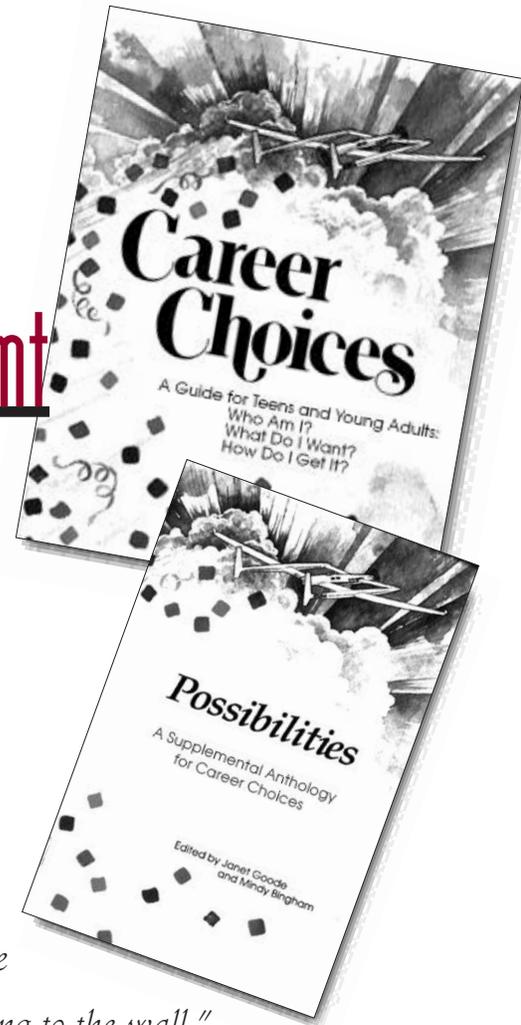




Cathy Miles and Rosann Lauri of Edison High School

How to Integrate Career Development into the English Classroom



OHIO
DISTRICT
ADOPTS
CAREER
CHOICES
IN MULTIPLE
SCHOOLS

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“I could have been talking to the wall,” said Career Coordinator Liz Lamatrice, referring to her early efforts to infuse a careers theme into the academic curriculum of high schools in Jefferson County, Ohio. “Because, until teachers see it for themselves, they don’t believe it.” And that is exactly what happened in the Jefferson County Joint Vocational District—a model careers program spread from school to school as a pair of English teachers taught their colleagues how to develop lessons and deliver the new subject to 1,500 students in their academic classes.



Edison High student reads from Possibilities

How to Get Funding for Professional Development

- **Grant Funding**—Many grants require professional development be provided for the implementation plan. Funds are often used to pay for workshops. Check with the grant development officer in your district.
- **District Funding**—Many states have or are developing departments at the district or regional level to oversee professional development. People working in these departments can often provide the funding for training.
- **Federal Funding**—Many federal programs, such as Title II-D of the No Child Left Behind Act, Smaller Learning Community grants, and Carl Perkins funds, provide professional development funding. The funds can be used to attend Academic Innovations' workshops or to bring a Certified Career Choices Trainer to your site. Request more information by calling (800) 967-8016, ext. 677.
- **Corporate/Community Funding**—Many local businesses and corporations are willing to partner with schools in preparing students for the world of work. Businesses often provide the funding for professional development because they understand the importance of a trained workforce.

When Liz, a former English and Social Studies teacher, came on board in 1991 to develop a K-12 career program for the 33 schools in her five districts, the seeds had already been planted. Earlybird Ohio introduced career development in 1972, but it wasn't until almost 20 years later that enough state money was available through the Department of Education to expand the program to all vocational and academic districts in the state. Liz's new office became the channel for the state funds, as well as federal Perkins dollars and matching money from local sources, earmarked for career development programs in the schools. Each year, Liz wrote a non-competitive request for proposal (RFP), detailing specific areas of coordination, to receive her funding.

As the new Coordinator, Liz approached her Board of Supervisors with the activities she planned to implement to bring about full integration of careers into academic subjects. Yearly teacher training in career education topped the list, followed by the development of a Career Resource Guide, a directory of people in local business and industry who were available to come into the classroom, to be distributed to all five school districts. Another plan was to have career planning teams at each school site, made up of teachers, counselors and parent volunteers who supported the integration effort. These "action committees" would carry out specific tasks such as distributing classroom resources, promoting district-wide career days and fairs, and forming a network to share information with other schools and district administrators.

Six years later, Liz's plan was firmly in place and growing. "Our major goal has been to get career development fully integrated into the classroom—math, social studies, English—all the academic subjects," she explained. Her rationale: "When academic learning is related to what students feel is important to them, such as careers and jobs in the future, then 99% will respond to the classroom activities, because it's so much more interesting." ■

“The students really enjoyed doing Career Choices. They found it thought provoking and were amazed to find literature could relate to problems, decisions, and choices that they were encountering.”

