab with computer projector enabled
- Ensure classroom has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Print *My Interests Worksheet*, one per student
- Photocopy the interest card sorts created by students in session one before the second session
- Gather poster board, felt pens, scissors, and magazines, computer graphics or drawings if desired
- *Optional:* Make a sample interest card or project a sample card on PowerPoint slide

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students the goal of this lesson, which is to make a card game based on interests to help them explore their career interests.
2. Show PPT Slides 2-6. Discuss the terms interests, hobbies, leisure activities, and skills. Ask students how these terms relate to one another. (See the PowerPoint presentation for definitions.)
3. Compile a list of interests from the class and record them on the board. Aim for 50 to 60

interests.

4. Show PPT Slide 7. Explain to the class that they are to create an interest card sort. Demonstrate sample cards from previous years.
5. Tell them that each student will make one or two cards illustrating an interest area; for example, a picture of a racquet for the interest area of racquet sports tennis, racquet ball, badminton.
6. Discuss with the class the format you would like them to use words, drawings, computer graphics, magazine clippings, or a combination of these.
7. Tell students that they will use the interest card sort created by their cards as a way to conduct an informal career assessment. (You could use their cards with future classes as well.) Students will sort the cards according to how much the topic interests them.
8. Assign two or more items from the interest list to each student, and ask one student to create three sorting category cards ("Yes", "No", "Maybe" or similar wording). Distribute blank cards for students to use.
9. Collect the cards and photocopy enough sets for students to use individually or in groups.
10. Remember to keep some blank cards available for students who make errors or otherwise need extra cards.

Day 2

1. Give each student or group a copy of the interest card sort to use and a pair of scissors to cut out the cards. Explain that they will sort the cards into three piles ("Yes", "No", "Maybe") on the basis of whether they like to do the activity on the card or not, and if it interests them. They should aim to have at least 10 cards in their "Yes" pile. (Instruct students who have an interest that is not covered by the cards to write it on a blank card and add it to the "Yes" pile.)
2. Ask students to review their sort and move some cards if necessary. The "Yes" pile should then be prioritized according to their favorites and recorded as a list on the *My Interests Worksheet*, to be handed out later. Students will do the same for "Maybe" and note the top three.
3. Discuss why people choose certain activities (for example, family activity, learned at a camp), which needs these interest areas fulfill for the students (for example, creative expression, fitness, relaxation, challenge, meeting new people) and the benefits or skills gained by participating in interest areas (for example, new friendships, keyboarding skills).
4. Show PPT Slide 8. Distribute the *My Interests Worksheet* and ask students to complete it.
5. Divide the class into small groups and ask them to discuss the results of their worksheets: the skills they gained, the needs that the activity identified, and why they choose specific interests.
6. Encourage students to explore CIS Occupations to identify occupations that use these interests and skills.

Variations and Accommodations

- Create a picture-and-word interest card sort. Laminate some sets for students to take to an elementary class and work with students there on a one-to-one basis, explaining how to sort and assisting the students in recording their responses.
- Laminate several sets of the interest card sort for use with other groups or classes in the school. Students can explain their use to another teacher and other students.
- Students who have completed the *My Interests Worksheet* can work in pairs or small groups using CIS to find examples of the skills developed from the list of hobbies and leisure activities and ways they could be used in the workplace.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member.

Assessment

Use the *Design Your Own Interest Card Sort Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Design Your Own Interest Card Sort (PPT)
My Interests Worksheet (PDF)
My Interests Worksheet (DOC)
Design Your Own Interest Card Sort Scoring Guide (PDF)
Design Your Own Interest Card Sort Scoring Guide (DOC)
Poster board cut into 60-70 playing card size pieces (number will vary with class size)
Felt pens
Scissors
Optional: Magazines, computer graphics or drawings
Optional: Sample interest card

Theme and Level

Theme: Know Myself, Set Goals
Level: Getting Started, Looking Deeper

At a Glance

Students complete statements about themselves, which they use in conjunction with a chosen media to create depictions of themselves. They also identify some short-term goals from these depictions.
Time: 100 minutes (across two days).

Essential Questions

- Who am I becoming?
- What goals will help me become who I want to be?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- Print *Designing Me Worksheet*, one per student
- Obtain a pattern, blueprint, or schematic with visuals showing stages of construction
- *Optional:* Prepare or obtain samples of designs to use instead of Slide 5
- *Optional:* Gather materials for working on the designs in class (paper, magazines for cutting, markers, glue, paste, scissors, etc.)

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goal of this lesson is to help students become more aware of and then portray artistically who they are becoming.
2. Show PPT Slide 2. Introduce students to the activity by explaining that each individual is unique. Lead a discussion about the fact that each person develops a singular approach to life.
3. Show PPT Slide 3. Distribute the *Designing Me Worksheets*, explaining how to complete them. Tell students to complete the worksheet alone, and not to ask other students for input. This worksheet is meant to be private; no one except the teacher will see the results. Advise students

to focus on non-physical aspects.
4. Allow time for students to complete the worksheets.
5. Show PPT Slide 4. Inform students that they will use the information from the *Designing Me Worksheets* to create a depiction of themselves in the past, present, and future.
6. Tell them that they will be asked to explain their project.
7. Give them any guidelines for media that you have decided upon.
8. Show PPT Slide 5. Discuss this sample design.
9. Lead a discussion about how a design or plan becomes a reality.
10. Display a pattern, blueprint, or schematic and follow it, with visuals, through progressive stages of construction until the end product is seen. Note students' comments about this process on the board.
11. Tell students the due date for the assignment.
12. Plan to collect these designs on the due date and display them during the following week.
13. Advise students that they should come prepared to make a three-five minute presentation on their designs.

Day 2

1. Display students' projects without names. Ask the class to view them and consider which belongs to whom.
2. Place a comments sheet below each design. Tell students to note any questions or respectful comments that they have on these sheets.
3. Ask students to make presentations and answer questions and address comments about their designs.
4. Explain to students that the way we "design" our lives to achieve what we want is to set goals for ourselves.
5. Show PPT Slide 6. Discuss the definition of a goal.
6. Ask students to select three aspects of their designs in which to set at least one short-term goal and identify the steps needed to achieve it.
7. Ask students to prepare a written explanation of their reasons for choosing these goals and their plans for reaching them.

Variations and Accommodations

- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use the *Designing Me Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the following sections of Career Plan:

- **What do you know about yourself - your characteristics, interests and preferences?** text box in Know Myself
- **Write the goal you set, whether personal, academic, or career,** in the appropriate text box in Set Goals

Materials

Classroom with computer and projector with CIS access
Designing Me (PPT)
Designing Me Worksheet (PDF)
Designing Me Worksheet (DOC)
Designing Me Scoring Guide (PDF)
Designing Me Scoring Guide (DOC)
Pattern, blueprint, or schematic with visuals showing stages of construction
Optional: Samples of designs
Optional: Paper, magazines for cutting, markers, glue, paste, scissors

Evaluate My Occupation Options

Theme and Level

Theme: Evaluate Options
Level: Getting Started

At a Glance

Students weigh occupational factors of importance to them in order to prioritize occupations of interest.
Time: 50 minutes.

Essential Questions

- What occupation best match my priorities?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Borrow different types of cell phones from co-workers for this session so you have three to four phones
- Make copies of the *Evaluate My Occupation Options Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn to evaluate and weigh one's priorities when thinking about occupations of interest.
2. Hold up the sample phones and ask students, "If you won a contest that offered you your choice of a free cell phone from any provider for two years, how would you choose?"
3. Let students discuss this quandary. If it does not surface in the conversation, volunteer that you would likely want to know the value of each and positive and negative factors of each. Tell students it is difficult to choose when you do not have enough information, and this is true in career choice. To make good choices requires ample information. However, when you have tons of information, it becomes to sort through all the factors and weigh your options. This activity will teach you one way to weigh your options. You can use the process you learn in this lesson for other life decisions.
4. Show PPT Slide 2. Say, "So let's look at making that cell phone choice by first identifying what's important to us." Demonstrate the process of this lesson with the simple example on the slide.

Work through prioritizing by looking at the positive and negative factors and weighing them from your perspective.

5. Explain the parallel to career choice. You need to know what factors are most important to you before you can make a choice. Maybe it is wages or values, or location, or use of your favorite skillseveryone has unique priorities.
6. Ask students to share some things that are important to them in a career. Note that everyone has different factors of importance.
7. Show PPT Slide 3. Distribute the worksheet. Review the instructions. Provide students 15-20 minutes to complete these three steps. Ask students to stop after they complete page 1.
8. Show PPT Slide 4. Ask for volunteers who are willing to share their analyses with the class. Discuss the importance of knowing your priorities when making major decisions and setting goals. Have students enter reflections describing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
- Have students work in pairs to complete assignments. They can help each other consider factors, which may benefit less articulate students.
- Conduct discussion in pairs or small groups then report thoughts to full class.

Assessment

Use the *Evaluate My Occupation Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections in text boxes within the Getting Started: Evaluate Options section of Career Plan. The following sections need to be completed: **What did you learn about yourself from the research you completed?**, **What did you learn about how you set goals and make decisions from the research you completed?** and **What are your goals for this year?**

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Evaluate My Occupation Options (PPT)
Evaluate My Occupation Options Scoring Guide (PDF)
Evaluate My Occupation Options Scoring Guide (DOC)
Evaluate My Occupation Options (PDF)
Evaluate My Occupation Options (DOC)

Evaluate My Program of Study Options

Theme and Level

Theme: Evaluate Options
Level: Getting Started

At a Glance

Students weigh program of study factors of importance to them in order to prioritize training program options.
Time: 75 minutes.

Essential Questions

- What programs of study best match my priorities?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *Evaluate My Program of Study Options Worksheet*, one per student

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Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to evaluate and weigh one's priorities related to programs of study.
2. Ask students, "If you were going to the ocean, how would you go?" Allow them to answer then say, "Multiple routes can be taken to reach the ocean, and multiple modes of transportation can be used to get there. There is no "correct" route. Each route offers unique options, but if you were going to the ocean, you would evaluate these options carefully."
3. Show PPT Slide 2. Say, "Selecting a program of study is like selecting the route to your career. You must evaluate each route and its characteristics to make the right decision for you."
4. Show PPT Slide 3. Distribute the worksheet. Review the instructions for Steps 1-6. Show students how to use CIS to find key information (Occupations, then Related Programs, then Programs of Study specifics). Provide students 20 minutes to complete these steps. Ask students to stop after they complete Step 6.
5. Show PPT Slide 4. Ask for student volunteers to share the goals they wrote. Classmates should provide encouraging and supportive feedback related to these goals.

6. Show PPT Slide 5. Ask students to answer the questions in the boxes on page two of the worksheet (Step 7). Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Evaluate Options section of Career Plan.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet as a homework assignment to save time and provide an opportunity for parent/guardian input and assistance.
- Complete worksheet with programs and schools instead of occupations and programs for those who know the program but not the school they want.
- Place students in pairs or in small groups during the lesson rather than whole group.

Assessment

Use the *Evaluate My Program of Study Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Evaluate Options section of Career Plan. Complete the following boxes: **What did you learn about yourself from the research you completed?** and **What did you learn about how you set goals and make decisions from the research you completed?**

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Evaluate My Program of Study Options (PPT)
Evaluate My Program of Study Options Scoring Guide (PDF)
Evaluate My Program of Study Options Scoring Guide (DOC)
Evaluate My Program of Study Options (PDF)
Evaluate My Program of Study Options (DOC)

Fan Mail

Theme and Level

Theme: Evaluate Options
Level: Getting Started, Looking Deeper

At a Glance

Students identify qualities and skills used by famous people and compare these skills to worker skills and abilities. Students also identify and research occupations that utilize admired qualities and skills.
Time: 100 minutes.

Essential Questions

- What skills do I appreciate or admire in others and what occupations use these?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- Read *Presenting SKILLS to Students*, found in Tools for Counselors and Teachers under Guides and Instructional Notes
- Print *SKILLS Worksheet* (found in SKILLS) and *Fan Mail Worksheet,* one each per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn more about skills they value and identify occupations that use these skills.
2. Ask each student to choose a famous person (current or historical) or a character from fiction that they admire.
3. Show PPT Slide 2. Instruct students to write a fan mail letter to this famous person describing what qualities and skills they admire in the person. Remind students to be descriptive and specific, and not to use general terms like "you're fantastic, wonderful, awesome" etc. Share examples of skill words. Encourage students to log into CIS and use CIS Occupations to research the famous person's occupation, particularly the Skills and abilities section.
4. Distribute the *Fan Mail Worksheets* to students, and ask them to complete parts 1 and 2.
5. Upon completion, ask a few students to share their answers with the class.
6. Distribute the *SKILLS Worksheets*. Ask students to compare the qualities and skills they have

listed for their famous person with the skills listed on the *SKILLS Worksheet*, adding any additional skills that they had not considered.

