

Interdisciplinary Lesson Planning: Strategies for a School-wide Initiative

To maintain the momentum started by a course involving *Career Choices*, it's important that students revisit and revise their 10-year plans throughout their sophomore, junior, and senior years. Once you bring other academic topics into the 10-year planning process, students see how what they are learning in these courses impacts their lives and futures.

They say it takes a village to raise a child, and for this effort you'll need buy-in from the various academic departments in your school "village." If you haven't already had a school-wide workshop (as outlined on page ***), start with this activity. Attendees will come away with a sense of the importance of every student having a 10-year plan.

The next step is the development of lesson plans to help the various departments easily implement this process. The question is, "Who in the world is going to write the lesson plans for the entire village?" No worries. We've started the process for you.

The following pages include lesson plans that can be utilized in several different academic classes to facilitate the updating of students' information either on My10yearPlan.com or in the *Workbook and Portfolio*. Share these plans with your department chairs as you work to get their support. Aligned with key benchmarks from the Course Standards for Freshman Transition Classes, these lesson plans also target academic standards while outlining a turn-key process for helping students update their 10-year plans.

We will add new plans to The Teachers' Lounge as we develop them. If the departments at your school develop their own plans or improve upon our outlines, please share that information with us so we can share it with the community of *Career Choices* Lead Teachers.

Grade Level and Discipline:

10th Grade English/Language Arts

Academic Standard:

Explore the significance of personal experiences, events, conditions, or concerns by using narration, description, exposition, and persuasion.

Modify tone to fit the audience

Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

Freshman Transition Standard:

The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming “identity achieved”.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)

Career Choices, p. 27

Workbook and Portfolio, p. 11

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations.

Description:

Following reading a novel or a short story, students are asked to revisit their Bull's Eye Chart by using either My10yearPlan.com or their *Workbook and Portfolio*.

First, students review their Bull's Eye Chart to determine if they need to add any new information (e.g., skills they gained, aptitudes they discovered, etc) since the last time they worked with the chart.

Students then choose a character from the novel or short story who they particularly admire. Students outline a Bull's Eye Chart for that particular character.

Once the Bull's Eye Chart is complete, students are asked to compare and contrast the differences between their own Bull's Eye Chart and that of their chosen character.

Extra credit:

Ask students to change the fictional character's Bull's Eye Chart to match their own. In other words, they put themselves or someone just like them in the story. Students then rewrite the ending of the story theorizing how the story might end differently if the character's personality traits were different.

This extra credit activity requires higher-order thinking, so be sure to give plenty of time for completion of this assignment. Students need to really contemplate how the difference in characteristics could impact the storyline. Form editorial teams so students can critique each team member's alternate ending.

Grade Level and Discipline:

10th Grade Social Studies

Academic Standard:

Students will research and write persuasive compositions.

Students will analyze significant events of the nation.

Students will analyze the role religion played in the founding of America.

Students will evaluate and defend fundamental principles and moral values.

Freshman Transition Standard:

The student knows the effect change has on society and career opportunities. The student analyzes the effect of personal interests on a plan.

Original Career Choices Activity:

Your Personal Profile – Values

Career Choices, p. 27

Workbook and Portfolio, p. 11

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations. For this activity, students focus on the values portion of their Bull's Eye Chart and the values categories outlined in *Career Choices*, pp. 36-37.

Description:

Students begin by making sure the values section of their Bull's Eye Chart is current, adding any information they've discovered since they last worked with the chart.

Show students a video of Dr. Martin Luther King's "I Have a Dream" speech. After viewing the speech, ask students to review the values ring of their Personal Profile (Bull's Eye Chart) on My10yearPlan.com or in their *Workbook and Portfolio*.

Working in small cooperative groups, ask students to identify the value categories referenced in the speech. There are no right or wrong answers; only *their* answers.

Once groups identify the values they hear in the speech, each group chooses one value from the speech to present to the class, justifying their choice. Since groups may identify similar values, the teacher may need to decide which group presents a particular value. The speech references every value area outlined in *Career Choices*, pp. 36-37, so it shouldn't be difficult to arrange for each group to present a different value. Naturally, not everyone will identify all the same values, which makes this activity interesting.

Extra credit:

Ask students to write their own "I Have a Dream" speech to be presented during a future class period. These speeches should become part of the student's portfolio, and this activity can be used as a cross-curricular grade in their English class. Since students are free to identify their own "dreams," this lesson is easy to personalize.

