

HOOSAC VALLEY HIGH SCHOOL SCHOOL COUNSELOR CURRICULUM MAP

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8th Grade

Learning Styles			
Lesson Description: Students will complete a learning style assessment to discover their own personal learning style and how it relates to their education and future.			
Visits	Essential Questions	Skills and Content	Activities /Assessments
2 Class Visits	<ul style="list-style-type: none"> ● What is my learning style? ● How can I become a stronger learner? 	<ul style="list-style-type: none"> ● Awareness of learning styles ● Discover personal learning styles ● Understanding the importance of your learning style and how it relates to the classroom <p style="text-align: center;">MASCA Competencies A2-4: Critical thinking skills to use and evaluate information effectively PS1-2: Skills in relating individual learning style, interests, abilities, and aptitudes</p>	<ul style="list-style-type: none"> ● Learning Style Assessment ● Worksheet #1 ● Career Cruising

*Worksheet #1

Matchmaker and My Skills			
Lesson Description: Students will complete a Matchmaker assessment and a My Skills assessment to discover their interests and skills and how they relate to careers. Students will learn if the careers that they like are aligned with their skills and interests.			
Visits	Essential Questions	Skills and Content	Activities /Assessments
2-3 Class Visits	<ul style="list-style-type: none"> ● What are my career interests? ● What are my skills? ● Do I have the skills and interests needed for the career that I like? 	<ul style="list-style-type: none"> ● Discover personal skills and interests ● Researching and comparing careers <p style="text-align: center;">MASCA Competencies A2-4: Critical thinking skills to use and evaluate information effectively A4-1: Knowledge of the benefits of education for career and life management W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>) W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests W2-1: Exploratory attitudes and skills essential</p>	<ul style="list-style-type: none"> ● Matchmaker Assessment ● My Skills Assessment ● Worksheet #2 ● Career Cruising

Careers that Interest Me

Lesson Description: Students will research careers based on the matchmaker results. Students will compare and analyze their top two careers of interest to determine if they would like to pursue them in the future or if they would like to explore other pathways.

Visits	Essential Questions	Skills and Content	Activities /Assessments
2-3 Class Visits	<ul style="list-style-type: none"> What careers am I interested in? Do I know what I would like to do after high school? 	<ul style="list-style-type: none"> Identify top two careers of interest Analyze different careers to determine life long goals <p>MASCA Competencies</p> <p>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</p> <p>A2-4: Critical thinking skills to use and evaluate information effectively</p> <p>A3-1: Knowledge of how education and work relate to economic and societal needs and functions</p> <p>A4-1: Knowledge of the benefits of education for career and life management</p> <p>W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>)</p> <p>W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>) at home, at school, at work, and in the community</p> <p>W2-1: Exploratory attitudes and skills essential to an identity as a lifelong learner</p>	<ul style="list-style-type: none"> Worksheet #3B My Plan – My Saved Careers Career Cruising

Schools that Interest Me

Lesson Description: Students will research schools and programs related to their career interest.

Visits	Essential Questions	Skills and Content	Activities /Assessments
1 Class Visit	<ul style="list-style-type: none"> Which schools have programs related to my career interest? What education do I need to pursue my career interest? 	<ul style="list-style-type: none"> Research and identify which schools have programs related to career interest Understanding what type of education is needed to pursue the career I like <p>MASCA Competencies</p> <p>A1-3: Skills in locating and using information resources for research</p>	<ul style="list-style-type: none"> Worksheet #4 My Plan – My Education Career Cruising

		(e.g., libraries, Internet) A2-4: Critical thinking skills to use and evaluate information effectively A4-1: Knowledge of the benefits of education for career and life management W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>)	
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*Worksheet #4