7. Ask students to record the SKILLS numbers on the *Fan Mail Worksheet*, prioritizing by which skills they admire most. They should try to have at least half of the 35 blanks in the SKILLS Summary section on the *SKILLS Worksheet* filled.
8. Show PPT Slide 3 and demonstrate how to post skills using the SKILLS assessment. Direct students to enter these skills into SKILLS.
9. Ask students to click Rate Skills then print the *Top 30 Occupations list, which are occupations that match the skills they admire most.
10. Instruct students to research any occupations that interest them.
11. Facilitate discussion of the activity.
12. *Optional:* Ask students to complete their own SKILLS worksheet. Then use the assessment, interpret the results, and research occupations.

Variations and Accommodations

- Ask students to imagine that they have received fan mail from a person that likes and admires them. Assign students to write a letter from this person to themselves that expresses what this fan admires about them.
- Students needing special assistance should be paired with a helpful partner for the activity, or students can work in groups.

Assessment

Use the *Fan Mail Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Fan Mail (PPT)
Fan Mail Worksheet (PDF)
Fan Mail Worksheet (DOC)
Fan Mail Scoring Guide (PDF)
Fan Mail Scoring Guide (DOC)

In-depth Occupational Research Project

Theme and Level

Theme: Research Options
Level: Next Steps

At a Glance

Students conduct informational interviews to learn about occupations first-hand.
Time: 75 minutes, across two days.

Essential Questions

- What can the workplaces teach me about the occupations I am considering?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Find a person with a unique career who is willing to visit your classroom and allow you to interview him or her in a demonstration informational interview.
- Make copies of the *In-depth Occupational Research Project Worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to crystallize occupations of interest by interviewing individuals working in these occupations.
2. Introduce sample interviewee to the class.
3. Conduct sample informational interview.
4. Allow students to ask the presenter questions.
5. Allow 25 minutes for this activity.
6. Show PPT Slide 2. Tell students that informational interviewing is an important and useful adjunct to the formal career information they have used to date. It provides that "real life" perspective on the occupation that is hard to get out of the occupation setting, and sometimes the interviewee shares unique qualities of the occupation that CIS and other sources may not address.

7. Show PPT Slide 3. Distribute the *In-depth Occupational Research Project Worksheet* and review the instructions.
8. Tell students that this activity will help them learn some unique information about the occupations they are presently considering.
9. Assign the worksheet completion as a homework assignment. Tell students that they are to meet face-to-face with the individual they select if possible and students should consult with you if this seems impossible to achieve. (Make alternative arrangements for occupations that do not exist in your community.)
10. Show PPT Slide 4. Demonstrate where the informational interview questions are in CIS.
11. Assign students to use CIS now to select their six questions and write these on the table on their worksheets where indicated.
12. Provide 10 minutes for this activity.
13. Show PPT Slide 5. Ask students to break into triads and share their six questions and discuss any questions they may have about the interviews.
14. Ask students to report their ideas and questions to the full class. Discuss these.
15. Show PPT Slide 6. On a subsequent day, after students conduct their interviews, lead a class discussion about these interviews. Be sure to discuss:
    ○ How were the occupations different from you expected?
    ○ What was the biggest surprise in the work setting?
    ○ How did this influence your consideration of this occupation?
16. Show PPT Slide 7. Have students post thoughtful reflections about what they learned about themselves in their CIS portfolios, in the Next Steps: Research Options section of Career Plan.

Variations and Accommodations

- Pair students needing special assistance with a helpful class member for this activity.
- Worksheet could be completed by phone in class, given adequate quiet spaces for calling.
- Post the completed worksheets around the classroom for all students to view. Attach pictures of the individuals interviewed or the occupation.
- Class could select six professional to come to class for informational interviews, from among occupations of common interest to students in the class.

Assessment

Use the *In-depth Occupational Research Project Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Next Steps: Research Options section of Career Plan. The following boxes need to be completed: **What occupations interest you now?** and **What are the preparation requirements for occupations that interest you now?**
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Materials

Computer lab with a projector and CIS access
In-depth Occupational Research Project (PPT)
In-depth Occupational Research Project Scoring Guide (PDF)
In-depth Occupational Research Project Scoring Guide (DOC)
In-depth Occupational Research Project (PDF)
In-depth Occupational Research Project (DOC)

Introduction to the World of Work

Theme and Level

Theme: Research Options
Level: Getting Started

At a Glance

Students play a game to learn about John Holland's personality typology, their own Holland Personality Type, and occupations that correspond to their types.
Time: 50 minutes.

Essential Questions

- What is my Holland Personality Type?
- What occupations match my Holland Personality Type?

Preparation

- Secure computer lab with computer projector enabled and CISaccess
- Make copies of the *Introduction to the World of Work Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to introduce Holland's Personality Typology and help them learn about their own Holland Personality Type and occupations that match their type.
2. Show PPT Slide 2. Explain each of the six types and distribute the *Introduction to the World of Work Worksheet.*
    - Realistic- the "doers," get a lot done, physical, often shy, like to work alone, athletic
    - Investigative- the thinkers, problem-solvers, like science, discovery, and math
    - Artistic- the creators, imaginative, artsy, musical, dancers
    - Social- the helpers, like to assist and care for others, nurses, teachers
    - Enterprising- the persuaders, salespeople, lawyers, managers, very effective convincing others
    - Conventional/clerical- the organizers, good with details and organizational tasks, filing, tidying, organizing

3. Ask students to listen as you read the directions on the worksheet. Ask students to follow the directions carefully. Provide students ten minutes to work. Ask students to stop after they complete Step 6.
4. Show PPT Slide 3. Review the CIS Assessment Link and how to find occupations that match types, as the worksheet instructs.
5. Ask students to complete steps 7-11 of their worksheet using CIS information and the Assessment Link.
6. Show PPT Slide 4. Ask students to break into groups of four to discuss their learning for five minutes:
    ○ What did you learn about your personality type?
    ○ What occupations match your type?
    ○ Of these, what occupations interest you now?
7. Ask students to answer the question in Step 12, completing the prompt in the box at the end of the worksheet.
8. Show PPT Slide 5. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Research Options section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Worksheet could be completed as a homework assignment to save time.
- Print the Holland Type posters (in CIS Tools for Counselors) and play the game using tables in the classroom versus the worksheets.
- Process the results as a full class rather than in small groups.
- Lesson could be taught in Spanish.

Assessment

Use the *Introduction to the World of Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What occupations interest you now?** text box within the Getting Started: Research Options section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Introduction to the World of Work (PPT)
Introduction to the World of Work Scoring Guide (PDF)
Introduction to the World of Work Scoring Guide (DOC)
Introduction to the World of Work (PDF)   Introduction to the World of Work (DOC)

Is Self-Employment for Me?

Theme and Level

Theme: Know Myself
Level: Looking Deeper

At a Glance

Students complete the Entrepreneurial Career Assessment Form and learn about self-employment and the characteristics of successful entrepreneurs.
Time: 100 minutes.

Essential Questions

- What is involved with owning your own business?
- Is self-employment for me?

Preparation

- Arrange for two self-employed individuals (preferably male and female) to speak to the class for seven to ten minutes
- Reserve computer lab with projector
- Establish CIS portfolios before this lesson

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn about self-employment and evaluate if self-employment is a career direction they might like to consider.
2. Ask students if any of them have either operated their own business (a lemonade stand counts) or have dreamed of operating their own business.
3. Show students where CIS Self-Employment is located, and inform them that it will be their primary resource for this assignment.
4. Divide the class into six groups.
5. Ask students to log into CIS using their personal usernames and passwords.
6. Show PPT Slide 2. Ask each group to learn all they can during the next twenty or so minutes about the contents of their assigned area. These are the six focus areas, one for each group:

- The rewards and costs of self-employment
- The essential qualities of entrepreneurs
- How to get business ideas
- How to start your own business
- How to buy a business or franchise
- How to create a business plan

7. Ask for a volunteer reporter from the groups after twenty minutes. Provide three minutes for each report and encourage the class to ask questions at the conclusion of each report.
8. Show PPT Slide 3. Introduce the Entrepreneurial Career Assessment Form.
9. Ask students to complete this assessment and read the Analysis for the Entrepreneurial Career Assessment Form, found at the end of the assessment.
10. After all students have completed it, ask them to indicate with a show of hands how many scored: outstanding ability, satisfactory ability, low or no ability, or should avoid.
11. Invite the guest speakers into your classroom and ask each of them to discuss the rewards and difficulties of self-employment. Give each speaker seven to ten minutes.
12. Allow students to ask questions.
13. Show PPT Slide 4. Discuss what students learned.

Variations and Accommodations

- Begin with the assessment then conduct the activity above.
- Students needing special assistance should be paired with a helpful group member for the activity. Students could be read the questions on the assessment.

Assessment

Use the *Is Self-Employment for Me? Scoring Guide* to evaluate student work.

Portfolio

Students enter their assessment results and reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Is Self-Employment for Me? (PPT)
Is Self-Employment for Me? Scoring Guide (PDF)
Is Self-Employment for Me? Scoring Guide (DOC)

Theme and Level

Theme: Make Plans
Level: Looking Deeper, Next Steps

At a Glance

Students use CIS to create job search materials and practice interviewing to develop job search skills.
Time: 200 minutes (across four days).

Essential Questions

- What materials do I need to seek employment, and how do I create these materials?
- How can I best portray myself in my job search?

Preparation

- Identify local community members to serve as practice interviewers for Day Three; consider asking career counselors or other knowledgeable staff for assistance finding interviewers
- Inform interviewers that you want them to provide feedback to the students on both their job search materials and their interview skills
- Set up computer projector with classroom computer for Days One and Four
- Reserve computer lab with computer projector enabled for Day Two
- Establish CIS portfolios before this lesson
- Familiarize yourself with CIS Job Search
- Print *Interview Evaluation Worksheet*, two per student
- Obtain complete contact details, including mailing address, for interviewers
- Gather folders to store students' job search materials
- (Note: Plan a break of one week between Days Two and Three, as students have a fair amount of homework to complete)

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Explain to students that the goals of this lesson are that they learn how to create job search materials, and they gain more confidence in looking for a job or

part-time job, paid or unpaid. Inform students that they will create resumes and other job search materials and practice interviewing to develop job search skills in this lesson.

2. Remind students that this summer, after high school, or during their post-secondary studies they are likely to seek (at a minimum) part-time employment, and they will need good job search materials and skills to succeed in getting that job.
3. Show PPT Slide 2. Ask students for ideas about useful items to have on hand when looking for a job.
4. Record all ideas on the board.
5. Discuss and decide upon the essential and optional items and how they should be presented amid job search. (Essential items should include the personal information sheet, references or letters of recommendation, resume, extra-curricular activity log, cover letter, and contacts list.)
6. Show PPT Slide 3. Discuss how these job search materials are used differently, depending upon if you are applying for a job or participating in an interview.
7. Show PPT Slide 4. Facilitate a class discussion regarding job interview dos and don'ts. Record student ideas on the board. (Read Job Search, Step 8: Prepare and practice interviews for some helpful information.)
8. Inform students that they will have the opportunity in the next few days to practice interviewing, using job search materials that they will develop in this lesson.
9. Show PPT Slide 5 and distribute the *Interview Evaluation Worksheets*; inform students that these interviewers will evaluate them using these factors.

Day 2

1. Ask students to log into CIS using their personal usernames and passwords.
2. Demonstrate the Create Resume feature in their portfolios to provide them with an overview of writing resumes.
3. Using the projector, show students the Develop a resume and Tips for an effective and attractive resume topics from Step 7: Create resumes and cover letters in Job Search.
4. Point out the samples of various resumes styles found in Step 7.
5. Ask students to read the resume information independently.
6. Allow 20-30 minutes to develop, save and print student resumes.
7. Walk around the room to support students as they create resumes.
8. Complete the extra-curricular activity log, found in the Make Plans sections of Career Plan, or assign this log as homework.
9. Assign students to draft a sample cover letter as homework before Day 3; using the projector, show students Write a cover letter for your resume within Step 7.
10. Encourage students to create a contacts or references list as well. (This can also be completed in Create Resume.)
11. Distribute folders. Tell students to organize all class-assigned job search materials in these folders and bring the folder to class on Day 3.