Grade Level and Discipline:

10th Grade English/Language Arts

Academic Standard:

Read and interpret grade level appropriate literature.

Deliver responses to literature.

Read and respond to literature

Analyze the ways in which irony, tone, mood, promotes the author's style.

Relate literary works and authors to the major themes and issues of their eras.

Freshman Transition Standard:

The students learn to project into the future and to understand the consequences of their actions and the choices made today.

Visualize and describe the adult life they envision.

Identify the choices and actions that could impede a successful transition to adulthood.

Original Career Choices Activity:

Envisioning Your Future

Career Choices, p. 14

Workbook and Portfolio, p. 6

Brief Overview of Original Activity:

Students originally wrote a paragraph outlining an early, possibly embryonic, vision of a successful future self.

Description:

Students read "Walter Mitty" by James Thurber (*Possibilities*, pp. 11-18). If students already covered "Walter Mitty," then review the story in class or view the movie *Walter Mitty* starring Danny Kaye.

After reading "Walter Mitty," students review their "Envisioning the Future" paragraph either on My10yearPlan.com or in their *Workbook and Portfolio*.

Ask students to write autobiographical short story from the perspective of their 29-year-old self, making any necessary updates to the "Envisioning the Future" paragraph written during their freshman year.

The class may gain inspiration for their writing by listening to Brad Paisley's song "My Letter to Me." The song is a perfect fit with the "Envisioning the Future" paragraph and "future self" short story.

Grade Level and Discipline:

Chemistry

Academic Standard:

Students will apply their knowledge and skills to evaluate logical information.

Students will compare, contrast, and analyze skills, information, and structures.

Students will know the role of chemistry outside the classroom.

Freshman Transition Standard:

The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming identity achieved.

The student analyzes the effect of personal interest and aptitudes upon educational and career planning

Original Career Choices Activity:

Transferable Skills Chart and My Resume

Career Choices, pp. 246 and 253

Workbook and Portfolio, pp. 109 and 111

Brief Overview of Original Activity:

Students developed a resume and created a listing of skills they currently have that are transferable to different occupations or fields.

Description:

On the first day of class, students are given a sample functional resume. The instructor reviews what a resume is and why it is important to keep it up to date.

Students create a personal resume that outlines the basic skills they have today. They can begin with the resume stored on My10yearPlan.com or in their *Workbook and Portfolio*. Many skills and abilities were identified during their freshman year in completing their Personal Profile (Bull's Eye Chart), so they can start by reviewing that updating that list.

Students are asked, "What skills have you mastered in this class?" The teacher may need to help students think "outside the box" in order identify the skills that would be considered transferable. For instance, if a student successfully completes a lab assignment as part of a cooperative work group, they called upon certain interpersonal skills in addition to their chemistry skills.

This activity can be repeated throughout the course as appropriate, with each student adding to their functional resume each time.

Please note: Teachers in any discipline could implement this activity, providing students with an ongoing activity that includes skills identified from all classes.

Grade Level and Discipline:

Geography

Academic Standard:

Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Freshman Transition Standard:

The student demonstrates the skills to locate, analyze, and apply career information.

The student knows the effect change has on society and career opportunities.

The student can apply the skill sets required to succeed both in the classroom and the workforce.

Original Career Choices Activity:

Chapter Four – The Budget Activity

Career Choices, p. 77

Workbook and Portfolio, p. 32

Brief Overview of Original Activity:

In their freshman year, students completed an idealized budget for the hypothetical family and lifestyle they envision when they reach age 29.

Description:

Students review the decisions and selections made in the development of their freshman year budget, updating anything related to their Family Profile.

After reviewing the original budget, students describe where they want to live, not using traditional labels (e.g., city, state, country) but by describing the locale in geographical terms (e.g., climate, terrain, agriculture, time zone, etc.).

For example: in the south, near water but in the mountains, rural, central time zone, four distinct seasons, easy access to major metropolitan area.

Once students describe where they want to live, they are asked to investigate various locations throughout the country or the world, identifying at least three alternative places that meet their criteria. Students then rank the places they discovered along with their original choice in order of their personal preference.

Extra credit:

To extend this assignment, each student researches the locations that meet their criteria, outlining the local economy, major industries, cost of living, educational institutions, churches, recreation, etc. Would this additional information impact their original rankings?

