

Orange View High School's 11<sup>th</sup> Grade Unit Plan

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### **Introduction**

In today's society, it is imperative that all of our students are able to make a direct correlation between what they are learning in school and how it relates to their career choices. Many students struggle to find this direct correlation themselves. In order to facilitate this process, I have created a unit plan that consists of the following topics: number of credits required to graduate from high school on time, how school relates to their career, and how to fill out a job application. These three topics will allow all students to gain the necessary knowledge that will encourage them to become successful not only in the workforce, but also within their communities.

### **Lesson Plans**

**Title of Lesson:** How to graduate on time? (55 minutes)

**Delivery Method:** classroom guidance

**Participants:** High school- 11<sup>th</sup> grade students

**Outcomes or Standards:**

B-LS 3. Use time management, organizational and study skills.

B-LS 7. Identify long- and short-term academic, career and social/emotional goals.

**Indicators:** IV-B-1c. Demonstrates classroom management and instructional skills. IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals. IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum. IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility.

**Learning Objectives:**

1. Students will learn about the academic requirements for high school graduation.
2. Students will learn set long- and short-term academic goals.
3. Students will review requirements for educational plan.
4. Students will complete Course Completion Plan Checklist. (see Appendix A)

**Materials:**

Pen/Pencil, Course Completion Plan Checklist (see Appendix A), calculators for entire class, individual student transcripts, question/individual meeting request cards, question box

***Developmental Learning Activities:*****Introduction:**

Students will complete the Graduation Questionnaire as the pre-test at the beginning of the lesson (see Appendix B). Explain to students what each box represents on the Course Completion Plan Checklist. Have students review their individual transcript. Students will notate which classes they have already completed. (15 minutes)

**Activity:**

1. Open up with the question “how many of you are on track to graduate on time?” Review the following with students: grade level minimum credits needed to progress, high school graduation requirements, educational plans, career relationships with educational plans, and individual transcripts. (15 minutes)
2. Ask students to calculate the total number of earned credits. (5 minutes)
3. Ask students the following discussion questions: (10 minutes)

- a. If a student fails a course, what are the options at your school to make up the course so that the student can graduate on time?
- b. What are the differences between the skilled and professional pathways? Which one are you participating in?

**Conclusion:**

- Students complete the post-test at the end of the lesson. (5 minutes)
- Students fill out a card where they can write any remaining questions to be placed into a question box or write meeting requests for the counselor. (5 minutes)

**Assessment/Evaluation:** Student will complete the Graduation Questionnaire as their post-test.

(See Appendix B)

**Academic Integration:** All students will learn how their core subject classes as well as electives will assist them in their career choices. All teachers and para-pros will be present during this lesson to assist any students who need it.

Lesson adapted from: West Virginia <http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

**Title of Lesson:** Relating School to Career (50 minutes)

**Delivery Method:** classroom guidance

**Participants:** High school- 11<sup>th</sup> grade students

**Outcomes or Standards:**

M4. Understanding that post-secondary education and life-long learning are necessary for long-term career success.

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B-LS 5. Apply self-motivation and self-direction to learning.

B-LS 7. Identify long- and short-term academic, career and social/emotional goals.

**Indicators:** IV-B-1c. Demonstrates classroom management and instructional skills. IV-B-1d.

Develops materials and instructional strategies to meet student needs and school goals. IV-B-1e.

Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum. IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility.

**Learning Objective:**

Students will identify the classes that relate to their career interests.

**Materials:**

Pen/Pencil, “Relating High School Courses to Careers” handout (see Appendix D), flip chart paper (in case teacher has already used the white board), laptop and projector

***Developmental Learning Activities:***

**Introduction:**

Students will complete a pre-test by a raise of hands. Ask the class by a show of hands “how many students feel like what they have learned in school is related to the workforce?” Take a count of how many hands were raised and notate. (5 minutes)

**Activity including open discussion: (40 minutes)**

1. Divide class into groups of three students with similar career plans.

2. Distribute handout. (See Appendix D)
3. Have students brainstorm for answers. Have students write their answers on their worksheet.
4. Ask small groups to share their answers with the class.
5. List answers on white board or flip chart paper.
6. Have individual students to identify classes that are related to some of their career interests.
7. Provide students or ask students to supply information on additional career choices within the core subject areas.
8. Use laptop and projector to explore various careers together when students are struggling with what courses they should take to support their career choices.