*Belinda Boyce, English teacher
Rayland, OH*

A Perfect Fit

In 1994, Liz and her husband, Lou Lamatrice, a former Tech Prep Coordinator for the Jefferson County Consortium, attended a one-day Academic Innovations *Career Choices* Workshop in Columbus. They brought back with them the *Career Choices* materials—*Career Choices*, the literary anthology *Possibilities*, the student *Workbook and Portfolio*, *Lifestyle Math* and the *Instructor’s and Counselor’s Guide*—and passed them on to guidance counselor Elizabeth Truax at Edison High School, where Lou had once taught.

The timing couldn’t have been better. Teachers at Edison were looking for a way to support the district-wide Individual Career Plan (ICP), a process that began in the 8th grade for all students and culminated in the 12th grade with a senior year exit document, the Career Passport. Each year students added to their ICP records: completed career interest surveys, reports on guest speakers, participation in career day activities, and details of tours of high schools and colleges. In the 11th grade, students worked on their Career Passport by including documentation of part-time work, a basic résumé, writing samples, goal statements, awards and certificates of community service, a letter of introduction from the principal—all with the aim of supporting students’ future employability. In the 12th grade, the document was revised, and upon graduation, the diploma was added.

Teachers felt 10th graders needed to focus on career exploration, decision-making, and self-awareness in preparation for the work they would do in

“I wanted to thank you for the enlightening course, Career Choices...I know now that school really does pay off and that the longer I stay in school, the more likely I am to have a high paying job.”

from California student

Find the Champions in Your School

As you put together your action team, look for individuals who:

- Are passionate about career education for adolescents
- Are innovators and pioneers—they thrive on a new challenge
- Are leaders and well respected by their peers
- Have the energy and time to follow through on a long-term project

How to Form School Site Teams to Facilitate Career Integration into the Academic Curriculum

- Contact teachers, counselors and parents to act as volunteers in support of on-site integration efforts. Look for “action” people who will get things done.
- Form committees or action teams to carry out specific tasks such as distributing activity packets or other resources from the district to appropriate teachers.
- Hold district-wide meetings for teams to allow for networking and the sharing of information about their efforts at individual sites. Include county or district administrators.
- Market and coordinate district-wide career days/fairs for teachers.

What to Include in a Career Passport/Portfolio

- My10yearPlan.com, an Internet-based enhancement to the *Workbook and Portfolio* for *Career Choices*, provides the framework for both a hardcopy and an online portfolio. Visit www.my10yearplan.com for details.
- The completed surveys and activities noted on page 6 of the *Workbook and Portfolio* for *Career Choices*.
- Copies of career interest surveys noted on page 6 of the *Workbook and Portfolio* for *Career Choices*.
- Reports on guest speakers, career day activities, shadowing/internship activities, tours of colleges and employment sites
- Documented community service, extracurricular activities, Scouts, part-time jobs
- Résumé listing vocational skills or writing samples for college-bound students
- Letters of recommendation, certificates, awards, and diplomas

How to Write a Successful Grant

You'll want to request from Academic Innovations a free copy of their funding brochure. This document clearly outlines how to find the resources necessary to write a grant proposal for *Career Choices*. Sample grants and text are provided on the Internet. Call (800) 967-8016, ext. 677 or email us at funding@academicinnovations.com.

Goals for the Language Arts Curriculum

You'll want to be sure to review the following pages in the *Instructor's Guide for Career Choices* as you develop your plan to meet your state-designated objectives for English/language arts:

Overview: pp. 2/8 -2/14, 3/5,

Interdisciplinary options: pp. 3/9-3/11, 7/2-7/5

Who's using it and how: pp. 6/3-6/5

Standards alignment: pp. 6/55-6/61

All noted pages above are from the 6th Edition of the Instructor's Guide.

11th grade. The English Department had been given the responsibility of overseeing this process, and since the *Career Choices* curriculum had a strong literature component that would tie English to career themes, it seemed like a perfect fit. Counselor Truax looked for a teacher willing to take the time to read over the curriculum and flexible enough to try something new. She contacted English teacher Cathy Miles and gave her the materials.

Cathy saw the fit right away. "I didn't want to have to reinvent the wheel," she told us. "Having a proven curriculum like this one gave us a foundation on which to build our own unique program." Cathy and another English teacher, Rosann Lauri, agreed to spend the summer putting together a set of lesson plans and activities to integrate careers into their sophomore English classes.

First, the two English teachers wrote a mini-grant proposal to get funds to purchase the 250 copies of *Career Choices*, *Possibilities*, and the student *Workbook and Portfolio* they needed to run a pilot class, and submitted it to Liz Lamatrice's office. In the grant, they described their plan to include both Tech Prep and college-bound students in a nine-week, five-days-a-week program. ■

Teachers Take the Ball

Liz Lamatrice knew that once a program was in place at one school, it would serve as a benchmark for other schools. She funded the proposal and, that summer, Cathy and Rosann went to work. By the end of a summer of numerous volunteer hours, the two teachers emerged with their task accomplished.