Grade Level and Discipline:

11th Grade U.S. History

Academic Standard:

Write historical investigation reports.

Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

Analyze historical information for similarities and differences.

Make effective use of descriptions of appearance, image, perspectives, and sensory details.

Freshman Transition Standard:

Visualize and describe the adult life they envision.

Reflect on and write a personal definition of success.

Assess unique traits, passions, values, personalities, strengths and weaknesses.

Original Career Choices Activity:

Your Personal Profile – Values

Career Choices, p. 27

Workbook and Portfolio, p. 11

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations. For this activity, students focus on the values portion of their Bull's Eye Chart.

Description:

Students begin by making sure the values section of their Bull's Eye Chart is current, adding any information they've discovered since they last worked with the chart.

Politics are generally values-oriented, so the study of U.S. history presents an opportunity for students to re-evaluate the "Work Values Survey" and consider the importance of values in the history of our country.

Students are asked to choose a person who impacted U.S. history, research that person, and then speculate as to what that person's three strongest values might have been using the values categories listed in *Career Choices*, pp. 36-37.

Students review their own identified values either on My10yearPlan.com or in their *Workbook and Portfolio*. Students write a paper comparing and contrasting their own values with those of the historical figure they chose.

Extra credit:

Students rewrite a segment of history and theorize how life now might be different if the historical figure they chose had different values. Possible choices: Sacagawea, Abraham Lincoln, Sojourner Truth, John Wilkes Booth, Jane Addams, Eli Whitney, Patrick Henry, George Washington, Florence Nightingale, Paul Revere, Captain John Smith, Betsy Ross.

Grade Level and Discipline:

12th Grade Social Studies/History

Academic Standard:

Students analyze the elements of the U.S. labor market in a global setting.

Students analyze the elements of America's market economy in a global setting.

Students analyze the aggregate economic behavior of the U.S. economy.

Freshman Transition Standard:

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

The student recognizes the impact of career choice on personal lifestyle.

The student knows the effect change has on society and career opportunities.

Original Career Choices Activity:

Career Alternatives

Career Choices, pp. 227

Workbook, pp. 101

Brief Overview of Original Activity:

Students completed a Career Alternatives Ladder outlining various occupations within a particular field of study or industry but with varying degrees of education or training. They began with a job that required no high school diploma and worked their way through an occupation requiring a doctoral or professional degree.

Description:

Show students the "Did You Know?" video clip, followed by a class discussion.

http://www.teachertube.com/view_video.php?viewkey=799aaa845e1c2e8a762b

This clip predicts that your students will average 13 different jobs prior to their 38th birthday. Remind students that many people use the word "job" and "career" interchangeably. Have the class discuss the differences between the two.

Discuss the impact of globalization on our economy and our way of life. Be sure to discuss the negatives and positives of this issue. Ask students if they know someone who lost their job or had to make major changes in their life as a result of the global economy. Does anyone have an example of how the global economy benefits people?

Ask students to review the Career Alternatives Ladder they completed on in their *Workbook and Portfolio* or on My10yearPlan.com. Divide students into small groups to discuss the industries they used in their Career Alternatives Ladder. Groups brainstorm a list of jobs in those industries that could be impacted by globalization.

Have each group choose two jobs from their brainstormed list and identify the skills necessary for these jobs. What are some alternative careers for a person with these skills either in the same industry or in another industry? Is additional education and training needed?

Grade Level and Discipline:

Algebra I

Academic Standard:

Students analyze the need for data collection and obtain data to make decisions.

Students will select and communicate information in an appropriate format.

Freshman Transition Standard:

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

Original Career Choices Activity:

Chapter Four – The Budget Activity

Career Choices, p. 89

Workbook and Portfolio, p. 40

Brief Overview of Original Activity:

In their freshman year, students completed an idealized budget for the hypothetical family and lifestyle they envision when they reach age 29. This activity focuses on the Savings line item of that budget.

Description:

Students need to understand the very real role algebra plays in the “real world,” while visualizing life situations in which math can be a powerful problem-solving tool.

In an effort to explore this in their own lives, students will be asked to use their knowledge of basic math and algebra to prove or disprove the following:

The National Bankruptcy Court contends that a student who deposits \$2,000 in savings on their 18th birthday and then deposits \$2,000 each year until their 55th birthday, will be a millionaire.

Using an average current interest rate, set up appropriate math equations to prove or disprove this theory.