Open discussion with class:

1. What skills are you developing that will help you be successful in the future?
2. Which course should all high school students have to be prepared for the 21<sup>st</sup> century workforce?
3. What are some jobs that may require mastery in:
  - a. English
  - b. Math
  - c. Science
  - d. Social Studies
  - e. Foreign Language
4. What courses will you take that relate to your career choice?

**Conclusion:**

- Students complete the post-test at the end of the lesson. (5 minutes)

**Assessment/Evaluation:**

Students will complete a post-test by a raise of hands. Ask the class by a show of hands “how many students feel like what they have learned in school is related to the workforce?” Take a count of how many hands were raised and notate.

**Academic Integration:** All students will learn how their core subject classes as well as electives will assist them in their career choices. All teachers and para-pros will be present during this lesson to assist any students who need it.

Lesson adapted from: West Virginia <http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

**Title of Lesson:** Let’s Apply for Jobs! (55 minutes)

**Delivery Method:** classroom guidance

**Participants:** High school- 11<sup>th</sup> grade students

**Outcomes or Standards:**

M4. Understanding that post-secondary education and life-long learning are necessary for long-term career success.

M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

B SMS-3. Demonstrate the ability to work independently.

**Indicators:** IV-B-1c. Demonstrates classroom management and instructional skills. IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals. IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum. IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility.

**Learning Objective:**

Students will fill out a job application and then discuss the process.

**Materials:**

“Job Application Information” handout (see Appendix E), pen/pencil, job applications from various work sites such as department stores, retail sales, etc., question/individual meeting request cards, question box

***Developmental Learning Activities:***

**Introduction:**

Students will complete a pre-test (see Appendix D). (5 minutes)

**Activity including open discussion:** (40 minutes)

1. Open up with the questions “how many of you have a job?” and “how many of you have applied for a job before?” to get a feel for the knowledge level in the class. Distribute “Job Application Information” handout.
2. Review and discuss tips for completing an application.
3. Distribute job application and have students fill out. Allow students to select the applications that most interest them.
4. Review the process of filling out the application, discuss and answer questions.



Open discussion with class:

1. Remind students what the purpose of a job application is: a tool used by employers to gather information about their qualifications, and to compare them to other applicants.  
The more complete the application, the better chance they have of getting the job.
2. Ask the students which questions they had difficulty answering when filling out the job application.
3. Ask the students what information they needed to have on hand when going to the business to apply for a job.

**Conclusion:**

- Students complete the post-test at the end of the lesson. (5 minutes)
- Students fill out a card where they can write any remaining questions to be placed into a question box or write meeting requests for the counselor. (5 minutes)

**Assessment/Evaluation:** Student will complete a post-test. (See Appendix D)

**Academic Integration:** All students will learn how to complete a job application. All teachers and para-pros will be present during this lesson to assist any students who need it.

Lesson adapted from: West Virginia <http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

## References

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<http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

Appendix A

Course Completion Plan

Student's Name \_\_\_\_\_

12<sup>th</sup> Grade 1<sup>st</sup> Semester

12<sup>th</sup> Grade 2<sup>nd</sup> Semester

Graduation Requirements Checklist

<b><u>High School Diploma</u></b> 23 units required for graduation			
<b>ENGLISH - 4 UNITS</b>			
9th _____	10th _____	11th _____	12th _____
9th _____	10th _____	11th _____	12th _____
<b>MATH - 4 UNITS</b>			
Math 1 _____	Math 2 _____	Math 3 _____	Math 4 _____
_____	_____	_____	_____
<b>SOCIAL STUDIES - 3 UNITS</b>			
Economics _____	World History _____	U.S. History _____	
Citizenship _____	_____	_____	
<b>SCIENCE - 4 UNITS</b>			
Phys.Sci/Physics _____	Biology _____	Chem/Env.Sci./Earth Sys./AP _____	4 <sup>th</sup> Sci _____
_____	_____	_____	_____
<b>PER.FIT./HEALTH - 1 UNIT</b>			
Personal Fitness _____			
Health _____			
<b>ELECTIVE - 7 UNITS</b> (3 units must be from CTAE and/or Foreign Language and/or Fine Arts _____)			
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	

Summer School or Credit Recovery Classes

Notes

If the student fails a class, the course completion plan must be changed. Parents should contact the counselor if the student fails any class to discuss options for making up the class. Failing a class may result in the student not graduating on time.  
GHS GT-the student must pass all 5 portions of the GHS GT test in order to receive a high school diploma.