Day 3

1. Conduct practice interviews.
2. Ask interviewers to complete the *Interview Evaluation Worksheets*.

Day 4

1. Distribute the *Interview Evaluation Worksheets* that interviewers completed on students' behalf.
2. Assign students to write a paragraph about what they learned from this activity. These could be displayed for other students to read.
3. Show PPT Slide 4 again. Review the lists of interview dos and don'ts, discussing any new ideas that arose from participating in an interview.
4. Show PPT Slide 6. Discuss this sample thank you letter. Point out to students that the letter:
    ○ Concisely thanks the interviewer
    ○ Reaffirms the author's qualifications mentioned in the interview
    ○ Mentions something impressive about the interviewer's organization also something that was discussed in the interview
    ○ Closes with an encouragement for follow-up
5. Ask students to write thank you letters, thanking their interviewers for their time and feedback.

Instruct students to include a comment about something they learned in the interview or rewrite the paragraph they wrote about the interview.

6. Mail these letters to interviewers with your own thank you note for the interviewers' time and expertise.

Variations and Accommodations

- Students could design their own business cards to include in their practice interviews.
- Before interviewing with community members, students could role-play interviews in pairs or video-record interviews for review and discussion with the whole class.
- Students could do two interviews, one without practice and the other after feedback from the first interview.
- You may wish to share some aspects of your resume and its uses.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Job Search Materials Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What other plans for experiential learning do you have?** text box within the Make Plans, Experiential Learning Plans section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Classroom with computer and projector with CIS access for Days One and Four
Computer lab with projector and CIS access for Day Two
Job Search Materials (PPT)
Interview Evaluation Worksheet (PDF)
Interview Evaluation Worksheet (DOC)
Job Search Materials Scoring Guide (PDF)
Job Search Materials Scoring Guide (DOC)
Folders for job search materials
Paper, envelopes, stamps

Juggling My Options

Theme and Level

Theme: Make Plans
Level: Looking Deeper

At a Glance

Juggling is introduced as a simile for career development, then students research three occupations of interest.
Time: 75 minutes.

Essential Questions

- What career options are for me?

Preparation

- Reserve computer lab with computer projector enabled
- Ensure lab has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Learn to juggle by watching a You Tube video on how to juggle (type "how to juggle" in You Tube), reading the *How to Juggle Instructional Note*, or ask someone else (including students) who might juggle to demonstrate juggling for the class
- Print *Juggling My Options Worksheet*, three per student
- Gather juggling balls, three per student
- Bring poster board for illustration project, one per student
- Gather art supplies

Steps

1. Show PowerPoint (PPT) Slide 1. Explain to students that they will be learning how to juggle in this lesson.
2. Give each student three balls. *Optional:* Ask students to make a set of three paper balls to use for the activity.
3. Ask students to pick up their three balls, move into the open space, and stand so that they have room to swing their arms without touching another student.
4. Demonstrate juggling technique, ask a visitor or student to demonstrate, or watch a You Tube

video on juggling.

5. Ask students to practice juggling. Continue as long as you wish. Some students may have expertise and can demonstrate to the class or assist other students in learning to juggle.
6. Ask students to return to their seats.
7. Discuss the juggling activity.
8. Show PPT Slide 2. Ask students:
    ○ What was easy?
    ○ What was more difficult?
9. Record their ideas on the board and discuss these ideas.
10. Emphasize that students should be considering several possible occupations and several education or training options, rather than narrowing their choices to just one "Plan A."
11. Show PPT Slide 3. This slide is blank, ask students: "How is preparing for your future a simile for juggling?" (Note: You may wish to define the word "simile.")
12. Show PPT Slide 4 if students get stuck. Share the following examples if needed:
    ○ You don't want to fail any classes (drop any balls)
    ○ You want to keep all your options (balls) up in the air and moving in the right direction (as in juggling)
    ○ Having too few options (one ball) can be limiting and leave people feeling unwilling or unable to participate
    ○ Dropping out of school (dropping that one last ball) leaves people with even fewer options
    ○ Trying to cope with too many options (too many balls in the air or hands) can lead to failure
    ○ It is important to practice and gain experience in areas of interest (like in juggling)
13. Remind students that they have already acquired some of the skills and knowledge they need for their futures, just as some of them had some of the motor coordination skills needed to quickly learn juggling.
14. Ask students for examples of skills and knowledge that they presently possess, which will assist them in the future. Record their ideas on the board.
15. Cite these examples if students do not:
    ○ The skills to find career information
    ○ Knowing how to compile a personal portfolio
    ○ Knowing some program of study options
    ○ Knowing their interests
    ○ Knowing some of their skills
16. Explain that career development is a lifelong process, and high school is an important part of career development.
17. Explain that career development contains five elements, and that they are engaging in these elements throughout their high school education.
18. Show PPT Slide 5 to review these five areas:
    ○ Know Myself
    ○ Research Options
    ○ Evaluate Options
    ○ Set Goals
    ○ Make Plans
19. Discuss how students often consider occupational possibilities when they select elective courses in high school or apply to colleges during their senior year.
20. Ask students to identify some of the occupations and education options that interest them currently.
21. Distribute poster board and ask students to illustrate their career options, using the juggling image, with the title "Juggling My Options."
22. Show PPT Slide 6. Review and instruct students to list, below their illustrations, some of the important career planning activities they will need to complete in the next several years to keep their career aspirations moving forward (their balls up in the air).
23. Ask students to share their thoughts and findings with a partner or in small groups.
24. Explain to students that to plan well, you must know how to research career requirements and pertinent career information.
25. Tell students that you want them to practice this skill by researching three occupations of interest and exploring the related training programs and schools.
26. Ask students to log into CIS using their personal usernames and passwords.
27. Demonstrate where to find the information needed in CIS Occupations, Programs of Study, and U.S. Colleges and Universities (and State Colleges if available.)
28. Distribute the *Juggling My Options Worksheets,* three per student.

29. Review the instructions and ask students to begin the worksheet for the first occupation. Assign completion of the other two for homework.
30. Review completed worksheets in a subsequent class. Ask students to share their worksheets in small groups, and then ask groups to report their most interesting findings to the class.
31. Ask the class how their plans for the future have changed in response to this lesson and discuss.

Variations and Accommodations

- Ask students to create their own similes to illustrate or write about the process of career development or the pursuit of multiple occupational and educational options.
- Invite a high school counselor to talk to students about career-related learning and career development processes, including career education, School-to-Work, and career guidance opportunities available to high school students.
- Encourage the class or a group of students to become proficient jugglers and perform at a careers event or parents' evening with a career focus. Discuss with students how to present "Juggling My Career Options" and the skills required at such an event.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use the *Juggling My Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinenttext boxes in the Make Plans section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access
Juggling My Options (PPT)
How to Juggle Instructional Note (PDF)
How to Juggle Instructional Note (DOC)
Juggling My Options Worksheet (PDF)
Juggling My Options Worksheet (DOC)
Juggling My Options Scoring Guide (PDF)
Juggling My Options Scoring Guide (DOC)
Poster board and art supplies
Balls for juggling, three per student
Optional: Students can make balls from paper and tape

Junior Year College Planning Checklist

Theme and Level

Theme: Make Plan**s**
Level: Looking Deeper

At a Glance

Students begin college checklist to track college-planning activities needed in the junior year of high school.
Time: 50 minutes.

Essential Questions

- What do I need to do my junior year to stay on track for college?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *Junior Year College Planning Checklist worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to grasp and begin tracking needed junior-year activities.
2. Show PPT Slide 2. Ask students, "Do you use checklists now to manage your life?" Invite those who indicate that they do use checklists to share how checklists help them stay on track and feel rewarded for accomplishments.
3. Tell students that this activity will help them begin tracking steps they need to take in order to enter college successfully in two years.
4. Show PPT Slide 3. Review the checklist with students. Ask them to note activity details pertinent to themselves under each line on the worksheet.
5. Assign students to complete steps 1-4 and provide 15 minutes for students to list their uniquely specific thoughts and needs on their checklists.
6. Show PPT Slide 4. Ask students to discuss their answers to the questions on this slide, sharing their activity needs and thoughts in groups of four. (Student will gain additional ideas from listening to their peers.)

7. Ask volunteers students to share their thoughts with the full class.
8. Show PPT Slide 5. Ask students to answer the questions in the text boxes at the end of the worksheet then transfer these to their CIS portfolios, in the Looking Deeper: Make Plans, Action Plans and Supports section of Career Plan.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet outside class, allowing parent/guardian input, assistance, and support.
- Check-in with students regarding their progress towards completing their checklists monthly throughout the junior year.

Assessment

Use the *Junior Year College Planning Checklist Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the **What are your (college) action plans for this year?** text box within the Looking Deeper: Make Plans section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Junior Year College Planning Checklist (PPT)
Junior Year College Planning Checklist Scoring Guide (PDF)
Junior Year College Planning Checklist Scoring Guide (DOC)
Junior Year College Planning Checklist (PDF)
Junior Year College Planning Checklist (DOC)

Lifelong Learning and Change

Theme and Level

Theme: Research Options
Level: Getting Started, Looking Deeper

At a Glance

Students compare occupations and educational requirements then interview someone working in an occupation of interest. Students also speculate about lifelong learning requirements for an occupation of interest.
Time: 100 minutes (across two days).

Essential Questions

- How are occupations that interest me similar and different?
- What world and economic changes are likely to impact the training or skill-upgrading needed in occupations that interest me?
- What are some lifelong learning requirements of careers that interest me?

Preparation

- Reserve computer lab with computer projector enabled for Day One
- Establish CIS portfolios before this lesson
- Read current research on lifelong learning and economic trends; search on the topics "lifelong learning" and "economic trends" to review some pertinent web sites
- Print *Compare and Contrast* and *Lifelong Learning Interview Worksheets*, one each per student
- Bring an orange, grapefruit, and knife to class
- *Optional:* Contact individuals in various occupations to see if they are willing to allow students to conduct short telephone interviews

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about the importance of comparing similarities and differences when making decisions.

2. Set a grapefruit and orange on a table where all can view and ask students to identify the similarities and differences.
3. Cut each fruit into several pieces and allow students to sample these to enhance their ability to compare and contrast the two.
4. Explain that careful attention to similarities and differences is key to quality decision-making.
5. Create two columns on the board labeled "Similarities" and "Differences." Record students' ideas in the appropriate columns.
6. Show PPT Slide 2. Explain that in this activity students will compare and contrast occupations and education to learn one strategy for evaluating career options. Explain that they will also research the future education and training needed for these options.
7. Distribute the *Compare and Contrast Worksheets* and ask students to select two or more occupations of interest to compare.
8. Show PPT Slide 3. Ask students to log into CIS using their personal usernames and passwords. Explain how to complete this worksheet. Tell students to use CIS and the SKILLS assessment to gather comparative information. Tell students that they can use the Occ Select function in SKILLS to identify the detailed skill requirements of occupations, and they can use the View feature to compare one occupation to another. (Click the View icon, which looks like miniature binoculars, to produce this comparative view.)
9. Explain that they can use Occupations and Programs of Study to compare skills, knowledge, preparation, and recommended coursework for these occupations. They can use Occupation Sort to compare occupation factors.
10. Demonstrate how to use each of these sources of information.
11. Show PPT Slide 4. Ask students to discuss the results of their research in groups of three.
12. Ask the class to discuss workplace changes that they anticipate for the future (in the next five years or more) that may affect the opportunities and work life for their occupations of interest, such as technology or market demand. Also, discuss changes that may influence education requirements for occupations, such as technology or business and industry trends. Record their ideas on the board.
13. Distribute the *Life Long Learning Interview Worksheets.*
14. Inform students that they are to conduct an informational telephone interview to complete this worksheet. They should interview a person employed in one of their selected occupations.
15. Ask students to complete the telephone interview prior to Day Two.
16. Show PPT Slide 5. Encourage students to ask the interviewees about retraining, skill upgrading and changes in their industry or business.