"What helped us most to put careers into the English class was the *Career Choices* literary anthology, *Possibilities*," Cathy told us. "Not only were some of the selections ones we'd already been using but in *Possibilities* students were being asked to see themselves in the characters—their own motives and goals—rather than just analyze content, as in the older literature books." In previous years, Cathy reported, students were noticeably bored and disinterested by the same selections.

The biggest challenge for Cathy and Rosann was to justify the lesson plans they'd developed with the adopted course of study for English. Without matching specific pupil objectives to each of the activities, they were afraid they might be

"I found these materials adaptable to both my gifted and talented students and to my non-motivated students."

*Kathryn T. Harcom, English chairperson
North Caroline High School, Ridgely, MD*

seen as stepping too far outside the established framework—an image they didn’t want. To insure their program would be accepted as an “inside job,” the two teachers plugged each lesson into a skill listed in the state-designated objectives: Did a particular activity support the goal of increasing listening skills? They showed exactly how.

Armed with this ammunition, Cathy and Rosann approached their Assistant Superintendent, who presented it to the Superintendent of Schools. Again, the timing was good: A state evaluation was scheduled for Edison High School, and administrators wanted to show their school was innovative. The teachers got a green light to pilot the program that spring.

But Cathy and Rosann still had hurdles to clear. The district’s Curriculum Director, for one, questioned the teachers: Would they be teaching values in a way that might invade family privacy? “We had to convince him that we were helping our students to develop their own *work* values,” Cathy explained. “Once he realized we were doing career and work values, not family values, he gave us support.”

Another concern arose in the English department about using a careers theme in the accelerated classes. Was it really necessary, since these students were already college-bound? Cathy and Rosann argued: These are skills for lifelong learning, and accelerated students need them as well as Tech Prep students. Everyone will have to deal with the realities of downsizing and disappearing jobs in the future and will need to meet the challenges of changing careers without feeling like failures with no other options. ■

First Year

Spring came and Cathy and Rosann took their program into the classroom for 250 students. Right away, the teachers could see the light bulbs go on as students engaged in the creative and critical thinking required by the lessons and activities. Group activities, such as debates or discussion groups inspired by selections from *Possibilities* (see Longfellow’s “A Psalm of Life” and Pat Conroy’s “The Prince of Tides” in *Possibilities*), took on new focus. “We used to shudder about cooperative learning,” Cathy said. “But with *Possibilities*, the students get excited and involved, because the topics

“We do graduate surveys two years and five years after graduation. Students consistently rank this class as one of their favorites.”

*Steve Rzeka, Counselor
10th-12th grade, Applied Communications
South Park High School, Fairplay, CO*

Possibilities: A Supplemental Anthology for Career Choices

Contents include:

The Secret Life of Walter Mitty
by James Thurber
The Psalm of Life
by Henry Wadsworth Longfellow
A Dream Deferred
by Langston Hughes
Excerpt from *I Know Why the Caged Bird Sings*
by Maya Angelou
The Savings Book
by Gary Soto
The Gift of the Magi
by O. Henry
I Hear America Singing
by Walt Whitman
The Road Not Taken
by Robert Frost
To Build a Fire
by Jack London
Excerpt from *All I Really Need to Know I Learned in Kindergarten*
by Robert Fulghum
The Necklace
by Guy De Maupassant
Ex-Basketball Player
by John Updike
25th High School Reunion
by Linda Pastan

“Repackaging” the Canon Increases Student Motivation

Following the reading of *The Secret Life of Walter Mitty* by James Thurber (*Possibilities*, pages 11 - 17), students respond to questions such as:

6. Before we can aspire to a particular occupation, we must be able to visualize ourselves in that role. Using James Thurber’s example, choose a career that is of interest to you and write dialogue that describes what one minute on the job might be like.
7. Now complete the activity, “Envisioning Your Future” on page 14 of *Career Choices*, using your dialogue as a prompt.
8. What four roles did Walter Mitty create for himself that afternoon? Choose one of these four roles and imagine that Walter is fifteen years old. Complete a chart for him like the one found on page 13 of *Career Choices*.

Comments from English Teachers on the Budget Exercise

• “The budget exercise in Chapter 4 showed students what they need—monetarily speaking—to lead the type of life they want as adults.”

John Goicovich, English teacher,
Watsonville High School, Watsonville CA

• “Students can’t believe these [budget] activities are really English. They ask me, ‘Are we really getting English credit for this?’”

Linda Spriggs, English Department Chair
Lithia Springs High School, Lithia Springs GA

• “Students learned first-hand how much money they need to live the lifestyle they wanted. Many had to make adjustments to their future plans.”

