

ENGLISH CURRICULUM

A GUIDE TO INTEGRATING COLLEGE AND
CAREER PLANNING IN ENGLISH CLASSROOMS

7th through 12th grades

7TH GRADE

LESSONS:

- CAREER OUTLINE AND REFLECTION
- VOCABULARY BUILDER
- DIGITAL FOOTPRINT

7TH GRADE: CAREER OUTLINE AND REFLECTION

LESSON PLAN

LESSON NAME:	Career Outline and Reflection
GRADE LEVEL(S):	7th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will identify career areas of interest. • Students will conduct research and identify 12 different aspects of their chosen career to evaluate evidence if this is indeed a career that would be a good fit. • Students will cite sources in MLA format. • Students will write reflection regarding their findings and if this career still appears to be a good fit.
STANDARDS:	<p>ELA.7.W.C11.1: Conduct short research projects to answer a question drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>ELA.7.W.C12.1: Write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences.</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Student will complete the “interest profiler” career assessment on CFWV.com; once complete the student will choose a specific career from recommended career cluster for further research. • Student will research and complete outline on chosen career citing sources. Students should first utilize the CFWV > Explore Careers site to begin their research. • Students will record sources using worksheet. Once complete, students will use easybib.com to record their sources and produce a works cited page in MLA format. • Students will write a one to three paragraph reflection regarding their career and if this still fits into their goals and their likes/dislikes providing evidence for reasons. • This lesson should take approximately two days in a 90 minute block period.
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • Career Outline Worksheets • Works Cited Worksheet
CFWV TOOLS USED:	<ul style="list-style-type: none"> • “Interest profiler” career assessment • Explore careers section
ASSESSMENT:	<ul style="list-style-type: none"> • Completion of career outline worksheet • Works Cited in MLA format • Reflection writing

CAREER OUTLINE AND REFLECTION

WORKSHEET

Name:

Career:

Career description:

<u>Why I selected this career</u>	<u>Personal Qualifications/Skills</u>
<u>Education and Training</u> <u>(include high school courses to take)</u>	<u>Work Hours</u>
<u>Salary</u>	<u>Benefits</u>

CAREER OUTLINE AND REFLECTION

WORKSHEET

<u>Locations</u>	<u>Conditions</u>
<u>Future Outlook/ Room for Advancement</u>	<u>Want Ads/Job Postings (include at least 3)</u>
<u>Pros of This Career</u>	<u>Cons of This Career</u>

Next: Using the information you've collected, write a one to three paragraph essay reflecting on whether this career would be a good fit for you. Use specific evidence from your findings in your reflection.

7TH GRADE: CAREER OUTLINE AND REFLECTION

WORKSHEET NOTES

Students will complete each portion of the career outline. There are 12 sections to be completed.

1. **Career description** – Students should summarize their job in their own words.
2. **Why I selected this career** - Opinion
3. **Personal qualifications/skills** – What personal skills do you need to be successful in this job? i.e.: patience, sociable, physically fit, etc.
4. **Education and training** – What type of degree and/or on-the-job training is required?
5. **Work hours** – What times or hours are typical for this position?
6. **Location** – Where would you be working? Examples: teachers work in school classrooms, doctors work in hospitals and offices, coal miners work underground
7. **Conditions** – What are the conditions of work environment? Is it clean, dirty, loud, quiet, dark, cold, exposed to weather, etc.?
8. **Salary** – Give the lowest/starting salary to highest salary and why it varies, such as years of experience, education level, etc.
9. **Benefits** – What type of benefits other than money will be provided? Examples: health insurance, dental insurance, paid vacation, paid sick leave, holidays, company car, company phone, education reimbursement
10. **Future outlook/room for advancement** – Is this field increasing or decreasing and why? Is there possibility for promotion or moving into higher positions or is it a dead end job?
11. **Want Ads/Job Postings** – locate actual ads in local newspaper or online postings for companies that are looking for this type of employee; cut out or print and attach the ads.
12. **How well I match up with this job?** Does this job match your personality traits? Do you feel you would enjoy this career? Why or why not?

7TH GRADE: VOCABULARY BUILDER

LESSON PLAN

LESSON NAME:	College and Career Planning Vocabulary Builder
GRADE LEVEL(S):	7th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will be able to express knowledge of career/college readiness terms and show understanding of each term • Students will be able to utilize the CFVV portal to locate resources to gain understanding of given vocabulary words
STANDARDS:	<p>ELA7.L. C17.3: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</p> <p>MLP.SS.1.2.8.: Analyze assets and barriers to academic goal attainment and utilize school and community resources to overcome barriers and strengthen assets.</p> <p>MLP.SS.1.1.3: Understand the relationship between school success, academic achievement, and future career success.</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Students will complete the Getting Ready for College Vocabulary Worksheet to take notes on varying college and career readiness vocabulary terms; students will then utilize these notes to play a review game. • Teacher will use getkahoot.it to play a review game: https://play.kahoot.it/#/k/8d9bb726-393a-4eb6-8844-02373c55e33e • Students will use the website Kahoot.it to play.
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • College Vocabulary Worksheets
CFVV TOOLS USED:	<ul style="list-style-type: none"> • CFVV College Planning Glossary
ASSESSMENT:	Students will be able to accurately identify terms located in the CFVV College Planning Glossary. Tally students' responses from Kahoot.it.

GETTING READY FOR COLLEGE: VOCABULARY

WORKSHEET

Name: _____

Date: _____

Use the college planning section of the cfwv.com website to locate the following terms.

1. Sometimes called junior college or two-year college. Students can take classes and then transfer to a four-year school or they can earn certificates, diplomas, or associate degrees. _____
2. A qualifying high school student can take college-level courses in a high school environment. To qualify for college credit, the student must do well on AP exams. _____
3. These programs provide students with part-time jobs during the school year as part of their financial aid package. The jobs are often located at the school. _____
4. A record of classes a student has taken, along with the student's grades in those classes. Students may need to include a copy of their high school transcripts with college applications. Copies of college transcripts may be needed when transferring to different colleges or universities. _____
5. This is a course that must be successfully completed before registering in another class.

6. This is a college entrance exam required by more four-year colleges than any other exam. It measures high school students' educational development and ability to do college-level work. The multiple test section includes English, math, reading, and science. There is also an optional writing test. It is usually taken during the junior year of high school, but many students opt to re-take the test as seniors. The highest possible score is a 36.

7. This test is usually taken in 10th or 11th grade, and is part of a student's preparation for the SAT. It is also a requirement for the National Merit Scholarship Program. _____
8. Program in which the military pays a student's tuition or other expenses. The student takes part in summer training while in college and commits to military service after college. _____
9. LOR. Many colleges and universities and many scholarship programs require that potential students include one or more LOR with their applications. Good sources for LORs include guidance counselors, teachers, coaches, military officers, public officials, top executives of major corporations, and officials from organizations at which the student has volunteered. _____

GETTING READY FOR COLLEGE: VOCABULARY

WORKSHEET

10. This is calculated based on the grades obtained in individual classes, usually on a four-point scale. A equals 4 points, B equals three points, C equals two points, D equals one point, and F equals zero points. The calculation is indicated on the student's school transcript and is part of the evaluation for college admission. _____
11. The field of study a student focuses on for a degree. Some students choose this before starting college, while others wait until the end of their second year. _____
12. Provides supervised work experience in an area relevant to students' career goals. Can be paid or unpaid.

13. Comprises various forms of college funds, including scholarships, grants, and loans.

14. Offers programs that prepare students for specific careers, trades, or vocations. _____
15. Typically two-year degrees, often from community or junior colleges. _____
16. Are typically four-year degrees, but can be earned in as few as three years. Some students may take five or six years to complete their degree. Sometimes referred to as baccalaureate or undergraduate degrees.

17. Follows a bachelor's degree. It generally takes two years to complete this degree, but some people take more or less time. _____
18. A graduate degree, often following a master's degree. Sometimes referred to as a "terminal degree" when it's the highest degree possible in a given field. Typically takes three years to complete. _____
19. Units of value given to classes. Passing the class will earn the student a certain number of these, and a certain number are required for graduation. _____
20. The program and requirements for a certain class. _____
21. Students who reside in the same state as the college or university that they are applying to or attending.

GETTING READY FOR COLLEGE: VOCABULARY

ANSWER KEY

1. Sometimes called junior college or two-year college. Students can take classes and then transfer to a four-year school or they can earn certificates, diplomas or associate degrees. community college
2. A qualifying high school student can take college-level courses in a high school environment. To qualify for college credit, the student must do well on AP exams. AP/advanced placement
3. These programs provide students with part-time jobs during the school year as part of their financial aid package. The jobs are often located at the school. work study programs
4. A record of classes a student has taken, along with the student's grades in those classes. Students may need to include a copy of this with college applications. Copies also may be needed when transferring to different colleges or universities. transcript
5. This is a course that must be successfully completed before registering in another class. prerequisite
6. This is a college entrance exam required by more for-year colleges than any other exam. It measures high school students' educational development and ability to do college-level work. The multiple test section includes English, math, reading, and science. There is also an optional writing test. It is usually taken during the junior year of high school, but many students opt to re-take the test as seniors. The highest possible score is a 36. ACT
7. This test is usually taken in 10th or 11th grade, and is part of a student's preparation for the SAT. It is also a requirement for the National Merit Scholarship Program. PSAT
8. Program in which the military pays a student's tuition or other expenses. The student takes part in summer training while in college and commits to military service after college. ROTC
9. LOR. Many colleges and universities and many scholarship programs require that potential students include one or more LOR with their applications. Good sources for LORs include guidance counselors, teachers, coaches, military officers, public officials, top executives of major corporations, and officials from organizations at which the student has volunteered. Letter of recommendation

GETTING READY FOR COLLEGE: VOCABULARY

ANSWER KEY

10. This is calculated based on the grades obtained in individual classes, usually on a four-point scale. A equals 4 points, B equals three points, C equals two points, D equals one point, and F equals zero points. The calculation is indicated on the student's school transcript and is part of the evaluation for college admission. grade point average
11. The field of study a student focuses on for a degree. Some students choose this before starting college, while others wait until the end of their second year. major
12. Provides supervised work experience in an area relevant to student's career goals. Can be paid or unpaid. internship
13. Comprises various forms of college funds, including scholarships, grants, and loans. financial aid
14. Offers programs that prepare students for specific careers, trades, or vocations. vocational school
15. Typically two-year degrees, often from community or junior colleges. associate degree
16. Are typically four-year degrees, but can be earned in as few as three years. Some students may take five or six years to complete their degree. Sometimes referred to as baccalaureate or undergraduate degrees. bachelor's degree
17. Follows a bachelor's degree. It generally takes two years to complete this degree, but some people take more or less time. master's degree
18. A graduate degree, often following a master's degree. Sometimes referred to as a "terminal degree" when it's the highest degree possible in a given field. Typically takes three years to complete. Ph.D.
19. Units of value given to classes. Passing the class will earn the student a certain number of these, and a certain number are required for graduation. credit
20. The program and requirements for a certain class. syllabus
21. Students who reside in the same state as the college or university that they are applying to or attending. resident or in-state

7TH GRADE: DIGITAL FOOTPRINT

LESSON PLAN

LESSON NAME:	Digital Footprint
GRADE LEVEL(S):	7th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will complete the “A picture of me in the future” CFVV activity. • Students will learn they have a digital footprint. • Students will begin to understand how their digital footprint can be helpful or harmful to their reputation and image. • Students will consider how their digital footprint could impact the future goals they expressed in the “A picture of me in the future” activity. • Students will ultimately answer the essential question, “What is a digital footprint, and what does yours convey?”
STANDARDS:	<p>MLP.SS.1.1.10 - Evaluate the impact of positive and negative choices on school success and implement a plan to improve outcomes.</p> <p>MLP.SS.1.2.3 - Analyze how personal choices negatively or positively influence high school and postsecondary options and preparedness for success.</p> <p>MLP.SS.3.2.6 - Describe how current decisions have long term consequences and ways to achieve desired outcomes.</p> <p>ELA.7.SL.C13.1 – Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics</p> <p>ELA.7.W.C10.1 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
INSTRUCTIONS:	<ul style="list-style-type: none"> • Students will begin by going to www.cfvv.com and logging into their account. They will then navigate to the “Your Portfolio” tab, then “Your Profile,” “How you see yourself,” “Add personal/social goals,” and finally “A picture of me in the future.” • Students will complete the “A picture of me in the future” activity and save their information. • Students will then visit the website: https://www.commonsemmedia.org/educators/lesson/trillion-dollar-footprint-6-8 • Students will begin by watching the “Understanding the Impact of Digital Footprints” video and then download the “Trillion Dollar Footprint” lesson materials. (Teachers may want to print this material beforehand and have it ready for students to use in their groups.) • In groups of at least four, students will complete the “Trillion Dollar Footprint” lesson and also complete the assessment worksheet at the end. • After the lesson is complete, students will then go back to their “A picture of me in the future” activity and write a short paragraph about how their digital footprint could have an impact on their future.