Day 2

1. Instruct students to share the results of their telephone interviews in groups of three.
2. Ask groups to brainstorm likely skill upgrading needed amid the workplace changes discussed Day One and workplace projections noted in the interviews.
3. Ask students to forecast lifelong learning requirements for each occupation they discuss.
4. Ask each group to select a reporter to share their group's hypotheses with the class.
5. Assign students to submit a tentative one-page career plan that includes a detailed projection of future skill upgrading and training needs for one of their selected occupations. Ask students to attach their *Lifelong Learning Interview Worksheet* to this report.

Variations and Accommodations

- Students could complete a job shadow with someone who works in their chosen occupation. (This would require additional planning and travel arrangements.)
- Select researched occupations from among those associated with a given subject area.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner.

Assessment

Use the *Lifelong Learning and Change Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are the preparation requirements for the occupations that interest you?** text box in the Research Options section of Career Plan.

***These links are not accessable in the pdf version.
They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access for Day One
Lifelong Learning and Change (PPT)
Compare and Contrast Worksheet (PDF)
Compare and Contrast Worksheet (DOC)
Lifelong Learning Interview Worksheet (PDF)
Lifelong Learning Interview Worksheet (DOC)
Lifelong Learning and Change Scoring Guide (PDF)
Lifelong Learning and Change Scoring Guide (DOC)
Orange, grapefruit, and knife

Looking Inward

Theme and Level

Theme: Know Myself
Level: Looking Deeper

At a Glance

Students gain perspectives on who they are becoming by reflect on their earlier life stages.
Time: 50 minutes.

Essential Questions

- How have the things I have done shaped who I am becoming?

Preparation

- Secure computer lab with computer projector enabled with CIS access
- Make copies of the *Looking Inward Worksheet*, one per student
- Before teaching this lesson, have students bring a picture of themselves from pre-school or elementary school. Scan one picture of each student from his/her early years and make a photo collage to insert into the CIS PowerPoint Looking Inward presentation as slide 2 (This could take 2-3 slides to include all students, depending upon class size). You will use this slide(s) in the first part of the activity.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand who they are becoming by looking at their past.
2. Show PPT Slide 2. Show your student collage to the class. Have students guess who is whom. When a student is guessed correctly, ask him or her to share something they remember about this period of his/her life. Continue until each student has had a chance to share a childhood memory.
3. Show PPT Slide 3. Distribute the Looking Inwardworksheet and review the instructions with students*.* Encourage students to answer carefully the items on the worksheet. Also tell students that they may use CIS occupation information to help them answer the last row of items.
4. Show PPT Slide 4. Divide the class into groups of four. Have students share their completed worksheet tables.

5. Show PPT Slide 5. Ask students to answer the questions on page 2 of the Looking Inward worksheet.
6. Show PPT Slide 6. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this lesson.
- Students could complete the worksheet as a homework activity to either shorten the lesson or in order to use class time for learning.
- Students could attach drawings or photos of themselves to the worksheet page 1 table and these could be hung in the classroom for a period of time.

Assessment

Use the *Looking Inward Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box withinthe Getting Started: Know Myself section of Career Plan. The following box needs to be completed: **What do you know about yourselfyour characteristics, interests, and preferences?**

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector with CIS access
Looking Inward (PPT)
Looking Inward Scoring Guide (PDF)
Looking Inward Scoring Guide (DOC)
Looking Inward (PDF)
Looking Inward (DOC)

Make a Resume

Theme and Level

Theme: Make Plans
Level: Next Steps

At a Glance

Students create a resume using CIS.
Time: 75 minutes.

Essential Questions

- How do I make a selling resume?

Preparation

- Secure computer lab with computer projector enabled and CIS access.
- Make copies of the *Resume Creator Worksheet*, one per student.
- Find and scan or search the Internet for several sample resumes with problems such as: hard-to- read font, weak objectives, no accomplishments, poor ordering of information, excessive personal information.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to create a selling resume that captures and describes their experiences to date.
2. Show the sample bad resumes on the projector.
3. Show PPT Slide 2. Discuss what makes these problematic. Be sure to find samples that demonstrate the following:
    - Legible Font- Tell students that all information should be legible. Do not use fancy fonts.
    - Omit career objectives. General objective offer nothing. Convey what you have to offer, not what you want.
    - Do not just list responsibilities. Most hiring personnel know what the duties are for positions.
    - Provide quantitative and qualitative data for accomplishments.
    - Order information effectively not chronologically. If you are most stellar accomplishment is your oldest, lead with it.

- Leave off personal information. Listing hobbies is passé. Employer's value seeing professional organizations listed, publications you have written and awards you have won.
4. Tell students that they will now create their own resumes.
5. Show PPT Slide 3. Distribute the *Resume Creator Worksheet*, review the assignment with students.
6. Check to see that every student understands the instructions.
7. Remind students to save their work.
8. Provide 30 minutes for students to draft their resumes. Walk around the room and assist any students who need help.
9. Ask students to save and print their resume drafts as pdf files then exchange them with a peer for review and editing.
10. Instruct peer reviewers to consider information order, word choice, quality content and detail of pertinent information throughout the drafts they review.
11. Provide 10 minutes for peer review and editing.
12. Ask students to revise their drafts integrating peer review feedback and create final versions.
13. Provide 20 minutes for this activity.
14. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet, then transfer this reflection to their CIS portfolios, in the Next Steps: Make Plans, Experiential Learning Plans section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful person for this activity.
- Resume could be drafted outside class, allowing a parent/guardian assistance, input, and support.
- Share resumes with counselors, English teachers and younger students to set a tone for professionalism in the school.

Assessment

Use the *Resume Creator Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan. The following box needs to be completed: ***What new plans for experiential learning do you have?***

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Resume Creator (PPT)
Resume Creator Scoring Guide (PDF)
Resume Creator Scoring Guide (DOC)

My Accomplishments

Theme and Level

Theme: Know Myself
Level: Next Steps

At a Glance

Students identify their accomplishments.
Time: 50 minutes.

Essential Questions

- What are my accomplishments?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of *My Accomplishments worksheet*, one per student.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify their accomplishments.
2. Show PPT Slide 2. Ask students, "What have you done in your life that feels like an accomplishment?" Encourage students to discuss their accomplishments with the full class.
3. Inform students that this lesson focuses on teaching them to recognize and discuss their accomplishments because employers and college admissions personnel value hearing about accomplishments, as accomplishments evidence skills. Also, mention that resumes often list accomplishments, because these are so important to employers.
4. Show PPT Slide 3. Explain the assignment:
   - Break into groups of four.
   - Each person shares an accomplishment and describes it.
   - Other group members note skill words as the person talks.
   - Group members then share the skill words they heard the person use in describing the accomplishment.
   - Continue this process until each person has shared one accomplishment.
5. Provide 25 minutes for this activity.

6. Show PPT Slide 4. Distribute the *My Accomplishments Worksheet* to each student. Review the worksheet instructions and assign students to complete the worksheet in the next 15 minutes.
7. Discuss the completed worksheets, student accomplishments and questions.
8. Tell students that this worksheet will be the foundation for the SKILLS activity, which they will complete next.
9. Ask students to hold onto this worksheet for the SKILLS lesson and note their accomplishments in their CIS portfolios, in the Next Steps: Know Myself section of My Career Plan.

Variations and Accommodations

- Pair student together who need extra assistance completing the worksheet.
- Bring in guest speakers, perhaps recent high school graduates, who can speak about their accomplishments to the class.

Assessment

Use the *My Accomplishments Scoring Guide* to evaluate student work.

Portfolio

Students note their accomplishments in the **What did you learn about yourself from the career assessment (Accomplishments Worksheet) you just completed?** text box within the Next Steps: Know Myself section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
My Accomplishments (PPT)
My Accomplishments Scoring Guide (PDF)
My Accomplishments Scoring Guide (DOC)
My Accomplishments(PDF)
My Accomplishments(DOC)

My Career Genogram

Theme and Level

Theme: Evaluate Options
Level: Getting Started, Looking Deeper

At a Glance

Students research their family work and career history by studying the jobs, occupations, or careers of ancestors to gain an understanding of themselves in relationship to their ancestry.
Time: 100 minutes (across two days).

Essential Questions

- How does my ancestry impact who I am becoming?

Preparation

- Set up computer and connect to computer projector
- Optionally reserve computer lab with computer projector if you plan to have students use CIS to conduct research on family members' occupations
- Establish CIS portfolios before this lesson
- Print *Genogram Worksheet,* one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this activity is to help them understand how their ancestry impacts who they are becoming.
2. Explain that career genograms are drawings or other visual iconographic systems of representing occupational information in a family tree, possibly going back many generations.
3. Tell students that those who use this method to support career development believe that family history and relationships among family members may offer keys to a person's own career development. In a sense, families can be viewed as a having occupations and careers. One's background may affect career choice.
4. Discuss how cultural, ethnic, and social influences affect career choices of family members and can influence student plans.

5. Show PPT Slide 2. Ask students to discuss how they think their backgrounds impacts their choices in life.
6. Show PPT Slide 3. Show students how to complete the career genogram worksheet by reviewing the sample on the slide. (Note: You could edit this slide to reflect your own family history.)
7. Show PPT Slide 4. Distribute the *Genogram Worksheets* and instruct students to complete these as homework, interviewing family members to learn the information needed.
8. Optionally, encourage students to log into CIS and use CIS Occupations to learn more about their family members' occupations.
9. Tell students to include their ancestor's name and occupation. You may also want to suggest that they add educational level, if known. (Note: For some students this will take research. Others may not be able to fill out each branch. Encourage students with non-existent relatives or gaps in their trees to use significant others in their place.)

Day 2

1. Divide class into small groups.
2. Ask groups to share their genograms and examples of how family heritage affected career choices of family members within their own ancestry.
3. Ask groups to share their findings with the whole class.
4. Show PPT Slide 5. Ask the class, "How does your family and your family history influence your career planning?"
5. Ask students to write and submit a brief paragraph addressing what they learned in this lesson about the influence of family on life choices.

Variations and Accommodations

- Ask students to create a project to help explain their career genogram. Projects can include oral or written reports with creative presentations such as historical photographs, drawings, videos, recordings, exhibits, or other productions.
- Students could also share historical tools or equipment that relates to a family business or that has meaning to a family occupation or family member.
- Instruct students to pick one or two significant occupational information facts to address from their family tree. Suggest to students that they present a "then and now" exhibit of how an industry has changed by using historical photographs and tools related to a family business along with current photographs and tools.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *My Career Genogram Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

Materials

Classroom with computer and projector
My Career Genogram (PPT)
GenogramWorksheet (PDF)
GenogramWorksheet (DOC)
My Career Genogram Scoring Guide (PDF)
My Career Genogram Scoring Guide (DOC)

Theme and Level

Theme: Know Myself
Level: Looking Deeper

At a Glance

Students use the Interest Profiler to gain perspectives on their interests and occupations that use these.
Time: 50 minutes.

Essential Questions

- What are my interests?
- What occupations use these values?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *My Work Values Worksheet*, one per student
- Go to You Tube and search using, "What do you like to do in your free time?" Locate and bookmark three or four short videos that capture diverse activities. Make sure one video is about time wasting by teens. You will use these in step 2 of this lesson.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their interests and occupations that use these interests.
2. Show students the You Tube clips you bookmarked.
3. Ask students what they like to do in their free time, encourage a class discussion.
4. Tell students that how they spend their free time reveals a lot about their interests, and interests are one important key to finding a satisfying career. If your job uses and develops your interests then you are likely to enjoy your work.
5. Show PPT Slide 2. Tell students that they will complete the Interest Profiler in this lesson. The Interest Profiler lists 180 interests and asks you to assess quickly whether you would like, dislike or feel unsure about your interest in doing this activity.
6. Show PPT Slide 3. Distribute the *My Career Interests Worksheet* and review the instructions.

Instruct students to:
- ○ Log into their CIS portfolios
- ○ Use the Interest Profiler
- ○ Save their results
- ○ Research resulting occupations of interest
- ○ Post their reflections

7. Provide 20-25 minutes for this process.
8. Show PPT Slide 4. Ask students to answer the questions on the slide, repeated on the bottom of the *My Career Interests Worksheet*, and post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper : Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Lesson could be completed in Spanish to build language skills.
- To shorten the time required, you could skip the video clips, perhaps ask students to watch some You Tube videos on this theme before class.
- Students could discuss career interests with a parent/guardian as a lesson precursor.
- Students could make illustrations about their interests to hang in class.