9th Grade

Getting to Know You			
Lesson Description: Students will learn the different expectations of Hoosac Valley, future employers, colleges, etc. Students will learn the importance of planning for their future.			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
September 1 Class Visit	<ul style="list-style-type: none"> Who is my school counselor? What can my school counselor do for me? What are the graduation requirements? What is a transcript? Why is planning my future important? 	<ul style="list-style-type: none"> Ability to identify Hoosac Valley Graduation Requirements Ability to differentiate and dissect transcripts Awareness of future pathways 	<ul style="list-style-type: none"> Analysis of sample transcripts Pre and Post Assessment

* Materials: PowerPoint, Pre + Post Assessment, sample transcripts

Interest Profiler			
Lesson Description: Students will identify careers that match their top interests such as social, artistic and investigative. Students will then learn how to explore careers.			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
November 1 Class Visit	<ul style="list-style-type: none"> How can I know what type of career is right for me? What role might my interest type play in determining a good career fit? What type of education and training is needed in order to pursue the kind of career that interests me? 	<ul style="list-style-type: none"> Ability to identify interests Awareness of major career clusters Ability to identify training and education needed for specific types of work Research skills <p style="text-align: center;">MASCA Competencies</p> <p>A2-4: Critical thinking skills to use and evaluate information effectively A4-1: Knowledge of the benefits of education for career and life management W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future</i>)</p>	<ul style="list-style-type: none"> Completed MassCIS self-assessment Analysis of MassCIS results Interest Profiler Worksheet

		<i>orientation</i> W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests W2-1: Exploratory attitudes and skills essential to an identity as a lifelong learner	
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* Materials: computers, MassCIS, Interest Profiler Worksheet

Introduction to College

Lesson Description: Students will learn how to navigate the college board website in searching for colleges that best meet their needs. Additionally, students will learn the difference between the following categories: safety, match and reach schools. This will help them to determine which of the categories the schools they like fall into.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
March 1 Class Visit	<ul style="list-style-type: none"> What characteristics do I want in a college? What do I bring to the table? How do I find the right college for me? What is the different between a safety, match and reach school? 	<ul style="list-style-type: none"> Ability to navigate the College Board search tool Research skills <p style="text-align: center;">MASCA Competencies</p> A1-2: Technical and technological skills A1-3: Skills in locating and using information resources for research (e.g., <i>libraries, Internet</i>) A4-1: Knowledge of the benefits of education for career and life management A4-2: Knowledge of the benefits of education for personal and professional satisfaction W1-1: Skills in the planning process (<i>focusing on the importance of preparation and future orientation</i>) W2-2: Knowledge of how and where to access career and labor market information	<ul style="list-style-type: none"> Students will create an account on collegeboard.org.

*Materials: computers, Username Log

Activities and Experiences (Resume Building)

Lesson Description: Students will identify hobbies, extracurricular activities, and volunteer work to start building their resume.

Visits	Essential Questions	Skills and Content	Activities /Assessments
2 Class Visit	<ul style="list-style-type: none"> What is a resume? How do I build a resume? 	<ul style="list-style-type: none"> Identifying activities and experiences Using Career Cruising to start building their resume Skills in developing a resume 	<ul style="list-style-type: none"> My Plan – My Activities and Experiences

10th Grade

College and Career

Career Cluster and Reality Check

Lesson Description: Students will learn about careers that they are interested in. Students will learn about the education necessary for the career, annual salary, etc. Students will learn how much it will cost to live their ideal life style by completing a "reality check" survey

Month/Visit	Essential Questions	Skills and Content	Activities /Assessments
January 2 Class Visits	<p>Lesson 1:</p> <ul style="list-style-type: none"> • What types of careers am I interested in? • What kind of training and schooling does it take to have the career that I want? <p>Lesson 2:</p> <ul style="list-style-type: none"> • How much does it cost for me to live my ideal life style 	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Students will understand the career inventory process by answering a series of questions • Students will be able to explore the different career clusters that match up for every student <p>Lesson 2:</p> <ul style="list-style-type: none"> • Students will complete the "reality check" and see how much it will cost for them to live out their idea life style <p style="text-align: center;">MASCA Competencies</p> <p>A1-1: Flexible, higher order thinking skills A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet) A2-4: Critical thinking skills to use and evaluate information effectively A3-1: Knowledge of how education and work relate to economic and societal needs and functions A3-2: Skills in applying economic and societal information to personal and career management A4-1: Knowledge of the benefits of education for career and life management W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests W2-1: Exploratory attitudes and skills essential to an identity as a lifelong learner</p>	<ul style="list-style-type: none"> • Understanding the MASSCIS website • Leaving with the knowledge of what career clusters match up to their personality • Understanding what the cost of their life style looks like • Exit Ticket

