A Message from
the State Superintendent of Schools

While we continue to move forward meeting the tough standards of the No Child Left Behind Act, there is another mandate we cannot overlook – creating strong, personal relationships with our students and parents. These relationships will grow and flourish when every student has a one-on-one relationship with an advisor. A successful middle and high school counseling and advisement system gives all students a school-based adult advisor who guides and encourages them to take rigorous courses and reminds them that doing well in school matters to future success. Such an approach is a shared responsibility among teachers, counselors, and administrators and engages parents and the business community in the process.

As State Superintendent of Schools, I am pleased to present to you the Maryland Counseling and Advisory Resources. These resources are based on the Maryland Career Development content standards developed after a year of discussions with representatives of the Maryland Career Development Council. Federal funding enabled us to provide these resources as well as a professional development coaching series on how to implement them.

The Counseling and Advisory Resources are grade-specific, structured around an annual and monthly advisement calendar, and composed of four key sections: Counseling and Advisory, School-Based Activities, Career-Based Activities, and Postsecondary Planning. The goal is to help all students complete a rigorous program of study preparing them for both postsecondary education and careers. Students build their capacity for problem-solving, planning, decision-making, and goal-setting – four skills essential to successful transitions to and beyond high school.

We are all stakeholders in Maryland schools, dedicated to providing the best education for every student in the state. I encourage you to use the resources in a systemic way, reviewing what you have in place and determining how far you need to go to engage every student in an advisory process. Working together, we can make it happen.

Nancy S. Grasmick
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Introduction & Assumptions
“There is no quick fix for increasing student achievement. Dramatic change is a long process that results from thinking outside the box and implementing a series of key practices over time. One very important key practice is to involve each student and his or her parents in a counseling and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical concentration. This includes providing each student with an advisor throughout high school to assist with goal setting and course selection, reviewing the student’s progress in taking a challenging program of study and suggesting appropriate interventions, if necessary.

Unfortunately, traditional education has fallen short of preparing students for rising workplace requirements. According to a study published in 2001 by the Education Trust Inc., more than a quarter of all freshmen at four-year colleges and nearly half of those at two-year colleges never make it to the sophomore year. As many as half of all students pursuing postsecondary education are inadequately prepared for rigorous college study and require remedial courses. Research has shown that the quality and intensity of the high school curriculum is the single most important predictor of college completion. High school students who plan to enter the work force directly after graduation are similarly unprepared for the demands of the modern high-performance workplace”. This quote is taken from, *Tips for Planning and Implementing a Teacher Adviser System*, (pgs.2-3) a document produced and published by the Southern Regional Education Board. Their research and this publication offers a workable solution through an advisory system that addresses the state of public education in the United States at this time.
There are many pieces to developing an advisory program for a school, but one of the key factors is to assess what the school already has to offer and prepare to build upon those strengths, and understand that “one size does not fit all”. A successful advisory is one that meets the needs of the individual school’s student population, community, staff, district and state requirements. The model chosen by a school may not bear any resemblance to a similar program that is located nearby. Interviews, formal needs assessments, school and district research, and informal meetings, can all help shape the unique delivery method of an advisory program for a school.

After the advisory method homework has been completed, it should be the responsibility of a development team to put the pieces together of leadership, organization, purpose, content and curriculum, regular assessment, student’s, faculty’s and administrator’s roles, timing, and implementation. This is a large task and cannot succeed without support from the entire staff and thoughtful, timely, implementation. There are established programs from which to borrow, published research to document and support change, and schools and individuals willing to share their successes and failures. In addition to the Southern Regional Education Board’s materials, there is pertinent, complete information for establishing advisory programs in *Breaking Ranks II: Strategies For Leading High School Reform* and *High Schools That Work*, just to name a few.

In support of a change to an advisory program, the following benefits have been attributed to this system by educators who have implemented them at their schools:

**Benefits to Students**

- Students get much more frequent one-on-one advice than is possible with the typical school’s high ratio of students to counselors.
- Students are much more likely to have a clear focus on their future goals and a plan for achieving them.
• This focus results in students taking higher-level academic courses and a concentration of academic or career/technical courses beyond the core.
• Students do not waste their electives. Instead, they fill them with those courses most likely to help them reach their goals.
• Students see a connection between their courses and future goals.
• More timely help is provided to students who are experiencing problems when they have a mentor who is keeping close track of their progress. As a result, student performance improves.

Benefits to Parents
• Parents become more involved as a result of annual meetings with their student and the adviser.
• Parents know there is someone at the school with a strong interest in their son or daughter and they feel they have a contact they can call at any time.
• Parents have a better understanding of the courses their son or daughter will need in high school to prepare them for postsecondary education and a career. As a result, they support the school’s decision to enroll students in higher-level courses.

Benefits to Teachers
• Teachers have a much better understanding of graduation requirements and of all the school’s offerings.
• Teachers develop strong bonds with their advisees that continue long after graduation.
- Teachers learn how to work as a team.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to reach students more effectively. (Tips for Planning and Implementing a Teacher Adviser System, p.4)

These benefits can be used as a persuasive argument for establishing an advisory program at a school.

One final key to successful implementation is to establish regular evaluations of the advisory program. The feedback received can provide positive support for the continuation of the program while any criticism can be evaluated for possible adjustments to the advisory structure and content. To successfully build and use an advisory program demands that it be a work in progress that continues to meet student’s needs, changing demographics, curriculum and postsecondary demands, while responding to the community, staff and challenges of local, district and national restrictions and requirements. In essence, it is reflective of the educational process, but scaled down to be a human contact with students to support, challenge, teach, encourage, care and establish relationships on a more individual and intimate basis.
**Works Cited**

“Tips for Planning and Implementing a Teacher Adviser System”, Southern Regional Education Board, Atlanta, GA

**Additional Resources:**


Education Alliance, [www.lab.brown.edu](http://www.lab.brown.edu)

High Schools That Work (HSTW), [www.sreb.org](http://www.sreb.org)

Northwest Regional Education Lab, [www.nwrel.org](http://www.nwrel.org)

Southern Regional Education Board, [www.sreb.org](http://www.sreb.org)

“Students Need Strong Guidance and Advisement to Succeed”, Southern Regional Education Board, September 2006

“Tips for Planning and Implementing a Teacher Adviser System”, Southern Regional Education Board, [www.sreb.org](http://www.sreb.org)
# Maryland (MD) Counseling and Advisement System

Based On

The Maryland Career Development Content Standards

|-----------------------------------------------|-------------------|---------------------|----------------------|----------------------|-------------------------------|----------------------------------|

### School Counseling and Advisory

**Grade 7 & 8**
- Classroom Advisory
- Career Awareness Group Conversations
- First Career Cluster and Pathway choice; investigate program sequence
- Forecasting & initiate preliminary career plan
- Implement a process/model for making decisions
- Mentoring