Once they’ve explored the basic formulas needed, students review the monthly savings amount outlined in the original budget activity. Using this amount, students multiply this by 12 and use the resulting figure as their new annual deposit amount. They complete the same process outlined above, but using 29 as the starting age rather than 18. Students then compare the results of the two different savings plans. Allow time for students to update their monthly savings line item in the budget based on their findings.

Grade Level and Discipline:

12th Grade English/Language Arts

Academic Standard:

Students will write reflective compositions.

Students will research and gather informative information.

Students will write job applications and resumes.

Freshman Transition Standard:

The student knows the process for career planning and educational preparation.

The student demonstrates the skills to locate, analyze, and apply career information.

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

The student recognizes the impact of career choice on personal lifestyle.

The student knows the effect change has on society and career opportunities.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)

Career Choices, p. 27

Workbook and Portfolio, p. 11

Career Interest Survey

Career Choices, pp. 150-151

Workbook and Portfolio, pp. 68-69

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations. The Career Interest Survey outlines a series of questions and issues for consideration in completing research to aid in comparing various career interest areas.

Description:

Students revisit the outline for the Career Interest Survey. As seniors these students are finalizing their career and education plans. This assignment may help affirm decisions they are making, but it also challenges them to write in support of something for which they may have very little enthusiasm.

Students investigate two careers using technology (e.g., CareerChoices.com) to help answer each of the questions outlined in the Career Interest Survey. One career is something the student already explored, so their research focuses on new insights or information. The second is (1) a career the student doesn't know enough about to determine if they would like it or (2) a career the student rejected as a possibility prior to doing any research.

Once the information gathering is complete, the student prepares two resumes (one for each career) as if actively seeking employment in the field. The information on each of these resumes is drawn from the student's Personal Profile (Bull's Eye Chart) 10-year plan created in Chapter Twelve.

Grade Level and Discipline:

Algebra 1

Academic Standard:

Students add, subtract, multiply, and divide monomials and polynomials.

Students will solve multi-step problems, including word problems.

Students apply algebraic techniques to solve problems.

Freshman Transition Standard:

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

The student recognizes the impact of career choice on personal lifestyle.

Original Career Choices Activity:

Chapter Four – The Budget Activity

Career Choices, p. 80

Workbook and Portfolio, p. 34

Brief Overview of Original Activity:

In their freshman year, students completed an idealized budget for the hypothetical family and lifestyle they envision when they reach age 29. This activity focuses on the Transportation line item of that budget.

Description:

Students review the budget they created, looking specifically at the vehicle they chose.

Students select three vehicles they might consider purchasing, possibly including the selection they made in their original budget. Using newspaper advertisements or internet resources, students gather information on each of the vehicles.

Students then create a spreadsheet to compare the three vehicles. The spreadsheet should consist of column headings for:

- Year
- Make
- Model
- Mileage
- Price
- Other options, if appropriate

Students research loan interest rates, including this information on their spreadsheet (e.g., 3-year term, 5-year term, 7-year term).

Students develop a formula to calculate payments for each vehicle for each of the loan options, outlining the total costs (i.e., principal and interest) for each vehicle purchase under each loan option.

As a class, discuss the process. Students are allowed time to update the Transportation line item of their budget.

Grade Level and Discipline:

Algebra 2

Academic Standard:

Students will recognize and use connections among mathematical ideas.

Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

Students will recognize and apply mathematics in contexts outside of the math class.

Freshman Transition Standard:

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

The student recognizes the impact of career choice on personal lifestyle.

The student knows the effect change has on society and career opportunities.

Original Career Choices Activity:

Chapter Four – The Budget Activity

Career Choices, p. 80

Workbook and Portfolio, p. 34

Brief Overview of Original Activity:

In their freshman year, students completed an idealized budget for the hypothetical family and lifestyle they envision when they reach age 29. This activity focuses on the Transportation line item of that budget.

Description:

Discuss concerns about rising fuel costs. Knowing that all students are anxious to drive and own a vehicle, the rising cost of operating a vehicle is of great interest.

Students review the budget they created, looking specifically at the vehicle they chose. They select one additional vehicle they might consider purchasing for comparison.

Students should consider various design features of their chosen vehicles in order to formulate a hypothesis about the fuel efficiency.

Next, students investigate the fuel efficiency of their chosen vehicles. Are there features that make this vehicle more or less fuel-efficient? Are there modifications that could be made to increase the fuel efficiency?

