



Louisiana Believes

**Education for Careers II
Curriculum Framework**

Personal Portfolio

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Education for Careers II
(EFC II)
½ credit

Course Description

The purpose of Education for Careers II is preparing students for learning beyond high school and the demands of the 21st century workplace. This course will engage students in investigating careers using resources available to them and develop the documents that are required for applying for a job within a personal print or web-based portfolio as they enhance the soft skills required for success in the workplace.

Teachers will provide the help and support necessary to help students meet high expectations. Knowing students' interests, skills and aspirations and providing the personalized attention that promotes a better connection to school and to their future, students will be better prepared for the job-seeking process and the career they plan to pursue.

Career technical educators will implement strategies that contribute to the improvement of student achievement by improving the quality and rigor of career/technical education.

(Source: SREB)

Course Goals

Students who participate in the **Education for Careers II** course will:

- Investigate different careers to discover specific careers that are of interest to the students;
- Investigate a career chosen by the students using available resources;
- Apply for a job in the career area selected;
- Develop technology and presentation skills by selecting and using a program to present information;
- Identify the purpose of a personal portfolio;
- Develop personal and technology skills related to print and web-based portfolios;
- Develop communication and presentation skills by presenting web-based portfolios to the class.
- Develop soft skills required in the workplace.

THE ROLE OF EFC II IN SENIOR PROJECTS

Education for Careers II incorporates *some* of the Senior Project requirements. Schools choosing to utilize this course for Senior Project in partial fulfillment of the requirements for an Academic Endorsement as outlined in Bulletin 741 may do so by adding the requirements not incorporated into EFC II.

Below is information from Bulletin 741 ((Louisiana Administrative Code Title 28, Part XXV, May 2011, page 64; <http://www.doa.louisiana.gov/osr/lac/lac28.htm>) that provides all requirements for Senior Projects.

§2320. Senior Projects

- A. A senior project is a focused rigorous independent learning experience completed during the student's year of projected graduation from high school.
- B. Each LEA allowing students to complete a Senior Project in partial fulfillment of the requirements for an Academic Endorsement shall develop local policy for Senior Projects that includes these requirements.
 1. Each student must choose a challenging topic of interest approved by their parents or guardians and the school-level Senior Project Committee.
 2. Each student must have a Senior Project mentor.
 3. Students must successfully complete the four components listed below with a score of Satisfactory or higher on each component. The components will be evaluated locally using rubrics provided by the DOE:
 - a. research paper of 8 to 10 pages on an approved topic of the student's choice;
 - b. product or service related to the research requiring at least 20 hours of work;
 - c. portfolio that documents and reflects the Senior Project process;
 - d. presentation to a panel of three to five adults from the community and school.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:7; R.S. 17:24.4; R.S. 17:183.2; R.S. 17:395.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 32:240 (February 2006).

Education for Careers II incorporates *some* of the Senior Project requirements as indicated below. Words that have a strikethrough are not required in EFC II; words underlined have been added for EFC II.

1. Each student must choose a challenging topic of interest approved by their teacher.
3. Students must successfully complete the components with a score of Satisfactory or higher on each component. The components will be evaluated locally using rubrics:
 - a. research paper of 8 to 10 pages on an approved topic of the student's choice;
 - c. portfolio that documents and reflects the Career Research & Personal Portfolio process;
 - d. presentation to the class.

Schools choosing to utilize this course for Senior Project in partial fulfillment of the requirements for an Academic Endorsement as outlined in may do so by adding the following requirements that are **bolded** and should contact the Senior Project office of the Louisiana Department of Education for more information.

1. Each student must choose a challenging topic of interest approved by their **parents or guardians and the school-level Senior Project Committee.**
2. **Each student must have a Senior Project mentor.**
3. Students must successfully complete the **four** components **listed below** with a score of Satisfactory or higher on each component. The components will be evaluated locally using rubrics **provided by the DOE:**
 - a. research paper of 8 to 10 pages on an approved topic of the student's choice;
 - b. product or service related to the research requiring at least 20 hours of work;**
 - c. portfolio that documents and reflects the **Senior Project** process;
 - d. presentation to **a panel of three to five adults from the community and school.**

EDUCATION FOR CAREERS II
Louisiana Related Content Standards

CAREER RESEARCH
Standard One: Investigate different careers to discover specific careers that are of interest to the students
a. Identify careers that relate to the students by taking interest surveys that identify individual assets, interest, aptitudes, talents and occupational abilities.
b. Compare results of surveys to determine which careers appeal to the student
c. Select one specific career to research and obtain approval from the teacher
Standard Two: Investigate a career chosen by the students using available resources
a. Identify information that is important to know about careers
b. Develop a plan of study or outline to conduct research
c. Research books that provide information related to the career chosen
d. Select and search websites for information related to the chosen career
e. Develop a list of questions to ask a person who is currently working in the chosen career
f. Interview a person currently working in the chosen career to obtain answers to questions developed
g. Write a research paper of at least eight (8) pages
h. Develop a career plan by utilizing information discovered in surveys and research
Standard Three: Apply for a job in the career area selected
a. Identify and research three (3) businesses or organizations that employ persons in the career area chosen
b. Obtain an application from the business or organization selected
c. Apply for a job by completing an application from the business/organization selected, composing a cover letter and list of references, updating a resume, and preparing for interviewing.
d. Develop a Personal Introduction that introduces the student utilizing appropriate technology
Standard Four: Develop technology and presentation skills by selecting and using a program to present information
a. Review different types of presentation programs
b. Select a program to present information
c. Prepare presentation by inputting career research information into the selected program
d. Present the program to the class to inform students of various careers and develop communication and presentation skills
PERSONAL PORTFOLIO
Standard Five: Identify the purpose of a personal portfolio
a. Determine the purpose of portfolios for personal and professional purposes in digital and print formats
b. Identify information that should be included in a personal portfolio that illustrates the student's experience, skills and abilities
c. Research past projects from core classes, electives, and other courses taken to determine their appropriateness for inclusion in a portfolio

d. Select and update projects completed in other courses taken to provide evidence of skills and abilities
e. Identify other types of projects that should be included in a personal portfolio
f. Determine how to include the career research project in the personal portfolio
Standard Six: Develop technology skills related to web-based portfolios
a. Determine the purpose of web-based portfolios
b. Identify documents that should be included in a web-based portfolio
c. Research different websites that can be used to post a web-based portfolio
d. Develop a web-based portfolio by selecting and utilizing available web resources
e. Save portfolio documents on storage devices including a CD, DVD or flash drive for future use to update and revise as experiences and skills develop
Standard Seven: Develop communication and presentation skills by presenting web-based portfolios to the class
a. Develop a plan of action for presenting web-based portfolio
b. Determine appropriate professional clothing to be worn for the portfolio presentation
c. Present web-based portfolio to class to share information with students and enhance communication and presentation skills
SOFT SKILLS
Standard Eight: Develop soft skills required in the workplace
a. Identify soft skills that the individual currently possesses and the skills that need to be improved
b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

ICON GUIDE

Icon	Purpose
	<p>Website</p> <p>Log on to the website identified in the lesson</p>
	<p>Talking Points</p> <p>Information by the microphone includes factual information for teachers to share with students or to use as discussion starters</p>
	<p>Soft Skills</p> <p>Make a point to reference the soft skills required for success in the workplace.</p>
	<p>Bell ringer/Blog or Student Notebook/Journal</p> <p>This activity should be done as a Bell ringer, Blog or in the student notebook/Journal, which serves as a place for students to continuously process their learning throughout the course.</p>
	<p>Career Connections</p> <p>Make a point to directly show students how skills are related to careers</p>
	<p>Activities Not Requiring Computers</p> <p>Students complete the activities by hand when computers are not available.</p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education for Careers Toolbox column in Lesson Idea Guide
Introduction to EFC II			
<p>Welcome to <i>Education for Careers II</i> Students practice soft skills and discuss importance of communication and teamwork skills.</p>			<p>Articles: Three Keys to Doing Well in School Instructional Strategies: Key Characteristics of Successful Students</p>
<p>Family Career Tree Students create a Family Tree depicting the careers of family members.</p>	<p>Activities/Handouts: Family Career Tree</p>		<p>Articles: Three Keys To Doing Well</p>
Career Research			
<p>Career Detective: Investigating Careers Students examine various careers to discover specific careers that are of interest to them and select a career to research for “Investigating Your Future” project or part of school’s Senior Project® initiative.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Career Detective Directions & Rubric, •Citation Examples •Louisiana Connect 	Get To Know Yourself	<p>Interest Surveys and Assessments:</p> <ul style="list-style-type: none"> •Career Cluster Interest Survey •Discover Your Personality
<p>Investigating Your Future Students investigate a career aligned with their interests using available resources, build on career plan in Louisiana Connect, and enhance technology and presentation skills by selecting and using a multi-media program to share information.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Career-related books & Web sites •Contacts for professional interviews, •<i>CR Directions & Rubrics</i> •Possible Questions for Professional Interview •<i>Student Project Reflection</i> 		

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education for Careers Toolbox column in Lesson Idea Guide
<p>The Application Process Students apply for a job at a business related to the career area researched and practice technology skills by student utilizing appropriate technology.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Print and online applications •CR3 Activities & Rubrics •Sample cover & follow-up letters •Sample resume & references, Letters/Resume/References •Checklists 		<p>Career Clusters: Seeking Employment</p>
Personal Portfolio			
<p>The Personal Portfolio Students define the purpose of a personal portfolio and determine which information they will include in their portfolios.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Personal Portfolio Directions & Rubrics, •Past student activities & projects •Teacher Portfolio 		<p>Instructional Strategies: The Personal Portfolio</p>
<p>The Personal e-Portfolio Students define the purpose of web-based portfolios, identify additional documents that can be included in a web-based portfolio, and create a web-based portfolio.</p>	<p>Activities/Handouts: e-Portfolio directions</p>		
<p>Presenting the Portfolio Students practice communication and presentation skills by sharing web-based portfolios with the class.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Completed Portfolios •Rubrics 	Education for Careers Post-Assessment	<p>Assessments:</p> <ul style="list-style-type: none"> •Oral Presentation Rubric •Education for Careers Post-Assessment •Education for Careers Post-Assessment (KEY)
Additional Lessons & Resources			
<p>Before You Begin Includes information to assist teachers with preparing and teaching EFC I/II, such as how to use the suggested online resources/programs</p>	Louisiana Connect		<p>Videos: Drive: The Surprising Truth About What Motivates US</p>

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education for Careers Toolbox column in Lesson Idea Guide
<p>Bell ringers & Blogging Provides information about and instructions about using an online journaling resource allowing students to post thoughts and constructs knowledge as respond to teacher postings related to the lessons presented.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Teacher-developed Procedures • <i>Using Edublogs</i>, •<i>Edublogs Handouts 1-8</i> • Student Procedures, <p>Articles: “What People Earn”</p>		
<p>Preparing for the Interview through Bell ringers Daily activities to assist students with enhancing interviewing skills.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Interview Questions found at (www.quintcareers.com/printable/interview_questions.html) •Student Journal or Blog 		
<p>Your Life as a Graphic Designer Students role play Graphic Designer and design business papers both print and online to use throughout the semester to show their appreciation to guest speakers, complete letters of applications, etc.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Greeting Card Directions & Rubric •<i>TY Card Shell</i> 		
<p>Reinforcing the Laws of Life Students use the daily activities to improve Foundation Knowledge and Skills by reflecting on what are the Laws of Life and their role in academic and career success: attitude, preparation, trustworthiness, honesty, integrity, punctuality, etc.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Character Development Questions & DVD(s) •Laws of Life posters •U.S. Department of Labor Web site 		<p>Assessments: Soft Skills Instructional Strategies: Soft Skills</p>
<p>Did You Know? Students learn about job and volunteer opportunities.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •Flyers •Louisiana Connect 		
<p>Lessons from Monday Morning Messages This resource utilizes the power of storytelling to teach morals and lessons.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> •<i>Monday Morning Messages</i> (Teacher may purchase book) or use •Monday Morning Messages Website 		

Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education for Careers Toolbox column in Lesson Idea Guide
<p>Resources in Your Own Backyard & Under Your Own Roof Ideas for activities called <i>Walking Tours</i>, <i>Tours du Jour</i>, mini-field trips, faculty/staff guest speakers, and student guest speakers that are available in and around the school which provide students with unique experiences that will help them consider various careers.</p>	<p>Activities/Handouts: Examples of Parent/Faculty & Staff Letters</p>		
<p>Puzzlemania Students apply soft skills to cooperative, collaborative activities.</p>	<p>Activities/Handouts: Puzzles</p>		
<p>Yahoo! Students read, evaluate and respond to articles or multi-media presentations that reinforce curriculum concepts and Foundation Knowledge and Skills</p>	<p>Activities: Articles</p>		<p>Articles:</p> <ul style="list-style-type: none"> • 10 Forces That Flatten the World • Return to Sender • George Lucas
<p>Career Day & Young Icons Options for exploring careers using videos resources: <i>Career Day</i>, a 30-minute television show related to careers and <i>Young Icons</i>, a 30-minute television show about young entrepreneurs.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> • <i>Career Day</i> DVD • <i>Young Icons</i> DVD 		<p>Videos The Young Icons and Lane Sutton</p>
<p>When I Grow Up... Students explore careers aligned with interests</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> • Toys • Completed career research project & display cards 		
<p>Guest Speaker Resources Resources for securing guest speakers and to support students in preparing for guest speakers.</p>	<p>Activities/Handouts:</p> <ul style="list-style-type: none"> • Possible Guest Speaker Questions • Student Answer Sheet for Guest Speaker Questions • Guest Speaker Information 		
<p>Sources & Resources Listing of Books & Articles, DVDs, Movies, Funding, Testing, Web, Other Resources</p>			<p>Web Resources: Web Resources</p>
<p>Supplemental Resources Suggestions for students to access programs outside the classroom, i.e., high ability programs for advanced students</p>			
<p>Supplemental Materials</p>			

Listing of resources referenced at the end of each lesson			
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Lesson Idea Guide			
Lesson Description	Materials Needed	Assessments	Education for Careers Toolbox column in Lesson Idea Guide
<p>EverFi (Online) Students expand their knowledge of personal finances through nine (9) financial literacy modules. This Internet-based program may be utilized if the instructor has completed the required training.</p>	<p>EverFi</p>		<p>EverFi Overview Quick Start Guide</p>

Lesson Title: Speed Meeting!

Career Cluster: All Clusters

Foundation Knowledge and Skills: Teamwork & Communication

Career Concept: Personal Development, People as Sources

Summary: Students **practice** soft skills and **discuss** importance of communication and teamwork skills.

Course Objectives:

9. b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives- Students will:

- Introduce themselves to various students
- Listen to other students introduce themselves
- Develop teamwork & communication skills

Time: One-50 minute class period

Required Materials: Classroom set up: student desks in four rows with two rows facing the other two rows (adapt this setting according to the number of students in the classroom), [Key Characteristics of Successful Students](#) PowerPoint

Optional Resources: *Soft Skills in the Workplace* DVD & accompanying activities

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Ask several students to volunteer to tell about one of the other students in the class. Point out the fact that even though they know them or they may be familiar with them, they do not always know everything about them. Have them identify why it is important for teachers and students to know about each other.

Lesson Components

1. Talk about the importance of knowing who you are working with, developing communication skills, developing a positive atmosphere in the classroom, the classroom being one in which everyone works together as a team, etc.
 - a. Place desks in four rows with two rows facing each other
 - b. Separate students into 2 groups of ten (adapt this to the number of students you have in a class.
 - c. Five students sit on one side of the first two rows and the other five sit in the other row.



2. Describe the activity in which they will participate.
 - a. Students will have one minute to introduce themselves to the person sitting across from them (like speed dating).
 - b. When time is called the other person should introduce themselves.
 - c. When indicated by the teacher, one row should switch seats and begin the process again.
 - d. The students should rotate in this manner until all students on one row have rotated to all the students in the facing row.
 - e. The teacher should then ask the students to recall one piece of information that they learned about another person.
 - f. Once a person is talked about, they should not be talked about again.
3. Present the [*Key Characteristics of Successful Students*](#) PowerPoint (refer to the Education for Careers Toolbox column in Lesson Idea Guide) to reinforce the concepts presented in the introductory activity.
4. As an optional activity, show a DVD about soft skills such as *Soft Skills in the Workplace*.
 - a. Students will understand that communication and teamwork are important characteristics to possess in preparation for successful employment.
 - b. Review the accompanying DVD activities to determine which activities support the standards and objectives of EFC II and complete the activities of your choice.

Lesson Closure

Ask students to provide comments about the activity. Have them tell how this activity helped them get to know other students in the class. Identify reasons why developing a positive classroom atmosphere where students know one another and work together as a team is important and how this applies to the classroom.



Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Career Development and Communication**.

Discuss how the activity(ies) connect(s) the lesson to their development of FKS in the form of:

- Bell ringer
- Blogging
- Notebook/Journal

Formative Assessment

Students may use their student notebook to write a reaction about the “speed meeting” activity or respond to a question as a Bell ringer or on the class blog.