MATERIALS:	<ul style="list-style-type: none">• Computers/Tablets or Internet capable devices• Trillion Dollar Footprint worksheets• Pencil• Paper
CFWV TOOLS USED:	<ul style="list-style-type: none">• Your portfolio> “a picture of me in the future” activity
ASSESSMENT:	<ul style="list-style-type: none">• The “Trillion Dollar Footprint” assessment worksheet

8TH GRADE

LESSONS:

- PERSUASIVE WRITING THROUGH COLLEGE RECRUITMENT
- SCAVENGER HUNT
- CHARACTER JOB INTERVIEW

8TH GRADE: PERSUASIVE WRITING THROUGH COLLEGE RECRUITMENT

LESSON PLAN

LESSON NAME:	Persuasive Writing Through College Recruitment
GRADE LEVEL(S):	8th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none">• Students will research a postsecondary option using the CFVW site.• Students will create a persuasive multimedia presentation to share researched information.• Students will act as “recruiters” and present their presentations to the class.• As a culminating activity, students will write a paragraph discussing the postsecondary option that appealed the most to them and why (after listening to all presentations).
STANDARDS:	<p>ELA.8.W.C9.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection organization and analysis of relevant content.</p> <p>ELA.8.W.C10.3 - Use technology, including the internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>ELA.8.SL.C14.1 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>ELA.8.W.C10.1 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA.8.W.C9.1 - Write arguments to support claims with clear reasons and relevant evidence.</p> <p>MLP.SS.1.2.9 - Explore costs, eligibility requirements and funding opportunities for various postsecondary options.</p> <p>MLP.SS.2.1.6 - Begin to develop a possible career/life plan that explores educational credentials, skills and career progressions.</p> <p>MLP.SS.2.1.9 - Discuss the importance of lifelong learning as situations and responsibilities change, requiring new knowledge and skills.</p>

INSTRUCTIONS:	<ul style="list-style-type: none"> • Students will go to www.cfwv.com and login. Students will navigate to the “College Planning” tab and follow the link to “Explore Schools.” • Students will then choose a college to research and gather information from the following tabs: At a Glance, Admissions, Academics, Cost & Financial Aid, Student Life and Learning Disabled. Students may also visit the college’s official website for any information desired that may not be present on the CFWV website. (Teachers may want to make sure students are choosing a variety of different colleges.) • Students will organize relevant information that pertains to the college they are researching into a multimedia presentation. If technology is not available, students may also create a paper recruitment pamphlet. Students should remember to incorporate information that will “persuade” someone to attend that college. • Student will then take on the role of a “College Recruiter” and present their findings to the class. • After all presentations are complete, students will write a paragraph that reflects the information they’ve obtained and how that will influence their postsecondary plans. • Estimated time: Approximately three 45 minute class periods.
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • Access to multimedia presentation resources, such as PowerPoint, Prezi, or Animoto • Pencil • Paper
CFWV TOOLS USED:	<ul style="list-style-type: none"> • College Planning > Explore Schools
ASSESSMENT:	<p>Students will be graded on their final presentations and reflection paragraphs. A rubric will be used to grade the presentation.</p>

PERSUASIVE WRITING THROUGH COLLEGE RECRUITMENT

PRESENTATION GRADING RUBRIC

Name: _____

Date: _____

	5 POINTS	4-3 POINTS	2-0 POINTS
MULTIMEDIA MATERIALS			
Visually appealing slides or frames	All slides or frames are nicely formatted and easy to understand and/or read.	Some slides or frames are nicely formatted and easy to understand and/or read.	Few/no slides are nicely formatted and easy to read.
Language usage	The presentation makes use of proper grammar, spelling, capitalization, punctuation, and language conventions throughout.	There are some grammatical, spelling, capitalization, punctuation, or language use errors.	There are many grammatical, spelling, capitalization, punctuation or language use errors.
Relevant information from all six content areas	The presentation incorporates relevant and compelling information from all six content sections of the cfwv.com "Explore Schools" profiles.	The presentation incorporates relevant and compelling information from many of the cfwv.com "Explore Schools" profiles.	The presentation incorporates little or no relevant or compelling information from the cfwv.com "Explore Schools" profiles.
Persuasive information	The information provided is persuasive and could be used to recruit potential college students.	Some of the information provided is persuasive and could be used to recruit potential college students.	Little or no information is provided that could be used to recruit potential college students.
PRESENTATION			
Eye contact	The presenter made plenty of eye contact with the audience.	The presenter made some eye contact with the audience.	The presenter made little or no eye contact with the audience.
Volume, voice, tone	The presenter spoke in a loud, clear voice with an enthusiastic tone.	At times, the presenter spoke in a loud, clear voice with an appropriate tone.	The presenter did not speak in a loud, clear voice with an appropriate tone.
Practice is evident	The presenter did not simply read the slides/frames. Practice, preparation, and a deep knowledge of the content being presented was evident.	The presenter read some slides/frames. Some practice, preparation, and knowledge of the content being presented was evident.	The presenter read many or all slides and little or no practice, preparation, or knowledge of the content being presented was evident.

Comments: _____

Grade: _____ /35 points

8TH GRADE: SCAVENGER HUNT

LESSON PLAN

LESSON NAME:	CFWV.com Scavenger Hunt
GRADE LEVEL(S):	8th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none">• Students will navigate the CFWV site to locate the answers to scavenger hunt questions to familiarize themselves with the website.• Students will view the major components of the CFWV website.• As a culminating activity, students will share pieces of information that they found relevant.
STANDARDS:	<p>ELA.W.C11.3: draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS W.8.9)</p> <p>ELA.W.C12.1: write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (CCSS W.8.10)</p> <p>ELA.8.SL.C.14.3: adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language objectives for specific expectations.) (CCSS SL.8.6)</p> <p>ELA.8.L.C17.3: acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (CCSS L.8.6)</p> <p>MLP.SS.1.1.4: Demonstrate the motivation to be a self-directed learner and achieve individual potential.</p> <p>MLP.SS.1.1.7: Work collaboratively in groups or independently, as appropriate.</p> <p>MLP.SS. 1.2.5: Actively engage in a variety of assessments and inventories to identify skills, interests, and aptitudes for postsecondary planning.</p>

INSTRUCTIONS:	<ul style="list-style-type: none"> • Students will need access to the internet on a computer, laptop, iPad, etc. • Show students the CFVW website: https://secure.cfwv.com/Home/default.aspx. Explain to students that this website is a tool that can be used to help prepare them for high school and beyond, whichever postsecondary option they may pursue. • Students will need to be able to log in to their CFVW accounts. • Once students have logged in, give them the scavenger hunt handout. This handout will walk them through the major components of the website. This handout could be completed individually, with a partner, or small group, depending upon technology available. • Note to teachers: On the handout, question #1, if students choose to take the “Career Clusters Survey,” they may need some assistance with the vocabulary used to describe themselves, depending on the reading levels of students in the class. • Students should share their answers to the final question on the scavenger hunt handout. This could also be adapted to the “stoplight strategy.” This is when a teacher places three large circles, one red, one yellow, and one green, in an easily accessible area in the classroom. Each student receives three post-it notes and writes down three pieces of information: 1) a question that they have about something they saw on the website today. (This is placed on the red circle.) 2) Something that they would like more information about or would like to explore more on the website. (yellow circle.) 3) Something that they learned or understand now because of the website. (green circle.) • Estimated Time: This lesson should take approximately 60 minutes to complete. This can be broken up into two 45 minute periods depending upon the level of discussion at the end of the scavenger hunt. Students could also go back and take other quizzes under the “Career Planning” tab under “Learn About Yourself.”
MATERIALS:	<ul style="list-style-type: none"> • Technology: laptops, computers, iPads, etc. • It may be beneficial for a teacher to use a projector or Smart Board to assist with different elements of the website. • Scavenger Hunt hand out (one per student or per group) • Pencils • Large red, yellow, and green circle posted on the wall (optional) • Post-it notes: three per student (optional)
CFVW TOOLS USED:	<ul style="list-style-type: none"> • CFVW.com web portal • “Interest profiler” career assessment • Career Cluster Survey • High school planning timeline
ASSESSMENT:	<ul style="list-style-type: none"> • Visual assessment can be completed by checking the scavenger hunt worksheet for completion and monitoring during class time. • Verbal assessment can be completed by having students share information learned. • Written assessment can be completed if teachers choose to use the stoplight strategy to end the class.

CFWV SCAVENGER HUNT

WORKSHEET

Name: _____

Date: _____

1. Under the “Career Planning” tab, click on “Learn About Yourself.” Choose **either** the “Interest Profiler” or the “Career Cluster Survey.”
 - a. If you chose the **Interest Profiler**, what were your top interests? Under the “actions” tab, click on “Matching Careers.” What were your top two matching careers?

INTERESTS	MATCHING CAREERS
1.	1.
2.	2.

- b. If you chose the **Career Cluster Survey**, what were your top three clusters?

1.
2.
3.

2. Under the “Career Planning” tab, click on “Explore Careers.” Choose any career cluster that interests you except “Finance.” Then, choose a career that interests you. Finally, write down two “just the facts - insider info” notes about that career.

CAREER CLUSTER	
CAREER	
INSIDER INFO: FACT 1	
INSIDER INFO: FACT 2	

3. Under the "Career Planning" tab, click on "Get a Job." What are the first four resources this page has to offer?

1.	2.
3.	4.

4. Under the "High School Planning" tab, click on "High School Planning Timeline." Choose "8th grade." Write down two activities that you should be doing as an 8th grader to help prepare you for high school and beyond.

1.
2.

5. Under the "High School Planning" tab, click on "Succeeding in High School." Choose one of the "How to..." topics and read the information in the "Introduction" and "How to..." sections. Write down one piece of information you learned about the topic.

How to (topic)...
Information learned...

6. Look under the "Financial Aid Planning" tab. List the eight different categories of information available:

1.	2.
3.	4.
5.	6.
7.	8.