*Computer Lab

What pathway do you want to take?

Lesson Description: Students will identify what pathway that want to take when they leave high school. Pathways include but are not limited to two/four year college, work force, military, etc. Students will be conducting research on the pathway that they are interested in and identify indicators as to why they selected this pathway.

Month/Visit	Essential Questions	Skills and Content	Activities /Assessments
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<p>March 2 Class Visits</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • What type of pathway am I interested in? <p>Lesson 2:</p> <ul style="list-style-type: none"> • What type of pathway am I interested in? • What are the benefits for each pathway that I could consider? 	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Understanding the multiple pathways students can explore including two/four year colleges, vocational school, work force, and military • Understanding the brief benefits that each pathway has <p>Lesson 2:</p> <ul style="list-style-type: none"> • Students will identify what pathway that want to take including but not limited to: • Once students identify what pathway that are interested in, they will conduct their research <ul style="list-style-type: none"> o Four-year college – Where do you want to be? What major are you interested in? o Two year college – what major are you interested in? Are you looking to apply to a four-year college later down the road? Are you interested in a specific certificate program o Vocational School – what trade are you interested in? Why? What job would you like to pursue with the trade? o Work Force – what kind of a job are you interested in? Hands on? Computer Based? o Military – what branch are you interested in? Why? <p>MASCA Competencies</p> <p>A1-1: Flexible, higher order thinking skills</p> <p>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</p> <p>A2-4: Critical thinking skills to use and evaluate information effectively</p> <p>A3-1: Knowledge of how education and work relate to economic and societal needs and functions</p> <p>W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)</p> <p>W1-3: Skills and strategies for effective decision-</p>	<ul style="list-style-type: none"> • Identify what path students are interested in • Conduct research around the path that the student is interested in • Be able to identify four indicators as to why they are considering this pathway • Exit Ticket
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		<p>making (including rational, intuitive and consultative styles) at home, at school, at work, and in the community</p> <p>W1-4: Skills in evaluating career plans and decisions in relation to aptitudes, values, and interests</p> <p>PS1-2: Skills in relating individual learning style, interests, abilities, and aptitudes</p>	
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*Lesson 1: Classroom Visit with PowerPoint *Lesson 2: Computer Lab

11th Grade

Welcome to Junior Year

Lesson Description: The purpose of this lesson is to make students aware of their expectations junior year in regards to college and career preparation. This lesson will review details including the timeline, the players, and strategies. After the lesson students will be able to understand every step in the application process as well as all components of the application process.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
September 1 Class Visit	<ul style="list-style-type: none"> What should I be doing during my junior year? 	<ul style="list-style-type: none"> Familiarity with the college application components Familiarity with the junior year expectations Exposure to the college search process Introduction to standardized testing, letters of recommendation, etc. <p style="text-align: center;">MASCA Competencies</p> <p>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</p> <p>A2-3: Organizational skills for academic/technical and career success</p> <p>A4-1: Knowledge of the benefits of education for career and life management</p> <p>W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)</p> <p>PS1-3: Knowledge and skills for personal responsibility and self-determination</p>	<ul style="list-style-type: none"> Pre and Post Assessment

*Materials: PowerPoint, Pre and Post Assessment, Related Handouts (outlined in the lesson plan)