Assessment

Use the *My Career Interests Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes withinthe Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: ***What did you learn about yourself from the career assessment (Work Importance Locator) you used?***and***What occupations interest you now?***

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Bookmarked You Tube videos
My Career Interests(PPT)
My Career Interests Scoring Guide (PDF)
My Career Interests Scoring Guide (DOC)
My Career Interests (PDF)
My Career Interests (DOC)

Theme and Level

Theme: Make Plans
Level: Next Steps

At a Glance

Students update action plans and course plans and identify obstacles and supports.
Time: 50 minutes.

Essential Questions

- What do I need to do now to achieve my goals?
- What courses should I plan for my senior year?
- What are my obstacles to success?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Print copies of student Career Plan reflections using CIS Administration Tools:
    1. If you have not yet done so, create a CIS Group for this class of students
    2. Select Group Report under the Reports header
    3. Select your class as the Group
    4. Select Career Plan for the type of report
    5. Select Detailed Report for the type
    6. Select Print for the output
    7. Cut into individual pages
- Note: students could print these career plans themselves in class. This will take 10-15 minutes of class time.
- Make copies of *My Graduation Plans Worksheet*, one per student.

Steps

DAY 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to update both their course and action plans and consider new obstacles to and supports for their

success.

2. Show PPT Slide 2. Ask students "Have your post-secondary plans changed? Do you know where you are going and what you are doing when you graduate? Invite students to share their plans and how they arrived at the changed ideas.
3. Tell students, "You are more likely to get where you want to go with a plan. This activity will draft your post-secondary plans." Explain that plans often need to change, and thinking through the details of this helps assure that you stay on track to achieve your goals. Inform students that it can be scary looking at your future, which will change dramatically once you graduate.
4. If you did not already print the students Career Plan reflections, tell students to log in to their My Portfolio, link to Career Plan and click Print from the Menu Bar to review their career planning reflections to date.
5. Show PPT Slide 3. Distribute the lesson worksheets.
6. Show PPT Slide 4. Review the instruction for completing the long-term and short-term plans:
    ○ Review your Career Plan reflections and goals, and
    ○ Update your long-term and short-term plans with results and changes needed.
7. Provide students 10-15 minutes for this activity; encourage students to use CIS Occupations, Programs of Study and Schools information as needed.
8. Ask students to volunteer to share their plans.
9. Ask students to break into pairs and work together to list the obstacles they face, generate ideas for overcoming these, and identify supportive people who will assist them.
10. Provide ten minutes for this activity.
11. Ask for volunteers to share with the class their obstacles, strategies and supports.
12. Remind students that their families will continue to provide important support, even when they live far away from home.
13. By demonstration, review how to update the CIS Course Planner for the senior year.
14. Walk around the room and assist students as they update their course plans with the CIS Course Planner.
15. Show PPT Slide 5. Ask students to summarize their changed plans in the text box at the bottom of page 3, then ask students to transfer this learning to their CIS portfolios in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan**..**

Variations and Accommodations

- Put students who need extra assistance in pairs while completing these activities.
- Course Plan could be drafted with a teacher, advisor, or family member outside of class and then plan drafts could be reviewed in class.
- A school counselor could come to class and lead this planning activity.
- Students could graphically portray their plans in an art class.

Assessment

Use the *My Graduation Plans Scoring Guide* to evaluate student work.

Portfolio

Students enter their learning reflections in text box within the Next Steps: Make Plans, My Action Plans and Supports section of Career Plan. The following box needs to be completed: **What is your action plan for this year?**

Materials

Computer lab with a projector and CIS access
Students' Career Plan Report printouts
My Graduation Plans (PPT)
My Graduation Plans Scoring Guide (PDF)
My Graduation Plans Scoring Guide (DOC)
My Graduation Plans (PDF)
My Graduation Plans (DOC)

My Job Search Plan

Theme and Level

Theme: Make Plan**s**
Level: Next Steps

At a Glance

Students create a job search checklist, job search plans, and records to track job search activities.
Time: 75 minutes.

Essential Questions

- How do I stay organized amid a job search?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *My Job Search Plan Worksheet*, one per student.
- Note: this activity is for work-bound seniors. A corresponding activity, Senior Year College Planning Checklist, is for seniors heading to the workforce instead of school

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to plan, organize and track their job-search activities.
2. Show PPT Slide 2. Ask students, "How many of you have conducted a job search?" Allow students to respond and discuss this. Note that it can be challenging to stay organized and motivated; a job search is a full-time job.
3. Tell students that this activity will help them plan a successful job search by developing a plan of action and using a checklist and record form to track needed activities.
4. Show PPT Slide 3. Distribute My Job Search Plan worksheet and review the Job Search Steps checklist on page 2 with students.
5. Ask student to complete what they can on this checklist, placing checks where appropriate.
6. Demonstrate CIS Job Search information. Show the section headers and how to peruse this information for valuable job search instruction and support. Also show students the Resume Creator section of the My Portfolio and walk students through creating or updating their resumes.

7. Provide 30 minutes for students to peruse CIS Job Search information and update their resumes if needed.
8. Encourage students to share interesting information that they learned while reading the Job Search information.
9. Show PPT Slide 4. Divide the class into pairs and have students work together to draft their Job Search Action Plans on page 3 of the worksheet.
10. Ask for volunteers to share their plans.
11. Show PPT Slide 5. Review the Job Search Record Form on page 4 of the worksheet. Discuss the importance of keeping detailed job search records for follow-up purposes. Explain that an effective job search will likely require hundreds of contacts, so having good records will help you stay organized.
12. Instruct students to create a record for each job and informational interview that they conduct.
13. Show PPT Slide 6. Ask students, "What do you think employers look for in a job search applicant? What sorts of things might they observe that would alienate them from an applicant? Discuss their answers and ideas for five minutes.
14. Show PPT Slide 7. Review the Interview Evaluation Form on page 5. Explain that after each interview, job seekers should evaluate themselves on how well they performed on the items listed on this form.
15. Show PPT Slide 8. Ask students to write a summary of their own job search action plans then transfer this to the reflection box in Next Step: Make Plans, Action Plans and Supports section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Worksheet could be completed outside class, allowing job counselors and other key people to provide input, guidance, and support.
- Check-in with students monthly regarding their progress towards securing a job during the second semester of the senior year.

Assessment

Use the *My Job Search Plan Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Step: Make Plans, Action Plans and Supports section of Career Plan. The following box needs to be completed:
What is your action plans for this year?

Materials

Computer lab with a projector and CIS access

My Job Search Plan (PPT)
My Job Search Plan Scoring Guide (PDF)
My Job Search Plan Scoring Guide (DOC)
My Job Search Plan (PDF)
My Job Search Plan (DOC)

My Life Rainbow and Story

Theme and Level

Theme: Set Goals
Level: Getting Started, Looking Deeper

At a Glance

Students explore and use life roles to construct a diagram and life story based upon their aspired life roles.
Time: 100 minutes (across two days).

Essential Questions

- What roles will I play in my life and when?

Preparation

- Set up computer projector with classroom computer
- Establish CIS portfolios before this lesson
- Familiarize yourself with Donald Super's Life Roles Rainbow by reviewing the following resources:
    - http://faculty.tamu-commerce.edu/crrobinson/512/super.htm
    - http://ezinearticles.com/?Life-Span-Life-Space-Considerations-in-Career-Choice---Donald-Super&id=3109272
    - http://www.grinnell.edu/files/downloads/Super.pdf
    - "Donald Super: A Personal View of the Man and His Work," by William C. Bingham, published in *International Journal for Educational and Vocational Guidance* Volume 1 Numbers 1-2, January 2001, pages 21-29
- Print *My Life Rainbow and Story Worksheet*, one per student
- Gather colored pens and pencils for students to use to create their rainbows
- *Optional:* Complete the first page of *My Life Rainbow and Story Worksheet* with your own life roles and stages and make it into a PowerPoint slide to share

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to look at the many roles people play in their lives and then visualize the roles they will have in their own lives.
2. Ask students to define "role" and "life role."
3. Show PPT Slide 2. This slide contains the definitions of these two terms.
4. Ask students to list the roles people play or fulfill over their lifetimes. Encourage students to think about their family members and people they know well.
5. Write the students' suggestions on the board. Try to come up with six to eight different roles. Examples include parent, worker, citizen, student (learner), homemaker, child, leisurite. Students will use roles to create life role rainbows.
6. Show PPT Slide 3. Distribute the *My Life Rainbow and Story Worksheets*.
7. Explain Donald Super's life stage and age theory. Be sure to note that this rainbow portrays the developmental and overlapping role aspects of a person's career development.
8. Ask students to create their own rainbows, labeling each arc with one of the roles they expect to fill in the course of their lives. If there are extra arcs, students may add different roles as well.
9. Allow students to color each arc to indicate the times during their lives when they believe they will play the particular roles.
10. Discuss how roles often overlap and how having more than one role can affect you.
11. Ask students to begin page two of the worksheet, where they will draft their life stories using these roles.
12. Their stories should be roughly one page long, addressing each of the roles they identified on their rainbows.
13. Explain to students that visualizing the specifics of their future is a very good way to stay on track, recognizing good choices as they navigate through their high school years.
14. For homework, ask students to:
    ○ Complete the draft of their life stories
    ○ Share this draft and the rainbow with at least one adult or parent
    ○ Ask this adult how their own multiple life roles affect them and how they balance these roles
    ○ Take notes on this conversation and be prepared to share in a subsequent class

Day 2

1. Ask students to share their completed rainbows and draft life stories with a partner.
2. Encourage partners to give one another feedback and ideas to add more details and depth to these stories.
3. Allow time for students to revise stories and create final drafts.
4. Encourage those interested to share their life stories and rainbows.
5. Share as a class the information from parents or other adults regarding balancing their multiple life roles.
6. Hang the finished rainbows and stories around the classroom to remind students of their visions for their futures.
7. Show PPT Slide 4. Discuss techniques students might develop, even while in high school, to balance life roles and stay on track to achieve these roles and goals.

Variations and Accommodations

- Share your own Life Rainbow with students.
- Invite a panel of guests to talk about: their life roles, how these roles have changed during their lives, and how they balance their lives and roles.
- Students could add pictures from magazines or their own artwork to depict their anticipated roles and create a rainbow collage.
- Discuss with students how roles are interdependent.
- Discuss what happens when people do not fulfill their responsibilities or meet the expectations others have of them in a given role.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *My Life Rainbow and Story Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the pertinent text boxes in the Set Goals section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector and CIS access
My Life Rainbow and Story (PPT)
My Life Rainbow and Story Worksheet (PDF)
My Life Rainbow and Story Worksheet (DOC)
My Life Rainbow and Story Scoring Guide (PDF)
My Life Rainbow and Story Scoring Guide (DOC)
Colored pens and pencils

My Work Values

Theme and Level

Theme: Know Myself
Level: Looking Deeper

At a Glance

Students gain perspectives on their work values and occupations that use these by playing a game and using the Work Importance Locator.
Time: 50-75 minutes.

Essential Questions

- What are my work values?
- What occupations use these values?

Preparation

- Secure computer lab with PC projector and CIS access
- Make copies of the *My Work Values Worksheet*, one per student
- Make copies of the *Work Importance Locator Cards*, one set per each two students

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to help them better understand their valuesas they relate to workand occupations that use these values.
2. Ask students to stand. Tell them that you are going to play a game where they must make a forced choice between two work values.
3. Show PPT Slides 2-4. Instruct students to choose one of these work values and go to the value's associated corner in the room, as indicated on the slide. After students migrate to their corners, have them discuss why they selected their choice, then show each of the next two slides and repeat this process.
4. Show PPT Slide 5. Explain that the Work Importance Locator assessment uses the same work values that the activity just used with some additional work values. To familiarize them with all of the values, they will now sort the work values cards. Divide the class into pairs and distribute the cards to these pairs of students. Instruct students to take turns sorting the cards and discussing their work values preferences.