Sue Butler, English Teacher
Branford High School, New Haven CT

• “The budget exercises were very revealing. The [students] wrote about having an unlimited budget, and then had to make decisions based on a ‘hard-times’ version. I think this was very eye-opening about the sacrifices they could expect to make.”

Pam Goodman, English teacher,
Pearl City HS, Pearl City IL

• “The budget was the best exercise in the book, especially so when the parents got involved.”

Jeff Hendrix, English Instructor,
Whiteland HS, Whiteland IN

How to Locate Lesson Extensions in the Instructor’s Guide

Section Four, *Career Choices* Lesson Plan Suggestions, beginning on page 4/1, is filled with ideas and extensions for each lesson. You’ll also want to turn to the extensive 180-Hour Lesson Plan beginning on page 5/15 for additional enhancements.

are meaningful to them. They’re able to stay focused much longer.”

Using the *Career Choices* text, Cathy and Rosann wanted to include the extended budget activity from Chapter 4: “What Cost This Lifestyle?”, in which students plan for their chosen lifestyle of the future. But they didn’t feel they could justify spending three weeks doing math in an English class. So they modified the activity and came up with a “Financial Planner,” a group of exercises based on the *Career Choices* budget but slanted more towards the English objectives. Students went to the library to research and write about a chosen career, including salaries, availability of jobs in the field, and educational requirements. Then, they made lifestyle charts based on their chosen career, showing where they would live, whether they’d rent or own a house, where they’d go on vacation, etc. Each student was issued a “salary” packet by the teachers, complete with fake checks and credit cards to pay bills, insurance, utilities, rent and emergencies. “They take it very seriously,” Cathy told us. “One student refused to be absent for a dental appointment, afraid he’d miss a day’s ‘salary!’”

In the accelerated classes, the teachers infused career themes into the students’ required curriculum. In one activity, students wrote a paper comparing and analyzing the ambition factor in Mark Antony’s speech from Shakespeare’s *Julius Caesar* with Martin Luther King Jr.’s “I Have a Dream” speech from *Possibilities*. What were the similarities and differences in the way the two speakers attempted to persuade their audiences? How were they successful and why? To write the paper, the students mapped out a bull’s eye chart in *Career Choices*, on page 27 in Chapter 2: “Your Personal Profile,” for both characters, comparing their passions, values and motivations. Then, to make the exercise more personally relevant, students compared their own bull’s eye chart, which they had done earlier, to both King’s and Mark Antony’s, gaining further insight into their own motivations.

In a follow-up activity, students viewed the film *It’s a Wonderful Life*, starring Jimmy Stewart (recommended in the *Instructor’s and Counselor’s Guide*) which explores balancing a sense of responsibility to self with responsibility to others. They then did the bull’s eye chart for the main character, George Bailey, and compared it to their own to see where they stood on this issue.

“That’s the great thing about *Career Choices*,” Cathy commented.

“I loved the journal entries [in Possibilities] because they were theme-oriented/values-oriented rather than literary-oriented, and we English teachers need a different approach at times. I also thought the questions were great because they were thought provoking and critical thinking questions.”

Stacy Raley, Teacher
9th & 10th grade DropOut/At-Risk program
Louisville High School, Louisville, GA

“You can pull in movies, other reading materials and outside activities to a lesson and make it richer, more appealing on many levels.”

At the end of the first term, students presented a video to the teachers which they had written and produced on their own. In it students gave their testimonials about what they’d learned in the class. “When we saw the video, we cried,” Cathy said. “It was so rewarding to see students talking about how the true meaning of success was not only in getting a good job, but in all walks of life.” Now, when Cathy and Rosann give talks and workshops for other teachers, they always show the video, and it never fails to move audiences. ■

The Program Expands

The following year, teachers and administrators agreed to institutionalize the successful pilot and expand it by adding a third English teacher. The new teacher had never taught careers before and was understandably hesitant to dive into an unfamiliar curriculum. Cathy won him over by sharing lesson plans and providing some one-on-one coaching—“Academic teachers, especially, learn by example.”

Since their classrooms were side by side, Cathy could leave her class briefly and enter his to model her enthusiastic delivery style. “I showed him how to be a cheerleader for the students—to get things started and make it fun,” she said. “When the teacher is excited about the material, the students will follow.” Cathy also invited the new teacher into her class for more in-depth training.

The program also expanded to include cross-disciplinary lessons and activities involving teachers of other subjects. “It’s one of the advantages of having an older faculty where everyone knows and trusts each other,” Cathy said. When Cathy and Rosann approached social studies teachers about participating in overlapping activities developed by the English teachers, they gladly cooperated. In one such activity, the students did an instance from *Career Choices*, page 14, Chapter 1: “Envisioning Your Future,” in which they apply the equation “vision plus energy equals success” to their own lives. Then, Cathy asked the social studies teachers: “Which famous person who you’re currently studying would you like to have students write an extra paper about?” Students then applied the same equation to that famous person, answering the following questions: “What was the famous person’s vision, and what did he or she do to achieve that vision? Was he or she a success? Why or why not?” Students got credit in history, and then again when English teachers graded their papers, giving them two grades for one project.