The College Search

Lesson Description: Students will have learned the basics of the college search. The purpose of this lesson is to assist students in conducting a detailed college search. Students will learn how to navigate the college board search tool and produce a list of 2-3

college of interest within each of the 3 categories; safety, match and reach.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
October 2 Class Visits	<ul style="list-style-type: none"> • What type of college is right for me? • How do I find the right college for me? • What is the different between a safety, match and reach school? 	<ul style="list-style-type: none"> • Ability to navigate the college board search tool • Introduction to a variety of schools • Ability to identify which schools are safety, match or reach. • Research skills <p>MASCA Competencies A1-2: Technical and technological skills A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet) A2-4: Critical thinking skills to use and evaluate information effectively W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation) W1-3: Skills and strategies for effective decision-making (including rational, intuitive and consultative styles) at home, at school, at work, and in the community PS1-3: Knowledge and skills for personal responsibility and self- determination</p>	<ul style="list-style-type: none"> • Students will determine the characteristics they want in a school. • Conduct the College Board college search. • Generate a list of safety, match and reach schools and identify 2-3 schools in interest within each category. • College Board Questionnaire Worksheet

*Materials: Computers, College Board Search Tool, College Board Questionnaire

PSAT Results

Lesson Description: The purpose of this lesson is to distribute PSAT results to students. Students will learn how to interpret their scores and use the information to study for the SAT.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
December 1 Class Visit	<ul style="list-style-type: none"> • How did I do on the PSAT's? • What do my results mean? 	<ul style="list-style-type: none"> • Familiarity with the content of the PSAT Results • Understand how to interpret the scores • Ability to create a personalized study guide via the Khan Academy 	<ul style="list-style-type: none"> • Students will review their individual results

* Materials: Score sheets for all students and PSAT Results Informational Handout

Financial Aid

Lesson Description: Students will learn how to dissect financial aid information. Students will learn ways to save and learn how to research scholarships.

Month/Visit	Essential Questions	Skills and Content	Activities /Assessments
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February 1 Class Visit	<ul style="list-style-type: none"> How do I determine the cost of college? How can I afford college? What can I do to help alleviate the cost of college? 	<ul style="list-style-type: none"> Familiarity with the different types of financial aid Understand how to use the FAFSA Forecaster Ability to identify ways to save money Introduction to Raise.me Research skills: scholarships <p>MASCA Competencies</p> <p>A2-2: Mathematical life skills for time and money management</p> <p>A3-1: Knowledge of how education and work relate to economic and societal needs and functions</p> <p>A3-2: Skills in applying economic and societal information to personal and career management</p> <p>W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>) at home, at school, at work, and in the community</p> <p>W3-1: Knowledge of the concept and value of performance ratings</p>	<ul style="list-style-type: none"> Create an account on Raide.me Research scholarships Practice use of the FAFSA Forecaster Exit Ticket

*Materials: Computers, related handouts (outlined in the lesson plan)

ACCUPLACER Preparation

Lesson Description: The purpose of this lesson is to familiarize students with the ACCUPLACER. The ACCUPLACER is a test designed to assess a student's readiness for college level courses. A student can place, as needed remedial courses, being ready for standard college courses or advanced college courses. Colleges use this information to place students appropriately.

Month/Visit s	Essential Questions	Skills and Content	Activities /Assessments
March 1 Class Visit	<ul style="list-style-type: none"> Am I read for college-level work? 	<ul style="list-style-type: none"> Familiarity with the purpose and importance of taking the ACCUPLACER. Familiarity with ACCUPLACER content and procedures. 	<ul style="list-style-type: none"> Students will take the ACCUPLACER at Hoosac.

*Materials: ACCUPLACER information sheet, Sign-up Sheet

The College Application + Recommendation Letter

Lesson Description: Students will have the opportunity to start the common application. The goal is to alleviate senior year tasks. Students will also be given a refresher regarding letters of recommendations. Counselors will help students select staff members to ask. In the past students have had a hard time identifying and approaching writers.