7. Under the "College Planning" tab, click on "Prepare for College." On the right, in green, click on "Postsecondary Options." Use the three links to answer the following three questions:

a. What are two careers that require only an associate degree or certificate?

1.
2.

b. What are two educational benefits from entering the military?

1.
2.

c. What are two questions that you should ask before choosing a vocational school?

1.
2.

8. Based on your tour of the CFVV website, write down two pieces of relevant information you learned from the scavenger hunt that you can use to help you with future planning (that you haven't already listed somewhere else).

1.
2.

8TH GRADE: CHARACTER JOB INTERVIEW

LESSON PLAN

LESSON NAME:	Character Job Interviews
GRADE LEVEL(S):	8th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will take on the role of a character in a novel or story and interview for a job as that character. • Students will see potential employer interview questions. • Students will demonstrate an understanding of the chosen character through the answers to the interview questions.
STANDARDS:	<p>ELA.8.R.C1.3: analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (CCSS RL.8.3)</p> <p>ELA.8.W.C9.3: write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (CCSS W.8.3)</p> <p>ELA.8.L.C15.1: demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS L.8.1)</p> <p>ELA.8.L.C16.1: use knowledge of language and its conventions when writing, speaking, reading, or listening. (CCSS L.8.3)</p> <p>ELA.8.SL.C14.3: adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language objectives for specific expectations.) (CCSS SL.8.6)</p> <p>MLP.SS.2.1.8: Practice expected workplace dispositions and behaviors</p> <p>MLP.SS.3.1.2: Practice using listening skills to identify and understand the feelings and perspectives of others.</p> <p>MLP.SS.3.1.12: Use social and communications skills, dispositions, and character traits appropriate for various situations and audiences.</p>

INSTRUCTIONS:	<ul style="list-style-type: none"> • This lesson can be adapted to accommodate characters of any novel or story. • After reading a novel or story with strong characters, have students take on the role of a specific character. • Students will need to log in to the CFWV site. • Have students click on the “Career Planning” tab. • Have students click on “Get a Job.” • Have students click on “Job Interview Practice.” • Have students click on “Choose Questions.” • *Teacher note- Depending on the character, teachers can choose a specific set of questions that they prefer students to answer as the character, or teachers can let the students decide which set of questions would make the most sense for a job the character may actually want. (All sets consist of 10 questions.) • Have students answer the questions as the chosen character, giving examples from the character’s life, experiences, and personality traits to support their answers. • Estimated Time: 45 minute period (assuming the story/characters have already been read/discussed)
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices. • Access to the novel or story to help students with the characters’ answers.
CFWV TOOLS USED:	<ul style="list-style-type: none"> • Career Planning> Job Interview Practice
ASSESSMENT:	<ul style="list-style-type: none"> • Written assessment.

9TH GRADE

LESSONS:

- OH THE PLACES YOU'LL GO! LESSON 1
- OH THE PLACES YOU'LL GO! LESSON 2
- OH THE PLACES YOU'LL GO! LESSON 3

9TH GRADE: OH THE PLACES YOU'LL GO! LESSON 1

LESSON PLAN

LESSON NAME:	<i>Oh the Places You'll Go!</i> Lesson #1 Journaling to Succeed
GRADE LEVEL(S):	9th
GOAL/OBJECTIVE(S):	After completing the CFVW Interest Profiler & Career Cluster Survey, students will read excerpts from a text & complete making meaning questions. Also, students will reflect on their postsecondary plans so that they may make informed decisions about life after high school.
STANDARDS:	<p>9.W.C10.1 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>9.R.C2.1 - Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings</p> <p>9.R.C1.2 - Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.</p> <p>WVSSS</p> <p>ALP.SS.1.1.2 - Apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning.</p> <p>ALP.SS.1.1.5 - Identify personal learning styles to maximize learning in various environments</p> <p>ALP.SS.1.2.2 - Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to postsecondary choices</p> <p>ALP.SS.1.2.5 - Use personal data to refine academic plan and career/life goals</p>
INSTRUCTIONS:	<p><u>45 minutes</u></p> <ul style="list-style-type: none"> • Students will read excerpt(s) from Dr. Seuss' <i>Oh the Places You'll Go!</i> • Students will finish the making meaning question that correlates with each excerpt. "Explain what the quote means." • Discuss with students their answers to the making meaning portion. • Students will answer the journal prompt regarding their postsecondary plans. • Discuss with students their answers to their journal prompts. • During the discussion, attempt to make connections with excerpts from <i>Oh the Places You'll Go!</i> to student journal prompts/answers. • Note: Ultimately, (after completing all journal prompts), students will select the three responses that they would like to include in their journal/portfolio on the CFVW website. (This may be done now, or at the end of the three lessons provided in this kit.)

MATERIALS:	<ul style="list-style-type: none">• Handouts with excerpts from the text and journal prompts• Pen/Pencil• Paper• Journal Rubric• Computer/tablet/phone access to cfwv.com.
CFWV TOOLS USED:	<ul style="list-style-type: none">• My journal/my portfolio (on cfwv.com)
ASSESSMENT:	<ul style="list-style-type: none">• Student will self-assess his/her writing.• Teacher will use journal rubric to assess student.

Journal Assessment Rubric

Name: _____

Answered Prompts: 1 2 3 4

Minimum Sentences: 1 2 3 4

Thoughtful Response: 1 2 3 4

Personal Touch/Style: 1 2 3 4

Grammar/Mechanics: 1 2 3 4

Total Points: /100

Comments:

Journal Assessment Rubric

Name: _____

Answered Prompts: 1 2 3 4

Minimum Sentences: 1 2 3 4

Thoughtful Response: 1 2 3 4

Personal Touch/Style: 1 2 3 4

Grammar/Mechanics: 1 2 3 4

Total Points: /100

Comments:

Journal Assessment Rubric

Name: _____

Answered Prompts: 1 2 3 4

Minimum Sentences: 1 2 3 4

Thoughtful Response: 1 2 3 4

Personal Touch/Style: 1 2 3 4

Grammar/Mechanics: 1 2 3 4

Total Points: /100

Comments:

Journal Assessment Rubric

Name: _____

Answered Prompts: 1 2 3 4

Minimum Sentences: 1 2 3 4

Thoughtful Response: 1 2 3 4

Personal Touch/Style: 1 2 3 4

Grammar/Mechanics: 1 2 3 4

Total Points: /100

Comments:

9TH GRADE: OH THE PLACES YOU'LL GO! LESSON 2

LESSON PLAN

LESSON NAME:	<i>Oh the Places You'll Go!</i> Lesson #2 Journaling, Deciphering, & Presenting Postsecondary Options
GRADE LEVEL(S):	9th
GOAL/OBJECTIVE(S):	Students will reflect on their postsecondary plans via deciphering text and journaling so that they make may informed decisions about life after high school. Also, students will understand/ know the differences between postsecondary institutional offerings as well as the degree/ certificate programs available. Students will continue to make meaning of a piece of text and relate it to their own writing, as well as begin preparing a portion of a class wide presentation.
STANDARDS:	<p>9.W.C10.1 - produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9.R.C2.1 - determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings.</p> <p>9. R. C2.4 - determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings.</p> <p>9.W.C11.1 - conduct short, as well as more sustained, research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WVSSS</p> <p>ALP.SS.1.2.2 - Apply knowledge of skills, interests, aptitudes, and the workplace to guide decision-making in relation to postsecondary choices.</p> <p>ALP.SS.2.1.5 - Revise career/life plan to reflect changing personal lifestyle dreams.</p> <p>ALP.SS.3.2.1 - Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals.</p>

INSTRUCTIONS:**Day 1 - 45 minutes**

- Students will read excerpt(s) from Dr. Seuss' *Oh the Places You'll Go!*
- Students will finish the making meaning question and determine the relevant theme of the excerpts to answer that portion of the making meaning question.
- Discuss with students their answers to the making meaning portion.
- Students will answer journal prompts regarding their postsecondary plans.
- Discuss with students their answers to the journal prompts.
- During discussion, attempt to make connections with excerpts from *Oh the Places You'll Go!* to student journal prompts/answers.
- Discuss postsecondary choices that the students' entries prompted such as two-year college, four-year college, career & technical centers, as well as various degrees. Prompt students until this discussion comes to fruition. Close for the day with explaining to students the importance of "knowing their options" for after high school.
- Ultimately, (after completing all journal prompts), students will select the three responses that they would like to include in their journal/portfolio on the CFWV website. (This may be done now, or at the end of the lessons included in this kit.)

Day 2 - 45 minutes

- Review journal answers from yesterday, especially the parts about "knowing their choices."
- Break class into five groups & assign one type of institution to each group and one type of degree/certificate per group.
- See Admissions 101 publication from CFWV, pages 4 & 5 to make assignments.
- Distribute four concept maps per group. Use the Scholastic handout at http://teacher.scholastic.com/reading/bestpractices/vocabulary/pdf/sr_allgo.pdf
- Students should complete one concept map first (as a rough draft) for one institution and one (as a rough draft) for the degree or certificate assigned to their group.
- Provide students with the publication, Admissions 101, or allow them to access cfwv.com via computer/phone/laptop/tablet.
- Instruct students to include all relevant details as part of their final concept maps. Their concept maps will become a piece to a larger class wide presentation.
- To close the lesson, students will read excerpt(s) from Dr. Seuss' *Oh the Places You'll Go!*
- Students will finish the making meaning question.
- Discuss with students their answers to the making meaning portion.
- Stress to students that success can be many things, but often success is gained through achieving certain personal goals - *educational, spiritual, social, economic, etc.
- Explain that the next lesson will be to create a meaningful part of the class presentation where students will get to showcase individual strengths.

MATERIALS:	<ul style="list-style-type: none">• Handouts with excerpts from the text and journal prompts• Pen/Pencil• Paper• Journal Rubric• Computer/tablet/phone access to cfwv.com.• Admissions 101 from CFWV• Four copies per group of the concept map from Scholastic.com• Concept map rubric
CFWV TOOLS USED:	<ul style="list-style-type: none">• My journal/my portfolio (on cfwv.com)• CFWV Admissions 101 brochure: http://cfwvconnect.com/request-resources/
ASSESSMENT:	<ul style="list-style-type: none">• Student will self-assess his/her writing.• Teacher will use journal rubric and concept map rubric to assess student.

OH THE PLACES YOU'LL GO! LESSON 2

WORKSHEET

READ THIS:

“You’ll look up and down streets. Look ‘em over with care.
About some you will say, ‘I don’t choose to go there.’

~ Dr. Seuss

Explain what the quote means. Use at least two complete sentences.

READ THIS:

“With your head full of brains and your shoes full of feet,
you’re too smart to go down any not-so-good street.”

~ Dr. Seuss

Explain what the quote means. Determine the overall theme of the quote. Remember, a theme is defined as a main idea or an underlying meaning of a literary work. Use at least 4 complete sentences.

On the back of this paper, or on a separate sheet of paper, answer the following (minimum of 10 sentences):

What are some educational/life choices you have to make after high school graduation (postsecondary)? How will you make the “right” choices for yourself for after high school/postsecondary? Give as many details as you can.

Concept Map Rubric

Group Member Names: _____

All members helped as per teacher.

Monitored Groups: 1 2 3 4

Main Concept: 1 2 3 4

Strong Examples: 1 2 3 4

What It's Like: 1 2 3 4

New Definition: 1 2 3 4

Total Points: /100

Comments:

Concept Map Rubric

Group Member Names: _____

All members helped as per teacher.