Lesson Title: Family Career Tree

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Career Development, Critical Thinking & Communication

Career Concepts: Extended Learning Opportunities

Summary: Students **create** a Family Tree depicting the careers of family members.

Course Objectives:

1. d. Develop a career plan (build on career plan in Louisiana Connect) by utilizing information discovered in surveys and research
2. b. Identify information that is important to know about careers

Lesson Objectives- *Students will:*

- Complete a family career tree
- Discuss the project with a family member
- Answer questions related to their family members' careers and how family members' choices affect them
- Input the information into a Microsoft Publisher

Time: Two-50 minute class periods

Required Materials: Family Career Tree handouts following this lesson (directions, questions, rubric)

Optional Resources: Classroom career tree - green construction paper leaves, brown construction paper tree trunk

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Ask students if any of them are planning to pursue the same career as one of their parents/guardians. Have them tell why they are choosing the same career as their parent/guardian. Tell them about the project and how it may help them discover something about themselves and the career they want to pursue.

Lesson Components

1. Describe the project.
 - a. Go over the directions, the questions and the rubric.
 - b. Have students review the *Family Career Tree* handout.

- c. Give them time to complete the tree.
 - d. Students should take the tree home and discuss it with their parents if they are unable to complete it on their own; additional time may be needed in the classroom to complete the activity.
 - e. Post the trees in the classroom; completed sheets should be included in the personal portfolios.
 - f. Computer Connections: Students input the information into the MS Publisher document titled *FCT Shell*; students should save the document as first name last initial CFT on their H: drive in their Projects folder; students post/email and print (teacher may have to print) the document so that teachers can access the documents; post prints in the classroom.
2. Reinforce developing appropriate habits in the classroom.
- a. Use a literacy strategy (Anticipation Guide, Jigsaw, etc) to share article, *Three Keys to Doing Well* (refer to the *Education for Careers* Toolbox column in Lesson Idea Guide)
 - B. Stress the concepts presented in the presentation, how *EFC II* will assist students with preparing them for their futures if students contribute and participate.
3. Optional Activity – To include the Classroom Career Tree activity:
- a. Cut out a trunk using brown construction paper.
 - b. Post the tree trunk on the wall along with a sign saying “2nd Hour Career Tree” for each class (change the number of the hour according to what hour your class is held).
 - c. Cut out green construction paper leaves; students can assist with this.
 - d. Have the students write their name & career on a leaf and add their leaves to their class’s Career Tree.



Lesson Closure

Review the purpose of the lesson and how this is one way that students can assess themselves to learn more about careers that they may be interested in or suited for. Discuss the questions asking students to share their responses with the class.



Foundation Knowledge and Skills Connection: The components of this lesson emphasize **career development and communication**.

Discuss how the activity(ies) connect(s) the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal

Formative Assessment

The Family Career Sheet should be assessed for completion using the rubric. Students may also use their student notebook/blog to write a reaction about the activity.



Family Career Tree
Directions & Rubric

Think about how family members’ career choices have influenced your life—which may help to identify what you want and don’t want in a career.



Directions for Family Career Tree Project:

- ☑ Fill in each box with the name and career of the person listed on the tree.
- ☑ Discuss this project with a family member, if needed.
- ☑ Add boxes for more aunts, uncles, cousins, brothers, and sisters if needed.
- ☑ Delete boxes you don’t need.
- ☑ Access the *FCT Shell* Folder
- ☑ Save it as first name last initial FT (example: ChrisK FCT) on your H: drive.
- ☑ Input the information into the Publisher document (Save early, save often!).
- ☑ Turn in this sheet for grading.

Answer the questions below.

1. Are there career areas that several of your relatives have pursued? If so, list them here.
2. How has your family members’ career choices changed over time?
3. If a family member changed jobs more than once, who changed and what are the different jobs that they’ve had?
4. What do your relatives tell you about reasons to choose or not choose careers like theirs?

Family Career Tree Rubric				
	0	1-4	5-8	Score
Completed tree on reverse side of this sheet as directed				
Completed tree in Publisher as directed				
Answered questions 1-4 thoroughly				
	0	1	2	
Saved & uploaded document as directed				
Turned project sheet in				
Total Points (28 Possible)				

Adapted from *Career Family Tree Worksheet*. Career Connection. Family Career and Community Leaders of America, Inc. (http://www.breitlinks.com/careers/career_pdfs/familytreews.pdf)

Lesson Title: Career Detective

Career Cluster: All Clusters

Foundation Knowledge and Skills: Career Development, Critical Thinking, Communication & Safety, Health & Environment

Career Concept: Career Research, Career Exploration

Summary: Students **examine** various careers to discover careers of interest to them and to research for “Investigating Your Future” project or part of school’s Senior Project® initiative.

Course Objectives:

- 1.a. Identify careers that relate to the students by taking interest surveys that identify individual assets, interest, aptitudes, talents and occupational abilities.
- 1.b. Compare results of surveys to determine which careers appeal to the student
- 1.c. Select one specific career to research and obtain approval from the teacher

Lesson Objectives- Students will:

- Review career interest surveys to select careers to research
- Examine several careers to determine one they would like to research in detail

Time: Five-50 minute class periods

Required Materials: Career interest surveys or survey results from *EFC I* (refer to [Career Clusters Interest Survey](#) and *Additional Career Interest Surveys & Directions* (see *EFC I* Curriculum Framework), *Career Detective Directions & Rubric* activity, Citing Your Sources sheet (following this lesson); Resources for research ([Web Resources](#), Web sites, library books, career encyclopedias, etc.)

Optional Resources: *Using readwritethink.org* (following this lesson); *Guest Speaker Information beginning on page 100*.

Guest Presenters: (optional)

- Invite a local person to speak on the importance of career exploration.
- Speakers should be knowledgeable about career exploration.
- Suggestions for speakers: School Guidance Counselor, representative from a local career center, etc.
- Speakers should be sent guidelines as outlined in Guest Speaker Information beginning on page 101.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

Tell students that they will act as “detectives” in search of the career that they want to pursue after graduating from high school. Ask them to identify the types of activities that a detective performs on the job.

Lesson Components

1. Present lesson activities. *Education for Careers* Toolbox column in Lesson Idea Guide).
 - a. Students select three careers they are considering for the future, careers they have thought about recently, careers identified in career interest surveys completed in EFC I, or complete a career interest survey to identify careers that match with your personality & abilities (refer to [Career Clusters Interest Survey](#) and Additional Career Interest Surveys & Directions (See EFC I Curriculum Framework) 
 - b. Students assume the role of Career Detective and find ten (10) interesting facts about each career by asking a parent or other adult, reading a book, or perusing the Internet. 
 - c. Students submit the facts in the form provided and cite their sources (using the Citing Your Sources page following this lesson).
2. After completing this activity, students select one of the careers to research for the “Investigate Your Future” project.
3. Optional activity - Ask the Library Media Specialist to present a lesson on citing sources.
4. Optional Activity:
 - a. Students create an Acrostic or Diamante Poem that describes one of the careers they investigated. 
 - b. Students go to www.readwritethink.org to complete activity.
 - c. Classes that do not have access to computers can complete the activities on paper; the teacher can print handouts to disseminate to the students, display the information on the LCD projector, if available (if not available, present the information orally). 
 - d. Refer to the *Using readwritethink.org* instructions following this lesson for more information.
5. Optional Activity – Guest speaker:
 - a. Use *Possible Guest Speaker Questions* (see Guest Speaker Information beginning on page 100) to brainstorm questions that students can ask the speaker.
 - b. Students can use the *Student Answer Sheet for Guest Speaker Questions* (see Guest Speaker Information beginning of page 100) for possible graded activity.
 - c. Those two documents can be found in the Education for Careers Toolbox column in Lesson Idea Guide column in Lesson Idea Guide.

Lesson Closure

Students identify the career they selected in a Round Robin session.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Career Development, Critical Thinking, Information Technology Application, Communication and Safety, Health & Environment.**

Discuss how the activity(ies) connect(s) the lesson to their development of FKS through one of the following formats:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

Students' completion of the Career Detective activity should be assessed using the rubric provided.

Name: _____ Hour: _____ Date: _____

“Career Detective” Directions & Rubric

1. Select three careers you are considering for the future.
 - Choose careers you’ve thought about recently.
 - Select careers identified in career interest surveys completed in *EFC I*
 - Take a career interest survey to identify careers that match with your personality & abilities
2. Find ten (10) interesting facts about each career by:
 - a. Asking a parent or other adult
 - b. Reading a book
 - c. Perusing the Internet
3. Submit the facts in the form below.
4. Cite your sources using the examples included in this packet.
5. After completing this activity, select one of the careers to research for the “Investigate Your Future” project.

Career #1	Facts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Source:	

Career #2	Facts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Source	

Career #3	Facts
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
Source	

Career Choice: _____

“Career Detective” Rubric

	0-1	2-3	Score
Career 1:			
10 Interesting Facts	Included some interesting facts	Include 10 interesting facts	
Cited Source	No citation	Citation included	
Career 2:			
10 Interesting Facts	Included some interesting facts	Include 10 interesting facts	
Cited Source	No citation	Citation included	
Career 3:			
10 Interesting Facts	Included some interesting facts	Include 10 interesting facts	
Cited Source	No citation	Citation included	
Career Selected for “Investigating Your Future” Project	No career identified	Career identified	
Total (21 possible points)			

CITING YOUR SOURCES

MLA Citation Examples

Works Cited

Book:

Last name of author, first name of author. *Title of Book*. Place of Publication: Publisher, year of publication. Format.

Doe, Jane. *The Study of Careers*. Miami, FL: Sun Publications, 2010. Print.

Electronic Sources:

"Title of Article." Name of Website. Publisher/Sponsor, Date of Publication. Format. Date accessed. <URL of Website>.

"Physicians and Surgeons." *Occupational Outlook Handbook*. United States Department of Labor, 7 Feb. 2010. Web. 30 Apr. 2010. <<http://www.bls.gov/oco/ocos074.htm>>.

Encyclopedia:

"Title of Article." Title of encyclopedia. Publishing city, state: Publisher, Year published. Format.

"Obstetrician." *Encyclopedia of Careers*. Chicago, IL: Fortune, 2005. Print.

Personal Interview

Last name of person interviewed, first name of person interviewed. Type of interview (personal or telephone). Date of interview.

Doe, John. Personal interview. 20 Dec. 2010.

Using readwritethink.org

1. Log on to www.readwritethink.org.
2. Point on *Classroom Resources*, then click on *Student Interactives*.
3. Scroll down to *Writing Poetry*.

Acrostic Poems

4. Click on *Acrostic Poems*.
5. Click on *Get Started*.
6. Click on *See Answer* under *What is an Acrostic Poem?* to learn more about this form of poetry.
7. Click on *Get Started*.
8. Type in *your name*, then the name of the career in which you are writing.
9. Brainstorm a list of words related to the career using the information you found during your investigation.
10. Click on *Continue*.
11. Complete your poem using the words you brainstormed as well as other words that describe the career; when typing the word in the blanks, type in the second letter since the first letter is already at the beginning of the blank.
12. Click *Finish*.
13. Either *Print*, *Save* or *Share* (allows you to save your poem as a PDF file and email it to the teacher or other interested persons) according to your teacher's directions.

Diamante Poems

4. Click on *Diamante Poems*.
5. Click on *Get Started*.
6. Click on *See Examples* under *What is a Diamante Poem?* to learn more about this form of poetry.
7. Click on *Get Started*.
8. Type in *your name*, then under *Beginning Topic* type the name of the career in which you are writing and a synonym under *Ending Topic*, then click *Next*.
9. For line 2, type *Two adjectives about your beginning topic*.
10. For line 3, type *Three -ing words about your beginning topic*.
11. For line 4, type *Four Nouns or a short phrase about your beginning topic*.
12. For line 5, type *Three -ing words about your ending topic*.
13. For line 6, type *Two adjectives about your ending topic*.
14. Click *Next*.
15. Either *Print*, *Save* or *Share* (allows you to save your poem as a PDF file and email it to the teacher or other interested persons) according to your teacher's directions.

Students can also use the following activities. Preview the activities and create your own lessons.

- Shape Poems
- Bio-Cube
- Book Report Alternative: Creating Careers for Characters
- Character Trading Cards
- Comic Creator
- Exploring Careers Using the Internet
- Help Wanted: Writing Professional Resumes

Career Clusters Interest Survey,

**Refer to the *Education for Careers* Toolbox column in Lesson Idea
Guide column**

Lesson Title: “Investigating Your Future”

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Career Development, Critical Thinking, Information Technology Application, Communication and Safety, Health & Environment

Career Concept: Career Information, Career Research

Summary: Students **investigate** a career aligned with their interests using available resources, **build** on career plan in Louisiana Connect, and **enhance** technology and presentation skills by selecting and using a multi-media program to share information.

Course Objectives:

- 2.b. Develop a plan of study or outline to conduct research
- 2.c. Research books that provide information related to the career chosen
- 2.d. Select and search websites for information related to the chosen career
- 2.e. Develop a list of questions to ask a person who is currently working in the chosen career
- 2.f. Interview a person currently working in the chosen career to obtain answers to questions developed
- 2.g. Write a research paper of at least eight (8) pages
- 2.h. Develop a career plan (build on career plan in Louisiana Connect) by utilizing information discovered in surveys and research
- 4.a. Review different types of presentation programs
- 4.b. Select a program to present information
- 4.c. Prepare presentation by inputting career research information into the selected program
- 4.d. Present the program to the class to inform students of various careers and develop communication and presentation skills

Lesson Objectives- Students will:

- Conduct research & take notes on a selected career
- Input the notes into a report or program
- Present the information to the class
- Develop a career plan

Time: fifteen-50 minute class periods

Required Materials: Career-related books & Web sites, Contacts for professional interview, *Possible Questions for Professional Interview* following this lesson, and a Student Project Reflection

Optional Resources: Presentation program, *When I Grow Up...* lesson (in the Additional Lessons & Resources section)

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Ask students to share the information they learned as a *Career Detective*. Students identify which career they would like to research in greater detail.

Lesson Components

1. Describe the career research process.
 - a. Disseminate & review the rubric for activities with Careers.
 - b. Conduct a Q&A session in which students can ask questions and the teacher can clarify any misunderstandings of the project.
2. Assist students with research.
 - a. Provide print resources from the school library.
 - b. Monitor & approve online resources.
 - c. Direct students to suggested resources
3. Discuss personal interviews.
 - a. Assist students with developing a list of questions to ask a person who is currently working in the chosen career (refer to *Possible Questions for Professional Interview* list following this lesson)
 - b. Provide suggestions of people that students can contact for an interview: teachers who have worked in business & industry prior to becoming a teacher, relatives, family friends, church acquaintances, etc.
 - c. Students interview a person currently working in the chosen career to obtain answers to questions developed.
4. Preparation of Research Paper.
 - a. Students write a report of 8-10 pages.
 - b. Follow the directions for Career research and evaluate progress against the rubric.
 - c. Reports can be typed in Microsoft Word or handwritten if computers are unavailable.
 - d. A Works Cited Page should be included (go to <http://owl.english.purdue.edu> or <http://owl.english.purdue.edu/owl/resource/677/01/> for an suggestions).
5. Presentation of information.
 - a. Students can input information into Microsoft PowerPoint or presentation software such as Prezi (refer to *Learning Prezi* following this lesson); <http://www.internetguideandmore.com/moviemaker.html> for directions). 
 - b. Students who have access to computers could create a newsletter that tells about the career; students should create a name for the newsletter and use newsletter/newspaper formatting.
 - c. If there is no access to computers, students can deliver an oral presentation using the [oral presentation rubric](#); information can also be presented by creating a collage, poster or display of the information using pictures and words from magazine, personal drawings, etc (Students should assist in creating rubrics for careers presentation). 
 - d. Additional ideas for presenting information include creating a newspaper ad that advertises for the job/career researched, a cartoon, or a logo

4. Develop a career plan.
 - a. Students will complete the Career Plan using Louisiana Connect
 - b. Teacher will grade the Career Plan using a rubric previously provided to students.
 - c. Students include Career Plan in personal portfolios.
5. Optional Activities:
 - a. Collaborate with the school librarian to present a lesson on note taking and/or citing sources and writing citations.
 - b. Schedule time in the Computer Lab for students to input information into a word processing program for a report or a presentation program for presenting.
 - c. As an alternative to the suggested presentation of information above, students can serve as “Curators” of a museum to complete the *When I Grow Up...* activity (see the lesson in the Additional Lessons & Resources section).

Lesson Closure

Students will present their research findings using the [Oral Presentation Rubric](#) or a similar rubric that supports student assessment of speaking and listening skills. Students should also “reflect” on their project experiences by completing and submitting the a *Student Project Reflection*.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Employability, Career Development, Critical Thinking, Information Technology Application, Communication & Safety, and Health & Environment.**

Discuss how the activity(ies) connect(s) the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal

Formative Assessment

The Career Research project should be assessed using the rubrics provided. The rubrics allow for grading the completion of the notes packet, the research report and presentation of the information.