5. Show PPT Slide 6. Show the Work Importance Locator sorting page in CIS. Demonstrate how to place the cards electronically. Distribute the *My Work Values Worksheet* and review the instructions. Instruct students to log into their CIS portfolios then use the Work Importance Locator, saving their results and their reflections.
6. Show PPT Slide 7. Ask students to answer the questions on the slide, repeated on the bottom of the *My Work Values Worksheet*. Next have students post meaningful reflections describing what they learned about themselves in their CIS portfolios, in the Looking Deeper: Know Myself section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Lesson could be completed in Spanish to build language skills.
- To shorten the time required, you could skip the card-sorting portion of the activity, as students learn about work values in the cursory activity.
- Students could sort the cards as a homework activity, but you would need to make one deck of cards per student. This would provide an opportunity for parental input.
- Students could discuss work values with a parent/guardian as a lesson precursor.
- Students could make illustrations of their work values to hang in class.

Assessment

Use the *My Work Values Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections describing what they learned in the text boxes withinthe Getting Started: Know Myself section of Career Plan. The following boxes need to be completed: **What did you learn about yourself from the career assessment (Work Importance Locator) you used?** and **What occupations interest you now?**

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Work Importance Locator cards
My Work Values(PPT)
My Work Values Scoring Guide (PDF)
My Work Values Scoring Guide (DOC)
Work Importance Locator Cards (PDF)
Work Importance Locator Cards (DOC)
My Work Values (PDF)
My Work Values (DOC)

Practicing Positive Interaction

Theme and Level

Theme: Know Myself
Level: Looking Deeper, Next Steps

At a Glance

Students practice workplace conflict resolution skills and provide feedback to other groups regarding their conflict resolution role-plays.
Time: 125 minutes (across three days).

Essential Questions

- What can I do to help resolve conflicts in a positive way?

Preparation

- Reserve computer lab with computer projector for Day One
- Set up computer projector with classroom computer for Days Two and Three
- Ensure classroom and lab has sufficient open space for activity
- Establish CIS portfolios before this lesson
- Print *Four Situations Handout,* enough for one situation for each group of four
- Print *Observation Comments Worksheets*, one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Introduce the activity by stating that the class is going to practice and develop conflict resolution skills. Explain that they will be role-playing a workplace conflict situation.
2. Divide the class into groups of four. Give each group a situation from the *Four Situations Handout*.
3. Show PPT Slide 2. Instruct the groups that they are to begin with the basic situation and add more details, so that others can understand and reenact it.
4. Instruct students to select a specific occupational setting for this conflict; i.e., a bank, a welding

shop, a business office, a medical laboratory, etc.

5. Allow ten minutes for students to develop a scenario then facilitate exchange of scenarios, so that each group has a new scenario to use for the activity.
6. Show PPT Slide 3. It displays the Rules for Positive Interaction. Review these rules with the class, answering any questions.
7. Explain that students will observe and comment on each other's presentations.
8. Allow the remainder of the class period for the groups to plan and prepare for their conflict resolution role-plays.
9. Encourage groups to learn more about the occupations in their scenarios and the work settings for these occupations by logging into CIS and using CIS Occupations, so their role-plays will be more credible.

Day 2 and 3

1. Distribute the *Observation Comments Worksheets* to students.
2. Instruct students to take turns presenting and observing one another's role-plays, then noting positive comments and observations on the worksheet.
3. Request that students use the Rules for Positive Interaction as they make comments on each other's role-pays.
4. Discuss each role-play upon its conclusion with the whole class.
5. Show PPT Slide 4. Ask how similar situations might be resolved differently, given different settings or interpersonal dynamics.
6. Collect the *Observation Comments Worksheets* to verify student participation.

Variations and Accommodations

- Videotape the role-plays then play back before feedback sessions. Allowing students to view themselves in a role-play promotes better awareness of behavior and enhanced receptivity to other's feedback.
- Pair students needing special assistance with a helpful group member for the activity.

Assessment

Use the *Practicing Positive Interaction Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself your characteristics, interests, and preferences?** text box in the Know Myself section of Career Plan.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Days Two and Three

Practicing Positive Interaction (PPT)
Four Situations Handout (PDF)
Four Situations Handout (DOC)
Observation Comments Worksheet (PDF)
Observation Comments Worksheet (DOC)
Practicing Positive Interaction Scoring Guide (PDF)
Practicing Positive Interaction Scoring Guide (DOC)

Theme and Level

Theme: Evaluate Options
Level: Looking Deeper, Next Steps

At a Glance

Students work in groups to conduct and record mock interviews using a video recorder. Review and evaluate interviews in class to support learning.
Time: 200 minutes (across four days).

Essential Questions

- What constitutes effective interviewing skills?
- What skills do I need to acquire to interview successfully?

Preparation

- Reserve computer lab with computer projector enabled for Day One
- Set up computer projector with classroom computer for Days Two-Four
- Reserve digital video camera or video camera/recorder and television
- Establish CIS portfolios before this lesson
- Familiarize yourself with CIS Job Search and Keep That Job content related to interviewing and job retention, particularly the Sample Interview Questions (and answer suggestions), found in Job Search Step 8: Prepare and Practice Interviews
- Print *Interview Evaluation Worksheet*, several per student
- Print *Sample Interview Questions Worksheet*, one per student

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to develop and practice job-interviewing skills. Inform students that interviewing is an important skill that they will use throughout their lives whether it is for a job, school admission, or scholarship.
2. Tell students that practicing and receiving video-recorded feedback is the best way to build

positive interview behaviors. Therefore, all practice interviews in this lesson will be recorded and reviewed using video equipment.

3. Divide the class into groups of three.
4. Show key content from Job Search and Keep That Job on the projector to review effective job interviewing and retention information.
5. Show PPT Slide 2. Assign each group one of the topics under Job Search Step 8: Prepare and Practice Interviews (omit Sample Interview Questions). Groups will work together for 15 minutes to compile a list of key points in their particular topic. When all groups are finished, lead a discussion with the entire class on each group's findings.
6. Distribute the *Interview Evaluation Worksheets* and discuss key points.
7. Discuss interviewing basics and the best ways to answer questions. Use the Job Search Step 8: Prepare and Practice Interviews Sample Interview Questions topic and the Troublesome Questions subsection to help lead this discussion.
8. At the end of the class period, distribute the *Sample Interview Questions Worksheet*s. (Note: This worksheet contains some illegal questions. Student should identify strategies for approaching these questions, as employers may still ask these questions of teens.)
9. Assign students to answer the questions before the next class period. Students will use the worksheets as a reference for their role-play, whether they are acting as the applicant or the interviewer.
10. Remind students that they can find useful information for preparing for their interviews in Prepare and Practice Interviews, under Sample Interview Questions.

Day 2

1. Show PPT Slide 3. Distribute several *Interview Evaluation Worksheets* to each group and review how to complete them.
2. Assign roles within the groups: interviewer, applicant, and observer/recorder.
3. Remind groups that they are to rotate roles (giving everyone a chance to practice each role), that the observer/recorder will use the video camera to record the interview, and that interviews should last five minutes.
4. Show PPT Slide 4. Review the Rules for Positive Feedback. Emphasize that feedback should focus on the positive attributes of the applicant, using the *Interview Evaluation Worksheet*.
5. An evaluation must be filled out for each applicant. Therefore, each student will fill out multiple evaluations.

Days 3 and 4

1. Complete any unfinished interviews.
2. Groups observe one another's video-recorded interviews, giving positive feedback to applicants.
3. Students complete and submit *Sample Interview Questions Worksheets, Interview Evaluations Worksheets*, and the tape of mock interviews.
4. Lead the class in a discussion on the areas addressed on the *Interview Evaluation Worksheets*.
5. Show PPT Slide 5. Address the following questions:
    - Are these questions important for measuring a job applicant?
    - Why?
    - If not, what areas should be included?
    - Are these skills important for maintaining a job?
    - Why?
    - What other skills are important for keeping a job?
    - Why?

Variations and Accommodations

- Invite adults from the community to conduct mock interviews following this activity.
- Invite older students who have served in the workforce to observe and provide feedback.
- Students needing special assistance should be paired with a helpful group member for the activity.

Assessment

Use the *Presenting Yourself in Person Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity the **What did you learn about yourself from the career research you completed?** text box in the Evaluate Options section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access for Day One
Classroom with computer, projector and CIS access for Days Two-Four
Digital video camera or video camera/recorder and television
Presenting Yourself in Person (PPT)
Sample Interview Questions Worksheet (PDF)
Sample Interview Questions Worksheet (DOC)
Interview Evaluation Worksheet (PDF)
Interview Evaluation Worksheet (DOC)
Presenting Yourself in Person Scoring Guide (PDF)
Presenting Yourself in Person Scoring Guide (DOC)

Presenting Yourself on Paper

Theme and Level

Theme: Evaluate Options
Level: Looking Deeper, Next Steps

At a Glance

Students learn the benefits of various resume formats then develop their personal resumes and job application data sheets.
Time: 150 minutes (across three days).

Essential Questions

- How do I present myself best in resumes and job applications?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- Familiarize yourself with the different types of resumes; see CIS Job Search Step 7: Create Resumes and Cover Letters
- Review Job Search Step 3: Collect Information
- Print *Guidelines for Writing Resumes Handout*, one per student
- Gather newspaper classified ads and job announcements from local or state employment department offices or the Internet

Steps

Day 1

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to teach them how to make a good first impression on paper in their job search.
2. Show PPT Slide 2. Review the following points: 1) Many times an application or resume is the first thing about you that an employer sees, 2) Representing yourself well on paper in your application and resume is critical for this reason, 3) A person must know the skills that employers value most and be able to demonstrate this knowledge in the proper written form.

3. Divide the class into groups of two-three.
4. Distribute newspaper classified job announcements, employment job postings from businesses or government organizations, or allow the groups to search the Internet for position openings. (Students can use the CIS Occupations link to JOBcentral found under Related Information as one method of finding job openings on the Web.)
5. Ask each group to pick a job or an occupation from the job announcements to research.
6. Introduce CIS Occupations. Show students where the Knowledge and Skills and abilities are listed for each occupation.
7. Ask students to list the knowledge, skills, and abilities required for the occupation using the Occupations information and the job announcement.
8. Introduce CIS Job Search.
9. Show PPT Slide 3. Ask students to log into CIS using their personal usernames and passwords.
10. Direct students to the Resume Creator section of their portfolio. Instruct students to complete the entire Resume Creator section. Then select Format and Create Resume under Create Resume. Ask students to select "Build Your Own", check "Include Dates in Resume," select "List References," then click "Next". Leave all sections checked to include but do no other formatting at this time.
11. Ask students to save their work as "Job Application Data Sheet."
12. Print either the RTF, TXT, or PDF file, and click "Create Resume." This produces an unformatted job application data sheet, not a well-formatted resume.
13. Instruct students to keep this data current and bring it with them for reference when completing job applications.
14. Tell students that, when looking or applying for a job, it is important to keep in mind the difference between where people look for work versus where employers look for applicants. Show PPT Slide 4. Lead a short discussion with the class on the differences between the two pyramids and how these different approaches might hinder or help a job search.
15. For those students who did not finish the Job Application Data Sheets, assign it as homework before Day Two.

Day 2

1. Review completed Job Application Data Sheets.
2. Ask groups to edit one another's work.
3. Distribute and review the *Guidelines for Writing Resumes Handout*.
4. Review the fundamentals of resume writing.
5. Show PPT Slide 5. Lead a discussion about the pros and cons of each resume type. (Note: There are many types of resumes. This lesson focuses on the most widely used varieties.)
6. Show PPT Slides 6-9. Demonstrate the four sample resume types: Chronological, Functional, Combination, and Target. Students can find ten samples of resume styles in Job Search Step 7: Create Resumes and Cover Letters.
7. Instruct students to choose an occupation for which they currently have the skills, experience, or education in order to write a resume.
8. Encourage students to use CIS to look up skills for the occupation.
9. Ask students to begin drafting a resume using the *Guidelines for Writing Resumes Handout* for reference and the Create Resume feature found within their portfolio.
10. Ask students to save their work at the end of the class.

Day 3

1. Ask students to complete resumes.
2. Divide class into small groups to review, edit, and print and save final versions.
3. Students submit resumes for teacher review.

Variations and Accommodations

- Teach the entire lesson on writing a resume.
- Allow students to work together in teams for the entire process, so that students can support

those with difficulty in writing.
- Work one-on-one with any student needing special assistance or pair student with a helpful group member for the activity.