Monitored Groups: 1 2 3 4

Main Concept: 1 2 3 4

Strong Examples: 1 2 3 4

What It's Like: 1 2 3 4

New Definition: 1 2 3 4

Total Points: /100

Comments:

Concept Map Rubric

Group Member Names: _____

All members helped as per teacher.

Monitored Groups: 1 2 3 4

Main Concept: 1 2 3 4

Strong Examples: 1 2 3 4

What It's Like: 1 2 3 4

New Definition: 1 2 3 4

Total Points: /100

Comments:

Concept Map Rubric

Group Member Names: _____

All members helped as per teacher.

Monitored Groups: 1 2 3 4

Main Concept: 1 2 3 4

Strong Examples: 1 2 3 4

What It's Like: 1 2 3 4

New Definition: 1 2 3 4

Total Points: /100

Comments:

Graphic Organizers

What's Inside?

	What is it?	Page
Cause and Effect	Graphic Organizer	1
Compare/Contrast	Graphic Organizer	2
Concept Definition Map	Graphic Organizer	3
Drawing Conclusions	Graphic Organizer	4
Identifying Author's Purpose	Graphic Organizer	5
Main Idea and Supporting Details	Graphic Organizer	6
Making Inferences	Graphic Organizer	7
Summarizing	Graphic Organizer	8

Name

Date

GRAPHIC ORGANIZER

Cause and Effect

Cause

Effect



Cause

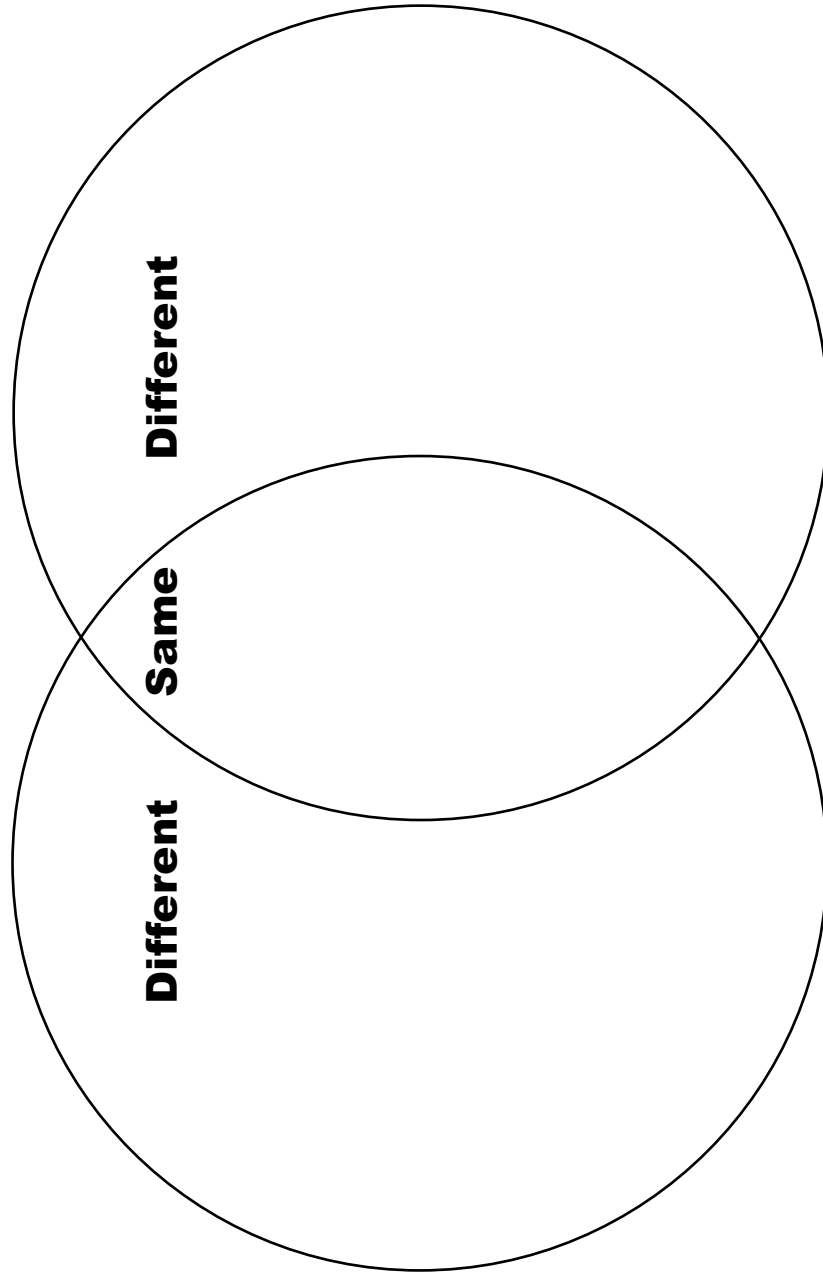
Effect



Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name	Date
------	------

Compare/Contrast



Name

Date

GRAPHIC ORGANIZER

Concept Definition Map

What is it?

[Empty rounded rectangular box for category]

Category

What is it like?

[Empty rounded rectangular box for property]

Property

[Large empty rounded rectangular box for main concept]

Main Concept

[Empty rounded rectangular box for property]

Property

[Empty rounded rectangular box for property]

Property

[Empty rounded rectangular box for property]

Property

What are some examples ?

[Empty rounded rectangular box for illustration]

Illustration

[Empty rounded rectangular box for illustration]

Illustration

[Empty rounded rectangular box for illustration]

Illustration

New Definition

Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name

Date

GRAPHIC ORGANIZER

Drawing Conclusions

Text Clues	What I Already Know	My Conclusion

Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name

Date

GRAPHIC ORGANIZER

Identifying Author's Purpose

Inform	Entertain	Persuade

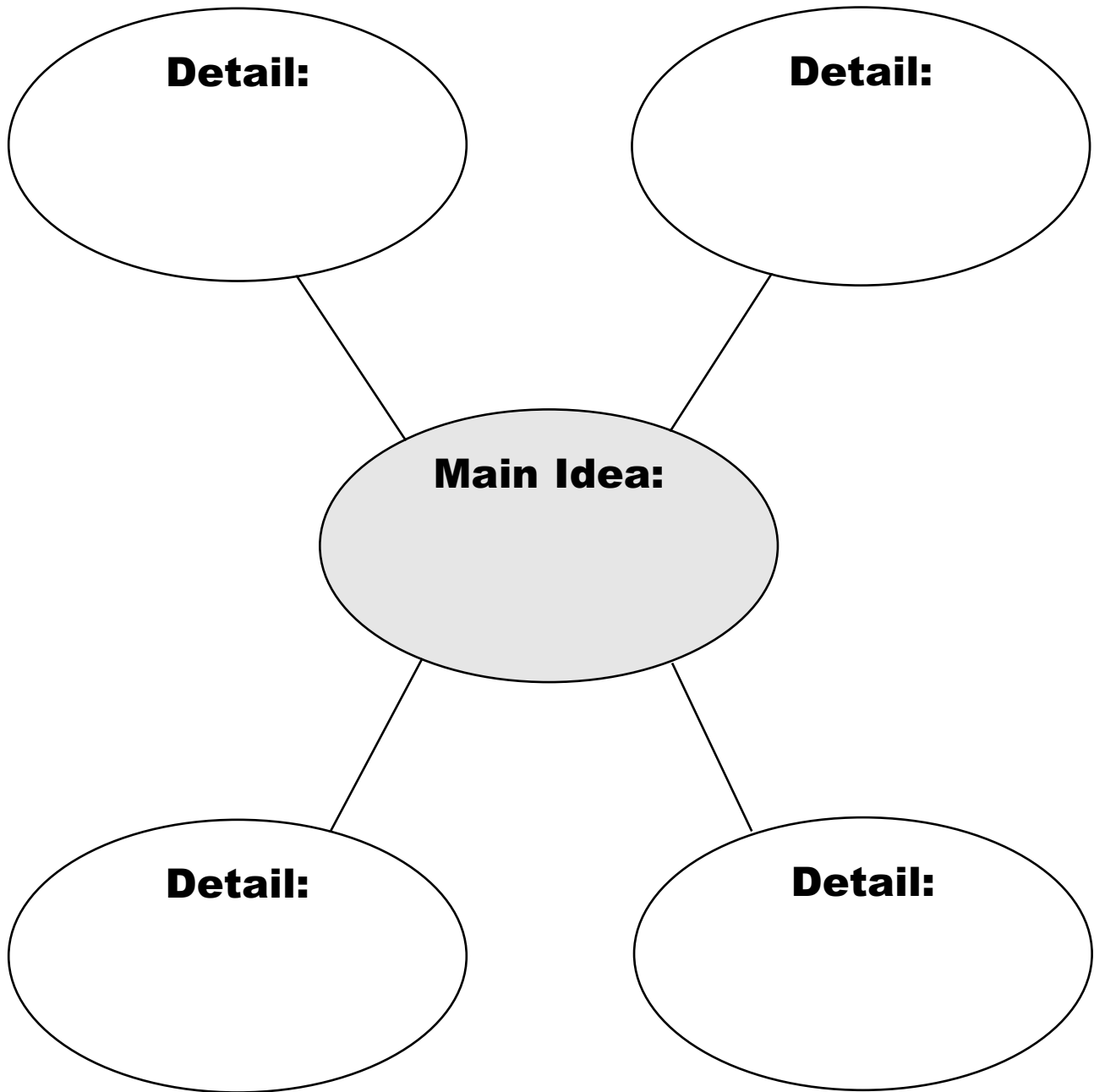
Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name

Date

GRAPHIC ORGANIZER

Main Idea and Supporting Details



Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name

Date

GRAPHIC ORGANIZER

Making Inferences

Story Clues + What I Know = Inference

--	--	--

Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

Name

Date

GRAPHIC ORGANIZER

Summarizing

Important Idea

Important Idea

Important Idea

Important Idea

Summary

Copyright © Scholastic Inc. All rights reserved. This page may be photocopied for use with students.

9TH GRADE: OH THE PLACES YOU'LL GO! LESSON 3

LESSON PLAN

LESSON NAME:	<i>Oh the Places You'll Go!</i> Lesson #3 Journaling, Deciphering, & Presenting Postsecondary Options
GRADE LEVEL(S):	9th
GOAL/OBJECTIVE(S):	Students will continue to make meaning of a piece of text, as well as begin preparing a portion of a class wide presentation. Students will focus on their strengths as they determine who will serve which jobs in groups. Students will begin to piece their group's information from concept maps that deal with postsecondary institution choices and degree/certificate choices into a teacher selected media (PowerPoint, iMovie, poster, Prezi, etc.) for a larger class wide presentation. Students will complete one final journal prompt.
STANDARDS:	<p>9.W.C10.1 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>9.R.C2.1 - Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings</p> <p>9. R. C2.4 - Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings;</p> <p>9.W.C10.3 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products</p> <p>WVSSS</p> <p>ALP.SS.3.1.1 - Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior</p> <p>ALP.SS.4.2.3 - Demonstrate characteristics of successful leaders and team members to reach goals</p> <p>ALP.SS.4.1.5 - Examine the influence of stereotyping and prejudice and how they impact relationships</p>

INSTRUCTIONS:**Day 1 - 45 minutes**

- Teacher will put students back into small groups of 5 from previous day(s).
- Students will then determine who will serve which jobs with focuses on the following: A. Speaker/present, B. Editor/text, C. Creator/layout, D. Artist/design, E. Researcher/facts
- Teacher will remind students not to stereotype each other when making group decisions.
- Discuss with them the importance of not using derogatory references in regards to one's personality, strengths, weaknesses, interests, hobbies, etc., (for example "choir/band geek," "nerd," "jock," "redneck," etc.)
- Remind students they will need to use the teacher-requested media to make their portion of the presentation, and that each person is responsible for the job assigned.
- Allow a class period or two for groups to complete their two sections of the class wide presentation. Each group will be responsible for two slides/excerpts/posters/sections/etc., depending on which media the teacher chooses.
- The class wide presentation can happen at a later date.