Completion of the Career Plan should also be assessed using a rubric. Students may also use their student notebook to write a reaction/reflection about the project if not using the a *Student Project Reflection*.



Possible Questions for Professional Interview

1. Why did you choose the career in which you are currently working?
2. What personal characteristics, skills and abilities are necessary for your career?
3. How did you prepare for your career?
4. Did anyone influence you in choosing your career? If so, who and why?
5. What do you like best and least about working in your career?
6. What is your work schedule?
7. What is an average day like for you?
8. Do you work overtime?
9. Do you have to bring work home? If so, please explain.
10. What are the opportunities in your company?
11. Did you always work in this career area? If not, please tell us about your previous experiences.
12. Will you still be working in this career ten years from now?
13. Do you have any advice for us related to choosing a career?

Additional questions:

Source:

“Activity 1-D: Guest Speaker Questions.” *Investigating Your Career*. Second edition. Mason, OH: South-Western Cengage Learning, 2011.

Learning Prezi

Signing Up (for students who have submitted *Parent Waivers*; students who have not turned in Parent Waivers must use PowerPoint):

1. Go to Prezi.com
2. Select *Sign up*
3. Click *Go* on *Student/Teacher Licenses*
4. Under *EduJoy*, click *Get*
5. Type your Gaggie email in the box, then click *Continue*
6. Fill in the *School or University details*, click *I confirm that...*, then click *Continue*
7. Open your Gaggie email and click on the link to complete the process.

Creating a Prezi:

1. Click *Create a New Prezi*
2. To add text, double click anywhere on the canvas to get a text box
3. Click in the text box, type your name, then click *OK*
4. Click somewhere else, type your school, then click *OK*
5. Click somewhere else, type your year of graduation, then click *OK*
6. Click somewhere else, type your chosen career, then click *OK*
7. Transformation Zebra:
 - a. Click once to get the *Transformation Zebra* (allows you to do different things with your text/to manipulate your text)
 - b. Click the *Zebra* once then click *Delete* to delete the text
 - c. In the upper corner, click *Undo* if you change your mind
 - d. Click and hold the middle of the *Zebra* to drag text where you want it to go
 - e. Hold the outer ring & turn to rotate the text
 - f. Hold the inner ring to make the text smaller or larger
 - g. Click the “+” sign allows you other options of what you can do
8. Upper right corner:
 - a. At the upper right corner, click *Save* at any time to save your prezi
 - b. Click *Exit* to exit your prezi
 - c. *Undo* will undo what you just did
9. Prezi Bubble Menu (key to all functions for editing your prezi):
 - a. To add a background
 - i. Click on *Color* on the Bubble Menu
 - ii. Select a color
 - b. To add an image
 - i. Click *Insert & Load File*
 - ii. It takes you to all your files & folders
 - iii. Select an image & select *Open* (uploads image to your prezi canvass; images for a particular project should be saved in a folder named whatever the project is)
 - iv. Move the image wherever you want it on your canvass by click once to get the *Zebra*; click on the inner ring to make the image smaller, outer ring to rotate image, etc.

- c. Adding videos
 - i. Go to video (we will try to make a School Tube video)
 - ii. Select & copy the URL of the video
 - iii. Go back to your prezi & double click to open a text box
 - iv. Paste in the URL in the text box, then click *OK*
 - v. Use the Zebra to move, rotate, etc. your video
- d. Connecting items
 - i. Connect different objects by adding a *Path*
 - ii. On the Bubble Menu is *Path*
 - iii. Click *Add a Path*
 - iv. Select the order in which you want the objects to appear in your prezi
 - v. Click the title first (a “1” appears)
 - vi. To change the order, hold the number bubble & drag it outside the prezi (renumbers objects)
 - vii. To add an object back into the *Path*, grab a bubble between two numbers & drag it to the object
- e. Presenting your Prezi
 - i. Go back to the Bubble Menu & click the middle
 - ii. Click *Show*
 - iii. Use keys at the lower right to go through your presentation
 - iv. Hold the *Back button* down until you get the *U-turn* symbol (this takes you to the first element in your prezi)
 - v. Click *Next* (the right arrow) to go through the different elements of the prezi
 - vi. Use the *Zoom In* & *Zoom Out* buttons to address audience questions or click on an object to zoom into it, use the mouse to pan across the canvass
 - vii. When done presenting, scroll back to the menu & click *Exit* to go back to the main page

To Avoiding Excessive Panning, group & layer items that are related.

Lesson Title: The Application Process

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Career Development, Problem Solving, Information Technology Application & Communication

Career Concepts: Seeking Employment

Summary: Students apply for a job at a business related to the career area researched and practice technology skills by utilizing appropriate technology

Course Objectives:

- 3.a. Identify and research three (3) businesses or organizations that employ persons in the career area chosen
- 3.b. Obtain an application from the business or organization selected
- 3.c. Apply for a job by completing an application from the business/organization selected, composing a cover letter and list of references, updating a resume and preparing for interviewing
- 3.d. Develop a Personal Introduction that introduces the student utilizing appropriate technology

Lesson Objectives- Students will:

- Select a business and apply for a job.
- Develop a Personal Introduction for inclusion in personal portfolios.

Time: Ten-50 minute class periods

Required Materials: CR3 Activities & Rubrics (*Business Research & Personal Introduction* documents following this lesson), [Seeking Employment](#) (Microsoft PowerPoint – *Education for Careers* Toolbox column in Lesson Idea Guide); Sample cover/follow-up letters, Sample resume & references, Cover & Follow-up Letters/Resume/References Checklists following this lesson; Business applications

Optional Resources: Photo Story 3 (directions follows this lesson), www.animoto.com (directions follow this lesson) or video camera; *Who Would You Hire?* DVD; Glogster at <http://edu.glogster.com>; Bell ringer interview questions; and [Resume Writing for Teens and Other First Time Job Hunting Tips](#) booklet.

Guest Presenters: Optional

Content and Teaching Strategies:

Anticipatory Set

Ask students to identify a business that employs the career that they researched. Tell them that they will need to find information about three (3) businesses; conduct a brainstorming session as to what information they should consider when determining if the business is a place in which they would like to work (location, hours, etc.).

Lesson Components

1. Provide instructions for researching businesses.
 - a. Revise the Business Research directions and rubric following this lesson to incorporate the results of the brainstorming session in the *Anticipatory Set* above.
 - b. Assign students to find three (3) businesses and conduct research by telephone, in person or on the Internet to select one of the businesses to apply for a job.
 - c. Students can use a local telephone book for assistance.
 - d. Students should obtain an application for employment from the selected business.
2. Review the documents required when applying for a job.
 - a. Start this section of the lesson with a hook (video of a job interview, etc)
 - b. Ask students to bring printed copies of cover letters, resumes, references and follow-up letters they developed in previous classes (English, *EFC/Journey to Careers*, *EFC I*, etc.).
 - c. Present the [Seeking Employment](#) PowerPoint (refer to *Education for Careers* Toolbox column in Lesson Idea Guide) to review cover letters, resumes, references and applications.
 - d. Review the job documents students brought in and suggest revisions for improving and updating the resumes.
 - e. Students who do not have these documents from previous courses can be assisted by students who have the documents by helping them develop their application documents (resume, cover letter, references, follow-up letter).
 - f. Documents can be hand-written, but time should be scheduled for students to input the information into a word processing program; if computers are not accessible during school time, suggest to the students that they use computer resources at the public library or other community resource.
 - g. Use the [Resume Writing for Teens and Other First Time Job Hunting Tips](#) booklet if available.
3. Students apply for a job.
 - a. Students compose a cover letter to the company in which they selected to apply.
 - b. Students update or type their resumes and list of references.
 - c. Students complete a job application acquired from the business they selected.
 - d. Students prepare a follow-up letter as if they had interviewed for the job (this can be done after the interviewing section is completed).
4. Interviewing
 - a. Using the interview questions from the Bell ringers and the students' application documents, the teacher interviews students in a role-playing format to develop interviewing skills.
 - b. Provide opportunities for students to conduct the interviews.
 - c. Students watch the DVD *Who Would You Hire?* and complete the activities provided with the DVD prior to the role-playing activities.



- d. The role-playing activities can be videoed and played back for critiquing and constructive criticism; evaluation forms from the above-mentioned DVD could be utilized.
 - e. Provide different scenarios, both positive and negative; negative situations include the person being interviewed is not dressed appropriately, uses inappropriate mannerisms and language, etc.
5. Optional Activity – Personal Introduction
- a. Teacher should lead a brainstorming session about what information to include in a personal introduction to involve the students in the planning process for the personal videos; revise Personal Introduction activity & rubric following this lesson to include ideas from the brainstorming.
 - b. Students write a paragraph introducing themselves to prospective employers.
 - c. Students input the information in Photo Story 3 or Animoto (directions for both programs follows this lesson)
 - d. If access to computers is not possible, students can use a video camera or Flip camera, if available, to develop their personal introductory video; if cameras are not available, students can create a collage on an 8 ½ x 11 cardstock sheet (size is for ease of inclusion in the portfolios). 
 - e. Personal Introductions should be uploaded/linked into digital portfolios; printouts should be included in print portfolios.
6. Optional Activity – Glogster
- a. Students can develop a Glogster (online poster) on <http://edu.gloster.com> for their Personal Introduction.
 - b. As an option, students make a list of three (3) things they love to do, three (3) things they value, three (3) values that motivate them and three (3) personality traits to include in their Glogster. 
 - c. Teachers print Glogsters for inclusion in print portfolios (Glogsters can be linked into digital or web-based portfolios).
 - d. If students have access to computers outside of school, this activity can be completed as a homework assignment.

Lesson Closure

Students show their introductory videos to the class. They can also be assessed as to their thoughts and opinions of the unit using a *Student Project Reflection*.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Employability, Career Development, Problem Solving, Information Technology Application** and **Communication**.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringers
- Blogging
- Notebooks/Journals



Formative Assessment

Students' Business Research activity and the application documents should be assessed using the rubrics provided. In addition, the Personal Introduction could also be assessed using the rubric provided and extra points can be awarded for participation in the interview role-playing.

Name: _____ Hour: _____ Date: _____

1. Select three businesses that you might want to work for in the future.
2. Research the businesses using the results of the brainstorming session.
3. Select one of the businesses to apply for a job.
4. Obtain an application for employment from the selected business.

CR3 Directions & Rubric: Business Research

Business #1	Information
Location	
Hours	
Etc.	
Business #2	Information
Location	
Hours	
Etc.	
Business #3	Information
Location	
Hours	
Etc.	

Business Research Rubric

	0-2	3-5	Score
Business #1	Inadequate Research	Adequate Research	
Business #2	Inadequate Research	Adequate Research	
Business #2	Inadequate Research	Adequate Research	
Application	No application obtained	Obtained application	
Total (20 possible points)			

Seeking Employment (Microsoft PowerPoint),

Refer to the *Education for Careers* Toolbox column in Lesson Idea Guide

268 Bay Drive
Boston, MA 44409
April 23, 2009

Mr. Adam Barkley
Director of Human Resources
Sun Manufacturing Company
5055 Fourth Street
Boston, MA 46410-0081

Dear Mr. Barkley:

Mr. Smith, Lead Counselor of the Boston High School Guidance Office, mentioned that you have several positions open for data-entry clerks. Please consider me an applicant.

You are looking for people who can keyboard and who have knowledge of word processing and spreadsheet software. As you can see from the enclosed resume, I have the skills for which you are looking:

- Keyboarding speed of 50 wpm with accuracy.
- Working knowledge of Lotus 1-2-3 and WordPerfect
- Previous experience in data entry

I would like to work for Sun Manufacturing Company and would like to discuss my qualifications with you. I am available for an interview at your convenience, and can be reached at (615) 555-3458.

Sincerely,

_____Thomas

Enclosure

268 Bay Drive
Boston, MA 44409
April 13, 2006

Mr. Adam Barkley
Director of Human Resources
Sun Manufacturing Company
5055 Fourth Street
Boston, MA 46410-0081

Dear Mr. Barkley:

Thank you for the opportunity to interview with you today for the data entry clerk position. I enjoyed meeting you and learning more about Sun Manufacturing Company.

My time management and organizational skills will enable me to help your office manager with answering phones, filing, billing, and greeting customers.

Again, thank you for your time and consideration.

Sincerely,

_____ Thomas

268 Bay Drive, Boston, MA 44409

Thomas

(615) 555-3458

pthomas@yahoo.com

EDUCATION

- Pershing High School – Pershing, IN
- September 2010 - present
- Expected Date of Graduation: May 2014
- Took Honors English & Welding; received an A in Introduction to Business Computer Applications

WORK EXPERIENCE

- Cashier
- Discount-Mart - Gary, IN
September 1992 – Present
- Responsible for balancing daily cash drawer; greeting customers, handling customer complaints, and conducting price checks.

- Crew Leader
- J & L Landscaping Service - Gary, IN
- June 1992 to September 1992
- Responsible for assigning crews to landscaping jobs and supervising their work.

CLUBS AND ACTIVITIES

- Future Business Leaders of American (FBLA) – 2010-present
 - Received 3rd Place at District V Conference in Public Speaking – March 2011
 - Attended state conference & served as Voting Delegate – April 2011
- Student Government Association – Secretary – 2010-2011
 - Free Dress Day Committee - Chair

ACHIEVEMENTS AND HONORS

- Perfect Attendance Award 3 years – 2009-present
- Business Student of the Year, 1992
- Treasurer of Business Club 2 years – 2010-present
- Volunteer of the Year Award, Gary Animal Shelter - 2010

SPECIAL SKILLS

- Keyboarding (50 wpm)
- Microsoft Excel, PowerPoint & Word
- Windows Movie Maker & Photo Story
- Online Programs: Animoto, Glogster & Prezi

CERTIFICATIONS

- EverFi Certified in Financial Literacy – Education for Careers Class, Zachary High School - 2011
- Internet Computing & Core Certification (IC3) - 2011

268 Bay Drive, Boston, MA 44409

Thomas

(615) 555-3458

pthomas@yahoo.com

References

Mr. John Doe
Merit Lawn Services
321 Merit Street
Slaughter, LA 70771
(225) 555-8978

Ms. Mary Stewart
PO Box 30
Zachary, LA 70776
(225) 555-2312
mstewart@gwmail.net

Name _____

Hour _____

Date _____

Cover Letter Checklist

Student Information: (1 pt each)

_____ Street or PO Box

_____ City, State Zip Code

_____ Phone Number

Date: (1 pt)

_____ Date

Receiver's Mailing Information: (1 pt each)

_____ First Name & Last Name

_____ Title

_____ Company Name

_____ Street or PO Box

_____ City, State Zip Code

Salutation: (1 pt each)

_____ Proper Salutation

_____ Last Name

First Paragraph: (1 pt each)

_____ Included purpose of letter

Second Paragraph: (1 pt each)

_____ Evidence of personal skills & abilities

_____ At least two sentences

_____ Mentioned resume being enclosed

Third Paragraph: (1 pt each)

_____ Proper closing

Closing: (1 pt each)

_____ Complimentary Closing

_____ Space for signature

_____ Typed First Name & Last Name

_____ Enclosure notation

Other: (1 pt each)

- ____ Spelling
- ____ Punctuation
- ____ Grammar
- ____ Overall Appearance

- ____ Total Points (24 points)

Resume Checklist

Student Information: (1 pt each)

- ____ First Name & Last Name
- ____ Street or PO Box
- ____ City, State Zip Code
- ____ Area Code & Phone number
- ____ Email (optional)

Section 1: (1 pt each)

- ____ Name
- ____ Location
- ____ Dates
- ____ Duties, activities, skills, etc.

Section 2: (1 pt each)

- ____ Name
- ____ Location
- ____ Dates
- ____ Duties, activities, skills, etc.

Section 3: (1 pt each)

- ____ Name
- ____ Location
- ____ Dates
- ____ Duties, activities, skills, etc.