Month/Visit	Essential Questions	Skills and Content	Activities /Assessments
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April 1 Class Visit	<ul style="list-style-type: none"> • What is the common application? • What are the steps required to complete the common application? • Who should I ask to write me a letter of recommendation? • How do I ask for a letter of recommendation? 	<ul style="list-style-type: none"> • Ability to create a Common Application Account • Exposure to the different Common Application components • Ability to add colleges to the Common Application list <p>MASCA Competencies</p> <p>A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet)</p> <p>A2-3: Organizational skills for academic/technical and career success</p> <p>A4-1: Knowledge of the benefits of education for career and life management</p> <p>W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation)</p> <p>PS1-3: Knowledge and skills for personal responsibility and self-determination</p> <p>PS2-1: Skills in interacting positively with others at home, at school, at work, and in the community</p> <p>PS2-4: Knowledge of how positive behaviors and attitudes contribute to career success</p>	<ul style="list-style-type: none"> • Students will create an account. • Students will start filling out demographic information and adding colleges. • Common Application Username sheet

*Materials: Computers, related handouts (outlined in the lesson plan)

12th Grade

College Search/Applying to College			
Lesson Description: Students will continue the college search by logging on to their collegeboard.org accounts. Students will be able to identify safety, midrange, and target schools as well as be able to narrow down what schools are a good fit for them. Students will record their data and save it to their College Board accounts.			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
September 1 Class Visit	Lesson 1: <ul style="list-style-type: none"> • How do I know what kind of college is right for me? • What do I do that differentiates me from other students? • What do I want to achieve in this search of colleges and careers? • Continuing the college search 	<ul style="list-style-type: none"> • Students will revisit the differences between safety, mid range, and target schools • Students will be able to identify what the colleges have to offer and if it falls within their wish lists • Students will be able to identify what the colleges have for requirements in order to apply 	<ul style="list-style-type: none"> • Students will continue to research different colleges and save it to their personal account on College Board. • Students will have saved schools that have fallen under the safety, midrange, and target categories. • By researching schools, students will be able to determine what

	<p>In addition to going into the classrooms, counselors will meet with students individually regarding their application process</p>	<ul style="list-style-type: none"> Students will be able to add additional colleges to their lists that they have previously saved MASCA Competencies <ul style="list-style-type: none"> A1-2: Technical and technological skills A1-3: Skills in locating and using information resources for research (e.g., libraries, Internet) A2-4: Critical thinking skills to use and evaluate information effectively W1-1: Skills in the planning process (focusing on the importance of preparation and future orientation) W1-3: Skills and strategies for effective decision-making (including rational, intuitive and consultative styles) at home, at school, at work, and in the community PS1-3: Knowledge and skills for personal responsibility and self-determination 	<p>they bring to the table to set themselves apart from other students</p> <ul style="list-style-type: none"> Exit ticket
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*Computer lab

Common Application Lesson			
Lesson Description: Students will revisit the common application and begin filling out the application or continue the process.			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
October 1 Class Visit	Lesson 1: <ul style="list-style-type: none"> Do I know what I want in a college? 	<ul style="list-style-type: none"> Students will understand the common application and the different elements that are part of the application Students will be able to fill out all parts of the application in order for submission to go through Students will have knowledge of the supplemental materials needed for each individual college (if any) 	<ul style="list-style-type: none"> Complete Common Application Complete College Essay (done in class – attach to application) Common Application

*Computer lab

Common Application Workshop			
Lesson Description: Students will meet in the computer lab after school and continue to work on filling out the common application.			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
October After school	Lesson 1: Have I filled out and answered all pertinent questions?	<ul style="list-style-type: none"> Students will continue to fill out the Common Application 	<ul style="list-style-type: none"> Students will log into their common applications and

		<ul style="list-style-type: none"> Students will have all information needed to fill out supplemental materials 	<p>continue working on the different sections that they may not have answered yet</p> <ul style="list-style-type: none"> Common Application
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*Computer lab