**MD Standards - 1,2,3**

**Grade 9**
- Freshman Interview
- Career Interview and assessment results
- Decision-Making and Career Planning
- Visit Cluster/Pathway interest choice (Link to HS coursework)
- Forecasting & revise career plan to include Post-Secondary options
- Academic Review to ensure academic progress meets career goal requirements
- Career Center Visitations

**MD Standards - 1,2,3,4**

**Grade 10**
- Career Interview
- Academic Review to ensure academic progress meets career goal requirements; evaluate, make decisions; reset goals
- Forecasting & Career Cluster/Pathway link to HS coursework
- Classroom guidance of post secondary options
- Review career plan and make pathway program sequence revisions if needed
- PST exam

**MD Standards - 1,2,3,4,6**

**Grade 11**
- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Prepare transition plan
- Academic and Career Cluster Pathway Review
- Forecast
- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options
- Senior interviews
- Review transition plan
- Graduation requirement review

**MD Standards - 1,2,3,4,6**

**Grade 12**
- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options
- Senior interviews
- Review transition plan
- Graduation requirement review

**MD Standards - 1,2,3,4,5,6**

### School Based Activities

**Grade 7 & 8**
- Create 4-year personal portfolio/career folder*
- Self Assessment*
- Review Helpful High School Cluster Pathway Choices
- High School Visitation
- Reflection and goal-setting
- Career Development Content Standards

**MD Standards - 1,2,3**

**Grade 9**
- Review 4-year personal portfolio/career folder*
- Self Assessment*
- Goal Setting
- Career Development Content Standards
- Career Research

**MD Standards - 1,2,3,4**

**Grade 10**
- Review 4-year personal portfolio/career folder*
- Self Assessment*
- Work readiness skills including resume, cover letter
- Career Development Content Standards
- Independent Living & Financial requirements
- Career Options Presentation
- Student-led conference

**MD Standards - 1,2,3,4,5,6**

**Grade 11**
- Review 4 year personal portfolio/career folder*
- Jr. Portfolio
- Employability Pieces (update resumes, secure letters of recommendation etc.)
- Reflection
- Junior Portfolio presentation
- Career Development Content Standards

**MD Standards - 1,2,3,4,5,6**

**Grade 12**
- Review 4-year personal portfolio/career folder*
- Sr. Portfolio
- Employability Pieces (update resumes, secure letters of recommendation etc.)
- Reflection
- Extended Application
- Senior Project/Portfolio presentation
- Portfolio Fair
- Career Development Content Standards

**MD Standards - 1,2,3,4,5,6**
### Maryland Career Development Content Standards:

<table>
<thead>
<tr>
<th>1) Self Awareness</th>
<th>2) Career Awareness</th>
<th>3) Career Exploration</th>
<th>4) Career Preparation</th>
<th>5) Job Seeking &amp; Advancement</th>
<th>6) Career Satisfaction &amp; Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Based Activities</td>
<td>- Guest Speakers - Career Reports - Job Shadowing MD Standards - 2,3</td>
<td>- Tour of School's Career Pathway/Clusters - Company Tour - Informational Interview - Job Shadowing MD Standards - 1,2,3,4</td>
<td>- Mock Interviews - Job Shadowing MD Standards - 1,2,4</td>
<td>- Job Shadowing - Internship - Career Fair - In-School Enterprise - Community Service MD Standards - 1,2,3,4,5,6</td>
<td>- Job Shadowing - Internship - Career Fair - In-School Enterprise - Community Service MD Standards - 1,2,3,4,5,6</td>
</tr>
<tr>
<td>Postsecondary Planning</td>
<td>- Awareness MD Standards - 2,3,4</td>
<td>- Reflection addressing career goals - Research career options MD Standards - 1,2,3,4</td>
<td>- Reflection addressing career goals - Research career &amp; post secondary options* MD Standards - 1,2,3,4</td>
<td>- Explore post secondary options and requirements (colleges, technical training, apprenticeships, testing, scholarships etc.) - Reflection addressing career goals MD Standards - 1,2,3,4</td>
<td>- FAFSA activity for all seniors - College &amp; Scholarship applications - 4-year, 2-year or Technical Program Visits - College Interviews - Employment Opportunities - Military Options MD Standards - 1,2,3,4,5,6</td>
</tr>
<tr>
<td>Resources</td>
<td>* CIS or other web based program - MDE website</td>
<td>* CIS or other web based program - Matrix or interest data for schools and teachers to identify classes related to career pathway/cluster - MDE website</td>
<td>* CIS or other web based program - MDE website</td>
<td>* CIS or other web based program - MDE website - College night for juniors - Options night for juniors</td>
<td>* CIS or other web based program - MDE website - FISH - 4-year/2-year Admissions Representatives - Maryland Employment Department - Apprenticeship Programs - Financial Aid Officers - Financial Institutions - Military Recruiters</td>
</tr>
</tbody>
</table>
MARYLAND HIGH SCHOOL GRADUATION REQUIREMENTS
Graduating classes of 2005 through 2008

To be awarded a diploma, a student shall be enrolled in a Maryland public school system and have earned a minimum of **21** credits that include the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Specific Credit Requirements</th>
<th>High School Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td><strong>4 credits</strong></td>
<td>Students must take the Maryland High School Assessments for English, algebra/data analysis, biology and government.</td>
</tr>
<tr>
<td>Mathematics</td>
<td><strong>3 credits</strong>&lt;br&gt;√ 1 in algebra/data analysis&lt;br&gt;√ 1 in geometry</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td><strong>3 credits</strong>&lt;br&gt;√ 1 in biology&lt;br&gt;√ 2 that must include laboratory experience in any or all of the following areas: earth science, life science, physical science</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td><strong>3 credits</strong>&lt;br&gt;√ 1 in U.S. history&lt;br&gt;√ 1 in world history&lt;br&gt;√ 1 in local, state, national government</td>
<td></td>
</tr>
</tbody>
</table>

**Other Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts</td>
<td>1 credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ credit</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>2 credits of foreign language or</td>
<td></td>
</tr>
<tr>
<td>2 credits of advanced technology ed. and</td>
<td></td>
</tr>
<tr>
<td>3 credits in electives or</td>
<td></td>
</tr>
<tr>
<td>4 credits by successfully completing a State-approved career &amp; technology program and</td>
<td></td>
</tr>
<tr>
<td>1 credit in electives</td>
<td></td>
</tr>
</tbody>
</table>

*Students must also meet attendance, service-learning, and any local school system requirements.*
Transition Checklists & Planners
All Students – By the End of 8th Grade