Assessment

Use the *Presenting Yourself on Paper Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with projector and CIS access
Presenting Yourself on Paper (PPT)
Guidelines for Writing Resumes Handout (PDF)
Guidelines for Writing Resumes Handout (DOC)
Presenting Yourself on Paper Scoring Guide (PDF)
Presenting Yourself on Paper Scoring Guide (DOC)
Newspaper classified advertisements, job announcements

Theme and Level

Theme: Set Goals
Level: Getting Started, Looking Deeper

At a Glance

Students learn about and discuss Maslow's concepts of wants and needs then apply these to their own lives.
Time: 50 minutes.

Essential Questions

- Where am I on Maslow's hierarchy of needs?
- What personal goals do I have to help me move forward in my life?

Preparation

- Set up computer projector and audio system with classroom computer
- Establish CIS portfolios before this lesson
- Review Maslow's hierarchy of needs theory; see this Internet site: http://honolulu.hawaii.edu /intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm
- Print *Maslow's Hierarchy Worksheet*, one per student
- Obtain a sound recording of the Rolling Stones' *"You Can't Always Get What You Want"* you can show a video of the Rolling Stones performing this song on several You Tube pages or find other peoples' recordings of this song on You Tube as well
- (Note: Youtube may not be available in all schools)

Steps

1. Show PowerPoint (PPT) Slide 1 and introduce the goal of this lesson, which is to learn about personal wants and needs and apply these to goal setting.
2. Show PPT Slide 2. Click the title on this slide, and it will play the song, *"You Can't Always Get What You Want."* Ask students to consider the statement: "You can't always get what you want, but if you try sometimes you just might find, you get what you need."
3. Facilitate a discussion about what the statement means, and record students' answers.
4. Show PPT Slide 3, which is Maslow's Hierarchy. Explain to students that Dr. Abraham Maslow

was a noted authority who studied human behavior. Tell them that according to Maslow's theory, people begin at the bottom of the ladder and move up step by step as their needs are met. Answer any questions.

5. Describe the theory that individuals can slide down a level or two due to changing circumstances in their lives. Ask for discussion about what some of these circumstances might be. If students do not bring it up, be sure to mention such things such as starting college, beginning a career, and having a family.
6. Mention the idea that individuals who reach the top may set new priorities and goals and consequently move back a number of steps. Discuss this idea.
7. Ask students to consider where they are, individually, in the hierarchy. Tell them to think about why they place themselves where they do.
8. Ask for volunteers to share their thoughts.
9. Show PPT Slide 4. Tell students that you can portray Maslow's theory in various ways.
10. Show PPT Slide 5. Assign students to create their own hierarchy of needs with a visual representation that is meaningful to them. Tell students that this assignment requires them to identify what they can do right now to progress up the hierarchy, and to identify goals that will help them move forward at various stages of their lives.
11. Distribute the *Maslow's Hierarchy Worksheets* for students to use as a reference as they create their own structure.

Variations and Accommodations

- Assign students to work in groups to discuss the hierarchy and develop their structure.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Pyramid of Needs Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What are your personal goals?** text box within the Set Goals section of Career Plan.

*** These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Classroom with computer, projector, CIS access and audio system
Pyramid of Needs (PPT)
Maslow's Hierarchy Worksheet (PDF)
Maslow's Hierarchy Worksheet (DOC)
Pyramid of Needs Scoring Guide (PDF)
Pyramid of Needs Scoring Guide (DOC)

Theme and Level

Theme: Research Options
Level: Getting Started

At a Glance

Students conduct research to learn about occupations within clusters that interest them and the preparation requirements of these occupations.
Time: 50 minutes.

Essential Questions

- What occupation clusters and occupations interest me?
- What are the preparation requirements for these?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Students must complete the Career Cluster Inventory or other interest inventory before this class
- Make copies of the *Research My Options Worksheet*, one per student

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to identify occupations of interest and learn about the preparation requirements for these occupations. Ask students, "What does it take to become a teacher?," "What does it take to become a dental hygienist?" and "What does it take to become a video game designer?
2. Show PPT Slide 2. Review information. Explain that most occupations require some formal training or education beyond high school and that entry requirements for schools are increasing.
3. Ask students to share a parent's occupation and training path or education.
4. Show PPT Slide 3. Explain that this activity will help them learn about the preparation requirements for occupations that interest them.
5. Ask students to listen as you read the directions on the worksheet. Provide students fifteen minutes to work. Ask students to stop after they complete Step 9.
6. Show PPT Slide 4. Show students how to find the preparation information in CIS Occupations

and how to save occupations of interest.

7. Ask students to complete steps 7-11 of their worksheet using CIS Occupations information. Provide approximately fifteen minutes for students to finish.
8. Show PPT Slide 5. Ask students to answer the question in Step 12, completing the prompts in the boxes at the end of the worksheet.
9. Ask students to share with the full class some things of interest that they learned. Have students post meaningful reflections sharing what they learned about themselves in their CIS portfolios, in the Getting Started: Research Options section.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Worksheet could be completed as a homework assignment to save time.
- Post the clusters around the room with occupations in the clusters displayed to help students learn about clusters before this activity.
- Use the Interest Profiler or Ideas instead of the Career Cluster Inventory.
- Process the results as a full class rather than in small groups.

Assessment

Use the *Research My Options Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Research Options section of Career Plan. The following boxes need to be completed: **What occupations interest you now?** and **What are the preparation requirements for occupations that interest you now?**

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Research My Options (PPT)
Research My Options Scoring Guide (PDF)
Research My Options Scoring Guide (DOC)
Research My Options (PDF)
Research My Options (DOC)

Theme and Level

Theme: Evaluate Options
Level: Looking Deeper

At a Glance

Students use CIS Undergraduate School Sort to create a list of post-secondary school options and CIS U.S. Colleges & Universities to research those options. Students develop and use a decision-making grid for selecting post-secondary schools.
Time: 75 minutes.

Essential Questions

- What's important to me in a post-secondary institution?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- Familiarize yourself with Undergraduate School Sort and U.S. Colleges & Universities
- Print *School Decision Making Grid Worksheet,* one per student

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Steps

1. Show PowerPoint (PPT) Slide 1. Explain that the goal of this lesson is for students to learn to identify factors of importance in post-secondary schools.
2. Ask students to share their concerns and thoughts about selecting a post-secondary school.
3. Show PPT Slide 2. Volunteer exemplary issues that do not surface in the student discussion.
4. Ask students to draft a list of issues that they might want to consider as they look at school options.
5. Ask students to log into CIS using their personal usernames and passwords. Direct them to U.S. Colleges & Universities, and ask them to select Undergraduate School Sort on the right.
6. Show PPT Slide 3. Explain to students that this navigation bar will be at the top of each page, and that they can follow it in order, or select criteria in order of what is most important to them. Explain that these selection criteria provide important factors to consider.
7. Show PPT Slide 4. Demonstrate how Undergraduate School Sort works, and how to answer the

questions.

8. Ask students to use Undergraduate School Sort either during the class period or on their own to create a list of schools that may interest them.
9. Remind students to save results in their portfolios using the Save button.
10. Ask students to reflect upon the various school selection factors that they reviewed in this lesson, then ask them to create a list of their most important criteria for evaluating and selecting schools. (These lists might include some of the same criteria used in Undergraduate School Sort, but students should be encouraged to think about some of the other issues that are important to them, such as those discussed earlier in the lesson. Refer to the list of issues developed above.) Suggest that they review their final list with their parents.
11. Show PPT Slide 5, which is the sample *School Decision Making Grid Worksheet.* Distribute the worksheets to students.
12. Tell students that they are to create their own decision-making grids using these worksheets or spreadsheet software. Explain how they will place their own criteria in the left column of the grid and up to six schools that they are considering in the rows across the top. Ask them to create their own rating scale range for evaluating each school against their criteria. Show the method used on the sample (Slide 5) as one idea.
13. Ask students to select a minimum of four schools from their Undergraduate School Sort list as the basis for additional research and comparison.
14. Instruct students to research these schools using U.S. Colleges & Universities and the Internet to locate information related to their individual rating criteria.
15. After students complete this assignment, provide time to share what they learned about the schools they compared. Use Slide 6 to prompt discussion:
    ○ How did the rating process change how they felt about these schools?
    ○ What did they learn about what factors are important to them?
    ○ How might the outcome have changed if they had assigned some factors more weight than others?
    ○ Did this prompt them to consider other criteria?
16. Encourage students to explore additional schools that meet their personal criteria.
17. Remind students to reevaluate their criteria as they gather and review school application information, attend college fairs, talk to college representatives, and visit campuses.
18. Suggest that, over the next year or so, their expectations and needs will become clearer, and they will become better able to decide where to apply and where to attend school.
19. Ask students to share and discuss their completed worksheets and secondary school options with parents then return the signed worksheet to class.

Variations and Accommodations

- Ask students to create a bulletin board display of their research and rating results to share with others in the school.
- Students could work together in small groups to create the rating method.
- Students with visual disabilities could produce the table orally.
- Work one-on-one with any student needing special assistance.

Assessment

Use the *Selecting a College Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about how you set goals and make decisions from the career work you completed?** text box in the Evaluate Options section of Career Plan.

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with projector and CIS access
Selecting a College (PPT)
School Decision Making Grid Worksheet (PDF)
School Decision Making Grid Worksheet (DOC)
Selecting a College Scoring Guide (PDF)
Selecting a College Scoring Guide (DOC)

Senior Year College Planning Checklist

Theme and Level

Theme: Make Plan**s**
Level: Next Steps

At a Glance

Students create college checklist to track college-planning activities needed in the senior year of high school.
Time: 50 minutes.

Essential Questions

- What do I need to do my senior year to stay on track for college?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *Senior Year College Planning Checklist Worksheet*, one per student.
- Note: this activity is only for college-bound seniors. A corresponding activity, My Job Search Plan, is for seniors heading to the workforce instead of school

Steps

1. Show PowerPoint (PPT) Slide 1. Tell college bound students that the goal of this lesson is for each of them to plan and track needed senior-year activities.
2. Show PPT Slide 2. Ask students, "Do you think you might have senioritis? Senioritis is the state of slacking that attacks many seniors like a sickness." Allow students to respond and discuss this.
3. Inform students that, contrary to popular beliefs, college admission personnel docare about senior grades; offers of admission can be and are withdrawn when students do not perform as expected. One way to help with senioritis is to stay focused on your goals.
4. Tell students that this activity will help them focus on their goals by using a checklist to stay on track with all needed activity.
5. Show PPT Slide 3. Distribute the *Senior Year College Planning Checklist* and review this checklist with students.

6. Ask students to complete what they can of the worksheet and note their own unique activity details under the Calendar on page 1 of the worksheet.
7. Instruct students to hang this checklist in their locker or by the desk where they work at home. They need to see it often as a reminder of needed action.
8. Break students into groups of three and have them discuss their plans for preparing for college this school year.
9. Show PPT Slide 4. Ask students to answer the question in the text box at the end of the worksheet then transfer this answer to their CIS portfolios, in the Next Steps: Make Plans, Action Plans and Supports section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful class member for this activity.
- Worksheet could be completed outside class, allowing parent/guardian input, assistance, and support.
- Check-in with students regarding their progress towards completing their checklists monthly throughout the senior year.

Assessment

Use the *Senior Year College Planning Checklist Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Next Steps: Make Plans section of Career Plan. The following box needs to be completed: **What are your (college) action plans for this year?**

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Senior Year College Planning Checklist(PPT)
Senior Year College Planning Checklist Scoring Guide (PDF)
Senior Year College Planning Checklist Scoring Guide (DOC)
Senior Year College Planning Checklist(PDF)
Senior Year College Planning Checklist(DOC)

Set Goals

Theme and Level

Theme: Set Goals
Level: Getting Started

At a Glance

Students learn how to set career, academic and personal goals.
Time: 50 minutes.

Essential Questions

- What are my goals?

Preparation

- Secure computer lab with computer projector enabled and CIS access
- Make copies of the *Set Goals Worksheet*, one per student
- Copies of either: 1) earlier worksheets completed for Research Options and Evaluate Options or 2) reflections in Career Plan for Researching My Options and Evaluating My Options.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to learn how to set good personal, academic and career goals.
2. Show PPT Slide 2. Ask students, "What is a goal?" Give students ample chances to answer then share the second half of the slide, the answer: The result or achievement toward which you direct effort; aim; end.
3. Ask for a show of hands of those students who have set goals. Then of those, ask for those who achieved the goals they set to keep their hands raised. From among these, ask how setting goals helped them achieve goals.
4. Show PPT Slide 3. Share Bo Bennett and Clyde Drexler quotes. Tell students that these individuals achieved their dreams because they had goals.
5. Ask students if they know others who set and achieved goals. Allow students to share these stories.
6. Show PPT Slide 4. Distribute the worksheet. Discuss SMART goals using the worksheet to review the acronym.