Other: (1 pt each)

- ____ Spelling
- ____ Punctuation
- ____ Grammar
- ____ Overall Appearance

- ____ Total Points (20 points)

Checklist: (2 pts each)

- ____ Checklists' Heading Completed
- ____ Four Documents Stapled to Checklists
- ____ Checklists & Documents Turned In

- ____ Total Checklist Points (6 pts)

References Checklist

Student Information: (1 pt each)

- ____ Student's First Name & Last Name
- ____ Street or PO Box
- ____ City, State Zip Code
- ____ Phone Number (including area code)
- ____ Email Address (optional)

- ____ Page Title (REFERENCES)

First Reference: (1 pt each)

- ____ Salutation
- ____ First Name & Last Name
- ____ Street or PO Box
- ____ City, State Zip Code
- ____ Phone Number (including area code)
- ____ Email address (optional)

Second Reference: (1 pt each)

- ____ Salutation
- ____ First Name & Last Name
- ____ Street or PO Box
- ____ City, State Zip Code
- ____ Phone Number (including area code)
- ____ Email address (optional)

Other: (1 pt each)

- ____ Spelling
- ____ Grammar
- ____ Punctuation
- ____ Overall Appearance

____ Total Points (19 points)

<p>GRADE: (90 Points)</p> <p>____ Total Cover Letter Points (24)</p> <p>____ Total Resume Points (20)</p> <p>____ Total Checklist Points (6)</p> <p>____ Total References Points (19)</p> <p>____ Total Follow-up Letter Points (21)</p> <p>____ Total Points</p> <p>90</p>
--

Follow-up Checklist

Student Information: (1 pt each)

____ Street or PO Box
____ City, State Zip Code

Date: (1 pt) _____ Date

Receiver's Mailing Information: (1 pt each)

____ First Name & Last Name
____ Title
____ Company Name
____ Street or PO Box
____ City, State Zip Code

Salutation: (1 pt each)

____ Proper Salutation
____ Last Name

First Paragraph: (1 pt each)

____ Included purpose of letter (Thank you...)

Second Paragraph: (1 pt each)

____ Restated personal skills & abilities
____ At least two sentences

Third Paragraph: (1 pt each)

____ Proper closing

Closing: (1 pt each)

____ Complimentary Closing
____ Space for signature
____ Typed First Name & Last Name

Other: (1 pt each)

____ Spelling
____ Punctuation
____ Grammar
____ Overall Appearance

____ **Total Points (21 points)**

Name: _____ Hour: _____ Date: _____

CR3 Directions & Rubric: Personal Introduction

- Input the information you want to include in your personal introduction in the chart below; use the suggestions from the brainstorming session to decide what information you want to include in your personal introduction.
- Write a paragraph using the information in the chart.
- Input the information into Photo Story 3 or use a video or Flip camera to film your personal introduction.
- Upload project into your digital portfolios at a later date.

Example of Personal Introduction

Name	Jane Doe.
Brainstorming Information	Want to work at business
Brainstorming Information	Value hard work
Brainstorming Information	Motivated by challenges
Paragraph	Hello. My name is Jane Doe. I am introducing myself to you to show you how much I would like to work for your company. I value hard work and I am motivated by challenges. You can contact met at (555) 555-5555 for an interview.

Personal Introduction

Name	
Brainstorming Information	
Brainstorming Information	
Brainstorming Information	
Paragraph	

Personal Introduction Rubric

	0-2	3-5	Score
Name	Inadequate	Adequate	
Information #1	Inadequate	Adequate	
Information #2	Inadequate	Adequate	
Information #3	Inadequate	Adequate	
Professional	Not well done	Well done	
Total (25 possible points)			

Microsoft Photo Story 3 Directions

1. Download Photo Story 3 If Photo Story is not on computers go to <http://www.microsoft.com/downloads/en/details.aspx?FamilyID=92755126-a008-49b3-b3f4-6f33852af9c1>
2. Prior to starting Photo Story 3, students should plan their presentation by saving all pictures that will be used in the same folder (create a folder named after the activity that they are working on within the Projects folder; *Postsecondary Options* will be used as an example)
3. Click on *PhotoStory3* (Start, Programs, *Photo Story 3 for Windows*)
4. Click on *Begin a New Story* and *Next>*
5. Click on *Import Pictures*
6. Import all the pictures you saved in the *Postsecondary Options* folder
7. Click *Next>* to add the information/wording to each film strip
 1. Click on each picture to add text to them
 2. You can format your wording by click on the A above the text box
 3. You can place your wording in different areas of the film strip by clicking on the six (6) boxes above the text box.
 4. If your words are not easy to read, alter your picture by clicking on *Effect* below the film strip
 5. Select the effect that shows your information/words more clearly
8. When you are finished adding the information to the film strips, click *Next>*
9. Skip *Narrate* by clicking *Next>* (you can choose to have students narrate the activity)
10. Add music to your Photo Story by clicking on *Create Music*, making your selections, clicking *OK*, then setting the *Volume* to Medium (midway between *Low* & *High*) to create your own background music - You may select your own music from freeplaymusic.com or beemp3.com
11. Click *Next>* and make sure *Save your story for playback on your computer* is clicked
12. Name your story by clicking on *Browse*, going to your *Postsecondary Options* folder and typing First name Last Initial PO (example: ChrisK PO) then clicking *Save* (this saves it as a Media Audio/Video File)
13. Click *Next>*
14. The program will *Build* your story
15. Click on *View Your Story* to view it

16. After viewing the story, it is saved as a Windows Media Viewer (.wmv) file (To submit the completed activity to the teacher, students can email the .wmv to the teacher, post it on Moodle, etc.)

Using Animoto

1. Go to animoto.com.
2. Sign up using your school-approved email address and your school server password.
3. Use the *lite Plan* (free; lets students create a 30 second video).
4. Write the website address and your login information in your planner; also write it on your Personal Introduction rubric.

To Create Your Personal Introduction Video

- Log into Animoto.com
 - Click *Create Video*
 - Select *Video Style*
 - Click *Make a 30 second video for free*

Pictures & Text – Step 1:

- Click *Upload from your computer*
 - Upload all of your Jpeg files
 - Click *Add text* to include your personal introduction wording within the video
- Click *Done*

Music – Step 2

- Click *Select from our selection*
- Using headphones, select music to accompany your pictures
- Select the genre
- Click *Play* to listen to the music
- Click *Select* to insert the music you selected into your video

Step 3:

- Click *Continue*
- Title your video First name last initial PI (example: ChrisK PI)
- Click *Create Video*
- Animoto will create your video & then email it to your gaggle or personal email
- Your final video must be emailed to me at _____@_____

Text – If Animoto will not allow a user to add all the text that was written, text can be added by:

- Typing the information in sections within Microsoft Word
- Each section should be a separate document & the wording should take up most of the page
- Saving each section's document as a jpeg file (depending on the version of Word you are using, you may have to save it as a PDF then a jpeg) & uploading the file into the Animoto video

Glogster (<http://edu.glogster.com>)

Christina F. Knight

Educator

Characteristics:
Hardworking, Trustworthy,
Loyal

Motivated by:
Income, Faith, Family

Values:
Family, Faith & Health

Loves:
Traveling, Eating,
Dancing

Chris

SHARE GLOG

Lesson Title: The Personal Portfolio

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability & Career Development

Career Concepts: Career Preparation, Extended Learning Opportunities

Summary: Students **define** the purpose of a personal portfolio and **determine** which information to include in their portfolios

Course Objectives:

- 5.a. Determine the purpose of portfolios for personal and professional purposes in digital and print formats
- 5.b. Identify information that should be included in a personal portfolio that illustrates the student's experience, skills and abilities
- 5.c. Research past projects from core classes, electives, and other courses taken to determine their appropriateness for inclusion in a portfolio
- 5.d. Select and update projects completed in other courses taken to provide evidence of skills and abilities
- 5.e. Identify other types of projects that should be included in a personal portfolio
- 5.f. Determine how to include the career research project in the personal portfolio

Lesson Objectives- Students will:

- Identify activities & projects that will be included in their personal portfolio
- Select & revise past projects to include in their personal portfolios

Time: Five-50 minute class period

Required Materials: [The Personal Portfolio](#) PowerPoint (refer to the *Education for Careers* Toolbox column in Lesson Idea Guide), directions and rubric, Past student activities & projects, Examples of projects, Teacher Portfolio

Optional Resources: NA

Guest Speaker: NA

Content and Teaching Strategies:

Anticipatory Set

Ask students for ideas on how they can “stand out” when several applicants are competing for the same job. Ask if they know what a personal portfolio is. Brainstorm ideas of items that should be included in a personal portfolio and have a student record these ideas on the board or a flip chart.

Lesson Components

1. Present information about personal portfolios.
 - a. Disseminate the *Personal Portfolio Directions & Rubrics* document
 - b. Present the first 5 slides of [The Personal Portfolio](#) PowerPoint (refer to the *Education for Careers* Toolbox column in Lesson Idea Guide).
 - c. Allow students to ask questions if they do not understand the portfolios.
2. Present additional portfolio information
 - a. Review the portfolio PowerPoint and revise it to include students' ideas from the *Anticipatory Set* brainstorming session.
 - b. Present slides 6-14 of [The Personal Portfolio](#) PowerPoint.
3. Guide students to develop a plan for their portfolios.
 - a. Students make a personal list of past activities and projects that they can include in their portfolios.
 - b. Students select activities and projects, get approval from the teacher to include them in their portfolios, and review/revise as needed.
 - c. **The teacher and students should also decide which EFC II activities should be included in the personal portfolio using a Portfolio Rubric/Checklist.**
4. Students get Photo Release Form completed and turned in.

Lesson Closure

Explain to students that they will develop their portfolio in either print format or digital format. Provide examples (teacher portfolio, other portfolios in print & digital formats).

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **employability** and **career development**.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

Students' completion of the Personal Portfolio Directions & Rubric and their personal portfolios can be assessed using the rubrics provided. Completion/submittal of the Photo/Video Release Form and the students' level of participation can also be assessed.

[*The Personal Portfolio*](#) (Microsoft PowerPoint)

Refer to the *Education for Careers* Toolbox column in Lesson Idea
Guide

Lesson Title: The Personal e-Portfolio

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Career Development, Problem Solving, Critical Thinking, Information Technology Application & Communication

Career Concepts: Career Preparation

Summary: Students define the purpose of web-based portfolios, identify additional documents to include, and create a web-based portfolio.

Course Objectives:

- 6.a. Determine the purpose of web-based portfolios
- 6.b. Identify documents that should be included in a web-based portfolio
- 6.c. Research different websites that can be used to post a web-based portfolio
- 6.d. Develop a web-based portfolio by selecting and utilizing available web resources
- 6.e. Save portfolio documents on storage devices including a CD, DVD or flash drive for future use to update and revise as experiences and skills are developed.

Lesson Objectives- Students will:

- Develop a print or web-based portfolio.
- Save portfolios for future use and updating.

Time: Five 50-minute class periods

Required Materials: *Personal Portfolio Directions & Rubrics*, [The Personal Portfolio](#) PowerPoint (refer to *Education for Careers* Toolbox column in Lesson Idea Guide), e-Portfolio directions

Optional Resources: NA

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Show students examples of digital portfolios: web-based and PowerPoint format. Stress that that we are becoming a paperless society and that technology is used in nearly all careers. Developing their portfolios in digital format will help them develop their technology skills.

Lesson Components

1. Present information and directions for portfolios, including digital portfolios.
 - a. Students identify documents to include in a Portfolio.
 - b. Teacher presents Web sites that can be used to post digital portfolios.
 - c. Teacher demonstrates e-Portfolio site.

2. Develop web-based portfolios.
 - a. Students build their portfolio site.
 - b. Students save portfolios on an external device.
3. Optional Activity:
 - a. Teacher demonstrates using PowerPoint to build a portfolio.
 - b. Students develop their portfolios using *Portfolio Directions*.
 - c. There are many different types of portfolios that can be created using Microsoft PowerPoint; search using the words “*using powerpoint to build a portfolio*” to access these resources; the example in this lesson was presented at LACUE in 2010.

Lesson Closure

Students share/present their portfolios with the class. Print portfolios can be set up on tables and the students rotate to view the different portfolios. Digital portfolios can be presented using an LCD projector.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Employability, Career Development, Problem Solving, Critical Thinking, Information Technology Application and Communication.**

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

Portfolios should be assessed using the rubrics provided.

Lesson Title: Presenting the Personal Portfolio

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Career Development & Communication

Career Concepts: Soft/Transferrable Skills

Summary: Students **practice** communication and presentation skills by sharing web-based portfolios with the class.

Course Objectives:

- 7.a. Develop a plan of action for presenting web-based portfolio
- 7.b. Determine appropriate professional clothing to be worn for the portfolio presentation
- 7.c. Present web-based portfolio to class to share information with students and enhance communication and presentation skills

Lesson Objectives- *Students will:*

- Plan the presentation of portfolios
- Present portfolios

Time: Five-50 minute class periods

Required Materials: Student Portfolios

Optional Resources: NA

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Talk to students about sharing their hard work with the class and other interested individuals in the school. Get them excited about having successfully completed the course and celebrating their success. Encourage the students to be professional with the format.

Lesson Components

1. Plan the presentations.
 - a. Students will determine the format of presenting their portfolios; ideas include a round robin format for print/hard copy portfolios, displaying/presenting Web-based portfolios using an LCD projector, or displaying/presenting Microsoft PowerPoint portfolios on an LCD projector.
 - b. Students should dress in a business-like manner to present portfolios.
 - c. Students determine appropriate dress for the presentations.

2. Present the portfolios.
 - a. Students take turns presenting their portfolios (use the [Oral Presentation Rubric](#) or a similar rubric selected from resources in [Assessing Student Learning](#)); ideas include using the round robin format, displaying using the LCD projector, etc.
 - b. Administrators and other interested individuals can be invited to view the presentations.
3. Optional Activity – Celebrate the success with a small reception, invitations for invited guests and other student-generated ideas!



Lesson Closure

Discuss the process, encourage student input for future projects, and share their accomplishments with school and district staff. Submit articles to the school, district and area newspapers and websites.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Employability, Career Development** and **Communication**.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

Students' portfolios and presentations are graded using the rubrics provided.

Before You Begin

Help students develop organizational skills by having them set up an electronic filing system on the school's server to save their class activities and assignments:

- File cabinet – create a folder titled **EFC II**
- Drawer sections – create folders within the EFC I folder titled **Activities, Projects, and Portfolio**

Several electronic resources (online resources/programs) are used in these lessons. Check your school district's policies for students signing up to use online resources and email addresses.

- Many school systems use Novell server; students log in as first initial last name year of graduation and .s (example: jdoe2014.s) and the students' password is their two initials and last four digits of their social security number (example: jd####).
- Some school systems use Gaggles.net as its student email provider which is to be used when communicating with students; a Parent Waiver (see *Gaggle Parent Waiver* in ? folder) may be required for use of this email service; email addresses are in the following format: firstname.lastname.yearof graduation@gaggle.net (example: jane.doe2014@gaggle.net).
- If required, have the students' parents complete a Parent Waiver (see Attachment ?) that gives the students permission to use the assigned school email.
- Students should use this email, their server login (without the .s) and password when signing up to use online resources (examples: Gaggle email address -jane.doe2014@gaggle.net, Novell login without the .s - jdoe2014, Novell password – jd1234).
- Using the above login and password guidelines make it easier for the teacher to assist students when they cannot remember their login and/or password which occurs often.
- If parents are not required to give permission for a student to use an email address, students should select an email service and always use this email address and the same username and password when signing up to use electronic resources.
- **Students should write the online resource/program's IP address, their username and their password in their planner and notebook each time they sign up to use a new online resource even if the information is the same;** this will assist the student with logging in when they do not remember what information they used to sign up for the online program and will save the teacher a lot of time.
- **Students should write the teacher's email in their planner and notebook** since many projects may have to be emailed to the teacher. This will help the teacher if s/he can tell the students to refer to their planner or notebook when they need his/her email address.

Lesson Title: Bell Ringers & Blogging

Career Cluster: All Clusters

Foundation Knowledge and Skills: Ethics, Problem Solving, Critical Thinking, Information Technology Applications & Communication

Career Concepts: Personal Development

Summary: Provides information and instructions about students using an online journaling resource to post thoughts and constructs in response to teacher postings related to the lessons presented.

Course Objectives:

- 8.a. Identify soft skills that the individual currently possesses and the skills that need to be improved
- 8.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives- Students will:

- Learn to use blogging as a source of convey ideas and information
- Develop soft skills necessary for the workplace

Time: Ongoing

Required Materials: Computer(s), class blog site, questions, [Edublogs](#)

Optional Resources: NA

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Tell students about the class blog that has been set up and how they will utilize the blog to communicate with the teacher and with other students. Tell them about how some people make a living as a blogger, how much a person can expect to make (approximately \$24,000) and other pertinent information ("What People Earn." Parade. March 13, 2011. p. 13.; view the article at <http://www.parade.com/what-people-earn/>).

Lesson Components

1. Set up a class blog on one of the following sites: www.edublogs.org , <http://wordpress.com>, www.blogger.com, <http://www.livejournal.com/> (Edublogs is used in this lesson).
 - a. Follow the steps for setting up a blog including: Signing Up for Your Blog, Logging into Your Dashboard, Writing Your First Post, Editing Posts, Writing Pages, Using Your Dashboard and Writing About Your Page (develop the class blog as far as you would like to go; take small steps and develop it as you learn



- b. Go over the purpose of using a blog, student information (including the rules/agreement for using the blog, consequences for breaking the rules, making comments, etc.) at the end of this lesson.
 2. Post your first comment.
 - a. Guide students as they respond to the post.
 - b. Direct students to respond to other students' posts.
 3. Optional activities:
 - a. If the school uses Moodle, blogging can be done using the Forum option.
 - b. Students use their notebooks for bell ringers.