<table>
<thead>
<tr>
<th>Counseling &amp; Advisory</th>
<th>School-Based</th>
<th>Career-Based</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Selected first cluster/ pathway</td>
<td>• Created 4-year personal portfolio/ career folder</td>
<td>• Career Speakers</td>
<td>• Exposed to postsecondary options (college and career)</td>
</tr>
<tr>
<td>• Forecast into required and cluster choices electives</td>
<td>• Completed self assessment survey(s)</td>
<td>• Career Report(s)</td>
<td></td>
</tr>
<tr>
<td>• Initiated preliminary career plan</td>
<td>• Researched career cluster choices and related pathway program sequences</td>
<td>• Job Shadows</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Goal Setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• High School visitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduced to Career Development Content Standards</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### All Students – By the End of 9th Grade

<table>
<thead>
<tr>
<th>Counseling &amp; Advisory</th>
<th>School-Based</th>
<th>Career-Based</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed an introduction freshman interview with counselor</td>
<td>• Reviewed 4-year personal portfolio/career folder</td>
<td>• Career Speakers and Reports</td>
<td>• Been exposed to postsecondary options (college and career)</td>
</tr>
<tr>
<td>• Completed a career interview and shared assessment results with counselor</td>
<td>• Completed self assessment survey(s)</td>
<td>• Tour of school’s Career Pathway/Clusters</td>
<td></td>
</tr>
<tr>
<td>• Presented a decision-making process and cluster result</td>
<td>• Researched careers within the Maryland Clusters</td>
<td>• Company tour/field trips</td>
<td></td>
</tr>
<tr>
<td>• Revisited career cluster interest choice as linked to high school coursework and career choice</td>
<td>• Began post high school exploration</td>
<td>• Informational interviews</td>
<td></td>
</tr>
<tr>
<td>• Completed an academic review with counselor</td>
<td>• Evaluated success in meeting prior year goals; set new goals</td>
<td>• Job Shadows</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Had awareness of Maryland’s Career Development Content Standards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## All Students – By the End of 10th Grade

<table>
<thead>
<tr>
<th>Counseling &amp; Advisory</th>
<th>School-Based</th>
<th>Career-Based</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Completed a career interview and shared assessment results with counselor</td>
<td>• Completed a career interview and shared assessment results with counselor</td>
<td>• Career Speakers</td>
<td>• Made a preliminary post-secondary choice</td>
</tr>
<tr>
<td>• Completed an academic review with counselor</td>
<td>• Completed an academic review with counselor</td>
<td>• Mock/Job Interview</td>
<td></td>
</tr>
<tr>
<td>• Revisited career cluster interest choice as linked to high school coursework and career choice</td>
<td>• Revisited career cluster interest choice as linked to high school coursework and career choice</td>
<td>• Job Shadows</td>
<td></td>
</tr>
<tr>
<td>• Presented decision-making process and career cluster result</td>
<td>• Presented decision-making process and career cluster result</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
All Students – By the End of 11th Grade

<table>
<thead>
<tr>
<th>Counseling &amp; Advisory</th>
<th>School-Based</th>
<th>Career-Based</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reviewed career plan and made revisions as needed</td>
<td>• Reviewed a 4-year personal career folder</td>
<td>At least 2 of the following:</td>
<td>Explored post secondary options and requirements</td>
</tr>
<tr>
<td>• Completed an academic and career cluster pathway review with counselor</td>
<td>• Completed an 11th grade portfolio and presentation</td>
<td>• Career Speakers</td>
<td>• Colleges</td>
</tr>
<tr>
<td>• Reviewed post-secondary choice(s) with counselor</td>
<td>• Updated employability pieces (resume, cover letter etc.)</td>
<td>• Mock, Informational Job Interview</td>
<td>• Technical training</td>
</tr>
<tr>
<td>• Prepared a transition plan</td>
<td>• Evaluated success in meeting prior year goals; set new goals</td>
<td>• Job Shadows</td>
<td>• Apprenticeships</td>
</tr>
<tr>
<td></td>
<td>• Written a reflection of Career Development Content Standards that have been met</td>
<td>• Internship</td>
<td>• Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Career Fair</td>
<td>• Financial aid</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• In-school Enterprise</td>
<td>• Scholarships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Service Learning</td>
<td>• Completed a reflection addressing career goals</td>
</tr>
</tbody>
</table>
All Students – By the End of 12th Grade

<table>
<thead>
<tr>
<th>Counseling &amp; Advisory</th>
<th>School-Based</th>
<th>Career-Based</th>
<th>Postsecondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewed career plan and make revisions as needed</td>
<td>Reviewed 4-year personal career folder</td>
<td>At least 2 of the following:</td>
<td></td>
</tr>
<tr>
<td>Completed an academic and career cluster pathway review with counselor</td>
<td>Completed a 12th grade portfolio and presentation</td>
<td>Career Speakers</td>
<td></td>
</tr>
<tr>
<td>Reviewed post-secondary choice(s) with counselor</td>
<td>Updated employability pieces (resume, cover letter etc.)</td>
<td>Mock, Informational and/or Job Interview</td>
<td></td>
</tr>
<tr>
<td>Implemented transition plan including college entrance tests, admission/financial aid applications, training and employment options etc.</td>
<td>Secured letters of recommendation</td>
<td>Job Shadows</td>
<td></td>
</tr>
<tr>
<td>Completed a senior transition interview with counselor</td>
<td>Evaluated success in meeting prior year goals; set new goals</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written a reflection of Career Development Content Standards that have been met</td>
<td>Career Fair</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-school Enterprise</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Service Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed a FAFSA activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed College &amp; Scholarship applications</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completed 4-year, 2-year or Technical Program Visits</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Completed College/Program Interviews</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explored Employment Opportunities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Explored Military Options</td>
<td></td>
</tr>
</tbody>
</table>
My Freshman Planner

MY PLAN

About Me:
My strengths, talents, interests and preferences are:

My Personal Goal(s) are:
3 things I can do to help me meet my Personal Goal(s):
1. 
2. 
3. 

My Academic Goals (check all that apply):
☐ To earn a ___ grade point average  ☐ To earn college credit while I'm in high school
☐ To graduate from high school  ☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses  ☐ To maintain good attendance
☐ Other ____________

3 things I can do to help me meet my Academic Goals:
1. 
2. 
3. 

My Career Goals:
I’ve investigated these career areas:
1. 
2. 
3. 
I’m interested in these career areas because:

My Post High School Goals (check all that apply):

Name: ____________
Student ID: ____________
Grade Level: ____________
School Name: ____________
Graduation Year: ________
24-year Community College  
☐ Apprenticeship  
☐ 4-year College or University  
☐ Military  
☐ Technical/Trade School  
☐ Employment  
☐ Other  

3 things I can do to help me prepare for my post-high school goals:  
1.  
2.  
3.  