“This is where integration is headed,” Cathy commented. “Relating the different subjects to each other through a common theme.” The same cross-

A Sample Nine-Week Interdisciplinary Lesson Plan

See pages 5/5 - 5/14 in the *Instructor’s Guide* for examples of how teachers from a variety of disciplines can work together on a common theme and still provide the academic rigor required.

How to Gain Support from Your Administrators

- Share your *Career Choices* textbooks and materials with them.
- Visit Academic Innovations’ website for a variety of supportive text you can download for a written report or presentation.
- Visit www.academicinnovations.com and click Standards Correlations on the sidebar for examples..
- Explain how *Career Choices* can help the school meet federal and state mandates for dropout prevention efforts.
- Show how *Career Choices* lessons and activities can conform to the adopted course of study for language arts, as well as meet specific pupil objectives.
- Encourage them to attend an Academic Innovations workshop.
- Invite them to drop by your class or to participate as special guests in activities you have scheduled.
- Let them know what you are doing and how your students have responded. You might want to show outstanding pieces of your students’ work to them.

How to Arrange for a Career Choices Workshop

Contact the Curriculum and Technical Support Department of Academic Innovations to learn how to arrange a *Career Choices* workshop at your school or district or to learn how to become a co-sponsor for a regional workshop. Call (800) 967-8016, ext. 677.

How to Find Time for Professional Development

- Ask your administrators for time to “retreat” together. Schools are focusing more and more on professional development for teachers. Take advantage of a beneficial trend.
- Meet during a common planning period.
- E-mail ideas back and forth in between classes.
- Find a team of “champions” who are willing to donate time during the summer.
- Call the Academic Innovations Curriculum and Technical Support Department. We can provide you with resources, such as PowerPoint presentations and DVDs of our 2-day Santa Barbara workshops, so you can hold an effective training of your own.

disciplinary spirit, she believes, can be applied to computer classes, music, the developmentally handicapped—all by modifying *Career Choices* activities so they can be shared with teachers of other disciplines. “It’s important that students have the careers theme not only in the English class,” she emphasized. “They need to see how all their subjects relate to the future, because then it’s real for them.”

By the end of the second year, Cathy and Rosann had been invited to the Ohio Career Education Association to lead workshops and share the materials and their expertise. They applied to do a presentation at the national American Vocational Association (now known as the Association of Career and Technical Education) in Cincinnati and were accepted. Funds to cover travel expenses and substitute teachers were provided through the local Career Development Council, a part of Liz Lamatrice’s office that supported teacher training.

In January 1998, Cathy and Rosann did a one-day training for all Jefferson County schools—as well as schools in neighboring counties looking at adopting the program—on the use of *Career Choices* in the classroom. “We do it *gratis*,” Cathy told us. “Once we get started, we can’t stop sharing our enthusiasm. We tell other teachers to give us a call, because we’ve been there and can help them.” ■

“I had a female Hispanic student tell me that this class was the only reason she kept coming to school.”

Linda Paulson, Language Arts Instructor/Equity Coordinator, 9th grade, Language Arts/Central Jr. High, Grafton, ND

Success Begets Success: Buckeye High School

A presentation by Cathy and Rosann at a Tech Prep summer workshop caught the attention of English teacher Belinda Boyce of nearby Buckeye High School, also in the Jefferson County funding territory of Liz Lamatrice. Normally, Belinda wasn’t interested in the subject of their talk, “Applied Communications.” After all, she’d become an English teacher to teach literature and writing, not business forms and letters! But by the time the Edison teachers had shared sample lesson plans and showed the student-made video, Belinda was sold.

“I was captivated by the hands-on demonstration of how they used literature—which we’d previously used for comprehension, symbolism, theme and main idea—to teach real life,” she told us. “It made more of an impression than any statistics, to see how real teachers had actually done it.” Also, Belinda saw the program as a way to give students a peek at what opportunities were available, rather than to pigeon-hole them into any one type of job or career. Inspired and encouraged

by Cathy and Rosann, she approached Liz Lamatrice, who helped her write a mini-grant and get the funding to buy a few class sets of the books and enough workbooks for the entire 9th grade class.

Right away, Belinda began to enlist the help of other English teachers in bringing the careers theme into their classes. Her principal, impressed by her enthusiasm, provided the release time for teachers—some of them from the two middle schools that feed Buckeye—to attend an onsite presentation by Cathy and Rosann, which Belinda had organized. Again, the “teachers-teaching-teachers” model worked its magic. Belinda’s colleagues were treated to a live demonstration of lessons and activities, as well as the highlights and pitfalls to expect in their own program. “It looked so easy,” Belinda told us. “All the work was done, especially covering all the English objectives, which was a concern.”