Day 2 - 45 minutes

- As closing, students will read a final excerpt(s) from Dr. Seuss' *Oh the Places You'll Go!*
- Students will finish the making meaning question.
- Discuss with students their answers to the making meaning portion.
- Note: Students need to finalize which journal prompts will be included in their CFWV.com portfolios/journals.
- Stress to students to make meaningful choices to be included.
- Visit cfwv.com.
- Click on the "Your Portfolio" tab at top of page.
- In the middle of page, click on the "Your Journal" tab.
- Click on "Add New Journal Entry."
- Have students enter their journal responses.
- After visiting cfwv.com, remind students of the upcoming presentation date.
- Allow students to get back into groups and finish their portions of the class wide presentation.

MATERIALS:	<ul style="list-style-type: none"> • Handouts with excerpts from the text and journal prompts • Pen/Pencil • Paper • Journal Rubric • Computer/tablet/phone access to cfwv.com. • Admissions 101 from CFWV • Four copies per group of the concept map from Scholastic.com • Presentation software, such as Prezi, PowerPoint, iMovie, Animoto, etc.
CFWV TOOLS USED:	<ul style="list-style-type: none"> • My journal/my portfolio (on cfwv.com); CFWV Admissions 101 brochure
ASSESSMENT:	<ul style="list-style-type: none"> • Student will self-assess his/her writing. • Teacher will use journal rubric and concept map rubric to assess student.

10TH GRADE

LESSONS:

- CAREER EXPLORATION AND DISCOVERY
- IS THIS CAREER PATH FOR ME? HOW ABOUT FOR YOU?
- DREAMING OF A JOB

10TH GRADE: CAREER EXPLORATION AND DISCOVERY

LESSON PLAN

LESSON NAME:	Career Exploration and Discovery
GRADE LEVEL(S):	10th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Discover which interests correlate with particular career cluster. • Explore and define unknown words and phrases within the career path they choose. • Write precise language to manage complexity of text.
STANDARDS:	<p>ELA.10.R.C2.4 - determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze and defend the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper).</p> <p>ELA.10.W.C11.2 - gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in terms of task, purpose and audience answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism, and following a standard format for citation.</p>
INSTRUCTIONS:	<p><u>45 minutes</u></p> <ul style="list-style-type: none"> • Students will log on to cfwv.com and choose the Career Planning Tab from main menu. They will click on Learn about Yourself to complete the Interest Profiler and Career Cluster Survey. • Note: if students currently have a CFWV interest profile, they should review their profile and choose another survey option from menu to refine their options. • They will then choose a specific career within the cluster for exploration and research. As they read about the cluster and career, students will keep a list of “unknowns” (5-10 words or phrases with which they are unfamiliar) on sticky notes. Students will use the CFWV glossary (by choosing the College Planning Tab and then navigating to the Prepare for College section), dictionaries, or Google search to write a working definition or paraphrase for easier understanding. • Students will post sticky notes that include term and definition on Word Bank Wall for continuing clarification.
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • Sticky Notes • Paper or MS Word

CFWV TOOLS USED:	<ul style="list-style-type: none">• “Interest profiler” career assessment• Explore careers section
ASSESSMENT:	<ul style="list-style-type: none">• Word Bank Submissions• Interest Profiler Results

10TH GRADE: IS THIS CAREER PATH FOR ME? HOW ABOUT FOR YOU?

LESSON PLAN

LESSON NAME:	Is This Career Path for Me? How About for you?
GRADE LEVEL(S):	10th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none">• Present findings on a particular career to small group.• Discuss and compare career options within small group setting.• Determine the effectiveness of discussion.
STANDARDS:	<p>ELA.10.W.C11.1 - conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.10.SL.C13.1 - initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>
INSTRUCTIONS:	<p>One/two 45-minute class periods</p> <ul style="list-style-type: none">• Students will log on to cfwv.com and choose Career Planning, then navigate to Explore Careers. Student will take notes in order to be able to present findings on a specific career.• They will complete graphic organizer, "So, what is this job all about?"• Students will divide into small groups of no more than six according to cluster. Teacher will choose a leader, and any other roles preferred, for each group. Students will share their choices and present findings from graphic organizer in order to persuade students that this is the job for them. Leader will facilitate sharing session and questions group members have about others' choice of profession.• Students will determine whether the information presented has created or strengthened an interest in career choice or if the findings have deterred them.
MATERIALS:	<ul style="list-style-type: none">• Computers/Tablets or Internet capable devices• Graphic Organizer
CFWV TOOLS USED:	<ul style="list-style-type: none">• Explore careers section
ASSESSMENT:	<ul style="list-style-type: none">• Graphic organizer• Group discussion

IS THIS CAREER FIELD FOR ME? HOW ABOUT FOR YOU?

GRAPHIC ORGANIZER

Name

What is the job or career?

What are the requirements for schooling? How much does it cost?

Who typically works in this field? (Men, women, average age, background...)

Where are there jobs in this field?

Why do people choose this field?

When can a person start working? (Age requirements, trainings, exams...)

How much money will a person make as a starting average wage or salary?

What are the pros and cons of this profession?

Other questions and answers:

10TH GRADE: DREAMING OF A JOB

LESSON PLAN

LESSON NAME:	Dreaming of a Job
GRADE LEVEL(S):	10th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will participate in brainstorming and discussion. • Students will do a close reading of an excerpt from Mark Twain's <i>Life on the Mississippi</i>, "The Boy's Ambition." • Students will identify professions from the text and research the modern equivalent of that profession using the cfwv.com website. • Students will write a reflection on the reading relating to their own dreams of a profession.
STANDARDS:	<p>ELA.10.R.C2.1 - determine the meaning of multiple-meaning words and phrases as they are used in a literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>ELA.10.W.C10.1 - produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)</p> <p>ELA.10.W.C11.3 - draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
INSTRUCTIONS:	<p><u>Two 45-minute class periods</u></p> <ul style="list-style-type: none"> • Brainstorm with teacher using large poster paper creating a list of professions they dreamed about as a young child. Teacher should lead a discussion about male/female role changes in some professions. Teacher should ask students to answer the question: What are the universal values of work? Discuss. • Student volunteer or teacher will read aloud the excerpt "A Boy's Ambition" from <i>Life on the Mississippi</i>. • Students will do a close reading by highlighting all the different careers listed in the excerpt. • Students will use Google to research one of the professions within the Twain excerpt to find out about the details of the 1800's career. • Then students will log on to the CFVW website and choose the Career Planning using Explore Careers option and search for the modern equivalency. • Using Venn diagram they should compare roles, responsibilities, and work conditions for each time period. • Students will write a 3-5 paragraph reflection about their views on work and its value or relate a narrative that describes a memory of their own fascination with a dreamed of profession. This may mirror the excerpt from Twain.

MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • Large Poster paper • Copies of Twain Excerpt: http://www.classicreader.com/book/2886/5/%20Twain • Venn Diagram: http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html • Journal/lined paper/Word document • Rubric for Writing: http://wvde.state.wv.us/teach21/writingrubrics/
CFWV TOOLS USED:	<ul style="list-style-type: none"> • Explore careers section
ASSESSMENT:	<ul style="list-style-type: none"> • Writing rubric - reflection • Oral assessment • Venn diagram - research

11TH GRADE

LESSONS:

- WHO AM I? (ARTHUR MILLER'S THE CRUCIBLE)
- BLOGGING IN 17TH CENTURY SALEM, MASS.
- WITCHIN' RESUMES

11TH GRADE: WHO AM I? (ARTHUR MILLER'S THE CRUCIBLE)

LESSON PLAN

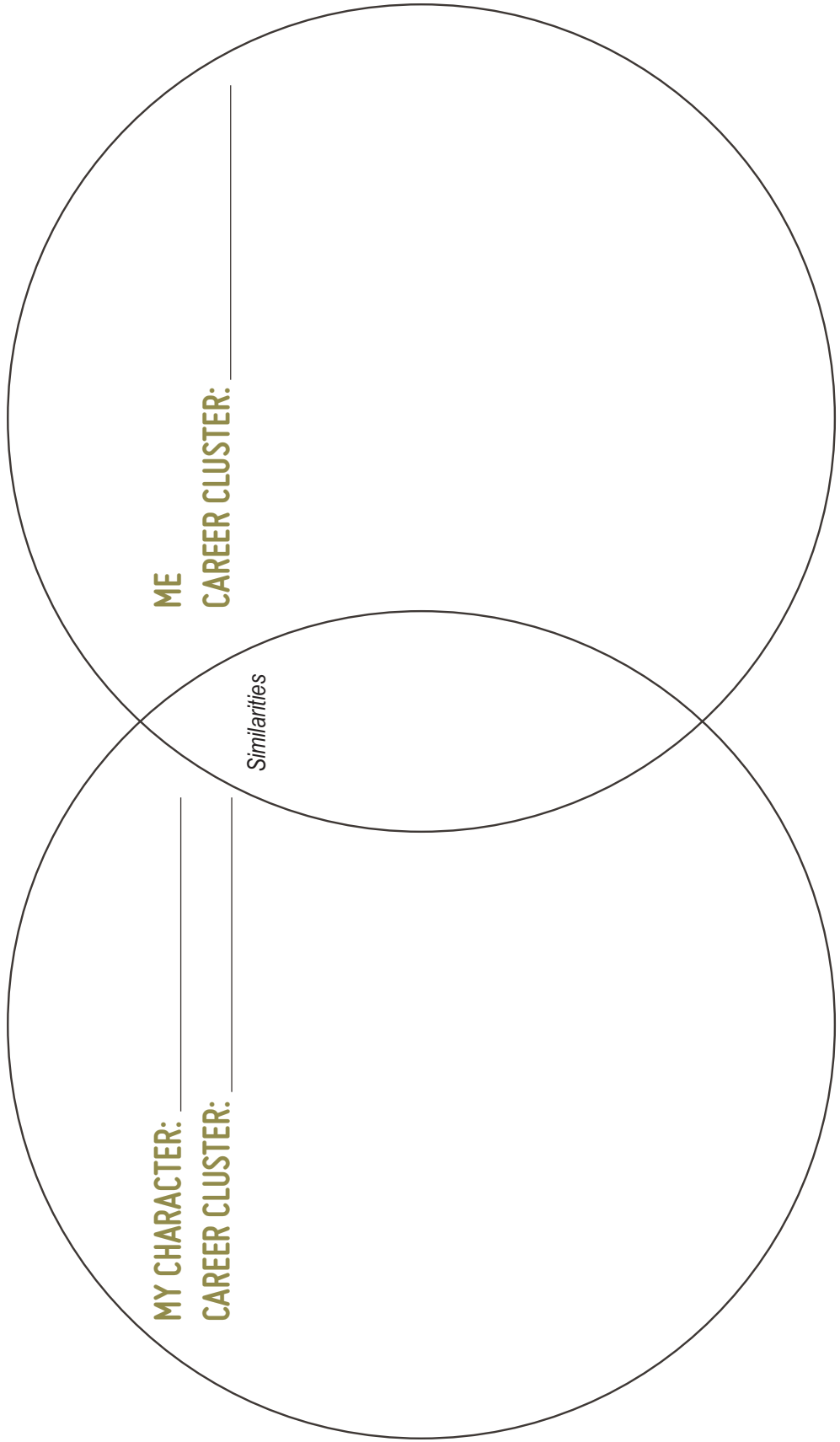
LESSON NAME:	Who Am I? (Arthur Miller's The Crucible)
GRADE LEVEL(S):	11th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none">• Students will identify which career cluster their assigned character from <i>The Crucible</i> would most likely belong to, through the completion of the Interest Profiler Survey (CFWV).• Students will then discover which career cluster they are most interested in and compare the similarities and differences between their interests and those of their "character" through the completion of a Venn Diagram.
STANDARDS:	<p>WV ELA CCSS:</p> <p>ELA.11.R.C1.3: analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>ELA.11.R.C3.3: integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELA.11.W.C10.1: produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience.</p> <p>ELA.11.W.C11.1: conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WV Student Success Standards (WVSSS):</p> <p>ALP.SS.1.2.2: Apply knowledge of personal learning characteristics to focus on strengths and maintain motivation for learning</p> <p>ALP.SS.2.1.1: Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market</p> <p>ALP.SS.3.1.2: Use active listening to identify and understand the feelings and perspectives of others</p> <p>ALP.SS.4.1.1: Describe how the characteristics of diverse world regions and individual communities contribute to varying world views</p> <p>ALP.SS.4.1.3: Analyze global issues and events to gain an understanding of others' viewpoints</p>