Cluster(s) that match my career interests are:  
☐ Arts, Media, & Communication  
☐ Business Management & Finance  
☐ Consumer Service, Hospitality & Tourism  
☐ Construction & Development  
☐ Environmental, Agricultural & Natural Resource Systems  
☐ Health & Biosciences  
☐ Human Resource Services  
☐ Information Technology  
☐ Manufacturing, Engineering & Technology  
☐ Transportation Technologies  

Activities that I plan to participate in both in school and out of school are:  

My 4-Year Course Plan:  
Attach a copy of your 4-year course plan  

My Academic Performance:  

<table>
<thead>
<tr>
<th>Semester 1 - Date: ______</th>
<th>Semester 2 - Date: ______</th>
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<tbody>
<tr>
<td>Current GPA: ___</td>
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<td>Cumulative GPA: ___</td>
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<td>Number of Days Absent: ___</td>
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<tr>
<td>Ways I can improve my attendance rate:</td>
<td>Ways I can improve my attendance rate:</td>
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</tbody>
</table>

Some ways my academic performance and attendance might affect my future plans are:  

Some ways my academic performance and attendance might affect my future plans are:  

__________________________
My Sophomore Planner

MY PLAN

About Me:
My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1. 
2. 
3. 

My Academic Goals (check all that apply):
☐ To earn a ___ grade point average  ☐ To earn college credit while I’m in high school
☐ To graduate from high school  ☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses  ☐ To maintain good attendance
☐ Other ____________

3 things I can do to help me meet my Academic Goals:
1. 
2. 
3. 

My Career Goals:
I’ve investigated these career areas:
1. 
2. 
3. 
I’m interested in these career areas because:
My Post High School Goals (check all that apply):

- [ ] 2-year Community College
- [ ] Apprenticeship
- [ ] 4-year College or University
- [ ] Military
- [ ] Technical/Trade School
- [ ] Employment
- [ ] Other ____________

3 things I can do to help me prepare for my post-high school goals:
1. 
2. 
3. 

Cluster(s) that match my career interests are:

- Arts, Media, & Communication
- Business Management & Finance
- Consumer Service, Hospitality & Tourism
- Construction & Development
- Environmental, Agricultural & Natural Resource Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

Activities that I plan to participate in both in school and out of school are:

My 4-Year Course Plan:

Attach a copy of your 4-year course plan

My Academic Performance:

<table>
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<th>Semester 1 - Date: ______</th>
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</table>
My Junior Planner

MY PLAN

About Me:
My strengths, talents, interests and preferences are:

My Personal Goal(s) are:
3 things I can do to help me meet my Personal Goal(s):
1.
2.
3.

My Academic Goals (check all that apply):
☐ To earn a ___ grade point average
☐ To earn college credit while I'm in high school
☐ To graduate from high school
☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses
☐ To maintain good attendance
☐ Other ____________

3 things I can do to help me meet my Academic Goals:
1.
2.
3.

My Career Goals:
I've investigated these career areas:
1.
2.
3.
I'm interested in these career areas because:
### My Post High School Goals (check all that apply):

<table>
<thead>
<tr>
<th>☐ 2-year Community College</th>
<th>☐ Apprenticeship</th>
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<tr>
<td>☐ 4-year College or University</td>
<td>☐ Military</td>
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<tr>
<td>☐ Technical/Trade School</td>
<td>☐ Employment</td>
</tr>
<tr>
<td>☐ Other __________________</td>
<td></td>
</tr>
</tbody>
</table>

3 things I can do to help me prepare for my post-high school goals:

1. 
2. 
3. 

### Cluster(s) that match my career interests are:

### Activities that I plan to participate in both in school and out of school are:

### My 4-Year Course Plan:

Attach a copy of your 4-year course plan

### My Academic Performance:

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</tbody>
</table>
My Senior Planner

MY PLAN

About Me:
My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1.
2.
3.

My Academic Goals (check all that apply):
☐ To earn a ___ grade point average
☐ To earn college credit while I'm in high school
☐ To graduate from high school
☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses
☐ To maintain good attendance
☐ Other __________

3 things I can do to help me meet my Academic Goals:
1.
2.
3.

My Career Goals:
I've investigated these career areas:
1.
2.
3.
I'm interested in these career areas because:
**My Post High School Goals** (check all that apply):

- ☐ 2-year Community College
- ☐ Apprenticeship
- ☐ 4-year College or University
- ☐ Military
- ☐ Technical/Trade School
- ☐ Employment
- ☐ Other

3 things I can do to help me prepare for my post-high school goals:
1. 
2. 
3. 

**Cluster(s) that match my career interests are:**

- ☐ Arts, Media, & Communication
- ☐ Business Management & Finance
- ☐ Consumer Service, Hospitality & Tourism
- ☐ Construction & Development
- ☐ Environmental, Agricultural & Natural Resource Systems
- ☐ Health & Biosciences
- ☐ Human Resource Services
- ☐ Information Technology
- ☐ Manufacturing, Engineering & Technology
- ☐ Transportation Technologies

**Activities that I plan to participate in both in school and out of school are:**

**My 4-Year Course Plan:**

Attach a copy of your 4-year course plan

**My Academic Performance:**

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</table>
The Counseling/Advisory Program
THE COUNSELING/ADVISORY PROGRAM

School counselors work with all students, school staff, families, and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional development. (American School Counselor Association)

The Counseling/Advisory Program is built upon a guidance model whose goal is helping students to create a vision of who they are and where they are going. This process begins with the 7th and 8th grade. The strength of the program lies in meeting individually with students on a regular basis from the spring of their eighth grade year through the spring of their senior year.

Students report that their top priorities are knowing about financial aid and post high school training or education, educational choices after high school, how to prepare for a career interest, and identifying personal interests, strengths, and abilities. Counselors/Advisors must meet regularly with their students in a planned program of guidance activities. These regular meetings not only help students to take responsibility for their own education and direction, but they also allow personal counseling with a broad spectrum of students.

A critical piece of a School Counseling Program is a six-year plan of coursework—a dynamic, working document that changes as each student’s classes, interests and directions change. Counselors/Advisors and students use this plan in the course selection process. This will provide students with a state and local approved pathway program that is a clearly-designed and thoughtful progression through high school to the next level of training or education.
High School Advisory
Preparing for the Future and the World of Work

Student Outcome

The student will create and maintain a six year career plan designated to guide them through the developmental process toward transition to a post high school setting.
COUNSELING CALENDAR

September
• Enroll students, balance classes
• Classroom presentations to senior classes
• Meet individually with seniors
• College Night for Parents and Students

October
• Freshman interview and academic progress review

November
• Senior follow up
• Meet with sophomores
• Financial Aid Night

December
• Meet with juniors

January
• Academic progress checks
• Finals prep
• Freshmen Follow up

February
• Begin forecasting for the following year
• Middle school visits
• Middle School Parent Night

March
• Forecasting continued
• Junior transition meetings
• Special ESL Forecasting

April
• College Night for juniors
• Sophomores
• Academic progress check-ins

May
• Senior exit interviews
• Senior appreciation week
• Plan for credit retrieval, summer school, or non-grads