It was decided that individual teachers would pick up the program and try it out for a nine-week unit the next term. Cathy and Rosann had given them some of their lesson plans and, with the help of suggestions in the *Career Choices Instructor’s and Counselor’s Guide*, teachers were able to come up with many others on their own.

“The program was more than a fit—it really served our purposes!” Belinda commented, referring to the ICP and Career Passport process, which, as at Edison High School, all students needed to complete by their senior year.

“The poetry was especially popular,” she reported, “because at this age they’re trying to find themselves, and the selections in *Possibilities* spoke volumes to them.” Students were encouraged to write poems of their own modeled on selections they’d read from the anthology. “When I stayed away from literary techniques, and put more emphasis on how the selections were relevant to students’ lives, they understood the meaning and really enjoyed them,” she told us. To teach literary concepts, Belinda followed suggestions in the *Instructor’s and Counselor’s Guide*, bringing popular music into the classroom and using rock singer Alanis Morissette’s hit song, “Isn’t It Ironic?” for a lesson on irony. “They’ll never forget that lesson because it brought English to their level,” she commented.

Despite the success of her pilot, Belinda felt strongly that 9th grade was too late for students to be thinking about their futures, and that it would be better to start the program at the middle school level. “The decision about college needs to be made before they enter high school, so they can choose what academic courses they’ll take over the next four years,” she explained.

In this spirit, Belinda approached teachers at the two “feeder” middle schools with the idea of using the first half of the *Career Choices* book—Chapters 1 through 6—in their 8th grade English classes. The second half would then be the focus of the 9th grade class, and the budgeting activities in Chapter 4 could be omitted until the 10th grade, when they would be picked up under a unit on employability skills. ■

How to Bring New Teachers Aboard

- Share your *Career Choices* materials and textbooks with them.
- Having engaged, responsive students in class is the dream of every teacher. Encourage your students to tell other teachers about what they are doing in your class.
- Encourage new teachers to attend an Academic Innovations workshop or to request loan of the workshop DVDs from Academic Innovations.
- Invite them to drop by your class or to participate in activities you have scheduled in your class. You might even ask them to come in as guest speakers.
- Ask them if you could visit their class and model your expertise and enthusiasm.
- Provide them with the toll-free phone number for curriculum support for *Career Choices* and encourage them to use it. (800) 967-8016, ext. 677

How to Share Your Expertise

- Join the ranks of our Master Teachers. Request an informational packet from the Curriculum and Technical Support Department.
- Contact us to be interviewed for our *Focus on the Future* newsletter.
- Send us classroom ideas for the next edition of the *Instructor’s Guide*.

Seeing in the Mind's Eye: A Writing Exercise from the Instructor's Guide

- Turn to page 4/92 in the *Instructor's and Counselor's Guide*.
- Review the concepts of visualization and “seeing in the mind’s eye” (from SCANS) and then take students through the following exercise. Allow an entire class period.
- Turn down the lights, close the doors and windows. Ask students to sit quietly and close their eyes.
- In a soft voice, read aloud the script from page 4/92 of the *Instructor's and Counselor's Guide* for *Career Choices*.
- When you have finished reading, tell students to open their *Career Choices* books to p. 157 (pp. 73-74 in the student *Workbook*), and complete the writing exercise. Say, “Begin now,” and don’t say anything more.
- When done, you might ask students to share any revelations they had during the exercise. You’ll want to review the “Note to Teachers” at the bottom of page 4/41 of the *Instructor's Guide*.

“The curriculum is multifaceted. I like how the students can see how math and language arts relate to career goals and problems.”

*Barbara Sparks, Teacher
10th-12th grades, Career Prep
Saranac High School, Saranac, MI*

Middle School Joins In

Teachers at both Buckeye North Middle School and Buckeye Southwest Middle School responded positively. They, too, had seen Cathy and Rosann’s demonstration, and realized the value of the program in supporting the statewide ICP/Career Passport efforts. In addition, the careers unit could possibly help them with another academic goal. In Ohio, all students are required to pass a series of state proficiency tests in order to graduate, beginning in the 8th grade with reading, writing, math, citizenship and science tests. English teacher Rhoda Thompson at Southeast Middle School was looking for a way to help her students improve their writing skills, and thought that a careers theme might inspire and motivate them to write more. She agreed to do a nine-week unit using the *Career Choices* books for her 8th grade English students.

“I got some excellent essays from my students on topics such as dreams, goals and success,” she reported. Students read Martin Luther King Jr.’s speech “I Have a Dream” from the *Possibilities* anthology, watched a video of Dr. King delivering the speech, and wrote an essay about their own dreams and goals.