Lesson Closure

Go over with students the purpose of using this online resource, how this activity will help them develop soft skills for the workplace, and the opportunities it can bring to their futures (career, social media, etc.).



Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Ethics, Problem Solving, Critical Thinking, and Information Technology Applications & Communication.**

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

The students can be assessed in relation to their postings, following guidelines, etc. using the rubric included in *Using Edublogs* (following this lesson).

USING EDUBLOGS

- Go to www.edublogs.org (other blogs you can use include www.blogger.com, www.wordpress.com and www.livejournal.com). Many resources are available including tutorials, student handouts, PDF files, etc.
- A class blog gradually introduces students to blogging and educating them on appropriate online behavior. Blogging isn't just about writing posts; it's about sharing learning and reflecting on what has been learned.
- Start initially with you being responsible for writing posts, and the students responding in comments. As students demonstrate both keenness and responsibility give them their 'blogging license' where they earn the right to write posts on the class blog and/or get their own student blog. Ultimately even if each student has their own blog it is always a good idea to have a class blog.

Important parts of the blogging process include encouraging students to:

1. Read each other's posts.
2. Interact and comment on each other's posts by challenging each other's thoughts and views.
3. Write posts in response to each other's posts

The class blog is the central hub that connects your student blogs together; making it easier to share their learning, interact with each other and a global audience.

Things To Consider Before Creating Your Class Blog

Username and Display Name - what teachers use to sign into blog dashboard; displayed on posts & comments teachers write; can't change your username but can change how [name is displayed](#); choose a username that makes it easier for others to relate to you as a real person (example, compare spwat3 with suewaters—which is easier to relate to?)

On a class blog you need to consider what an appropriate username is to use. Most don't allow students to use first and last name online so some prefer to model this by using names like Miss W or Mrs. Waters. (example: cff_____).

Blog URL - Keep your blog URL short, easy to remember & suitable to be reused for several years (example: cff_____.edublogs.org); can use something unique that has meaning <http://huzzah.edublogs.org>

Blog Title - Choose a name that reflects the purpose of class blog and students can relate to (example: [Mrs Burton](#)'s blog title [Blog, blog blog blog, blog some more](#) is very clever).

Check out other class blogs.

GUIDELINES

CareerBlog is a companion website for _____'s *Education for Careers* classes at XYZ High School in Louisiana. This blog is designed to facilitate classroom discussion.

The members of class will be participating in a class blog for the purposes of:

- Responding to and commenting on curriculum topics as we study them
- Creating written projects/ media projects and commenting on each other's work
- Reviewing and sharing study strategies before tests and quizzes
- Practicing taking varied points of view on a topic
- Discussing current events
- Making classroom suggestions
- Creating FAQ pages on curriculum topics

Student Agreement

To use the blog, you must agree to the following statements.

- I will not use any curse words or inappropriate language.
- I will not use fighting words or provoke anyone.
- I will avoid the use of chat language.
- I will try to spell everything correctly.
- I will only give constructive criticism.
- I will not use my full name, or the name of my classmates.
- I will not plagiarize.

I recognize that breaking any of these rules could lead to any of the following consequences depending on severity and repetition:

- Warning & deletion of some or all of the post
- Temporary or permanent loss of blogging privileges
- Parental contact
- Referral to the school administration

Please note that all posts and comments are moderated for content before posting to the class blog.

Consequences of Violating the Agreement

Any violation of the above terms and conditions shall make the violator subject to both immediate termination from the blog, **with all related points toward grades** and to discipline through the school code of conduct, where applicable. At the teacher's discretion, a warning may be given in the case of minor infractions.

Rubric

Go to the next page.

Rubric

Category	3	2	1
Content: Topic	Topic is Biology-related	Topic is related to science, but not necessarily biology.	Topic does not relate to biology or science.
Content: Summary	Post includes a 1-2 paragraph summary of an article related to biology.	Post includes a summary less than 1-2 paragraphs.	Post does not include a summary, but includes a URL to an article.
Sources	Blog post includes a hyperlinked reference to the original source of your article.	Blog post includes a URL to the original source of article, no hyperlinks.	References to sources are missing.
Images		Post includes the URL for at least 1 image	Post does not include an image.
Questions		Post includes 2-3 (science-based) questions in your post.	Post does not include questions.

“Quality Comments”

- writing the comment like a letter (greeting, body, closing, signature)
- using correct spelling, punctuation and spacing,
- reading over the comment and editing before submitting,
- complimenting the writer in a specific way, asking a question, and/or adding new information to the post,
- writing a relevant comment that is related to the post,
- not revealing personal information in your comment.

Teach Commenting Skills Through:

- modeling and composing comments together on the IWB,
- teaching students about the “letter” format during writing lessons,
- giving examples of a poor/high quality comments and having students vote whether the comment should be accepted or rejected,
- having students read and comment on a post on our blog as part of a literacy rotation on the computer each week.

Examples of the type of information that could be included:

- Please leave a comment on our posts!!
- We ask parents who leave comments to please only use their first name if they do not wish to identify their child.
- Leaving a comment is as simple as this...

1. Click on the heading of the post you wish to comment on or the “comment” link at the top or at the bottom of the post.
2. Scroll down until you can see the “Leave a Comment” section
3. You will be asked for your name (you can use a nickname) and email address (this is not published)
4. You will also need to write the “spam word”
5. Click “submit comment”
6. Your comment WILL NOT appear straight away. It is sent to Miss McGeady via email for checking first. If your comment is okay it will soon appear on the site!

How to moderate all comments

- To moderate and not published on the blog until approved by an administrator, change comment moderation setting in Settings > Discussion to “An administrator must always approve the comment.”

Parent Blogging – see the website for details

Lesson Title: Preparing for the Interview through Bell ringers

Career Cluster: All clusters

Foundation Knowledge and Skills: Employability, Career Development, Problem Solving, Critical Thinking & Communication

Career Concepts: Interview Skills

Summary: Daily activities to assist students with enhancing interviewing skills.

Course Objectives

7.g. Develop job interview skills

12.a. Identify soft skills that the individual currently possesses and the skills that need to be improved

12.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives - Students will:

- Prepare for the interview as part of the process of seeking employment
- Become familiar with questions that are asked during an interview
- Prepare responses to interview questions
- Seek input from other students and the teacher in order to improve their responses
- Role play the interview process

Time: Daily; first 5-10 minutes of each class period

Required Materials: pencil/pens, notebook/Blog, interview questions displayed using PowerPoint, blog, or other resource; Websites related to interviewing; questions from Websites such as http://www.quintcareers.com/interview_question_database/.

Optional Resources: *Who Would You Hire?* DVD; any DVDs related to interviewing & the job process that can be checked out from the school and/or local public library, local public library's Career Center, Louisiana Resource Center for Educators, other organizations that provide resources to educators. A good source for bell ringers that covers different topics and situations is *The Workplace Writing Journal* listed under Sources & Resources.

Guest Presenters (optional):

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of the interview.
- Speakers should be knowledgeable about the interview process.
- Speakers should be able to discuss the difference between jobs and careers.
- Suggestions for speakers: any professional, human resources personnel, etc.
- Speakers should be sent Guest Speaker Information beginning on page 100 .
- Optional activity: Videotape the guest presenter(s), with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

Have students brainstorm different questions that may be asked in an interview. Have a student write the brainstorming ideas on a flipchart or board. Discuss the importance of preparing for an interview in any situation: seeking a job, applying for scholarships, applying for admission to a postsecondary school, etc. The bell ringers will help them be prepared to respond when the situation arises.



Optional Activity: Students can respond to questions by blogging; refer to the suggested blog sites; the teacher should become familiar using the site and set up the site for student use prior to using this optional activity.

Lesson Components

1. Discuss the importance of preparing for an interview & different types of situations when they may have to participate in an interview: job, internship, scholarship, application for admission to a postsecondary school, etc.
 - a. Display interview “Question of the Day” on the board, LCD projector/PowerPoint, class Blog, Moodle (Forum option), etc.
 - b. Students answer Question in their notebook or on the class Blog.
 - c. Have students share their responses to the question of the day with the class.
 - d. Explain that being aware of the types of questions that may be asked in an interview will assist them with being prepared.
 - e. Stress that being prepared will help them with being comfortable during interview and decreasing being nervous.
 - f. Discuss with students the importance of thinking about the steps required when seeking a job.
2. Seek input from other students.
 - a. Have students make suggestions to other students’ responses that would help the student answer the question more clearly, formally, appropriately, etc.
 - b. Students provide their opinions on what they would be looking for in an interview when asking the question of the day.



Lesson Closure

Remind students the procedure for assessing their completion of and participation in the daily bell ringers. Encourage students to keep a hard copy of their responses for use when preparing for future interviews.

Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Employability, Career Development, Problem Solving, Critical Thinking,** and **Communication.**

- Have students connect the lesson with their own development of FKS by writing a journal entry or blog, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or enhance.



Formative Assessment

The bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

Lesson Title: Your Life as a Graphic Designer!

Career Cluster: Arts, Audio-Visual Technology & Communications

Foundation Knowledge and Skills: Employability, Career Development, Problem Solving & Information Technology Application

Career Concepts: Career Exploration

Summary: Students role play being a Graphic Designer (i.e. design business papers to use during the semester when showing appreciation to guest speakers; complete letters of applications, etc.)

Course Objectives:

- 7.j. Utilize various technology resources to develop skills & build resume
- 11.a. Learn the soft skills that are important for success in the workplace

Lesson Objectives- Students will:

- Assume the role of a graphic designer
- Design a greeting card for class use
- Develop workplace skills by learning about a specific career & the related duties and learning/improving use of a software program

Time: Two-50 minute class periods

Required Materials: Microsoft Publisher or other software.

Optional Resources: NA

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Ask the students how they feel when someone tells them thank you or shows appreciation for something they did for them. Tell them that when a guest speaker presents to the class, a business hosts a field trip, etc. the class will sign and send a “Thank You” card.

Lesson Components

1. Describe the career/job of Graphic Designer using the *Arts Cluster Career: Graphic Designer* handout following this lesson.
 - a. Review the directions and rubric on the handout.
 - b. Have students assume this role.
 - c. Students access the TY Card Shell document from the student shared drive (S:).
 - d. Students design a card for use as needed throughout the semester.



- e. If students do not have access to computers, provide prints of the shell; students write/design the shell printout using pencils, colored pencils, magazine pictures, etc.; choose several to use throughout the semester; ask students to volunteer to input the cards into Microsoft Publisher after school in the Library Media Center or at home (provide extra credit); revise the rubric as needed.
2. Tell the students that you will grade and use the card during the semester.
 - a. Grade the cards.
 - b. When a card is needed, select a card and revise it if necessary (cards can be tailored to the purpose of its use).
 - c. Print the card, have students sign it, then deliver or mail the card (students should address the card to review letter writing skills).



Lesson Closure

Remind the students that you will select cards to use during the semester. When you print a card, show the class and thank the student who designed it.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize **Employability, Career Development, and Problem Solving & Information Technology Application.**

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

The card should be assessed according to the rubric provided (rubrics may be revised according to the teacher's needs/personal requirements). Students may also use their student notebook or class blog to write a reaction about being a Graphic Designer and designing a greeting card.

Arts Cluster Career: Graphic Designer

You are a Graphic Designer at Bronco Printing Company. You will design “Thank You” greeting cards that are personal and unique using Microsoft Publisher.

A Graphic Designer is someone who specializes in graphic design which is the art or profession of visual communication that combines images, words, and ideas to convey information to an audience, especially to produce a specific effect (Source: dictionary.com)

Your class will use this card throughout the semester whenever the class needs to thank someone (field trips, guest speakers, etc.).

Directions:

- Go to the Student Shared Drive (S:)
- Go to _____ EFC folder
- Click on [TY Card Shell](#)
- Immediately save the card shell to your H: drive as ***first name last initial Card*** (Example: ChrisK Card) in your Activities folder in your EFC folder
- Design your card according to the rubric
- Upload to Moodle
- Complete the heading on your rubric and turn in the rubric for grading

SAVE EARLY; SAVE OFTEN

Name _____ Hour _____ Date _____

Arts, Audio-Visual Technology & Communications Cluster
Career: Graphic Designer

Greeting Card Rubric

	0	1	2	Score
Wording (cover)				
Clip Art (at least one)				
Message (inside card)				
Back of Card (name/class information)				
Creative & Attractive				
Spelling & Grammar - IMPORTANT				
Saved & Uploaded as directed				
Total (14 possible points)				/14

1. As a Graphic Designer, you will create a Thank You greeting card using Microsoft Publisher.
2. Include the information listed in the rubric.
3. Add a message to the inside of the card.
4. Save as first name last name initial Card (example: ChrisK Card).
5. Upload to Moodle.
6. Complete heading above and turn this rubric in for grading.

Lesson Title: Reinforcing the Laws of Life

Career Cluster: All clusters

Foundation Knowledge and Skills: Employability, Ethics, Career Development, Critical Thinking, Problem Solving, Legal Responsibilities, Communication and Safety, Health & Environment

Career Concepts: Character Development

Summary: Students **use** the daily activities to improve Foundation Knowledge and Skills by reflecting on the Laws of Life and their role in academic and career success: attitude, preparation, trustworthiness, honesty, integrity, punctuality, etc.

Course Objectives

- 11.a. Learn the soft skills that are important for success in the workplace
- 11.b. Understand the difference between soft skills and job-specific skills
- 12.a. Identify soft skills that the individual currently possesses and the skills that need to be improved
- 12.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace
- 12.c. Perform community service as a resource for developing soft skills and job-specific skills

Lesson Objectives - Students will:

- Respond to questions in bell ringer or blog format to develop and enhance their character traits
- Present their responses for class discussion
- Seek input from other students and the teacher in order to improve their responses
- Role play the interview process

Time: Daily; first 5-10 minutes of each class period

Required Materials: Pencil/pens, notebook/blog, Questions displayed using PowerPoint/blog/ or other resource, DVDs related to soft skills & building character, [Soft Skills](#) PowerPoint (refer to *Education for Careers* Toolbox column in Lesson Idea Guide)

Optional Resources: [Laws of Life](#) posters (refer to *Education for Careers* Toolbox column in Lesson Idea Guide), websites related to soft skills & character building, World of Teaching Web site – PowerPoints on character development (www.worldofteaching.com), Man in the Mirror video at Youtube.com (<http://www.youtube.com/watch?v=iwu3D-Luo-E>)

Guest Presenters (optional):

- Invite a local speaker or panel of speakers (preferably from a variety of career fields) to speak on the importance of soft skills in the workplace.
- Speakers should be knowledgeable about soft skills.
- Speakers should be able to discuss the difference between soft skills and job-specific skills.
- Suggestions for speakers: any professional, human resources personnel, etc.
- Speakers should be sent *Guest Speaker Information beginning on page 100*.
- Optional activity: Videotape the guest presenter(s), with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

Show the students a DVD related to character building such as *Soft Skills in the Workplace*. Other relevant DVDs are available from Career Centers located throughout the state, the Louisiana State Library, or the East Baton Rouge Parish Public Library’s Career Center located at the River Center Branch. Ask your local public library about the Interlibrary Loan program. Have students complete activity sheets that accompany the DVDs if available. Discuss the importance of possessing character such as honesty, trustworthiness, etc. in any situation. (Optional Activity: students can respond to questions by blogging; refer to the suggested blog sites; the teacher should become familiar using the site and set up the site for student use prior to using this optional activity.)

Lesson Components

1. Discuss the importance of building character and the fact that everyone has one soft skill that they can improve on. Brainstorm different types of situations when they may have to rely on their character and soft skills.
 - a. Present [Soft Skills](#) PowerPoint.
 - b. Use the terms soft skills and transferrable skills intermittently so that students understand that they are the same and are necessary for success in any job.
 - c. After presenting the poem titled [The Man in the Glass](#), consider the following activity:
 1. As students are walking into the classroom, after you say “Good Morning,” hold up a mirror and have them say hello to themselves in the mirror.
 2. Once the bell rings, remind them about your presentation about soft/transferrable skills and the Laws of Life, and stress the importance of developing these skills for future success.
 3. Show them the You Tube video of Michael Jackson’s *Man in the Mirror* (<http://www.youtube.com/watch?v=iwu3D-Luo-E>)
2. Have students share their responses to the question of the day with the class.
 - b. Explain that being aware of the types of situations that they may face will help them make the right decisions.
 - c. Stress that being prepared will help them with being comfortable in any situation in which they find themselves.
 - d. Discuss with students the importance of developing character and soft skills when seeking employment or when employed.
2. Seek input from other students.
 - a. Have students provide a situation in which they had to make an important decision and/or rely on their instinct to make a choice.
 - b. Have students provide alternative solutions to the decision or choice that was made, if appropriate.
3. Optional activity:
 - a. At the beginning of the school year (August) or the beginning of the second semester (around New Year’s Day – January) have students write down on a slip of paper a resolution for an improvement they will commit to in the school year or new year.
 - b. Students should sign their name on the paper slip (or draw a picture if they would like).
 - c. String paper slips to a bamboo or other type of stick/pole (can be a tree branch or other item that does not require a purchase) and display in the classroom. (This activity is a custom of the Japanese observation of Tanabata - <http://gojapan.about.com/cs/japanesefestivals/a/tanabata.htm>).