June
• Graduation
• Student Led Conferences and "Portfolio Presentations"
• Prep for following year
7th and 8th Grade
Counseling/Advisory

- Classroom Presentations/Counseling & Advisory
- Career Awareness Group Conversations
- First Career Cluster and Pathway choice; investigate program sequence
- Forecasting & initiate preliminary career plan
- Implement a process/model for making decisions
- Mentoring

MD Standards – 1, 2, 3

1. Self Awareness
2. Career Awareness
3. Career Exploration
9th Grade
Counseling/Advisory

- Freshman “Interview”
- Career interview and assessment results
- Decision-Making and career planning
- Revisit Career Cluster/Pathway interest choice (Link to HS coursework)
- Forecasting & revise career plan to include postsecondary options
- Academic review to ensure academic progress meets career goal requirements
- Career Center Visitations

MD Standards - 1, 2, 3, 4

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
- Career interview
- Academic review to ensure academic progress meets career goal requirements; evaluate, make decisions; reset goals
- Forecasting & Career Cluster/Pathway link to HS coursework
- Classroom guidance of post secondary options
- Review career plan and make pathway program sequence revisions if needed
- PST exam

**MD Standards - 1, 2, 3, 4, 6**

1. **Self Awareness**
2. **Career Awareness**
3. **Career Exploration**
4. **Career Preparation**
6. **Career Satisfaction & Transition**
11th Grade
Counseling/Advisory

- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Prepare transition plan
- Academic and Career Cluster Pathway Review
- Forecast
- Steps and timelines for college entrance tests, admission, financial aid and/or selecting training and employment options
- PST exam

MD Standards – 1, 2, 3, 4, 6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Career Satisfaction & Transition
12\textsuperscript{th} Grade
Counseling/Advisory

- Review career plan and make revisions to pathway program sequence and selected postsecondary options (if needed)
- Steps and timelines for: college entrance tests, admissions, financial aid and/or selecting training and employment options
- Senior interviews
- Review transition plan
- Graduation requirement review
- Senior Celebration

\textbf{MD Standards – 1,2,3,4,5,6}

1. \textit{Self Awareness}
2. \textit{Career Awareness}
3. \textit{Career Exploration}
4. \textit{Career Preparation}
5. \textit{Job Seeking & Advancement}
6. \textit{Career Satisfaction & Transition}
FRESHMAN INTERVIEW

DATE: ________________

NAME: ____________________________________________

CAREER PATHWAY: ___________________________________

HOW HAS THE YEAR STARTED?  1  2  3  4  5  6  7  8  9  10

COMMENTS: ________________________________________

DO YOU HAVE BROTHERS/SISTERS?
NAME

____________________________________________________

____________________________________________________

____________________________________________________

NAME

____________________________________________________

____________________________________________________

____________________________________________________

LIVING WITH: MO  FA  SM  SF  BF  GU  GP

NAMES

____________________________________________________

____________________________________________________

____________________________________________________

HOBBIES, INTERESTS, ACTIVITIES:

____________________________________________________

____________________________________________________

____________________________________________________

FAVORITE CLASS? __________________________________

MOST CHALLENGING CLASS? __________________________

PROGRESS REPORTS:

DO YOU HAVE ANY QUESTIONS ABOUT SCHOOL?
MY PLAN (for Career Interview with my Counselor)

Name_______________________________ Student # _______________
Date _____________________
Counselor’s Name__________________ Advisory Group ______________

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

My Academic Goals are:

Cluster(s) that match my career interests are:

- Arts, Media, & Communication
- Business Management & Finance
- Construction & Development
- Consumer Service, Hospitality & Tourism
- Environmental, Agricultural & Natural Resource Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

My Career Goals are:

My Post High School Goals are:
Post-Secondary Planning
## POST SECONDARY PLANNING

<table>
<thead>
<tr>
<th>7th &amp; 8th</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Awareness</td>
<td>- Reflection addressing career goals</td>
<td>- Reflection addressing career goals</td>
<td>- Explore post secondary options and requirements (colleges, technical training, apprenticeships, testing, scholarships etc.)</td>
<td>- FAFSA activity for all seniors</td>
</tr>
<tr>
<td>- Research career options</td>
<td>- Research career &amp; post secondary options</td>
<td>- Reflection addressing career goals</td>
<td>- College &amp; Scholarship applications</td>
<td></td>
</tr>
<tr>
<td><strong>MD Standards</strong></td>
<td><strong>MD Standards</strong></td>
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<td>2,3,4</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>1,2,3,4</td>
<td>1,2,3,4,5,6</td>
</tr>
</tbody>
</table>

**MD Standards**-
1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
Planning for My Future

Name: ___________________________ Student ID: ______

After graduation I plan to:
- [ ] Attend a 2-year Community College
- [ ] Go in to the Military
- [ ] Attend a 4-year University
- [ ] Find a job and go to work
- [ ] Attend a Technical or Specialized Training School
- [ ] I’m unsure

<table>
<thead>
<tr>
<th>My Action Plan</th>
<th>Things I need to do in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
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<td>October</td>
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<td>November</td>
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<tr>
<td>May</td>
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<tr>
<td>June</td>
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</tbody>
</table>
Juniors

What can I do to prepare for college?

• Explore websites of colleges and universities
• Visit the Library and explore resources
• Talk to people and ask questions
• Visit college campuses
• Take the ACT or the SAT college admission tests
• Talk to my counselor
• Talk with my family about finances to pay for college
• Update my resume of activities, volunteer experiences, and references
• Update and organize my college file
• Pay close attention to due dates
• Continue to take challenging courses
• Keep up my hard work and good grades
• Apply for any scholarships that are available to me
• Apply for ROTC or military appointments
• Research and write appropriate college entrance essays
• Secure letters of recommendation for early admission
• Narrow the list of college choices for application
Junior Year Transition

Student Name_____________________________ Student #________________

Career Goal:__________________________________________

Things to Consider...