Students create a spreadsheet showing the difference in fuel efficiency between the two vehicles. This could be a basic mile per gallon illustration between the two. Students are allowed time to update their vehicle choice in their budget activity.

If your library has past issues of *Consumer Reports* or similar publications, students can consider popular vehicles from past decades. Students can add a vehicle from yesteryear to their chart for comparison. How much would it cost to operate that vehicle today given current fuel costs? How much would it cost to operate a modern vehicle if fuel costs had remained static since the older car was first manufactured?

Grade Level and Discipline:

Basic Math

Academic Standard:

Students will describe and demonstrate the need for data and obtain data to make decisions.

Students will select and use the appropriate technology for a task.

Students will select, format, and communicate information.

Freshman Transition Standard:

The student learns to project themselves into the future and to understand the consequences of their actions and the choices made today.

The student recognizes the impact of career choice on personal lifestyle.

The student analyzes the effect of personal interest and aptitudes upon educational and career planning.

The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

Original Career Choices Activity:

Your Education and Training 10-Year Plan

Career Choices, pp. 270-272

Workbook and Portfolio, pp. 116-118

Brief Overview of Original Activity:

The culmination of your students' earlier experience with *Career Choices* was the development of a 10-year education and career plan.

Description:

Students take a quick trip down memory lane as they review the information from their *Workbook and Portfolio* or on My10yearPlan.com as to their education and training plans for the future.

Students choose three careers in which they have an interest in. The first is something they would be qualified to do upon graduating from high school. The second is an occupation they would be qualified for after two years of education and/or training. The third possibility is a career that requires long-term education and training.

Students compare wages (i.e., annual gross wages and annual net wages) for these three possible careers. Students take the resulting annual wages (both gross and net) and convert them to monthly wages.

Students are allowed time to update the education and training outlined in their 10-year plan as appropriate.

Grade Level and Discipline:

Biology

Academic Standard:

Students know and recognize variation within a species.

Students know and recognize the role of skin.

Students know how to recognize and record data.

Freshman Transition Standard:

The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming, identity-achieved.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)

Career Choices, p. 27

Workbook and Portfolio, p. 11

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations.

Description:

This activity emphasizes that we are all different but that there are also shared characteristics.

The use of apples provides a visual to go along with our knowledge; several types of apples should be available (e.g., Red Delicious, Granny Smith, McIntosh, Golden Delicious, etc).

Students are divided into cooperative learning groups using the information found in Chapter 2 of *Career Choices*, especially the work behavioral styles.

Each group is given a number of apples that differ in type, size, color, ripeness, etc. Each group examines their apples and compiles information outlining the differences in the apples and the common elements of the apples. Students can measure the apples or even cut them in pieces. The main objective is for students to recognize the commonalities and the differences in the apples.

While still working in their groups, students revisit their Personal Profile (Bull's Eye Chart), making a list of commonalities and differences within their cooperative learning group. In other words, the commonalities and differences in people.

While the students eat the apples, re-emphasize that many people, especially adults, categorize all teenagers as being the same (or maybe all females or all males or all persons of a different race, etc.). The discussion helps students realize why such categorization might be unfair and even cause harm.

Grade Level and Discipline:

12th Grade English/Language Arts

Academic Standard:

Students will write autobiographical or biographical narratives.
Students will write job applications and resumes.
Students will use effective and interesting language.
Students will listen and gather information.

Freshman Transition Standard:

The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming, identity-achieved.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)
Career Choices, p. 27
Workbook and Portfolio, p. 11
Your Education and Training 10-Year Plan
Career Choices, pp. 270-272
Workbook and Portfolio, pp. 116-118

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations. The culmination of your students' earlier experience with *Career Choices* was the development of a 10-year education and career plan.

Description:

Students review their *Career Choices* activities in their *Workbook and Portfolio* My10yearPlan.com. Each student is paired with another student, the task being to conduct an informational interview of their classmate. The interviews are used in compiling a class directory.

Before starting the interviews, the entire class brainstorms the questions they feel are most appropriate and informative. Everyone asks these same questions of their subject. Once the information is gathered, each student writes a short biographical paragraph about the person they interviewed. These paragraphs are compiled in a class directory, which would be a great element for the 25th Class Reunion Booklet in *Possibilities* (pp. 279-283).