- d. Tell students throughout the semester to read their resolution as a reminder of their commitment to develop their character and practice the laws of life.
4. Optional Activity:
- a. Highlight a particular character or soft skills each week.
 - b. Post the [Laws of Life](#) posters (refer to Education for Careers Toolbox column in Lesson Idea Guide) and point them out to the students; refer to the Web sites included on the posters.
 - c. Utilize websites related to soft skills & character building, World of Teaching Web site – PowerPoints on character development (www.worldofteaching.com)



Lesson Closure

- Remind students the procedure for assessing their completion of and participation in the daily bell ringers.
- Reinforce the fact that everyone learns from each other, and participating in the discussion can help others when faced with decisions and choices.
- If using the Laws of Life posters, point the posters out to the students for future reference.

Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Employability, Ethics, Career Development, Critical Thinking, Problem Solving, Legal Responsibilities, Communication, and Safety/Health & Environment.**

- Have students connect the lesson with their own development of FKS by responding to a Bell ringer, writing a journal entry or blog, reflecting on one of the FKS used in this lesson.
- Students could choose a strength or weakness they wish to improve or enhance.



Formative Assessment

The bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

Soft Skills (Microsoft PowerPoint)

and

Laws of Life Posters (Pdf)

Refer to *Education for Careers* Toolbox column in Lesson Idea Guide

Lesson Title: Did You Know?

Career Cluster: All clusters

Foundation Knowledge and Skills: Employability & Career Development

Career Concepts: Job Seeking Skills, Resume Building

Summary: Students **learn** about job and volunteer opportunities

Course Objectives

6.a. Identify resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.

Lesson Objectives-Students will:

- Learn about various job opportunities provided to them by the teacher
- Consider applying for one of the jobs or volunteer opportunities presented

Time: Periodically; first or last 5-10 minutes of each class period

Required Materials: Flyers about jobs and volunteer opportunities and bulletin board

Optional Resources: Post information in an Announcement section of a PowerPoint

Guest Presenters (optional): Representatives from Organizations advertising openings

Content and Teaching Strategies:

Anticipatory Set

Ask the students if they are currently employed and ask them to discuss their place of employment, how they found out about the job opening, how they pursued the job, etc. Also ask if any students are currently seeking employment or will look for a job during the holidays, summer, etc. or planning to participate in volunteer opportunities.

Lesson Components

1. Discuss the importance of building their resume by encouraging the students to seek holiday or summer employment and/or participate in volunteer efforts.
 - a. Have students share their work and volunteer experiences with the class.
 - b. Stress that building their resume and grow both personally and professionally by getting involved will help them prepare for their future.
 - c. Discuss with students the importance of thinking about their future and preparing for it during high school.
 - d. Flyers can be obtained from the Guidance Office, posted on bulletin boards, etc.
 - e. Post the flyers on a classroom bulletin board.
2. Participate in [Lemonade Day](#) (refer to the Lemonade Day lesson included in the *EFC I* curriculum)



Lesson Closure

Remind students that the flyers will be posted on the bulletin board for their future reference and to keep you informed of their progress if they plan to seek a job.

Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Employability and Career Development**.

Complete the follow activity to help students connect the lesson with their own development of FKS and the goals of the course:

- Have students connect the information with their own preparation of becoming employed and the FKS by writing a journal entry or blog, reflecting their future plans for employment.



Formative Assessment

This activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.

Lesson Title: Puzzlemania!

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Teamwork, Communication, Problem Solving and Critical Thinking

Career Concepts: Personal Development

Summary: Students apply soft skills to cooperative, collaborative activities

Course Objectives:

9.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives- Students will:

- Work in groups to complete a puzzle
- Develop soft skills that enable them to be more employable

Time: One-50 minute class period

Required Materials: Several sets of the same puzzle, timer

Optional Resources: NA

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Brainstorm to identify different types of soft skills required for success in the workplace. Discuss ways that students can develop the soft skills identified.

Lesson Components

1. Discuss how building teamwork skills and how working together in a courteous manner, respecting those around you, etc. makes working more enjoyable and allows for success in the workplace.
 - a. Assign students to teams.
 - b. Instruct students to work together to complete the puzzle.
 - c. Time them (give them an approximate amount of time it should take to complete the puzzle).
2. Discuss the results.
 - a. Once all teams have completed their puzzle (or the time you set has passed), discuss what led the teams who finished in the least amount of time to be successful.
 - b. Ask teams who took more time to complete the puzzle what they could have done differently to complete the puzzle in the allotted time.

Lesson Closure

Provide students with an overview of desired course outcomes. Talk about improving their employability by developing teamwork and communication skills. Discuss how putting puzzles together helps develop their critical thinking and problem solving skills.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize Employability, Teamwork, Communication, Problem Solving and Critical Thinking.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

Students can be graded according to the time it took them to be completed and observation of teamwork & communication utilized as they completed the puzzle. Students may also use their student notebook or class blog to write a reaction about the activity and what they learned.

Lesson Title: Lessons from [Monday Morning Messages](#)

Career Cluster: All Clusters

Foundation Knowledge and Skills: Employability, Ethics, Problem Solving, Critical Thinking, Communication, Safety/Health/Environment

Career Concepts: Soft Skills

Summary: This resource utilizes the power of storytelling to teach morals and lessons.

Course Objectives

- 11.a. Learn the soft skills that are important for success in the workplace
- 12.a. Identify soft skills that the individual currently possesses and the skills that need to be improved
- 12.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives - Students will:

- Read stories chosen by the teacher to illustrate a soft skill
- Complete activities related to the story
- Develop soft skills

Time: 30 minutes of each class period, periodically, ongoing

Required Materials:

- Selected stories from [Monday Morning Messages](#) (Carr, Tom. [Monday Morning Messages 52 Stories to Motivate and Inspire Young People](#). Chapin, SC: YouthLight, Inc., 2003. Print. (ISBN 1-889636-15-0))
- Activity documents related to the selected story
- Other items as mentioned in the activities

Optional Resources: NA

Guest Presenters (optional):

- Invite speakers who are interested in assisting students with developing soft skills required in the workplace.
- Retired teachers enjoy coming back to the classroom, and students enjoy having others teach them.

Content and Teaching Strategies:

Anticipatory Set

- Tell students that every once in a while the class will read two-page stories that each have a lesson to learn.
- Refer to the bell ringer/blog assignment to respond to the story/activity related to the previously mentioned story.

Lesson Components

1. Discuss the use of storytelling as a means of building character. Ask students to recall a favorite book or story from their childhood and why it meant so much to them.
 - a. “Tell” the story, let students take turns reading the story or have them read the story silently.
 - b. Identify the moral or lesson and discuss the story.
2. Complete the accompanying activity.
3. Lessons can be coordinated with the Laws of Life characteristic/soft skill being highlighted for the week.



Lesson Closure

- Ask students to identify which soft skills/FKS relates to the story.
- Throughout the week refer to the “message” that was delivered in the story.

Foundation Knowledge and Skills Connection

The components of these lessons emphasize **Employability, Ethics, Problem Solving, Critical Thinking, Communication, and Safety/Health/Environment.**

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Answer a question included in the day’s bell ringer or blog activity related to the story’s moral.
- Post the message in a place where it can easily be seen in the classroom.

Formative Assessment

A bell ringer/blog activity can be assessed for completion:

- Students turn in journal at the end of each week for review by the teacher.
- Teacher reviews blogs to determine if students completed all assigned questions.
- Teacher determines the procedure for assessment.



Lesson Title: Resources in Your Own Backyard & Under Your Own Roof

Career Cluster: All Clusters

Foundation Knowledge and Skills: Career Development, Systems, Communication

Career Concepts: People as Sources

Summary: Ideas for activities called *Walking Tours*, *Tours du Jour*, mini-field trips, faculty/staff guest speakers, and student guest speakers that are available in and around the school which provide students with unique experiences that will help them consider various careers.

Course Objectives

- 6.a. Identify resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.
- 12.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace
- 12.c. Perform community service as a resource for developing soft skills and job-specific skills

Lesson Objectives - Students will:

- Participate in field trips to learn more about possible careers in the sixteen career clusters
- Listen to guest speakers to learn about careers and school programs that prepare students for particular careers
- Visit classes, other than core courses, that are offered by their school in preparation of careers

Time: Amount of time will vary depending on activity planned

Required Materials: Parent Information Letter following this lesson, Parent Permission to Participate Forms (obtain from school or school board office), Faculty & Staff Letters following this lesson

Optional Resources: NA

Guest Presenters:

- Invite community members to speak on the different jobs.
- Speakers should be knowledgeable about setting goals.
- Speakers should be sent Guest Speaker Information beginning on page 100.
- Optional activity: Videotape the guest presenters, with permission, to use throughout the year.
- Evaluation: Students should complete an evaluation on the speaker. Share the results with the class and speaker.

Content and Teaching Strategies:

Anticipatory Set

Often there are resources available to us and we don't even realize it. Tell students about the various field trips they will be taking throughout the semester to learn about the different career. After reviewing this lesson, decide on what you are able to do and excite the students about taking advantage of all the resources right under their school roof and around the school that will provide them with experiences that are not normally made available to them in the classroom.



Lesson Components

- 1) Plan mini-field trips within the school.
 - a. *EFC* classes visit classes other than core courses, related to the various careers.
 - b. Students learn about the programs and courses related to careers that are offered at their school (keep in mind that all courses prepare students for careers).
- 2) Organize guest speakers.
 - a. Guest Speakers: Faculty and staff who have worked in jobs outside of education are asked to serve as guest speakers in our classes. This is very beneficial to the students as they consider the career that they plan to pursue.
 - b. Student Guest Speakers: Students serve as guest speakers to present information about the various programs. This works well if there is not a particular course that isn't taught at the same hours as the *EFC I* classes.
 - c. Community Guest Speakers: Invite persons from outside the school to speak to the classes.
- 3) Utilize Walking Tours & Tours du Jour.
 - a. Check for businesses located around the school.
 - b. If businesses are accessible, plan *Walking Tours* in which the class visits businesses periodically
 - c. Plan *Tours du Jour* according to the availability of transportation and businesses willing to schedule short tours.

Lesson Closure

Have students complete an evaluation on the activity in which they participated. Discuss the activity and evaluation results with the class. Stress the importance of their input for future planning for activities of this nature.

Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Career Development, Systems, and Communication**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

- Complete a bell ringer/blog which provides the students' opinions and evaluation of the activity.
- Bell ringer/blog question should relate to connecting the lesson with their development of FKS.



Formative Assessment

- Students should turn in completed evaluations for grading of activity and evaluation participation.

From the Desk of _____

TO: *Education for Careers II (EFC II) Parents*

FROM:

DATE:

RE: WHO? Education for Careers Students
WHAT? Walking Tours & Field Trips
WHEN? Ongoing – January-April 20 _____
WHERE? Town/city name (insert your town's name here)

My Education for Careers classes will be participating in several visits to businesses in the community, and I'd like your permission for your child to participate.

The *Walking Tours* will consist of my students and me visiting a business within walking distance from XYZ High School once each month (second Friday of each month – January ____, February ____, March ____ & April ____ - weather permitting; alternate date will be the following Monday) to learn about the careers related to that business. Utilizing these community resources near the school will allow us to conduct a business visit during class time thereby avoiding the students missing any other classes.

We will also participate in *Tour du Jour*, field trips within the community once each month (fourth Friday of each month – January ____, February ____ & March ____) to learn about careers related to the career cluster we are studying. These trips will also take place during class time only so that the students do not miss any other classes they are taking.

Grades and classroom behavior will be considered when taking these trips. Only students who have a letter grade of A, B or C with appropriate behavior in the EFC classroom will be allowed to attend.

Please complete and return the form on the backside of this letter by Friday, January ____ so that your child will be able to participate. Your signature on this form gives permission for your child to participate in all the activities scheduled for January ____ & ____, February ____ & ____, March ____ & ____, and April ____.

For additional information, contact _____ at _____@_____. Your support is appreciated.

From the Desk of _____

TO: XYZ High School Faculty & Staff

FROM:

DATE:

RE: Mini-field Trips, Guest Speakers, Student Guest Speakers

This memo is to request your participation and support of several activities of the Education for Careers classes including mini-field trips, faculty/staff guest speakers, and student guest speakers.

Mini-field Trips: Our classes would like to visit classes related to the career clusters that we are covering in class. Last semester this activity was so successful and we would like to continue to provide these mini-field trips to the students. Below is a schedule of the dates when will be covering the clusters. I will contact you by email to schedule these visits.

Guest Speakers: Faculty and staff who have worked in jobs outside of education are asked to serve as guest speakers in our classes. This will take only a few minutes out of your schedule and will be beneficial to the students as they consider the career that they plan to pursue. If you are interested in serving as a guest speaker, please contact me at _____@_____.

Student Guest Speakers: Last semester we had several students serve as guest speakers to present information about the XYZ High School JROTC program. If one of your students is invited to serve as a guest speaker, please support this worthwhile activity by allowing those students to visit our classes during class time.

For additional information, please contact me. Your support is appreciated.

Semester Schedule

January	.....	Agriculture, Food & Natural Resources Career Cluster (CC)
January	.....	Arts, A/V Technology & Communications
January	.....	CC Architecture & Construction CC
February	.....	Business Management & Administration CC
February	.....	Education & Training CC
February	.....	Finance CC
February	.....	Government & Public Administration CC
March	.....	Information Technology CC
March	.....	Hospitality & Tourism CC
March	.....	Human Services CC
March	.....	Health Science CC
April	.....	Law, Public Safety, Corrections & Security CC
April	.....	Manufacturing CC
April	.....	Marketing CC
May	.....	Science Technology, Engineering & Mathematics CC
May	.....	Transportation, Distribution & Logistics CC
May	.....	Exam Review
May	.....	Semester Exams

Lesson Title: Yahoo Articles

Career Cluster: All Clusters

Foundation Knowledge and Skills: All FKS

Career Concepts: Career Exploration

Summary: Students **read, evaluate** and **respond** to articles or multi-media presentations that reinforce curriculum concepts and Foundation Knowledge and Skills

Course Objectives:

- 1.b. Identify & use resources that will provide information regarding post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
- 2.c. Use available resources to research grants, Federal Direct Student Loans, scholarships and other financial aid options
- 3.a. Identify & use resources that will provide information regarding other financial aid options for post-secondary school options including websites, the Louisiana Career Planning Guide, etc.
- 6.a. Identify & use resources that will provide information regarding post-secondary employment options including websites, One-Stop Centers, the Louisiana Career Planning Guide, etc.
- 8.a. Identify & use resources that will provide information regarding post-secondary personal finance including websites, the Louisiana Career Planning Guide, etc.
- 12.b. Enhance soft skills as a student in the EFC classroom in preparation of using these skills in the workplace

Lesson Objectives- *Students will:*

- Read articles related to curriculum concepts
- Discuss the concepts and how they relate to their future

Time: Periodically-as needed

Required Materials: Articles posted on Yahoo (access videos at <http://financiallyfit.yahoo.com/finance/index>), GISTing directions, and Jigsaw directions

Optional Resources: Literacy Strategies at <http://www.litandlearn.lpb.org/strategies.html>, Bell ringers, Videos posted on Yahoo (access videos at <http://financiallyfit.yahoo.com/finance/index>),

Guest Presenters: NA

Content and Teaching Strategies:

Anticipatory Set

Tell students that as you were “surfing” the net, you came across an article (or video) that made you think about them. Relate the article to information that they need to now for their future.

Lesson Components

1. Obtain interesting articles.
 - a. Go to www.yahoo.com.
 - b. Look for articles related to business, careers, investing, etc.
 - c. Email the article to yourself.
 - d. Create a folder in your email account titled "Articles."
 - e. Save the emailed articles in the folder.
2. Present the article to the class.
 - a. Show the article to the class on the classroom LDC projector or copy a class set of the article(s) for use by all of your classes.
 - b. Peak their interest by reading the title and asking them to predict what information they think the article or video is about.
 - c. Read the article or have the students take turns reading a paragraph from the article.
 - d. Stop at the end of each article to discuss the information.
3. Optional activity:
 - a. Have the students read the article on their own.
 - b. As they read, the students can use the Gisting Literacy Strategy or in groups use the Jigsaw Literacy Strategies to summarize the article.
 - c. Students share their Gisting or Jigsaws with the class and discuss the article.
4. Optional activity
 - a. Access the *Financially Fit* videos at <http://financiallyfit.yahoo.com/finance/index>.
 - b. Preview the videos before showing to the class.
 - c. Develop questions for discussion as videos are being previewed.
 - d. Students watch video and discuss concepts present.
4. Bell ringer
 - a. A question related to the article can be utilized as a Bell ringer.
 - b. Students can also blog about the ideas presented in the articles.