Total units \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_

Check mark indicates that student has passed that portion.

Writing \_\_\_\_\_ Lang Arts \_\_\_\_\_ Math \_\_\_\_\_ Soc Studies \_\_\_\_\_ Science \_\_\_\_\_

Must have 17 units to be promoted to 12<sup>th</sup> grade

## APPENDIX B



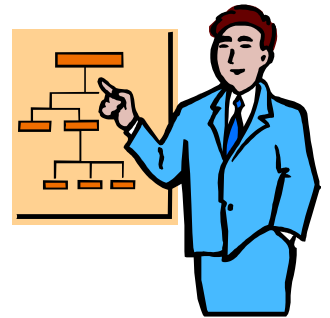
## Graduation Questionnaire

1. How many credits have you earned? \_\_\_\_\_
2. How many credits does a student need to be classified as a:  
  
Sophomore? \_\_\_\_\_ Junior? \_\_\_\_\_ Senior? \_\_\_\_\_
3. Example: If a student has been in high school for four years, does that mean the student is automatically classified as a Senior? \_\_\_\_\_
4. What is your classification according to your credits earned? \_\_\_\_\_
5. How many credits do you need to graduate? \_\_\_\_\_

**Lesson adapted from:** West Virginia

<http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

## Appendix C

**Relating High School Courses to Careers Worksheet**

List three careers that require knowledge of science.

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List three careers that require the use of math.

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List three careers that require the use of English.

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List three careers that require the use of foreign language.

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List three careers that require use of good writing skills.

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List three careers that require the use of proficient computer skills.

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List high school courses that you have taken in each of the following subject areas:

English \_\_\_\_\_

Math \_\_\_\_\_

Science \_\_\_\_\_

Foreign Language \_\_\_\_\_

Social Studies \_\_\_\_\_

Other Courses \_\_\_\_\_

Which subjects provide you with information that can be used in your career path?

**Lesson adapted from:** West Virginia

<http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>

## Appendix D

**Pre-Test/Post-Test**

<b>Questions</b>	<b>Survey Scale:</b> 1-Strongly disagree; 2-Disagree; 3-Not sure; 4-Agree; 5-Strongly disagree
I know how to fill out a job application correctly.	1   2   3   4   5
I know about the common mistakes made on job applications.	1   2   3   4   5
I know the purpose of a job application.	1   2   3   4   5

## Appendix E

**Job Application Information**

Employers use job applications to gather information about your qualifications, and to compare you to other applicants.

**Job Application Form Details:****Personal Information:**

- Name
- Address
- City, State, Zip Code
- Phone Number
- Eligibility to Work in US
- Felony convictions
- If under age, working paper certificate

**Education:**

- Schools/Colleges Attended
- Major
- Degree/Diploma
- Graduation Dates(s)

**Position Applied For Information:**

- Title of the job you are applying for
- Hours/days available to work
- When you can start work

**Employment Information:**

- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reason for Leaving

**References**

- List of three references - names, job title or relationship, addresses, phone numbers

**Resume** (if you have one)

**Tips for Completing Job Applications:**

**Complete all requested information.** Don't leave anything blank. If you don't know the details, bring the application home and return it when it's completed.

**Write clearly and neatly,** using black or blue ink.

**Check for spelling and grammatical errors.** Proofread your job application form before turning it in.

**List your most recent job first** when completing employment information.

**List your most recent education first.** Include vocational schools and training programs as well as college and high school.

**References don't necessarily have to be professional.** If you have volunteered you can use members of the organizations that you have helped or if you are a student use your teachers. In all cases, ask for permission prior to using the person for a reference.

**Don't forget to sign your application!**

**Sample Job Applications:**

Review sample [job applications](#) to give you an idea of what you are going to be asked. Print one or two out and complete them, so you know you have all the information ready to complete actual employment applications.

**Sample Job Application Letters:**

Need to mail a job application or follow-up on an application you have submitted? Review the sample [job application letters](#) for examples of what to write and how to follow-up.

Source: <http://jobsearch.about.com/cs/jobapplications/a/jobapplication.htm>

**Lesson adapted from:** West Virginia

<http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html#11th>