Post Secondary/College Planning Financing College			
Lesson Description: In the classroom, students will be presented with a PowerPoint going over topics of Financial Aid. Students will be introduced to the FAFSA website, types of aid, and how to save money for college			
Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
October 1 Class Visit	Lesson 1: <ul style="list-style-type: none"> How do I become familiar with Financial Aid? What types of aid are available for when I apply to college? How do I apply for this aid? How can I make college affordable? 	<ul style="list-style-type: none"> Students will become reintroduced to the FAFSA website Revisit the topics of the different types of financial aid including loans, grants, and scholarships Students will become familiar with the different types of standardized testing including MCAS, Accuplacer, SAT, and Advanced Placement Exams Understanding sticker price versus net cost <p>MASCA Competencies</p> <p>A2-2: Mathematical life skills for time and money management</p> <p>A3-1: Knowledge of how education and work relate to economic and societal needs and functions</p> <p>A3-2: Skills in applying economic and societal information to personal and career management</p> <p>W1-3: Skills and strategies for effective decision-making (<i>including rational, intuitive and consultative styles</i>) at home, at school, at work, and in the community</p> <p>W3-1: Knowledge of the concept and value of performance ratings</p>	<ul style="list-style-type: none"> Understand the FAFSA website Be able to relay the different types of aid that are available to students including grants, scholarships, and loans Be able to identify why standardized testing may come into play with Financial Aid Exit Ticket

* In the classroom - PowerPoint on Financial Aid

Lesson Description: Students will meet in the computer lab after school to continue working on their college applications and submitting them.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
December After school	Lesson 1: <ul style="list-style-type: none"> Have I filled out my application to the best of my ability? Are there supplemental questions that I need to gather information for before I answer the questions? 	<ul style="list-style-type: none"> Have the knowledge of all of the background information that is needed to fill out the college applications (ex: parent information, student information) Understand what supplemental material may be needed for each application that students fill out 	<ul style="list-style-type: none"> Students will convene in the computer lab to continue working on college applications that they have already started. Collegeboard.org accounts will be used to locate any saved information that students have saved from previous log ins College Applications

*Computer lab

Scholarship Workshop

Lesson Description: Students will meet in the main office conference room after school to work on filling out scholarships. Students will be directed to what they need for each scholarship including access to their SAT scores, transcript, if they need to write an essay, etc.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
January After school	Lesson 1: Have I applied to at least one scholarship? Do I have all of the supporting documents that I need to move forward with applying?	<ul style="list-style-type: none"> Understanding what is needed for each scholarship that they are applying for Ability to do the extensive research needed to seek out what scholarships they qualify for 	<ul style="list-style-type: none"> Students will convene in the computer lab with scholarships that they are interested in applying to Completed Scholarships

*Main Office Conference Room

Resume Writing Workshop

Lesson Description: Students will convene in the computer lab after school to learn how to put together a resume to reflect their education, abilities, skills, etc.

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
April After school	Lesson 1: Have I come up with a template for my resume? Does it include all necessary areas including my education, experience, activities, and references?	<ul style="list-style-type: none"> Understand what a resume document is Ability to document education, activities, etc. in the resume 	<ul style="list-style-type: none"> Students will convene in the computer lab to work on creating a resume that reflects what they have done over the course of their high school career Resume

*Computer lab

Job Application Workshop

Lesson Description: Students will be able to gather in the computer lab after school to fill out job applications

Month/Visits	Essential Questions	Skills and Content	Activities /Assessments
May After school	Lesson 1: <ul style="list-style-type: none"> ● Have I researched at least 3 potential jobs? ● Do I qualify for these jobs? 	<ul style="list-style-type: none"> ● Understand how to complete a job application and how to present oneself when job seeking ● Familiarity with process of seeking a work permit ● Familiarity with other methods of seeking out a job ● Understand the benefits and challenges of paid employment for high school students 	<ul style="list-style-type: none"> ● Complete at least 3 job applications ● Be able to have references for all jobs ● Job Application

*Computer Lab