Lesson Closure

Ask several students to identify how they will use the information they learned from the article. Brainstorm additional ways that students can use the information learned.

Foundation Knowledge and Skills Connection: The components of this lesson emphasize all FKS.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringer
- Blogging
- Notebook/Journal



Formative Assessment

The students' GISTing or Jigsaws can be assessed for completion and accuracy. Students may also use their student notebook/blog to write a reaction about the article.

YAHOO! Article

8 Steps to Get Your Financial Life in Order

Do you have "frugal fatigue?" You're not alone. Pinching pennies becomes exhausting, year after year. You dream of breaking free and buying everything in sight.

But tiresome as budgets are, consumers haven't quit them yet. You threw some money around in December, when credit card use bumped up for the first time since the 2008 financial collapse. Then remorse set in. Consumers slashed their credit-card spending in January by 6.4 percent at an annualized rate, the Federal Reserve reported this week.

That fits with what the [National Foundation for Credit Counseling](#) is seeing on the ground. In a recent NFCC survey, two-thirds of consumers said that they're sick of having to question every dollar they spend, but have no choice. [Incomes are virtually flat](#), employers aren't calling the long-term jobless back to work, and the cost of critical purchases such as health insurance and gasoline are leaping up. Only 5 percent of the people questioned said that they couldn't stand to keep living under fiscal restraint, and intended to spend more. About 8 percent said they didn't need to be particularly frugal. They hadn't cut spending and were doing fine.

The rest -- about 20 percent of the consumers -- overcame their frugality stress in the old fashioned way: they changed their lifestyles so they could live comfortably within the incomes they had. They found this new life so positive that they said they'd never go back, reports Gail Cunningham, a spokesperson for NFCC.

If you're sure that your financial troubles are temporary, it pays to pinch the pennies until the dollars start rolling back in. But the story is different if you see little hope of raising your income by enough to make your current expenses each to cover. Emotionally, making big changes is hard to do. But the faster you reinvent your life, the more money you'll have in your pocket and the sooner you'll be able to save again.

Your two largest expenses are probably your home and your consumer debt (plus health insurance, if you're not on a company plan). Your first step is to quit adding to debt -- put your credit cards on deep freeze and pay bills with cash or a debit card. Then follow these steps:

1. If you live in an apartment, check comparable rents in your neighborhood.

They've dropped in many parts of the country. If you find that you're paying more than the market requires, show your landlord proof and ask for a rent reduction. If the answer is no, move.

2. If you own a home and it's salable, sell.

Put any net gain into savings and investments, and find an apartment to rent. You'll be saving the high cost of maintaining a house, as well as tax and insurance bills.

Don't hold onto a house because you think you "need" the mortgage interest deduction. Financially, you're far better off without it. As an example, say that you're paying \$1,000 in interest, in the 25 percent tax bracket. The taxpayers cover \$250, leaving \$750 as your net cost. Now imagine that you

have no mortgage and \$1,000 in income. You'll pay \$250 in taxes, leaving you with \$750 in your checking account. Losing the mortgage gives you more money to spend.

3. Restructure your credit card debt.

Move some of it to a new card with a zero-rate promotional offer. Don't use that card for purchases right away. Instead, concentrate on repaying this debt within the promotional period. You might also move debt from a high-rate card to one that's charging a lower rate.

4. Start a debt-repayment avalanche.

Get the latest bill for each of your credit cards, to see which one is charging you the highest rate (some cards have two rates, one higher than the other). Pay the minimum on the lower-rate cards and put all the rest of the money toward knocking off the high-rate debt. When that card is clean, move on to the next one.

Some people prefer to start by repaying the card with the smallest debt, even if its interest rate is low, for the pure pleasure of eliminating an annoying bill. Do whatever works. But you'll get the most bang for the buck by tackling the high-rate card first.

5. If you have savings, put all but a token amount against credit card debt.

Keep only \$500 or \$1,000 for unforeseen expenses. Consumers often don't realize the enormous return on investment they get from cleaning up their credit cards. For example, say that you're paying interest at a rate of 18 percent. Every payment you make against that debt gives you a guaranteed 18 percent return on your money. If you're paying a penalty interest rate of 24 percent, every payment equals a 24 percent investment gain. Where else could you get a yield like that, and totally safe?

6. If you have money in a 401(k) retirement plan and your job is safe, consider borrowing against it.

In theory, I consider these plans inviolable -- never to be touched. In practice, it makes sense to use them if they can help you rightsize your life. The transaction will look like this:

You'll borrow from the plan at 1 to 3 percentage points over the bank prime rate, which is currently 3.25 percent. So the loan might cost you 5.25 percent. You'll repay credit card debt at 18.25 percent, for a 13 percent gain. Typically, you'll have to repay the 401(k) loan over five years, with the payments deducted from your paycheck automatically. The interest you pay goes right back into your account, so you're paying it to yourself.

There are two financial downsides. First, you're repaying the loan with after-tax dollars. When you eventually take money out of the 401(k), those dollars are taxed again. But you're probably still ahead, thanks to the savings on your credit card bills. Second, you'll lose any appreciation that would have accrued to the money you borrowed. You can minimize this risk, however, by arranging to borrow against only the bond portion of your plan, leaving the stock portion exposed to any gains.

If you leave your job, and part of the loan is still outstanding, you'll have to repay it right away, in full. If you can't, the remaining loan will be treated as a withdrawal. You'll own income taxes on the money and a 10 percent penalty if you're younger than 59 1/2. So this loan is for someone who is pretty sure that his or her job is safe.

7. If you're one of the lucky 78 percent of homeowners who have equity, you could -- potentially -- pay off your credit card debt with a new home equity loan.

But the argument isn't as compelling as it is for loans against 401(k)s. Ideally, you're aiming for a paid-up home when you retire. That will cut your cost of living, give you access to a reverse mortgage for extra cash, and provide money needed for long-term care. A home equity loan might make that impossible.

8. If you don't have health insurance, any major illness could put you into bankruptcy.

Try for a high-deductible policy, or see if you (or your kids) qualify for Medicaid or the children's program, [Schip](#). If insurance companies won't take you because of a medical condition, try for a place in the high-risk pools set up by the new health reform act. We're a long way from equal access to medical care, let alone care at an affordable price. But if you cut other expenses, you just might be able to afford good health.

This article is part of a series related to being [Financially Fit](#).

"8 Steps to Get your Financial Life in Order." *Financially Fit Saving Smart and Living Well*. Yahoo. 2008. 2011. Web. 5 June 2011. <<http://financiallyfit.yahoo.com/finance/article-112321-8882-5-8-steps-to-get-your-financial-life-in-order>>.

Titles of Other Recommended Articles

Adams, Susan. "Get Hired Despite Red Flags in Your Story." *Forbes.com*. Yahoo! Finance. 18 Oct 2010. Web. 19 Oct 2010. <http://finance.yahoo.com/career-work/article/110983/get-hired-despite-red-flags-in-your-story?mod=career-worklife_balance>.

Burns, Karen. "7 Things Never to Say to Your Boss." *U.S. News*. Yahoo! Finance. 17 Mar. 2010. Web. 5 June 2011. <http://finance.yahoo.com/news/7-Things-Never-to-Say-to-Your-usnews-226352592.html?x=0>.

Hill, Carley. "Things Your Boss Won't Tell You." *SmartMoney*. Yahoo! Finance. 12 Jan. 2011. Web. 5 June 2011. <<http://finance.yahoo.com/career-work/article/111723/things-your-boss-wont-tell-you>>.

"How to Be a Millionaire by Age 25." *Kiplinger.com*. Yahoo! Finance. 18 Oct 2010. Web. 21 Oct 2010. <http://finance.yahoo.com/career-work/article/111047/how-to-be-a-millionaire-by-age-25?mod=career-worklife_balance>.

Palmer, Kimberly. "7 Ways to Make Extra Money in 2011." *U.S. News*. Yahoo! Finance. 10 Jan. 2011. Web. 5 June 2011. <<http://finance.yahoo.com/career-work/article/111747/ways-to-make-extra-money-in-2011?mod=oneclick&cmtnav=/>>

Resnick, Rosalind. "Reasons to Start a Business This Year." *The Wall Street Journal*. Yahoo! Finance. 12 Jan. 2011. Web. 5 June 2011. <<http://finance.yahoo.com/career-work/article111747/ways-to-make-extra-money-in-2011?mod=oneclick>> .

GISTing
 Literacy Strategy

- GISTing is a summarizing technique, allowing students to summarize ideas with supporting details.
- The ability to summarize is perhaps the most important subskill involved in comprehension (Caccamise & Snyder, 2005; Friend, 2000).
- Students are required to limit the GIST of a paragraph to a set number of words.
- By limiting the total number of words students can use, this approach to summarizing forces them to think about only the most important information in a paragraph, which is the essence of comprehension (Brown & Day, 1983).

- Choose passages with 2 to 4 relatively short paragraphs of no more than 3 to 5 sentences.
- Establish a limited number of spaces to represent the total number of words of the GIST, say 10-15. (Definitely, no more than 20.)
- Write a GIST for each paragraph.
- Combine all GISTs into a single GIST that summarizes the most important points or main idea of the passage in 10-15 words or less.
 - Identify the most important “who” or “what”
 - Tell what’s important about the “who” or “what”

■ Paragraph 1

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraph 2

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraph 3

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

■ Paragraphs 1-3

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

“Incorporating Literacy Strategies into the ZCSD Curriculum.” 2010. *Microsoft PowerPoint* file.

Jigsaw Literacy Strategies

The *Jigsaw* strategy (Aronson, 1978) is designed for cooperative learning. The idea is analogous to a jigsaw puzzle in that “pieces” or topics of study are researched and learned by students within groups and then put together in the form of peer teaching between groups. Students work in groups of three to six to become experts on a particular topic which is based on an overall theme or unit of study. The group members are charged with learning everything they can about their assigned topics. Each group member participates in the research efforts and becomes an “expert” on his or her particular topic. The students then leave their groups to join “expert groups” to teach about their assigned pieces of the puzzle. Then, the original group comes back together to teach each other what they have learned. Each student listens and takes notes, and at the end of the unit, is accountable for the information shared throughout the class.

Instructional technology can easily be incorporated into the jigsaw strategy. Research can be accomplished via the internet on-line encyclopedias. Presentations can be developed with various software packages and enhanced with video camera pictures, student voices, music, and moving illustrations from other sources in to the presentations.

Note: *The teacher’s preparation and planning is key for the success of this project. It can be set up for a couple of days or a couple of weeks, depending on the nature of the topic, the students who will be conducting the research, and the extent of the research that is involved.*

How to set it up:

1. Divide class into 4-6 member groups; each member becomes an expert on a different topic/concept assigned by teacher.
2. Members of the teams with the same topic meet together in an expert group with a variety of resource materials and texts available to explore their topic. Also, a single reading from the textbook or another source could be used to complete the assignment.
3. The students prepare how they will teach the information to others.
4. Everyone returns to their jigsaw teams to teach what they learned to the other members.
5. Team members listen and take notes as their classmate teaches them.
6. All students are given a quiz or exam on the overall topic which has been taught in sections within each jigsaw group.

“Literacy Strategies.” *Literacy & Learning Reading in the Content Areas*. Southeastern Louisiana University & LPB. 5 June 2011. <http://www.litandlearn.lpb.org/strategies/strat_jigsaw.pdf>.

For information on additional literacy strategies, go to:
<http://www.litandlearn.lpb.org/strategies.html>.

Lesson Title: *Career Day & Young Icons*

Career Cluster: All

Foundation Knowledge and Skills: Career Development & Communication

Career Concepts: People as Sources

Summary: Options for exploring careers using videos resources: *Career Day*, a 30-minute television show related to careers and *Young Icons*, a 30-minute television show about young entrepreneurs.

Episodes are available for purchase at <http://careerdayforkids.com/>.

Course Objectives:

1. Investigate different careers to discover specific careers that are of interest to the students
9. Identify soft skills that the individual currently possesses and the skills that need to be improved

Lesson Objectives- Students will:

- View 30-minute videos related to career and personal development
- Discuss & respond to concepts presented in the videos

Time: Periodically

Required Materials: DVDs

.

Optional Resources: NA

Guest Presenters: NA

- Invite a speaker working in the career area featured in the video.
- Speakers should be sent Guest Speaker Information beginning on page 100
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

Tell students that periodically they will view videos that tell about various careers and that they shows feature people their age.

Lesson Components

1. Show the videos using Young Icons if available or choose other videos about young persons being successful as entrepreneurs.
 - a. Tape the show(s) using a DVD recorder, purchase the video(s) or borrow the video(s) from a school or through inter-library loan programs from a career center or library that has the DVDs in their collection (check with your school's Library Media Center for policies &/or use of equipment for taping at school; cable required).

- b. Start a discussion with students about the concepts presented in the show.
2. Optional Activity.
 - a. Students respond to the show viewed through a bell ringer or the class blog.
 - b. Students use the information within their career research activities.

Lesson Closure

Students should provide at least one example of how the show has inspired them.
Students can provide input as to other topics they would like to view in future shows.



Foundation Knowledge and Skills Connection: The components of this lesson emphasize **career development** and **communication**.

Discuss how the activity(ies) connect the lesson to their development of FKS:

- Bell ringers
- Blogging
- Notebook/Journal



Formative Assessment

The students' participation or response to a bell ringer/blog can be assessed for completion. Students may also use their student notebook/journal to write a reaction about what they learned from the video.

Lesson Title: When I Grow Up, I Want to Be...

Career Cluster: All Clusters

Foundation Knowledge and Skills: Systems, Teamwork & Communication

Career Concepts: Extended Learning Opportunities

Summary: Students **explore** careers aligned with interests

Course Objectives:

- 1.d. Develop a career plan by utilizing information discovered in surveys and research
- 2.a. Identify information that is important to know about careers

Lesson Objectives - Students will:

- Serve as Curators as they set up an exhibit that includes toys that represent the career they researched

Time: Three-50 minute class periods

Required Materials: Toys, Completed career research project & display cards (if using in conjunction with this activity), Tables

Optional Resources: NA

Guest Presenters (optional):

- Invite an area museum curator to talk to the students about setting up exhibits; solicit his/her assistance with the set up.
- Speakers should be sent Guest Speaker Information beginning on page 101 found in the Supplemental Materials section and folder.
- Optional activity: Videotape the guest Presenters, with permission, to use throughout the year.

Content and Teaching Strategies:

Anticipatory Set

Discuss with students toys they used to play with when they were younger. Ask them if they used to dream of being a policeman, fireman, etc. when they played with the toys. Have them identify if they are still considering those types of jobs.

Lesson Components

1. Present the project.
 - a. Tell students they will become Curators of a Museum and that they will bring in a toy from their past or from a younger sibling/relative/friend that represents the career they researched.
 - b. Assist students with deciding on a toy that represents their career.
 - c. Students should also refer to their research information to help determine what type of toy they should bring in.



2. Present their findings.
 - a. As an alternative activity for presenting information, students can write key words and phrases from their research findings on note cards (or use Microsoft Publisher to create cards) to post with their toys.
 - b. The class can host other classes to visit the “museum.”
 - c. The school’s administrators, other interested individuals and parents should also be invited; students can develop an invitation in Microsoft Publisher, Word or other available software program.
 - d. Students can create a poster advertising the displays (see example from the LSU Museum of Art below).
 - e. Students should write a press release or news story for publication in a local or school newspaper or on the school’s Web site.

Lesson Closure

After the “museum” closes, students should celebrate their unique project with refreshments.

Foundation Knowledge and Skills Connection:

The components of this lesson emphasize **Systems, Teamwork & Communication**.

Choose one of the following activities to help students connect the lesson with their own development of FKS:

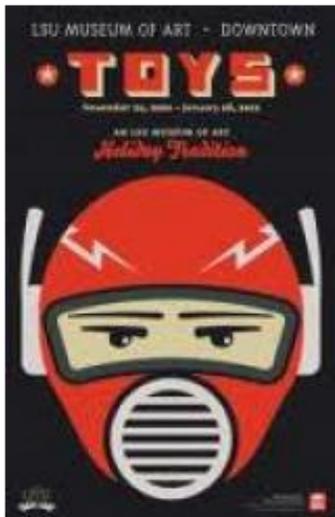
- Bell ringer
- Blog
- Notebook/Journal



Formative Assessment

Students can be assessed for their participation in the “museum” activity. The presentation rubric of the career research project can be adapted and used if this activity replaces the presentation requirements of the project.

Source (below): http://www.lsumoa.com/content.php?display=exhibit_past

	<p>When I Grow Up... Toys: An LSU Museum of Art Holiday Tradition</p> <p>November 21, 2010 - January 16, 2011</p> <p><i>When I Grow Up</i> explores how children’s toys are often inspired by the world around us. With such themes as “I want to be a pilot,” “I want to be a race car driver,” “I want to be a soldier,” or “I want to be a chef,” many of the toys featured in this exhibition replicate everyday objects from grown-up careers and lifestyles.</p>
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Guest Speaker Resources

Possible Guest Speaker Questions

Why did you choose the career in which you are currently working?