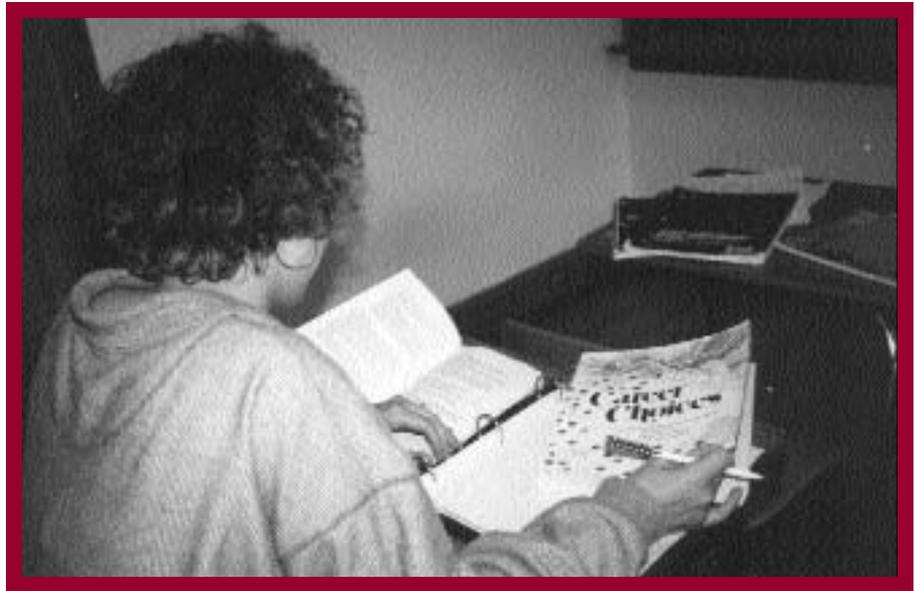
“I taught very little grammar, but my students’ writing scores doubled from the previous year.” What did she think was responsible for this dramatic increase? “I think it was a culmination of everything we did,” she told us, but one technique was particularly effective, suggested in the *Instructor's and Counselor's Guide* on page 4/92, “Seeing in the Mind’s Eye.” To prepare for a writing exercise, students closed their eyes while listening to instructions about a topic, then visualized what they would write before beginning to write.

Rhoda was amazed by the improvement of her lower-level writers, who were able to avoid distractions and concentrate more easily, she believed, with their eyes closed. “The essay just wrote itself!” one enthusiastic student told her.

Intrigued by these results, Rhoda tried the exercise with her learning disabled students and found it also helped them. She concluded that auditory learners—the majority of her LD students, and perhaps many of her low-level regular students—benefit most when given a chance to “listen” to their thoughts during a period of silence before writing.

Surprisingly, a highlight for the 8th graders was the work values survey in *Career Choices*, Chapter 2: “Your Personal Profile.” “The idea that you need to consider what you like to do before picking a career—that was the most important point in the whole program, and they got it,” Rhoda said. Lively discussions followed

about whether it was more important to have a job you like or to make a lot of money. “Working with *Career Choices* makes my students better thinkers,” Rhoda reported. “It offers them something to think about, instead of focusing on memorization and rote learning.” ■



Tenth grade student using *Career Choices and Possibilities*

Results Are In

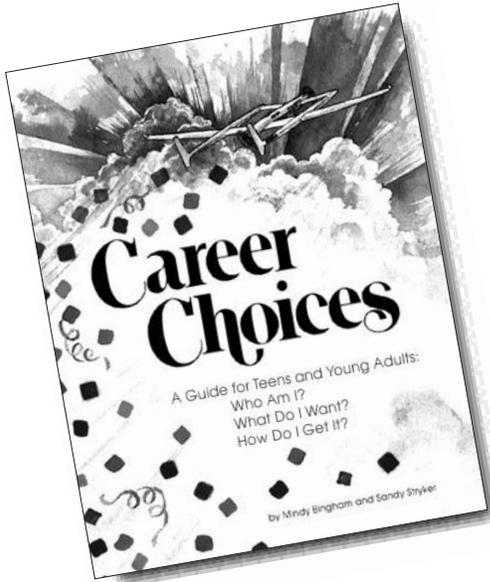
At Edison High School, the first graduating class to go through Cathy Miles and Rosann Lauri’s English classes proved the worth of the program beyond a doubt. Of the 221 graduates, 70% went on to pursue further education, generating over \$1 million in academic scholarships. The year before, students received one half that amount, an increase Cathy attributes to the rise in ambition and involvement on the part of students who set goals for their future in sophomore English. “Parents told us they were surprised how their children had learned so much about money and planning for the future,” Cathy told us. “These are skills that helped them go after the scholarship money available instead of sitting back as in previous years.”

That year’s valedictorian read a quote from Robert Louis Stevenson she’d read two years earlier in *Possibilities* (p. 283), but which made a lasting impression: “We are a success when we have lived well, laughed often and loved much...”