INSTRUCTIONS:	<ul style="list-style-type: none"> • Using their prior character research (character folder) - and/or students may watch a brief character analysis video on YouTube (links will vary dependent upon character analysis video needed) - students will answer the Interest Profiler Survey on CFWV.com (placing themselves in the shoes of the character) by applying the character traits and personality based upon what they know from reading <i>The Crucible</i>. Student will then document the career cluster and career recommendations for their character in both their character folder and on the provided Venn Diagram. • Then, students will return to the CFWV.com Interest Profiler Survey and complete it based on their own interests and personality. Students will then document the career cluster and career recommendations for themselves on the other side of the provided Venn Diagram. • Students will compare and contrast their interests and career cluster to those of their assigned character from <i>The Crucible</i> through the completion of the Venn Diagram. Students will use direct examples from the text to support their character analysis. <p>Estimated Time: (1) 50 minute class period</p>
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • <i>The Crucible</i> by Arthur Miller • Student Character Folders (optional) • Short Character Analysis Video Clips - YouTube (optional) • Venn Diagram • Printer
CFWV TOOLS USED:	<ul style="list-style-type: none"> • “Interest profiler” career assessment
ASSESSMENT:	<p>Based upon an appropriate career cluster identified for their assigned character, students will be able to show that they truly know the interests of their character and their role in <i>The Crucible</i>. Students will take this information to complete the next two lesson plans (character blogging and resume writing/application). Students will provide a printed copy of results from BOTH Interest Profiler Surveys to be graded.</p>

Name: _____

WHO AM I?

Arthur Miller's *The Crucible*



11TH GRADE: BLOGGING IN 17TH CENTURY SALEM, MASS.

LESSON PLAN

LESSON NAME:	Blogging in 17th Century Salem, Mass.
GRADE LEVEL(S):	11th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none">• Using the career cluster identified for their assigned character, students will research that particular career cluster on CFWV.com and select (3) suitable careers that their character might hold in 17th Century Salem (1692).• Using a free blog website (KidBlog.com), students will identify these (3) chosen careers for their character and defend WHY they believe their character would be the best to fulfill each role in the town (based upon what they know about their character).• Students will thoughtfully respond to peer blogs, either accepting or refuting their claim for a certain career, provide explanation as to why or why not (based upon that character's role in the play), and possibly suggest an alternate career path.
STANDARDS:	<p>WV ELA CCSS:</p> <p>ELA.11.R.C1.1: cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA.11.R.C1.4: cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA.11.R.C3.3: integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELA.11.W.C9.1: write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>ELA.11.W.C10.1: produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA.11.W.C10.3: use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>ELA.11.W.C11.1: conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>

WVSSS:

ALP.SS.2.1.1 Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values and the current job market

ALP.SS.2.1.6 Determine how one's personal career plan impacts lifestyles and opportunities

ALP.SS.4.1.2 Investigate and explain how factors such as ethnicity, gender, religion and sexuality contribute to different social and world views

ALP.SS.4.2.2 Identify and discuss issues of social justice

INSTRUCTIONS:

- Using the identified career cluster for their assigned character, students will go to CFWV.com and "Explore Careers" under Career Planning Tab for that particular career cluster.
- Using the information they know about their particular character and their role within the Salem Witch Trials and Salem, Mass., students will select (3) careers from that career cluster in which they feel would be suitable for their character.
- Students will log onto the classroom blog (KidBlog.com or any free educational blogging website) and identify the (3) careers they have chosen for their character and using argument/claim, defend WHY they feel these careers would be suitable and beneficial for both their character and the town of Salem in 1692.
- Each student will then read and thoughtfully respond to AT LEAST 2 peers' blog postings, either accepting or refuting one of the selected careers and providing feedback, advice, or even an alternate career suggestion.
- Once students have completed their (2) peer responses, students will write 1-2 paragraphs in their classroom journal (or on a separate sheet of paper), comparing/contrasting the selected job in 1692 Salem to that same job in 2015.

Estimated Time: (2) 50-min class periods

MATERIALS:

- Computers/Tablets or Internet capable devices
- *The Crucible* by Arthur Miller
- Free educational blogging website (KidBlog.com)
- Printer

CFWV TOOLS USED:

- ["Interest profiler" career assessment](#)
- [Explore careers section](#)

ASSESSMENT:

Students will be assessed on the appropriate identification of (3) selected careers within the career cluster identified for their character from the Interest Profiler Survey (on classroom blog), their thoughtful argument/claim for each career, and their thoughtful responses to AT LEAST (2) peers' blog postings. Students will be given an overall rubric score on their ability to effectively communicate in an online community. (Rubric attached).

CHARACTER CAREER BLOG

ASSESSMENT RUBRIC

Overall score: /20

Name: _____

	5-4	3-2	1-0
Writing content	<p>The posts accurately and interestingly represent (3) appropriate career choices for the assigned character based upon the character's thoughts, feelings, and personality in the play. Details are true to the text. Posts are each a minimum of 200 words, and probably go beyond that requirement.</p> <p><i>Score:</i></p>	<p>The posts reflect the character to some degree, though one or more of the suggested career choices is questionable based upon the text. Some of the content seems irrelevant to the character. Posts may be too short.</p> <p><i>Score:</i></p>	<p>The author has paid little attention to the assigned character and written little to show their understanding of the text. Posts are too short, and possibly too few career choices are identified and properly defended.</p> <p><i>Score:</i></p>
Peer responses	<p>Each peer response (minimum of 2) is thoughtful, provides great insight and connections between character and the recommended career choices, includes acceptance or refutation of career and detailed explanation (using textual evidence to support claim) of why or why not. Each peer response is at least 50 words.</p> <p><i>Score:</i></p>	<p>Either one or both of the peer responses lack in thoughtful connections between the character and the suggested career path. Student provides a mediocre response and minimally accepts or refutes claim. Student may not provide suggestion for alternate career path or shows minimal understanding of character's role in Salem.</p> <p><i>Score:</i></p>	<p>The author only responded to one peer blog posting and provided very minimal textual support to accept or refute claim of career possibilities. Author does not engage in online blogging community and/or did not include all required parts of peer response. Response is not thoughtful.</p> <p><i>Score:</i></p>
Mechanics	<p>The content shows a variety of vocabulary and sentence structure. Editing has eliminated all typos and grammar is exemplary.</p> <p><i>Score:</i></p>	<p>Though there are some typos, most of the content is pretty clear. Sentence structure may not be varied. Grammar is occasionally confused.</p> <p><i>Score:</i></p>	<p>The blog is filled with spelling and grammar mistakes; it is difficult to follow. Sentences are confusing and sentence structure may not be varied.</p> <p><i>Score:</i></p>
Community	<p>Author goes above and beyond in creating and contributing to the online blogging/classroom community. Each post/response is thoughtful, exceeds all requirements, and does not include any questionable language, bullying, comments, or other inappropriate content.</p> <p><i>Score:</i></p>	<p>Author effectively creates and contributes to the online blogging/classroom community. Each post/response is thoughtful, meets all requirements, and does not include any questionable language, bullying, comments, or other inappropriate content.</p> <p><i>Score:</i></p>	<p>Author does not effectively contribute to the online blogging/classroom community. One or all of the posts/responses include questionable language, bullying, comments, or other inappropriate content and had to be edited/rejected/deleted for posting.</p> <p><i>Score:</i></p>

11TH GRADE: WITCHIN' RESUMES (ARTHUR MILLER'S THE CRUCIBLE)

LESSON PLAN

LESSON NAME:	Witchin' Resumes (Arthur Miller's <i>The Crucible</i>)
GRADE LEVEL(S):	11th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will select ONE career choice from either the (3) they choose from their particular career cluster or an alternate career suggested in a peer response to be the focus of their cover letter and resume. • Using their historical and background knowledge of 1692 Salem, Mass., students will create an imaginary "job posting" and apply for created position through the development of a cover letter and character resume.
STANDARDS:	<p>WV ELA CCSS:</p> <p>ELA.11.R.C3.3: integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>ELA.11.W.C9.3: write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>ELA.11.W.C10.1: produce clear and coherent writing in which the development organization and style are appropriate to task, purpose, and audience.</p> <p>ELA.11.W.C11.3: draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ELA.11.L.C15.1: demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>ELA.11.L.C15.2: demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.</p> <p>WVSSS:</p> <p>ALP.SS.3.2.1 Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals.</p> <p>ALP.SS.4.1.1 Describe how the characteristics of diverse world regions and individual communities contribute to varying world views</p> <p>ALP.SS.4.1.3 Analyze global issues and events to gain an understanding of others' viewpoints.</p>

INSTRUCTIONS:	<ul style="list-style-type: none"> Using their own blog posting (3 career choices from identified career cluster on cfwv.com), and peer responses/feedback, students will select ONE of the suggested career paths. Students will then create an imaginary “job posting” for 1692 Salem and using “Cover Letter Creator” and “Resume Builder” (CFWV.com), write a fitting cover letter and resume for their created position. <p>Estimated Time: (3) 50 min class periods</p>
MATERIALS:	<ul style="list-style-type: none"> Computers/Tablets or Internet capable devices <i>The Crucible</i> by Arthur Miller Free educational blogging website (KidBlog.com) Printer
CFWV TOOLS USED:	<ul style="list-style-type: none"> Get a Job section
ASSESSMENT:	<p>By selecting the “perfect” job for their character in 1692 Salem and their ability to effectively apply and advocate for that position (through cover letter, resume, and blog postings/ responses), students will be assessed on a scale of 1-4: 1: offered position (A), 2: offered 2nd interview (B), 3: offered 1st interview (C), 4: receive complimentary response, thanking them for applying for the position (D-F).</p>

12TH GRADE

LESSONS:

- PROS AND CONS FOR WORKING IN YOUR CAREER
- PREPARING FOR YOUR CAREER: RESUMES
- PREPARING FOR YOUR CAREER: INTERVIEWS

12TH GRADE: PROS AND CONS FOR WORKING IN YOUR CAREER

LESSON PLAN

LESSON NAME:	Pros and Cons for Working in Your Career
GRADE LEVEL(S):	12th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will be able to address not only the positive aspects, but the negative conditions about working in their select career areas. • They will be able to analyze a job based on income, outlook, gender, race, and age bias. • Students will understand job related vocabulary, such as job turnover, income, salary, and job outlook.
STANDARDS:	<p>English 12 Next Generation Standards</p> <p>ELA.12.R.C1.4: cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS RI.11-12.1)</p> <p>ELA.12.R.C2.4: determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS RI.11-12.4)</p> <p>ELA.12.R.C3.3: integrate, evaluate, and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS RI.11-12.7)</p> <p>ELA.12.W.C9.1 write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop and justify claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. • Analyze words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.