7. Review the instructions for all steps. Show students how to set a sample goal. Provide 20 minutes for students to complete the worksheet.
8. Ask for student volunteers to share the goals they wrote. Have classmates provide encouraging and supportive feedback related to these goals.
9. Show PPT Slide 5. Ask students to transfer the answers they wrote in the worksheet's boxes to their CIS portfolios, in the Getting Started: Set Goals section.

Variations and Accommodations

- Partner students needing special assistance with a helpful class member for this activity.
- Complete worksheet as a homework assignment to save time and provide the opportunity for parent/guardian input and assistance.
- Process student learning in pairs or in small groups rather than with the full class.
- Write goals on the wall as a reminder for the semester.
- Share goals with other staff and counselors.

Assessment

Use the *Set Goals Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text boxes within the Getting Started: Set Goals section of Career Plan. Complete the following boxes*:* What are your personal goals?, What are your academic goals?, What are your career goals? and **What are your plans for enrichment and improvement this year?**

Materials

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Computer lab with a projector and CIS access
Set Goals (PPT)
Set Goals Scoring Guide (PDF)
Set Goals Scoring Guide (DOC)
Set Goals (PDF)
Set Goals (DOC)

Test Preparation and Practice

Theme and Level

Theme: Know Myself
Level: Looking Deeper, Next Steps

At a Glance

Students practice aptitude or ability test-taking using either the PSAT, SAT, ASVAB, or Civil Service practice tests.
Time: Varies depending upon test selected; some take 3 hours.

Essential Questions

- What are my strengths and weaknesses at this point in time?
- Where do I need to focus additional study time to perform well on these tests?

Preparation

- Reserve computer lab with computer projector enabled
- Arrange with counselors to meet with students following test administration to facilitate interpretation
- Establish CIS portfolios before this lesson
- Familiarize yourself with the practice tests available in portfolios
- Decide whether to require students to complete tests on their own time or allocate additional class time for completion

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is to enhance their test-taking skills.
2. Tell students that you are going to ask them to demonstrate their post high school plans with a show of hands.
3. Show PPT Slide 2. First ask those planning to attend a college or community college to raise their hands, and then ask those planning to enroll in a branch of the military to raise their hands. Next ask those planning to go directly into the workforce to raise their hands. Finally, ask if there are others with unique plans to raise their hands and tell what these plans are.

4. Show PPT Slide 3. Explain to students that:
   - Most colleges, the military, and many employers use entrance or hiring exams to help them select candidates or to assess applicants on a level playing field.
   - Resources such as books, online study guides, and preparation classes can help you prepare for college entrance exams, the ASVAB, or civil service tests.
   - Going into the test already familiar with the look, layout and flow of the test can be advantageous, and practice can help you develop test-taking skills.
   - Taking practice tests can help you identify areas of weakness, so that you can work on building these areas before taking the formal exam.
   - There are practice tests for the PSAT, SAT, ACT, ASVAB, AP tests, and several Civil Service exams, and in this lesson you will be taking the practice test most targeted to your goals (college, military, or civil service employment).
5. Tell students the length of the test they will be taking. The tests differ in length. (Check the Overview and Tests section of the test your students will take for this information.)
6. Inform students that test completion will require more time than a single class period. If students will be completing tests on their own, explain your expectations and provide deadlines for completion.
7. Show students how to stop, save, and restore their tests:
   - Save and End Section: Clicking this button finalizes your selections for that section. You will be brought back to the "Review" screen for this section.
   - Pause: Clicking this button pauses the section.
   - Save and Exit: Clicking this button allows you to exit the section and resume at a later time. It saves your answers to that point and notes the time remaining so that you may pick up right where you left off.
   - Cancel and Exit: Clicking this button allows you to exit the section and deletes all of your answers.
8. Show PPT Slide 4. Inform students that, unlike other career assessments, the formal tests associated with these practice tests are used by others to predict their success and screen them; however, their scores on the practice tests will not be graded and will only be used by the students for their own edification. Also inform students that, although the tests are not timed, some measure time taken to complete the test and/or have time limits for each item.
9. Ask if students have questions and answer them.
10. Ask students to log into CIS using their personal usernames and passwords.
11. Direct students to their portfolios, where they can find the test most suited to their goals.
12. Begin testing.
13. Invite counselors into the class after all tests are completed for interpretation.
14. Ask counselors to meet with small groups of students who completed the same test or with individual students to discuss what they learned from taking their respective tests. Include in this discussion:
    - What surprised you about your results?
    - What do you want or need to work on before taking the actual test?
    - Would taking another practice test benefit you?
    - What did you learn about your abilities, strengths, skills and talents?
    - What did you learn about taking computerized tests?
15. Inform students that each practice test can be taken three times.
16. Show PPT Slide 5. Encourage students to explore CIS:
    - In Occupations: read the Helpful high school courses, Knowledge, and Skills and abilities sections for occupations of interest to observe the occupation's requirements, and to compare these requirements to their performance in these areas as evidenced in the practice tests.
    - In Programs of Study: read the Typical course work content to observe the coursework expected in post-secondary studies.

Variations and Accommodations

- Ask all students to take one practice test (the ASVAB, for example), and conduct a group interpretation. Then encourage students to take another practice test related to their goals independently.

- Students needing special assistance should be paired with a special education assistant during the assessment.

Assessment

Use the *Test Preparation and Practice Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **What did you learn about yourself from the career assessments you used?** text box within the Know Myself section of Career Plan.

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Test Preparation and Practice (PPT)
Test Preparation and Practice Scoring Guide (PDF)
Test Preparation and Practice Scoring Guide (DOC)

Theme and Level

Theme: Make Plans
Level: Looking Deeper, Next Steps

At a Glance

Students investigate and summarize labor laws as they apply to minors.
Time: 75 minutes.

Essential Questions

- What are the labor laws that apply to me?

Preparation

- Reserve computer lab with computer projector enabled
- Establish CIS portfolios before this lesson
- Familiarize yourself with and gather labor law information found in the following places:
  - CIS Job Search under the Resources and Tips heading
  - Handy Reference Guide to the Fair Labor Standards Act: http://www.osha.gov/pls/epub/wageindex.download?p_file=F16163/HRG%202007%20FINAL.PDF
  - Information on obtaining a Social Security Card: http://ssa-custhelp.ssa.gov/app/answers/detail/a_id/251
  - Employment offices and Union offices
  - Your school's counselor or social studies teacher may be able to assist you in locating a local contact for more information
- Bring chart paper and paper for brochures

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to learn about labor laws as they affect teens.
2. Explain to students that they will achieve this goal by compiling a brochure with labor law information for others to use.
3. Show PPT Slide 2 and ask students:
   - What is our state's minimum wage?

- Is the minimum wage different for individuals under the age of 18?
- Are people that work for tips also paid minimum wage in addition to their tips?
- Are individuals under the age of 18 allowed to work with machines or knives?
- What is the maximum number of hours a minor can work per week?
- Who regulates the workplace so that young people, under the age of 18, receive the correct rate of pay and have limits on the hours they can be required to work?
- What other aspects of working conditions are covered by federal and state legislation?

4. Record students' ideas on the board. Augment their ideas if necessary.
5. Ask students to identify the topics their brochures should cover and review likely sources of information about these topics. Possible topics include employers, employees, unions, social security number, income tax, wages, deductions, hours, working conditions, and explanations of terms.
6. Create charts for each of the main topics that students identified above.
7. Divide students into small groups and assign each group a topic, ensuring that all topics are covered.
8. Show PPT Slide 3. Show students where to find Labor Law information within Job Search by clicking the Labor Laws link on the left navigation bar in Job Search. Encourage students to use this resource in their research.
9. Allow students to work together to compile information about their topics. The information students find should be recorded on the chart with their initials and the source of information.
10. Allow time for students to circulate and read the other topic charts and then initiate a class discussion about each topic. Clarify any information that is ambiguous.
11. Assign students to work individually to create labor law brochures, making these professional looking so that other young people can benefit from them.
12. Explain the size and format requirements and timeframes.
13. Students may need homework time to complete this assignment.
14. Upon completion, ask local labor lawyers to review these brochures and provide feedback to students about their work.

Variations and Accommodations

- Use desktop publishing software for this project in a business or art classroom environment.
- Pose a series of key questions and ask students to research the answers. Suggest that the brochures have a question and answer format.
- Brochures could be mailed to staff of human resources offices in local businesses with a request for feedback.
- Take the brochures to a younger classroom and ask your students to teach the younger students about labor laws.
- Invite a guest speaker to talk and answer questions about the labor laws.
- Invite a state labor specialist to speak and view the brochures.
- Students could write a short skit on the topic "First Day at Work" about a young worker learning about their rights and obligations as an employee.
- Work one-on-one with any student needing special assistance or pair student with a helpful partner or group member.

Assessment

Use *The Law at Work Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about this activity in the **Exploration/Job Shadowing?** text box in the Make Plans, Experiential Learning Plans section of Career Plan.

Materials

Computer lab with projector and CIS access
The Law at Work (PPT)
The Law at Work Scoring Guide (PDF)
The Law at Work Scoring Guide (DOC)
Information about federal and state labor laws, especially child labor laws
Chart paper
Paper

Write a Cover Letter

Theme and Level

Theme: Make Plans
Level: Next Steps

At a Glance

Students write a cover letter using CIS.
Time: 75 minutes.

Essential Questions

- How do I make a selling resume?

Preparation

- Secure computer lab with computer projector enabled and CIS access.
- Make copies of the *Make a Resume Worksheet*, one per student.
- Find and scan or search the Internet for several sample resumes with problems such as: hard-to- read font, weak objectives, no accomplishments, poor ordering of information, excessive personal information.

Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for each of them to create an effective cover letter.
2. Show PPT Slide 2. Show the effective cover letter. Review its strengths:
   - It presents knowledge of the company. The writer has researched the company and its needs.
   - It lists several pertinent accomplishments.
   - It invites the reader to learn more about the writer.
   - It asserts a request for more communication.
   - It thanks the reader.
   - It is concise and just three paragraphs.
3. Tell students that they will now create their own cover letters using the instructions on the *Write a Cover Letter worksheet*.
4. Show PPT Slide 3. Distribute the *Write a Cover Letter Worksheet*.

5. Tell students that they will now create their own cover letters using the instructions on the *Write a Cover Letter worksheet*.
6. Review the instructions with students and check to see that every student understands them.
7. Provide 25 minutes for students to draft their letters. Walk around the room and assist any students who need help.
8. Show PPT Slide 4. Review instructions:
    ○ Ask students to pair up and exchange letters for a peer review and edit.
    ○ Instruct peer reviewers to consider the information order, quality content, and detail of pertinent information displayed, as well as word choice throughout the drafts they review.
    ○ Provide 10 minutes for the peer review and editing.
9. Ask students to type and revise their drafts, integrating peer review feedback, and create final versions that they save and upload to their My Portfolio in the Stored Files and Links section of their portfolios.
10. Provide 15 minutes for this activity.
11. Show PPT Slide 5. Did writing this letter encourage students to contemplate securing more pertinent experience prior to job or college searching? Add these thoughts in the *What other plans for experiential learning do you have?* reflection field in the Next Steps: Make Plans, Experiential Learning Plans section of Career Plan.

Variations and Accommodations

- Students needing special assistance should be partnered with a helpful person for this activity.
- Cover letters could be drafted outside class, allowing parent/guardian assistance, input, and support.
- Share cover letters with counselors, English teachers, and younger students to set a tone for professionalism in the school.

Assessment

Use the *Write a Cover Letter Scoring Guide* to evaluate student work.

Portfolio

Students enter their reflections about what they learned in the text box within the Looking Deeper: Make Plans, Experiential Learning Plans section of Career Plan. The following box needs to be completed: **What other plans for experiential learning do you have?**

***These links are not accessable in the pdf version. They can be found by logging into the MCIS System.

Materials

Computer lab with a projector and CIS access
Write a Cover Letter (PPT)
Write a Cover Letter Scoring Guide (PDF)
Write a Cover Letter Scoring Guide (DOC)
Write a Cover Letter (PDF) Write a Cover Letter (DOC)