What personal characteristics, skills and abilities are necessary for your career?

How did you prepare for your career?

Did anyone influence you in choosing your career? If so, who and why?

What do you like best and least about working in your career?

What is your work schedule?

What is an average day like for you?

Do you work overtime?

Do you have to bring work home? If so, please explain.

What are the opportunities in your company?

Did you always work in this career area? If not, please tell us about your previous experiences.

Will you still be working in this career ten years from now?

Do you have any advice for us related to choosing a career?

Additional questions:

Source:

“Activity 1-D: Guest Speaker Questions.” *Investigating Your Career*. Second edition. Mason, OH: South-Western Cengage Learning, 2011.

Name: _____ Hour: _____ Date: _____

Guest Speaker's Name: _____

Guest Speaker Notes

1. Why did you choose the career in which you are currently working?
2. What personal characteristics, skills and abilities are necessary for your career?
3. How did you prepare for your career?
4. Did anyone influence you in choosing your career? If so, who and why?
5. What do you like best and least about working in your career?
6. What is your work schedule?
7. What is an average day like for you?
8. Do you work overtime?
9. Do you have to bring work home? If so, please explain.
10. What are the opportunities in your company?
11. Did you always work in this career area? If not, please tell us about your previous experiences.
12. Will you still be working in this career ten years from now?
13. Do you have any advice for us related to choosing a career?

Additional questions:

Source:

“Activity 1-D: Guest Speaker Questions.” *Investigating Your Career*. Second edition. Mason, OH: South-Western Cengage Learning, 2011.

Sample Letter or Email for Guest Speakers

Thank you for agreeing to speak to my Education for Careers class about... Your visit will assist students with the choices they will have to make for their futures.

Please talk to the class about...Our class has # 11th grade students and meets from 8:11-9:15 a.m. in Room A105. Please check in at the front office upon your arrival. Enclosed is a sample outline to provide you with some ideas in which you can talk. If you have audio visual requirements, please let me know in advance.

If you need additional information, please contact me at jdoh@yahoo.com or (225) 555-5555. We look forward to your visit.

Suggested Topics

- Tell students about your career and how/why you got into it.
- Suggest ways for students to find careers that fits their interests and abilities.
- Tell about your yourself, how you got into the kind of work that you perform, when you realized that was what you wanted to do for a living, anyone who helped you decide on your career, other jobs you've had, etc.
- Tell about how you prepared for your job, training you recommend for someone in this field, years of education, what the job is like, a typical day, what you spend your time doing at work, the work environment, typical salary/wages, work hours, abilities that help you at work, what you like most and least about your job, etc.
- Provide advice for preparing for this job, the future of the job, and how to get more information.
- Tell if you or someone you know are interested in counseling students for this type of work.

Source:

Guidelines for Career Guest Speakers. Web. 5 June 2011. < http://www.engineering-ed.org/common/guidelines_for_career_guest_spea.htm >.

Skype in the Classroom

Skype in the classroom is a free community to help teachers everywhere use Skype to help their students learn. It's a place for teachers to connect with each other, find partner classes and share inspiration. This is a global initiative that was created in response to the growing number of teachers using Skype in their classrooms. Visit the Web site to learn more.

Go to <http://education.skype.com/about> to watch videos on how to get started.

Skype with teachers, business people, etc. within your school, city, state or anywhere in the world. This requires a computer with a built-in Web cam or Web cams can be purchased for a reasonable price.

1. Go to <http://education.skype.com/>
2. Click on "Don't have a Skype account? Get one now" under "Join now with your Skype account."
3. Click Join Skype at the top right corner.
4. Complete the personal information including your user name and password.
5. Download Skype onto the computer that will be used for the Skyping session.
6. Communicate with the person who will be Skyped into the classroom to set up a Skype account/download Skype onto their computer and a date and time to communicate over the computer.

SOURCES & RESOURCES
(Links referenced below were active July 2013)
Books, Articles & Websites

Big Deal Book, The: Technology for K-12 Educators. USA: Marketing Projects. (www.bigdealbook.com); distributed by the Louisiana Association of Computer-Using Educators [LACUE] yearly)

Bohannon, Lisa Frederiksen. Resume Writing for Teens and Other First Time Job Hunting Tips. 2nd Edition, Career Kids. www.careerkids.com.

Carr, Tom. Monday Morning Messages 52 Stories to Motivate and Inspire Young People. Chapin, SC: YouthLight, Inc., 2003. (ISBN 1-889636-15-0)

Covey, Sean. The Six Most Important Decisions You'll Ever Make. New York: Simon & Schuster, 2006.

Covey, Sean. The Seven Habits of Highly Effective Teens. New York: Simon & Schuster, 1998.

"Develop a Career Plan." *Mapping Your Future*. Mapping Your Future, Inc. 2011. 1 June 2011. <http://mappingyourfuture.org/planyourcareer/plan.htm>

GoVenture Education IdeaBook. www.goventure.net.

"Incorporating Literacy Strategies into the ZCSD Curriculum." 2010. *Microsoft PowerPoint* file.

Johnson, Steve. Digital Tools for Teaching 30 E-tools for Collaborating, Creating, and Publishing Across the Curriculum. Gainesville, FL: Maupin House, 2011. (ISBN 978-1-934338-84-1)

Jordon, Ann K. and Lynne T. Whaley. Investigating Your Career. Mason, OH: South-Western Cengage Learning, 2011. (ISBN 978-1-111-43010-8)

Junior Achievement. <http://ja.org/>.

Langan, John. "Three Keys To Doing Well In School." Adapted from *Ten Steps To Building College Reading Skills, 4th Edition*. West Berlin, NJ: Townsend Press, 2005.

Louisiana Careers Career Planning Guide. Louisiana Community and Technical College System, Louisiana Department of Education, Louisiana Board of Regents and Louisiana Workforce Commission. 2011.

O'Brien, Linda. Getting the Most Out of High School. Dayton, OH: Woodburn Press, 2010.

O'Brien, Linda. High School Parent Guidebook. Dayton, OH: Woodburn Press, 2010.

“Quintessential Careers: Job Interview Database: The 150 Job Interview Database Questions.” Accessed April 1, 2011. http://www.quintcareers.com/printable/interview_questions.html .

Spangler, Theresa. The Workplace Writing Journal. St. Simons Island, GA: TS Consulting & Training, 1999.

“Trip down river, La. moved Lincoln.” The Advocate. February 20, 2011. 4B.

“What People Earn.” Parade. March 13, 2011. p. 13. (<http://www.parade.com/what-people-earn/slideshows/real-people.html>)

“Windows Movie Maker.” Internet Guide & More. 2011. Web. 8 June 2011. <http://www.internetguideandmore.com/moviemaker.html>.

Recommended DVDs to Supplement Lessons

Soft Skills in the Workplace. St. Paul, MN: JIST Publishing, 2008.

Who Would You Hire? Manassas Park, VA: Impact Publications, 2011.

Recommended Movies Related to Character Development

Refer to the Supplemental Materials section for Movie Discussion Questions

From Homeless to Harvard: The Liz Carson Story - Based on real-life events, this drama tells the inspiring story of Liz Murray (Thora Birch), a homeless teen forced to care for herself and live on the streets when her parents lose their battle with drug addiction. Determined to find a better future for herself, Murray goes back to high school and manages to get her diploma, capping off her achievements by winning a scholarship to prestigious Harvard University. (Access movie-related questions in the [Movie Discussion Questions](#) document in the Education for Careers Toolbox column in Lesson Idea Guide) Rating: Not Rated

Gifted Hands: The Ben Carson Story - While pursuing his career, Carson encountered prejudice, negative peer pressure, and politics in getting a job. His sense of humor, faith in God, patience, and his belief in the work ethic come through without preaching.

Radio - Football coach Harold Jones (Harris) befriends Radio (Gooding), a mentally-challenged man who becomes a student at T.L. Hanna High School in Anderson, South Carolina. Their friendship extends over several decades, where Radio transforms from a shy, tormented man into an inspiration to his community. Rating: PG

We Are Marshall - When a plane crash claims the lives of members of the Marshall University football team and some of its fans, the team's new coach and his surviving players try to keep the football program alive. This movie is extremely uplifting and motivating. Rating: PG

Funding for Class Projects

DONATIONS

Donors Choose (Online charity)

www.donorschoose.org

Post classroom project requests; potential donors browse the projects & select ones they find inspiring, then donate to them in any amount; when a project reaches its funding goal, materials are delivered to the school

ClassWish

<http://classwish.org>

Create a “wish list” of supplies needed for the classroom on the website; parents, alumni & other supporters can use a search tool on the site to find a school, see what their needs are, then make a contribution to provide funds

National Teacher Registry

www.nationalteacherregistry.com

Create individual registries (similar to a wedding registry), schools add a National Teacher Registry link to their website to provide information to parents & supporters; products available from the registry include books, multimedia, lab equipment & supplies, & safety equipment

GRANTS & AWARDS

ING Unsung Heroes Grant

<http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

Grants for projects already initiated; \$2,000 grant awarded to 100 finalists each year; three top winners also awarded \$25,000-1st place, \$10,000-2nd place, and \$5,000-3rd place

Biotechnology Industry Organization (share this information with your school’s science teachers)

www.whatcanbiotechdoforyou.com

Sponsors a project called “What Can Biotech Do For You?;” teachers list their needs on the Web site; each month a donation of \$250 is made to a classroom

Lemelson-MIT InventTeams High School Invention Grant

<http://web.mit.edu/inventteams>

For science, math & technology teachers (share this information with teachers at your school); rewards teams of teachers & students who invent technological solutions to real-world problems

Government Grants

grants.gov

U.S. Government’s central clearinghouse for information on more than 1,000 grant programs; provides access to approximately \$500 billion in annual awards

Grant Gopher

www.grantgopher.com

Search for grants available to nonprofit organizations by state; information about new grants; access the education section for grants categorized by elementary, secondary, classrooms, teachers, and technology; includes articles & news stories

OTHER FUNDING RESOURCES

Teachers Network
<http://teachersnetwork.org>

Source:

Reese, Susan. "Funding Classroom Projects." Techniques. Association for Career and Technical Education. March 2011, pgs. 8-9.

Team-Building Activities

<http://teambuildingactivities.net/>

<http://www.teambuildingportal.com/games>

<http://wilderdom.com/games/InitiativeGames.html>

Testing

Ask counseling office for a list of testing dates (source: Zachary High School Counseling Office. Zachary Testing Dates 2010-2011.); flyers may already be available in Guidance; post on your bulletin board:

- ACT- a national college admissions examination that consists of subject area tests in English, math, reading and science; results are accepted by all 4-year colleges and universities in the U.S.
- AP Exams-tests that give 12th graders the opportunity to earn credit at most of the nation's colleges and universities (courses include Biology, Chemistry, Calculus, English Literature & Composition, Music Theory, Physics, U.S. History, World History)
- ASVAB-a series of tests and an interest inventory developed by the Department of Defense to help 10th, 11th, and 12th graders predict future academic and occupational success in both military and civilian occupations
- End of Course-a standardized test given at the end of the school year to students enrolled in various courses; obtain information on the specific courses to be tested on the Louisiana Department of Education website ([www. http://www.doe.state.la.us/testing/](http://www.doe.state.la.us/testing/))
- PSAT-a practice test for the SAT that gives 11th graders a chance to enter National Merit Scholarship Corporation scholarship programs; measures critical reading skills, math problem-solving skills and writing skills
- "Plan"- a comprehensive guidance resource that helps 10th graders measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years
- SAT – a globally recognized college admission test that lets you show colleges what you know and how well you can apply that knowledge. It tests your knowledge of reading, writing and math — subjects that are taught every day in high school classrooms. Most students take the SAT during their junior or senior year of high school, and almost all colleges and universities use the SAT to make admission decisions.
- WorkKeys - a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce.

Testing Services Websites:

- ACT – www.actstudent.org or www.act.org
- College Board (SAT, PSAT, AP exams) – www.collegeboard.com
- GMAT – www.mba.com/mba/taketheGMAT
- GRE – www.gre.org
- Princeton Review – www.princetonreview.com/home.asp
- SAT – <http://www.collegeboard.org/>
- WorkKeys - <http://act.org/workkeys/>

Web Resources

Web-Chops

www.web-chops.com

- A site that lets you clip content from the Web & organize it into your own custom topic page including text, video clips, audio, flash applications & forms
- Easy to use: download the toolbar for Internet Explorer, copy a portion of the page, save it & position it on your topic page
- Create pages on a particular subject that are public, friends only or private
- Helps to avoid irrelevant material, advertising or inappropriate content

Timetoast

www.timetoast.com

- Teaches & students can create interactive timelines
- Users can add individual events & timespans complete with links & images
- Share timelines on social networks, embed timelines, email timelines & subscribe via RSS to timelines
- Free & easy to use

Source: “e-connect.” Techniques. Association for Career and Technical Education. March 2011, pg. 60.

ZOHO

www.zoho.com

Free online productivity applications (word processor, spreadsheet, database, presentation, document manager, organizer, notebook, wiki, project planner, email application); can retrieve & work on documents anywhere you have an Internet connection without the need to buy or download software

Supplemental Resources

Advance Program for Young Scholars

Northwestern State University

- Three-week residential program offering a challenging & rewarding curriculum for gifted & talented students entering grades 8-12
- Tuition is \$2,000

<http://advance.nsula.edu>

(318) 357-4500

A-HEC of a Summer

- Health careers volunteer program for high school students interested in pursuing a health care career & have at least a 2.0 grade point average
- 15 days during the month of June

www.clahec.org

(318) 443-2855; (225) 757-9845

BREC (Recreation and Park Commission for the Parish of East Baton Rouge)

- Summer employment
- Check your local listings for similar organizations offering employment opportunities for teens

brec.org/jobs

(225) 273-6430

E Federal Credit Union

“Get a Start” Loan

- Low-rate loan designed for young adults ages 17-23
- \$2,000 maximum amount , 12-month repayment term & 7.00% APR

Getting Ready for College Workshop

- Free, fun & interactive seminar for future college students (and their parents)
- Usually held in April

efedcu.org

(225) 214-6800

Federal Student Aid

www.studentaid.ed.gov

800-433-3243

Girls Going Places Entrepreneurship Award Program

Guardian Life Insurance Company

Designed to reward enterprising & community-minded girls ages 12 to 18

Prizes awarded from \$1,000-\$10,000

www.GirlsGoingPlaces.com

Important Web Sites

- <https://www.louisianaconnect.org/>
- www.osfa.state.la.us

- www.careercompassla.org
- www.askLela.org

Junior Achievement

- Job shadowing opportunities
- Multiple programs that support the EFC classroom

www.ja.org

Legislative Youth Advisory Council

Louisiana Commission on Civic Education

- Opportunities for students interested in the Law and Public Administration and Government clusters
- High school students serve as a member of the Louisiana Legislative Youth Advisory Council
- Two student members appointed from each of the seven congressional districts and up to seven additional youth may serve as members to represent a school-sponsored or community service club or organization which has a civic mission

<http://civiced.louisiana.gov>

(225) 342-6145

Lela

- Free college counseling, College Goal Sunday, & information on ACT & SAT test dates & registration deadlines, college fairs, scholarships, contests, & other important dates & events

www.asklela.org

800-228-4755

Lions Camp

Summer Jobs

- Ten A\$500 scholarships awarded at the end of camp to college & college-bound students

www.lionscamp.org

800-348-6567

Northwestern State University

Honors Program

- Offered in the following departments: Business, Biology, Creative & Performing Arts, Psychology and Nursing & Allied Health
- ACT Composite minimum of 25 or SAT Composite (V+M) of 1130
- State of Louisiana Regents' Core Curriculum minimum grade point average of 3.20

<http://admissions.nsula.edu>

(318) 357-4078

SAT Checklist

- Access a checklist for posting on your bulletin board or disseminating to students
- <http://sat.collegeboard.com/register/sat-test-day-checklist>

Scholarships

www.lasfaa.org

www.louisianaconnect.org

Summer High Ability Program

Grambling State University

- Earn college credits
- Experience college life
- Cost - \$750

collierc@gram.edu

(318) 274-2556

TOPS Core Curriculum for the Opportunity, Performance and Honors Awards

www.osfa.la.gov

Supplemental Materials Located in *EFC Toolbox* column in *Lesson Idea Guide*

Assessing Student Learning (MS Word)
Career Cluster Interest Survey (PDF)
Key Characteristics of Successful Students (MS PowerPoint)
Laws of Life (PDF)
Seeking Employment (MS PowerPoint)
Soft Skills (MS PowerPoint)
The Personal Portfolio (MS PowerPoint)
Three Keys to Doing Well in School (PDF)