ELA.12.W.C11.3: draw evidence from literary or informational texts to support analysis, reflection, and research

ELA.12.SL.C13.1: initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELA.12.L.C15.1: demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

ELA.12.L.C15.2: demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

ELA.12.W.C10.2: develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language objectives up to and including grade 12.) (CCSS W.11-12.5)

School Counseling/English Language Arts Standards

ALP.SS.2.1.1: Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market

ALP.SS.2.1.7: Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success

ALP.SS.4.1.5: Examine the influence of stereotyping and prejudice and how they impact relationships

ALP.SS.4.2.3: Demonstrate characteristics of successful leaders and team members to reach goals

INSTRUCTIONS:

Day 1: 45 Minutes

- Before starting students will look up and discuss job related vocabulary: job turnover, workplace bias, income, salary, and job outlook on <http://www.merriam-webster.com/>.
- Students will get on computers and go to CFWV.com, and log in to their student accounts.
- They will then go to the "Career Planning tab" and click on "Explore Careers."
- They will look up information on the career (or careers they are interested in) If a student is still unclear about what career they would like to research, they can click on the "Career Planning Tab" and then on "Learn about Yourself" and take the "Interest Survey". They can use the career in the top result from that survey to research and write about.

- Students will then complete the Pros and Cons hand out sheet making sure that they take note on how their future careers deal with gender, race, and age bias, as well as noting the job turnover, and outlook rates. (Other websites can be used as well but make sure to cite them.)
- They can list their own personality traits that correspond with, or go against, the job as pros and cons as well.

Day 2 and 3: 45 Minutes

- After looking up the information students will draft, rewrite, and include a works cited page and write a 1-2 page argumentative essay on why or why not a person should work in this career.
- They should have an introduction to the career (including their thesis statement), list three pros with support from their sources, then address the counter argument, and close by wrapping up all of the information and driving home their argument.
- Students need to be convincing and convince the reader to be for or against their career option. They need to make sure they state the counter argument and support their side with details and facts. Proper grammar and spelling should be enforced as well.

MATERIALS:

- Computers/Tablets or Internet capable devices with access to MS Word
- Pencil/writing utensil
- Argumentative essay rubric
- Pros and cons T Chart handout
- <http://www.merriam-webster.com/>

CFWV TOOLS USED:

- [“Interest profiler” career assessment](#)
- [Explore careers section](#)

ASSESSMENT:

Students will be assessed by their completion of a research T chart and with the grading rubric on their Argumentative Essays.

CAREER PROS AND CONS

T CHART WORKSHEET

Name: _____

Make sure to look up job turnover rates, job outlook, and gender, race, and age bias.

PROS	CONS

ARGUMENTATIVE ESSAY

ASSESSMENT RUBRIC

Name: _____

Category	5	4	2	0
Introduction (Organization)	The introduction is inviting, states the main topic, and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Thesis Statement	Student provides a detailed and excellently worded thesis.	Student provides a detailed thesis	Student provides a thesis statement	No thesis statement is provided
Supported Paragraphs	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Counter Argument	Student addresses the counter argument and provides a fully supported rebuttal in support of their side.	Student addresses the counter argument and provides a rebuttal.	Student address the counter argument, but with no rebuttal	Student does not address the counter argument.
Grammar/Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.
Sources (Content)	All sources used for quotes and facts are credible and cited correctly.	All sources used for quotes and facts are credible and most are cited correctly.	Most sources used for quotes and facts are credible and cited correctly.	Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.

12TH GRADE: PREPARING FOR YOUR CAREER: RESUMES

LESSON PLAN

LESSON NAME:	Preparing for your Career: Resumes
GRADE LEVEL(S):	12th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will be able to tell the difference between an excellent and mediocre resume. • Students will be able to see what all they recognize personal accomplishments and what they need to do in order to have an excellent resume. • Students will be able to successfully fill out a job application and understand everything that it is asking for them to include.
STANDARDS:	<p>12 English/ Language Arts Next Generation Standards</p> <p>ELA.12.R.C1.4 cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (CCSS RI.11-12.1)</p> <p>ELA.12.R.C2.4 determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS RI.11-12.4)</p> <p>ELA.12.W.C9.2 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.12.W.C10.1 produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>ELA.12.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELA.12.L.C15.1 demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. (CCSS L.11-12.1)

ELA.12.L.C15.2 demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- Observe hyphenation conventions. Spell correctly.(CCSS L.11-12.2)

WVSSS

ALP.SS.1.1.7 Demonstrate the ability to work independently or collaboratively in various learning environments

ALPS.SS.2.1.1 Use a variety of resources to explore career options in relation to personal abilities, skills, interests, values, and the current job market

ALPS.SS.2.1.7 Model expected workplace dispositions, skills and behaviors in school, community, and occupational experiences to prepare for career success

APL.SS.4.2.3 Demonstrate characteristics of successful leaders and team members to reach goals.

INSTRUCTIONS:**Day 1: 60 Minutes**

- The lesson will start off by discussing why employers want to verify resumes and the information provided.
- Students will then analyze provided resume samples, and rank them as poor, mediocre, or excellent.
- Students will log in to CFWV.com and register with a username and password. (or just log in if they already have the information)
- Students will go to the Career Planning Tab, Explore careers tab, click on the career cluster they are interested in pursuing. The teacher can pull up an example career to show them the layout of the website.
- Students will work in groups or individually to explore careers they are interested in and fill out the worksheet. They will be answering questions about what you do in this career, what skills do you need, education level required, how much money will you make, and what is the outlook in this career area?

Day 2: 60 Minutes

- Review with students why employers want to see a good resume.
- Then they will go to the Career Planning Tab, then click on Get a Job, and finally on Resume Builder.
- Students will then look at all of the categories that need to be included on a resume (personal information, employment objective, skills and qualifications, work history, education and training, Certificates and Licenses, Accomplishments and activities, Your interests, and other information and references.
- Students will then fill in their own information.
- They can save their resumes on CFWV.com; they can also export the files to be printed off as a grade or put in a portfolio.

Day 3: 20 minutes (Time permitting this could be done on Day 2)

- Students will review and edit the final copy of their resume.
- They will then rate their resumes as poor, mediocre, or excellent depending on the career they want to pursue. They will write a short paragraph detailing what they can do to “beef up” their resume so that they can be desirable and get a job easily. They can look at their career information and requirements under the career information page as well.

MATERIALS:

- Computers/Tablets or Internet capable devices
- Pencil/ Writing Utensil
- Paper
- Projector/ teacher computer to type in the resume builder and project the perfect candidate's resume
- Examples of poor, mediocre, and an excellent resume (included in this kit).

CFWV TOOLS USED:

- [Get a Job section](#)
- [Explore careers section](#)

ASSESSMENT:

Group work, resume, and their paragraph summarizing what they need to do to improve their resume.

CAREER RESEARCH AND RESUME WORKSHEET

Name:

Dream career:

1. Go to CFWV.com and create an account or log in.
2. Go to the “Career Planning” tab > Explore Careers >
3. Search for your dream career.

What do you do in this career?

What skills do you need?

What education level is required?

How much money will you make?

What is the outlook for this career?

4. Go to the Career Planning tab > Get a Job > Resume Builder.
5. Prepare your resume.
6. Click on “Export this,” and save your resume.
7. Open the resume in Word and add finishing touches including styles and formatting.
8. Print your resume.

Resume for Nikki "Nik" Nikolaus

304-555-1111

Route 3 near post office

Foster, wv

Objective: I need a job

Currently a student at SWVCC studying nursing assistant

Completed home schooling online from Penn Foster.

Work Experience

Weekly—Clean my room, take out trash, babysit my cousin on Friday

Every now and then—mow yards, cook for grandparents, drive them to the store and appointments during summer

For fun—paint faces at fairs

Referense

Sue Nikolaus, Aunt 304-555-1111

Stasha Roberts, Probation officer 304-369-5555

Nichole Nikolaus

3009 Daniel Boone Parkway
Foster, WV 25181
304-555-1111

Objective: To work in a job where I can learn more about the health care profession while I am continuing my education in that field.

Education

August 2014 – Present	Southern WV Community and Technical Center, Foster, WV Certified Nursing Assistant program
August 2012-June 2014	Boone Career and Technical Center (BCTC), Foster, WV Health Occupations
August 2010-June 2014	Scott High School, Madison, WV GPA-3.125

Certifications and Awards

2014	EKG, Phlebotomy, and Patient Care Technician
2013	BCTC Student of the month

Work Experience

2013-2014	K-Bo's Restaurant, Danville, WV
2012-2013	House sitting for vacationing neighbors, Madison, WV
2010-2012	Lawn care and maintenance, Boone County, WV

References

Ms. Angela Weikle, Health Occupations Instructor at BCTC, Foster, WV 304-369-4585

Mr. Joe Jones, Restaurant owner, Danville, WV 304-369-5555

Mrs. Rita Skeeter, Journalist, Madison, WV 304-369-2222

BARRY HARDEN, J.D.

1 Main Street, New Cityland, CA 91010 | | C: (555) 322-7337 example-email@example.com

Summary

Arbitration Representative who consistently takes initiative and perseveres even in the most elusive and trying of cases. Collaborates well with diverse clients of varying socio-economic and cultural backgrounds. Brings solid previous professional history as a corporate lawyer in multiple states.

Highlights

- Corporate litigation
- Labor disputes
- Skilled mediator
- Court procedures
- Friendly and relatable
- Collaborative
- Excellent problem solving
- Conflict resolution skills
- Employee rights knowledge
- Union law

Experience

Arbitration Representative May 2008 to Current

Williamson and Lyle - New Cityland, CA

- Guide parties to mutually beneficial settlements to avoid court battles.
- Research and apply relevant laws to develop appropriate recommendations.
- Draft agreements to help parties end disputes.
- Advised on over 150 cases involving major employers, union issues, and employee disputes with labor and employment practices.

Arbitration Representative Nov 2002 to Apr 2008

Myers, Gregg, and Shemanski - New Cityland, CA

- Mediated numerous disputes out of courtroom settings.
- Interviewed parties and collected information to develop comprehensive understanding of case.
- Brought both sides together to explore settlement options.
- Drew up both binding and non-binding arbitration agreements.
- Arbitrated \$100M class action law suit between major manufacturer and employees.