“We’d like to think we share in the responsibility for these kinds of results,” Cathy commented. Certainly, Liz Lamatrice would agree. “Today, I have commitments from schools in five districts to provide this outstanding program to help students plan for the future,” she told us. “We think we are going down the right road to lifelong learning, and the *Career Choices* curriculum has provided us with the perfect vehicle.” ■

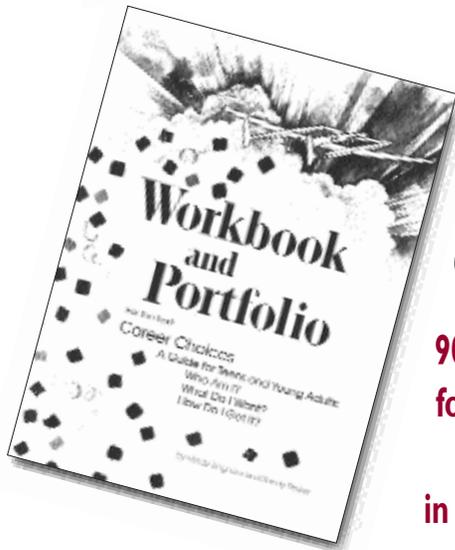
“I recently accepted the position of School-to-Work Transition Coordinator with our school district. However, as a former English teacher, I have utilized and taught from the *Career Choices* curriculum and feel it is outstanding. The relevancy and linkage to career planning of the *Possibilities* selections are unique and work with kids. I will certainly recommend your materials to counselors and teachers in our district as we implement *School-to-Work* goals.”

Anita Ryall, School-to-Work Transition Coordinator
Orange County Public Schools, Orlando, FL
Email via the Internet



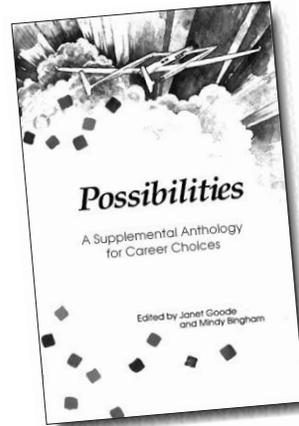
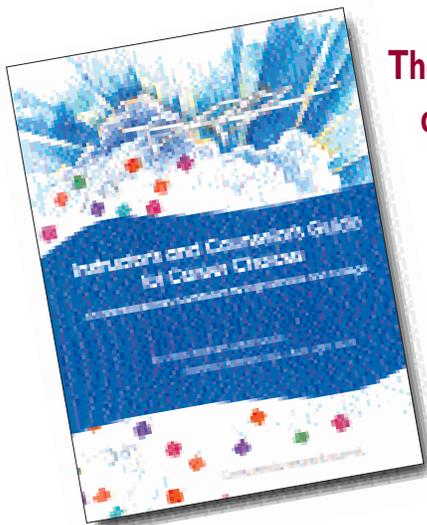
“After utilizing Career Choices as a counseling instrument and a career cluster selection, less than 5% of our students are changing programs. This evidence supports our belief that the program is a key to career decision-making.”

*Jim Campbell, Ph.D.
Executive Director of Delaware Tech Prep
Recipient of Dale Parnell Outstanding
Tech Prep Program Award*



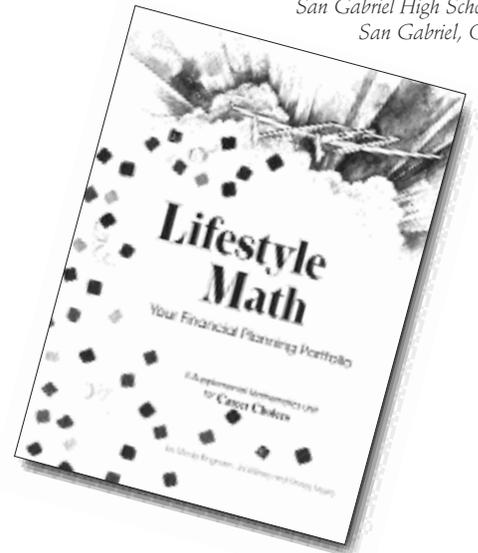
“The program did provide 90 hours of quality instruction for the youth, which produced significant improvements in academic Basic Skills as well as positive attitudinal changes towards learning. The vast majority of participants did connect academic learning to practical life skills, and the majority of participants’ self-concepts as learner did improve.”

*report by Dr. Charles Branch
external evaluator for Denver JTPA*



**“Student quotes from our evaluations:
‘Life really is one choice after another.’
‘I learned I was smarter than I thought.’
‘I discovered skills I didn’t know I had.’
‘I learned life (growing up) isn’t so easy. I’m not so anxious.’
‘Now I know how hard it is for my parents.’”**

*Elizabeth Farris
English Department Chair
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