PLAN________ NCAA* Clearinghouse________
ACT________ College Fair________
PSAT________ Job Shadow/Internship________
SAT I________ Volunteering________
SAT II________ College Visitations________
Scholarships____ Financial Aid________

Other _____________________________________________

_________________________________________________

COUNSELOR

_____Credit Check

_____Post-Graduation Plan

Options:____________________________________________

_________________________________________________

Comments:_________________________________________

_________________________________________________

* National College Athletic Association
# Senior Transition Plan

**NAME:**

**Date:** — **GPA:**

## WORK
- Resume
- Applications
- Cover Letter
- Resource Center
- Attendance
- Interview
- Recommendation Letters

## MILITARY
- Recruiter
- ASVAB
- Resource Center

## SHORT TERM TRAINING
- Application
- Financial Aid Form (FAFSA)
- Interview
- Resource Center

## TWO YEAR COLLEGE
- Placement Test
- Application
- Limited Entry Programs
- Visitations
- Financial Aid Form (FAFSA)
- Resource Center
- Community College Scholarships
- Talent Grants
- Recommendations

## FOUR YEAR COLLEGE
- SAT
- ACT
- Rank
- Applications
- School/Deadline
- Community College Scholarships
- Talent Grants
- Recommendations
- College File
- Recommendations
- Financial Aid Form (FAFSA)
- College Visits/Interviews
- Scholarships
- Loans
- Resource Center
- NCAA Clearinghouse
- National College Fair
- Transcripts
# ACTIVITIES WORKSHEET

Student Name: ____________  
ID Number: ____________  
Cluster: ________________

<table>
<thead>
<tr>
<th>Activities</th>
<th>Office Held/Position/Honors</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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Personal Data Sheet

Fill out this form before you begin to complete your college applications. It will make completing individual applications easier later on.

Name: ________________________________

Address: ______________________________

Phone Number: _________________________

High School Name: ______________________

School Address: _________________________

School Phone Number: ____________________

Guidance Counselor: _____________________

CEEB Code: (School Code) ________________________

Cumulative GPA: ______________

Class Rank: ______________________

Test Scores: _______ Dates Taken: _______

PLAN: __________

ACT: __________

PSAT: __________

SAT I: __________

SAT II: _______

49
Academic Resume (Sample)

Shawna K. Anderson
200 West Baltimore Street
Baltimore, MD 21201
(410) 768-0988

CAREER GOAL
To become a nurse
Attend a four year college

EDUCATION
Maryland High School
GPA - 3.5
Career Cluster-Health & Biosciences
Advanced Courses: (list)
Articulated Credit
Cluster courses

HONORS/RECOGNITION
National Honor Society 11, 12
Student of the Month 10, 11
Soccer Player of the Year

SCHOOL ACTIVITIES/ATHLETICS
President, Junior Class
Cabinet Representative
Science Club
Soccer 9, 10, 11, 12

OUTSIDE ATHLETICS/ACTIVITIES
Club Soccer
Soccer Club Referee
Church Youth Group

COMMUNITY SERVICE/VOLUNTEER WORK
Hospital Volunteer
Red Cross Blood Drive
March of Dimes Walk
Helpful hints in choosing a school

It is important to select the college that will best satisfy your needs, interests, lifestyle and personal and professional goals. A good match between you and your college will be the key to your success and happiness over the next four years.

1. Visit every college

Visit (or revisit) every college you are considering preferably during a week when classes are in session. Tour the campus and attend one or two classes, meet with faculty in the department which interests you, eat in the dining hall and perhaps most importantly talk with current students. Students are the best sources of information about colleges, as they will talk honestly and knowledgeably about the social life, academic program atmosphere on campus, dorm life and other topics that are important to you. If possible, plan to spend one night in a college dormitory. The overnight visit will enable you to chat informally with students, get the feel of the campus and sample life as a student. The admissions office at most colleges will arrange an overnight visit for you either before or after acceptance. Remember that you are not just choosing a place to go to school, you are also choosing a home for the next four years. This home must satisfy your personal as well as academic needs. It should be a place where you feel comfortable, relaxed, involved and challenged.
2. Consider actual cost rather than sticker price

Unfortunately, some students base their college choice on the total sticker price, which is the full cost for tuition, fees, and room and board rather than on the actual cost of attending. Most colleges offer significant amounts of financial aid including non-repayable grants to students with demonstrated need. In addition, colleges frequently offer installment payment plans, low interest loans, academic scholarships, jobs on campus and other forms of aid to students irrespective of need. Aid is also available from other sources including community groups and the state. When all forms of aid are considered, a college education, either private or public, can be surprisingly affordable. Apply for aid, (even if you don't think you'll qualify) and consider actual cost when making your final decision.

3. Contact an enrolled student

Try to contact a student from your high school or home town who is enrolled at each college you are considering. If you don't know anyone at a particular college, ask the admission office at the school to provide you with the name, email address and phone number of students you could contact. Write or call the students and ask those tough questions you've been holding back -questions about campus life, difficulty of courses, dorm life, relations between students and professors, and general satisfaction of students with the college,
4. Get answers to key questions

You may have key questions which would be better answered by individuals at the college other than current students. Some questions might include:

* Does the college have an active Career Center to help me prepare for a successful job search after graduation?
* What percentage of graduates is accepted to graduate, medical, or law school?
* What help is available if I have difficulty with English, math, or another subject?
* Will I have ready access to computers and other equipment on campus?
* What is the typical class size, and how much individual attention will I receive?
* What intramural or intercollegiate sports are available?
* What percentage of the students participates in athletics?
* What is the "atmosphere" on campus? friendly? relaxed? competitive? pressured?
* What is the faculty like? caring? friendly? aloof? rigid?
* Do professors or graduate students teach freshman courses?

Of course, your questions and concerns may be different from those listed above, but be sure that all your questions are answered fully before making your final decision. The Admissions Office and other college offices will, in most cases, be happy to provide you with the information you want.
5. Trust your instincts

Selecting a college may be one of the first major decisions that you have had to make. It is important for you to make an "informed" decision. You will also find, however, that your ultimate choice will be partially emotional, based on a feeling about where you will best fit in. Even among colleges which are similar in size, quality, and academic offerings, each is unique in atmosphere, student makeup, and general "feel". In the final analysis, one college will most likely "feel right" to you. You will be able to easily imagine yourself being a student there. Go with your instincts!

6. Check and stick to deadlines

While most reputable colleges and universities subscribe to the May 1 Candidate's Reply Date for students to make their commitment to a college, some colleges, assign dorm rooms in the order that the reservation deposits are received. If you know you want to attend a particular college and have a specific dorm preference, you may wish to consider indicating your intention to enroll prior to May 1. Remember, however, that May 1 is officially the date when a decision must be made. Do not let colleges press you for a "premature" decision. Act only when you are comfortable with your decision!

Good luck with your final decision!
## COLLEGE COMPARISON WORKSHEET

<table>
<thead>
<tr>
<th>COLLEGE NAME:</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

### LOCATION
- Distance from home

### SIZE
- Enrollment
- Physical size of campus

### ENVIRONMENT
- Type of school (2 or 4 yr.)
- School setting (urban, rural)
- Location & size of nearest city
- Co-ed, male, female
- Religious affiliation

### ADMISSION REQUIREMENTS
- Deadline
- Tests required
- Average test scores, GPA, rank
- Notification

### ACADEMICS
- Your major offered
- Special requirements
- Accreditation
- Student-facility ratio
- Typical class size

### COLLEGE EXPENSES
- Tuition, room & board
- Estimated total budget
- Application fee, budget

### FINANCIAL AID
- Deadline
- Required forms
- % receiving financial aid
- Scholarships

### HOUSING
- Residence hall requirement
- Food plan

### FACILITIES
- Academic
- Recreational
- Other

### ACTIVITIES
- Clubs, organizations
- Greek life
- Athletics, intramurals
- Other

### CAMPUS VISIT
- When
- Special opportunities
Financing Your Education

$$Develop A Plan To Finance Your Education

Continuing your education costs money, but don’t let that be a reason for talking yourself out of going. Help is available.