Education

J.D.
University of California - New Cityland, CA

Bachelor of Science, English
University of California - New Cityland, CA

Affiliations

American Arbitration Association
California State Bar Association

Admissions to Practice Law

States of California, Oregon, Washington, Nevada, and Idaho

12TH GRADE: PREPARING FOR YOUR CAREER: INTERVIEWS

LESSON PLAN

LESSON NAME:	Preparing for your Career: Interviews
GRADE LEVEL(S):	12th
GOAL/OBJECTIVE(S):	<ul style="list-style-type: none"> • Students will be aware of and practice with interview questions. • They will learn what is appropriate and inappropriate to do during an interview. • They will be able to dress, act, and answer questions appropriately with an interview committee.
STANDARDS:	<p>English/ Language Arts Next Generation Standards</p> <p>ELA.12.W.C9.2 write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.12.SL.C13.1 initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>ELA.12.SL.C13.3 evaluate a speaker's point of view, reasoning, and uses of evidence and rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used among multiple speakers. (CCSS SL.11-12.3)</p> <p>ELA.12.SL.C14.3 adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>ELA.12.L.C15.1 demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>WVSSS</p> <p>ALP.SS.1.1.1 Build upon personal skills and interests through school and community activities</p> <p>ALP.SS.1.2.7 Secure assistance, as needed, for postsecondary planning and the application process</p> <p>ALP.SS.2.1.7 Model expected workplace dispositions, skills, and behaviors in school, community, and occupational experiences to prepare for career success</p> <p>ALP.SS.3.1.11 Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences</p>

INSTRUCTIONS:	<p><u>Day 1: 60 Minutes</u></p> <ul style="list-style-type: none"> • Start class off by having the students log into their CFWV.com account. • They can then go to the Career Planning Tab, Get a job tab, and the job interview practice section. • Have the students go through and answer some of the commonly asked questions. • After working individually have the students get into pairs and ask each other some of the interview questions. • Then as a class go over some interview tips about what to do and what not to do during an interview. These can be found at http://www.quintcareers.com/interviewing-dos-donts.html. • Have the students break off into groups and have them act out a skit of a “BAD” interview. <p><u>Day 2 and 3: 60 Minutes (Interview as schedules permit)</u></p> <ul style="list-style-type: none"> • Allow the students to practice interviewing each other some more as well as interviewing with you as the teacher. • Then bring in other teachers, principals, people from industry, or local business owners to interview the students. • Set up a schedule and have the students dress up in professional clothes (provide clothes if needed). • Conduct the interviews and have the interviewees fill out a rubric for each student.
MATERIALS:	<ul style="list-style-type: none"> • Computers/Tablets or Internet capable devices • Interview Questions Handout • Classroom props for mock interview • Interview Tips Website: http://www.quintcareers.com/interviewing-dos-donts.html • Dress Clothes for the Professional Interviews. • Interviewing Rubric
CFWV TOOLS USED:	<ul style="list-style-type: none"> • Get a Job section
ASSESSMENT:	<ul style="list-style-type: none"> • CFWV answered interview questions • Bad interview skit • Interview Rubric

COMMONLY ASKED INTERVIEW QUESTIONS

1. Tell me about yourself.
2. What is your greatest strength?
3. Can you describe a situation in your past where you learned from a mistake?
4. What is the most difficult situation you have ever faced?
5. Is there anything you would like to improve about yourself?
6. What is the most important thing you are looking for in a job?
7. What are your career goals?
8. What motivates you?
9. Why would you like to work for us?
10. Why should I hire you?
11. What has been your most important career achievement so far?
12. How would your supervisor describe you?
13. Describe a time when you were faced with stress that tested your coping skills.
14. How would you describe your ability to work as a member of a team?
15. Tell me about your duties at your present job.
16. What is the most important aspect of your current job?
17. What duties have you enjoyed most? Least? Why?
18. What frustrates you about your job?
19. What kind of supervisors would you like the most? What kind of supervisors would you like the least? Why?
20. Tell me about your experience in school.

INDUSTRY-SPECIFIC INTERVIEW QUESTIONS

Choose one of the following three sections, depending on your future career plans.

INDUSTRIAL FIELDS

1. Have you ever disagreed with a supervisor? How did you resolve it?
2. What important trends do you see in our industry?
3. Can you give me an example of how you have handled safety emergencies in the past?
4. You see a co-worker doing something that violates safety procedures, but he assures you his method is actually perfectly safe and will, in fact, boost productivity. What do you do?
5. Do you prefer to work independently or in a group?
6. Why do you want to work for us and not our competitor?
7. Tell me about a time you had a disagreement with a co-worker.
8. Tell me about a time you came up with a new way to do something.
9. Are you willing to take extra job training courses?
10. This is a very physical job. Do you think you can handle it?

SERVICE FIELDS

1. Tell me about a dispute you had with someone and how you resolved it.
2. Are you a people person?
3. If several customers want something at the same time, how do you decide whom to serve first?
4. What kind of customers do you find most difficult to deal with, and how do you handle them?
5. Customer service can be stressful. How do you unwind?
6. What would you do if you made a mistake, such as bringing someone the wrong order, or spilling something on a customer?
7. What would you do if a customer disputed the amount of change you gave them?
8. A customer insists on arguing with you, and is starting to threaten violence. What do you do?
9. Tell me about a time you went the extra mile to make someone happy.
10. What makes good customer service?

ADMINISTRATIVE FIELDS

1. When you have a lot to do, how do you prioritize?
2. How do you feel about working with confidential information?
3. Can you do macros in Excel?
4. What kind of person do you like to have as a manager?
5. Your boss is in a meeting, and you're alone in the office. A customer comes in, says they're very upset, and asks to speak to your manager. What do you do?
6. Administrators wear many hats. Which of your responsibilities do you see as the most important?
7. Have you ever missed a deadline?
8. Give me an example of a project that required you to work under pressure.
9. Tell me about a time you had to use your written communication skills to accomplish something.
10. Are you comfortable taking direction from many different people?

STUDENT INTERVIEW

ASSESSMENT RUBRIC

Name: _____

Criteria	1-2	3-4	5-6	7-8	Score
Appearance <i>(This should relate to the core concentration area and may be industry specific)</i>	Overall appearance is untidy Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled) Poor grooming	Appearance is somewhat untidy Choice in clothing is inappropriate (shirt un-tucked, t-shirt, too much jewelry, etc.) Grooming attempt is evident	Overall neat appearance Choice in clothing is acceptable for the type of interview Well groomed (i.e. shirt tucked in, jewelry blends with clothing, minimal wrinkles)	Overall appearance is very neat Choice in clothing is appropriate for any job interview Very well groomed (hair, make-up, clothes pressed, etc.) Overall appearance is businesslike	
Greeting	Unacceptable behavior and language Unfriendly and not courteous	Used typical behavior and language – did not modify behavior to fit the interview Attempts to be courteous to all in interview setting	Acceptable behavior, well mannered, professionalism somewhat lacking Courteous to all involved in interview	Professional behavior and language (handshake, “hello,” “thank you,” etc.) Friendly and courteous to all involved in interview	
Communication	Speaking is unclear – very difficult to understand message of what is being said (i.e. mumbling) Volume is inappropriate for interview (i.e. spoke too loudly, too softly)	Speaking is unclear – lapses in sentence structure and grammar Volume is uneven (varied)	Speaking is clear with minimal mistakes in sentence structure and grammar Volume is appropriate	Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation Volume conveys business tone	
Body Language	Fidgeted – (i.e., constant movement of hands and feet); none or very poor use of physical gestures, facial expressions and body movements detracted from the interview process	Fidgeted –(i.e., movement of hands and feet frequently); minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process	Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process	No fidgeting; consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process	

Posture and Eye Contact	Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not have good posture; slouching	Sits up straight; average posture; establishes eye contact with interviewers during the interview 70 -80% of the time	Sits up straight, good posture; establishes eye contact with interviewers during the interview 80-90% of the time	Sits up straight, excellent posture; looks relaxed and confident; establishes eye contact with interviewers during the interview 90-100% of the time	
Politeness	Several times, the student interrupted or hurried the person doing the interviewing; forgot to thank person(s)	Student interrupted or hurried the interviewer 3-5 times during the course of the interview, thanked the person after the interview	Student interrupted or hurried the interviewer 1-2 times during the course of the interview, thanked the person after the interview	Student never interrupted or hurried the interviewer and thanked them after the interview	
General Attitude	Lack of interest and enthusiasm about the interview; passive and indifferent	Somewhat interested in the interview; shows little enthusiasm	Shows basic interest in the interview; shows some enthusiasm	Appropriately interested and enthusiastic about the interview process	
Responses to Questions	Answers with “yes’ or “no” and fails to elaborate or explain; talks negatively about past employers	Gives well-constructed responses, but sounds rehearsed or unsure	Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure	Gives well-constructed, confident responses that are genuine	
Integrity	Responses are inconsistent or contradictory. No concrete or specific examples used Candidate provided no verifiable information for claims, and/ or claims may be exaggerated or even appear manufactured	Responses are somewhat inconsistent or contradictory Concrete and specific examples occasionally used Candidate provides some verifiable information for claims	Responses are generally consistent Concrete and specific examples often used Candidate provides verifiable information for most claims	Responses are all consistent Concrete and specific examples are used Candidate provides verifiable information for all claims	
Overall Demonstration of Interview Skills	Demonstration of poor interview skills with little confidence displayed	Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner	Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner	Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner	
Total out of 80 points possible					

ADVISING

IDEAS:

- ADVISING SESSION TOPICS
- JOURNAL PROMPTS

DISCUSSION TOPICS

- College application process
- Defining College - postsecondary options
- Scholarship opportunities
- How to afford college?
- How to apply for college?
- Do I know my basic information?
- Setting up a professional e-mail account
- Analyzing test data - and WHY
- Other financial aid options (based on academics, club participation, community service, involvement)
- Goals for improvement
- Time management
- Digital footprint
- Transcripts - What information is included?
- Classes needed for graduation
- Application requirements
- Scholarship requirements
- FAFSA
- Career clusters
- Time-management (postsecondary options with classes, jobs, balance, etc.)
- Community service and teen job opportunities
- Jobs that provide experience in specific career clusters
- Letters of recommendation
- How to study
- College schedules - a day in the life of a college freshman
- Roommate etiquette
- Dorm life
- Finding a mentor - defining a mentor
- Networking - Why is it important?
- Job etiquette
- Anger management
- Social media etiquette
- Budgeting
- Graduation requirements
- Importance of credit and how to build it

JOURNAL PROMPTS

- "I can..." statements
- 5 Year Plan
- What are some things you want in life? How will you afford it?
- Define success.
- What is your "back-up plan?"
- What are your strengths and weaknesses?
- Where will you be in 5, 10, and 20 years?
- How do deal with self-doubt?
- Words of advice from high school students to middle school.
- Describe someone you know who is successful.
- If you could study abroad, where would you go and why?
- Put yourself in your teacher's shoes- how would you handle late work, discipline, behavior, etc.?
- What is your best grade right now? Why? What is your worst grade right now? Why? How can you improve?
- Tell a story two different ways- explain a mistake you have to a friend, and then explain the same story to a parent. Focus on the wording and your audience.
- Write a personal goal that you have and write what you have to do to achieve that goal.
- What does education mean to your family? What is your family history with education?
- What family traditions will you continue to carry out?
- What would you do if you won the lottery?
- What could you afford on a single income part time job?
- How to take care of yourself- what can you do to stay mentally and physically healthy?
- What are the characteristics of a good friend/ boss/teacher/parent?

CONTACT

If you have questions about this resource, please contact:

Heather McChesney

Coordinator of Curriculum and Professional Development

Division of Student Affairs

West Virginia Higher Education Policy Commission

West Virginia Community and Technical College System

(304) 558-0655

heather.mcchesney@wvhepc.edu