Possible questions:

- How old are you?
- How many children are in your family?
- Who makes up your household?
- What are your hobbies?
- What is your favorite type of music?
- What is your favorite movie?
- Do you have pets?
- What are your plans for the future?

Extension Idea:

In future years, the same questions could be sent as a pre-reunion questionnaire. Responses could be compiled and included in the reunion materials alongside the students' original responses.

Grade Level and Discipline:

12th Grade Social Studies

Academic Standard:

Students will select the needed data and obtain data to make decisions.

Students will select and communicate information in an appropriate format.

Freshman Transition Standard:

The student recognizes the impact of career choice on personal lifestyle.

The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

Original Career Choices Activity:

Chapter Four – The Budget Activity

Career Choices, pp. 77, 87

Workbook and Portfolio, pp. 32, 38

Brief Overview of Original Activity:

In their freshman year, students completed an idealized budget for the hypothetical family and lifestyle they envision when they reach age 29. This activity focuses on the Vacation line item of that budget.

Description:

Students are asked to revisit their budget results for the vacation line item from Chapter Four in *Career Choices*.

Students can work in small cooperative learning groups of students with similar interests to complete the research needed.

Each student plans a cross-country trip for their future family detailing where stops will be made and why; how long they will stay at any particular location; what there is to see and do; the history behind each stop; how much it will cost, etc.

As students practice their budgeting skills, they will also learn local, state, and national history; how to read a map; geography, etc. Members of the group can share research, but calculations should be done individually and should reflect each student's family profile.

Grade Level and Discipline:

12th Grade English/Language Arts

Academic Standard:

Students demonstrate competence in general reading and responding skills.
Students know the defining characteristics of a variety of informational texts.

Freshman Transition Standard:

The student recognizes the impact of career choice on personal lifestyle.
The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)
Career Choices, p. 27
Workbook and Portfolio, p. 11

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations.

Description:

Students are asked to review their Bull's Eye Chart information in their completed *Workbook and Portfolio* or My10yearPlan.com. Students update their personal information, as appropriate.

Prior to this activity, ask students to identify their favorite book and bring it to class on the day of this exercise, if possible.

Students begin by writing a personal descriptive paragraph detailing the information found in their Bull's Eye Chart. Next, students write a descriptive paragraph summarizing their favorite book.

Post the personal paragraphs on one wall or bulletin board in the room. Post the book summaries on a different wall or bulletin board.

Students are given time to review all of the posted information. Once students have returned to their seats, read the book summaries aloud and allow students to guess which "favorite book" description belongs to which student.

This activity is followed by a session during which the class brainstorms answers to the following questions:

- How do you decide what books to read?
- How often do you read books outside of school?
- What is the value of reading books for pleasure?
- How might reading a book help in areas outside of school?
- How do your personal traits, like those from your Bull's Eye Chart, impact what type of books you read?

Grade Level and Discipline:

11th Grade English/Language Arts

Academic Standard:

Students demonstrate competence in general reading and responding skills.
Students know the defining characteristics of a variety of informational texts.

Freshman Transition Standard:

The student recognizes the impact of career choice on personal lifestyle.
The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction.

Original Career Choices Activity:

Your Personal Profile (Bull's Eye Chart)

Career Choices, p. 27

Workbook and Portfolio, p. 11

The Bull's Eye Chart (Chapter 2) with updated interests and skills the student has identified with in the activities in *Career Choices*

Brief Overview of Original Activity:

The Bull's Eye Chart is a visual organizer that helps students identify and track the components of their unique self—their passions, values, personality, strengths, skills, aptitudes, roles, occupations, and vocations.

Description:

Students develop a flyer to “market” themselves using the characteristics identified by their Bull's Eye Chart. The marketing flyer should highlight their positive characteristics and should emphasize attributes that would make them more appealing to a perspective employer or recruiter. The flyer should include both text and graphics/illustrations.

Before developing their flyer, students revisit their Bull's Eye Chart and make any updates or changes that may have occurred since their original activity.

After developing their flyer, students are asked to make an oral presentation explaining their marketing flyer.

This activity emphasizes writing, reading, and communication skills while providing an opportunity for practicing presentation skills, hopefully, building self-confidence. It also helps students recognize their positive traits, which is difficult for many.

For additional writing practice, students review the text from their flyer and condense it, distilling the information to create a classified ad that could “market” them in a concise text-only format.