You should not limit your choice of college because of the cost. Virtually all colleges, by using their own funds, try to make it possible for any student to attend, regardless of his or her financial circumstances. Additionally, the federal government and many states provide various financial aid opportunities.

The goal is to close the gap between a higher priced college and a lower priced college so students can choose the BEST college for them. Consider any college where you will be comfortable and where you will gain the educational experience that will suit you best. You are preparing for your future and education is one of the best investments that you will ever make.

- Determine college costs (do lots of research)

- Consider a two year college and transferring

- Investigate all possible resources:
  Parents
  Savings
  Summer earnings
  Financial aid-
  * Scholarships
  * Grants
  * Loans
  * Work Study
  * Other Sources

- Secure all of the necessary forms and note DEADLINES

- Apply for financial aid as early as possible!
Request for Letter of Recommendation

To: ____________________________
   (Teacher’s name)

From: __________________________
   (Student’s name)

Recommendation needed for: __________________________

Date due: _______________________

Please give this letter to the counseling office when it is completed.

Thank you
Letters of Recommendation

PERSONAL DATA FORM

It is important that this form be filled out accurately and completely to aide your counselor/teacher in preparing the recommendation for your use with applications for college or employment. Please attach a resume and hand carry it to the person you wish to write the letter. Don’t forget the thank you note afterward!

Student name:__________________

List four teachers or staff members who know you well.

1)_________________________________  3)_________________________________
2)_________________________________  4)_________________________________

Describe your college/career plans.

________________________________________________________________________________

________________________________________________________________________________

List advanced courses which you have completed or in which you are currently enrolled (IB/AP courses, Math, Physics, Articulated courses).

________________________________________________________________________________

________________________________________________________________________________

Describe your involvement in athletics, community service and work experience.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
If there is something special or unique about you that you would like to have mentioned in the letter, please explain.

_____________________________________________________________________

_____________________________________________________________________

Discuss your personal and professional goals.

_____________________________________________________________________

_____________________________________________________________________

List any awards or special recognition that you have received.

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Please attach your Resume’

You may be asked to provide stamped, pre-addressed envelopes for the colleges/universities to which you plan to apply…be sure and ask your counselor.
# I'm a Senior

## What Should I Be Doing to Prepare?

<table>
<thead>
<tr>
<th>September</th>
<th>2-Year Community College</th>
<th>4-Year University</th>
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<th>Going to Work</th>
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</thead>
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<tr>
<td></td>
<td>Meet with your Counselor</td>
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<td></td>
<td>Review your coursework &amp; grades</td>
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<td>Meet with Admissions Reps</td>
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<tr>
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<td></td>
<td>Visit college campuses</td>
<td>Visit college campuses</td>
<td>Visit Schools or Training Sites</td>
<td>Talk to a Recruiter</td>
<td>Visit the Employment Division</td>
<td>Check out website: <a href="http://www.ed.gov/students/prep/job/edpicks.jhtml?src:In">www.ed.gov/students/prep/job/edpicks.jhtml?src:In</a></td>
</tr>
<tr>
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</tr>
<tr>
<td>- Meet with Admissions Reps who visit your school.</td>
<td>- Meet with Admissions Reps who visit your school.</td>
<td>- Meet with Admissions Reps who visit your school.</td>
<td>- Research options with the armed forces - use the internet and check out brochures in the Career Center</td>
<td>- Assess your needs &amp; resources:</td>
<td>- Meet with Admissions Reps</td>
<td></td>
</tr>
<tr>
<td>- Attend the Nat’l College Fair</td>
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<td>- Prepare a resume &amp; cover letter</td>
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<td>- Visit college campuses</td>
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<td>- Visit schools or training sites</td>
<td>- Obtain for Letters of Recommendation</td>
<td>- Network - talk with family, friends, teachers, career counselors, employment agencies</td>
<td>- Visit college campuses, schools or training sites</td>
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</tr>
<tr>
<td>- Make a list of schools offering programs in your area of interest</td>
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<td>- Get admissions applications</td>
<td>- Visit &amp; register with the Employment Dept.</td>
<td>- Network - talk with family, friends, teachers, career counselors, employment agencies</td>
<td></td>
</tr>
<tr>
<td>- Inquire about transfer credits if you might transfer to a 4-year university</td>
<td>- Obtain for Letters of Recommendation</td>
<td>- Get admissions applications</td>
<td>- Work on admissions applications</td>
<td>- Attend job fairs</td>
<td>- Create pro &amp; con lists for each of your possible options</td>
<td></td>
</tr>
<tr>
<td>- Get admissions applications</td>
<td>- Get admissions applications</td>
<td>- Work on admissions applications</td>
<td>- Note application deadlines and submit accordingly</td>
<td>- Acquire work experience</td>
<td>If there's a possibility you may attend a 4 Year university:</td>
<td></td>
</tr>
<tr>
<td>- Work on admissions applications</td>
<td>- Work on admissions application &amp; essays. Note deadlines - submit accordingly</td>
<td>- Note application deadlines and submit accordingly</td>
<td>- Research options with the armed forces - use the internet and check out brochures in the Career Center</td>
<td>- Volunteer</td>
<td>- Register for SAT/ACT</td>
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# I’m a Senior

## What Should I Be Doing to Prepare?

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<tr>
<td>Attend Financial Aid Night</td>
<td>Attend Financial Aid Night</td>
<td>Attend Financial Aid Night</td>
<td>Research options with the armed forces - use the internet</td>
<td>Prepare a resume &amp; cover letter</td>
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</tr>
<tr>
<td>Get a Financial Aid Application (FAFSA)</td>
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<td>Get a Financial Aid Application (FAFSA)</td>
<td>Talk to a Recruiter</td>
<td>Network - talk with family &amp; friends, teachers, career counselors, employment agencies</td>
<td>If there’s a possibility you may need financial aid:</td>
</tr>
<tr>
<td>Work on admissions applications - Note deadlines (if any) - submit accordingly</td>
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<td>Visit College &amp; Career Center</td>
<td>Visit &amp; register with the Employment Dept</td>
<td>Visit Financial Aid Night</td>
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<tr>
<td>Sign up for placement tests at college</td>
<td>Work on admissions essay (if required)</td>
<td>If needed:</td>
<td>Attend job fairs</td>
<td>Acquire work experience - Volunteer - Part-time job</td>
<td>If there’s a possibility you may attend a 4 Year University:</td>
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<td></td>
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### November

- Sr. Follow-up with Counselors
- Attend Financial Aid Night
- Get a Financial Aid Application (FAFSA)
- Work on admissions applications - Note deadlines (if any) - submit accordingly
- Sign up for placement tests at college
- Work on admissions essay (if required)
- If needed: Register for SAT/ACT Take SAT/ACT Test
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- Get a Financial Aid Application (FAFSA)
- Work on admissions applications - Note deadlines (if any) - submit accordingly
- Work on admissions essay (if required)
- If needed: Register for SAT/ACT Take SAT/ACT Test
- Sr. Follow-up with Counselors
- Research options with the armed forces - use the internet
- Talk to a Recruiter
- Prepare a resume & cover letter
- Network - talk with family & friends, teachers, career counselors, employment agencies
- Visit College & Career Center
- Visit & register with the Employment Dept
- Attend job fairs
- Acquire work experience - Volunteer - Part-time job
- If there’s a possibility you may attend a 4 Year University:
  - Register for SAT/ACT
  - Take SAT/ACT Test
- Sr. Follow-up with Counselors
- Network - talk with family & friends, teachers, career counselors, employment agencies
  - If there’s a possibility you may need financial aid: Attend Financial Aid Night
## I'm a Senior

### What Should I Be Doing to Prepare?

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<thead>
<tr>
<th>December</th>
<th>2-Year Community College</th>
<th>4-Year University</th>
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<tr>
<td></td>
<td><img src="checklist.png" alt="Checklist" /> Work on Admissions applications – Note application deadlines (if any) – submit accordingly</td>
<td><img src="checklist.png" alt="Checklist" /> Work on admissions applications – Note application deadlines – submit accordingly</td>
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<td></td>
<td><img src="checklist.png" alt="Checklist" /> Sign up for placement test</td>
<td><img src="checklist.png" alt="Checklist" /> Work on admissions essay (if required)</td>
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<td><img src="checklist.png" alt="Checklist" /> Talk to a recruiter</td>
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<td>- Volunteer</td>
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<td>- Part-time job</td>
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</table>

If attending a 4-Year University:
- Register for SAT/ACT
- Take SAT/ACT Test
## I'm a Senior
### What Should I Be Doing to Prepare?

<table>
<thead>
<tr>
<th>January</th>
<th>2-Year Community College</th>
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<tbody>
<tr>
<td></td>
<td>Submit completed FAFSA between Jan 1-30</td>
<td>Submit completed FAFSA Application</td>
<td>Submit completed FAFSA Application</td>
<td>Research options with the armed forces - use the internet</td>
<td>Prepare a resume &amp; cover letter</td>
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<td></td>
<td>Apply for outside funding or scholarships</td>
<td>Work on admissions applications - Note deadlines - submit accordingly</td>
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<td>If needed:</td>
<td>If there's a possibility you may attend a 4 Year University:</td>
<td>Visit College &amp; Career Center</td>
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<td></td>
<td>Sign up for placement tests at college</td>
<td>Register for SAT/ACT</td>
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# I'm a Senior: What Should I Be Doing to Prepare?

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<tr>
<td>☐ Submit completed FAFSA</td>
<td>☐ Work on admissions applications - Note deadlines (if any) - submit accordingly</td>
<td>☐ Submit completed FAFSA Application (if not already done) and Review Student Aid Report (SAR).</td>
<td>☐ Research options with the armed forces - use the internet</td>
<td>☐ Prepare a resume &amp; cover letter</td>
<td>☐ Network - talk with family &amp; friends, teachers, career counselors, employment agencies</td>
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<td>☐ Take SAT/ACT Test (if not completed)</td>
<td>☐ Visit College &amp; Career Center</td>
<td>☐ Visit &amp; register with the Employment Dept</td>
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<td>If there's a possibility you may attend a 4 Year University:</td>
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<td>☐ Sign up for placement tests at college</td>
<td>☐ Submit completed FAFSA (if not already done) and Review Student Aid Report (SAR).</td>
<td>☐ Apply for outside funding or scholarships</td>
<td>☐ Attend job fairs</td>
<td>☐ Acquire work experience • Volunteer • Part-time job</td>
<td>☐ Register for SAT/ACT</td>
<td>☐ Acquire work experience • Volunteer • Part-time job</td>
</tr>
</tbody>
</table>

If there's a possibility you may attend a 4 Year University:
- Register for SAT/ACT
- Take SAT/ACT Test
## I’m a Senior

### What Should I Be Doing to Prepare?

<table>
<thead>
<tr>
<th>April</th>
<th>2-Year Community College</th>
<th>4-Year University</th>
<th>Technical or Specialized Training School</th>
<th>The Military</th>
<th>Going to Work</th>
<th>I’m Unsure</th>
</tr>
</thead>
<tbody>
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<td>☑️ Research options with the armed forces - use the internet  ☑️ Talk to a Recruiter</td>
<td>☑️ Prepare a resume &amp; cover letter  ☑️ Network - talk with family &amp; friends, teachers, career counselors, employment agencies</td>
<td>☑️ Network - talk with family &amp; friends, teachers, career counselors, employment agencies  ☑️ Develop short term goals</td>
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<td>☑️ Work on admissions applications - Note deadlines (if any) - submit accordingly</td>
<td>☑️ Meet with college academic advisor</td>
<td>☑️ Re-visit College Campus  ☑️ Sign up for placement tests at college</td>
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</tbody>
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*If there's a possibility you may need financial aid:*
  ☑️ Submit Completed FAFSA
  ☑️ Review Student Aid Report (SAR).

*If there's a possibility you may attend a 4 Year University:*
  ☑️ Register for SAT/ACT
  ☑️ Take SAT/ACT Test
<table>
<thead>
<tr>
<th>May</th>
<th>2-Year Community College</th>
<th>4-Year University</th>
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<td>☐ Take SAT/ACT Test (if not completed)</td>
<td>☐ Review Student Aid Report (SAR).</td>
<td>☐ Talk to a Recruiter</td>
<td>☐ Network - talk with family &amp; friends, teachers, career counselors, employment agencies</td>
<td>☐ Secure Summer Employment</td>
<td>☐ Secure Summer Employment</td>
</tr>
<tr>
<td>☐ Apply for outside funding or scholarships</td>
<td>☐ Submit completed FAFSA (if not already done) and</td>
<td>☐ Work on admissions applications - Note deadlines (if any) - submit accordingly</td>
<td>☐ School decision made - submit deposit</td>
<td>☐ Visit College &amp; Career Center</td>
<td>☐ Finalize short term goals</td>
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</tr>
<tr>
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<td>☐ College decision made - submit deposit.</td>
<td>☐ Secure Summer employment</td>
<td>☐ Acquire work experience</td>
<td>☐ Acquire work experience</td>
<td>☐ Finalize plans</td>
<td>☐ Finalize plans</td>
</tr>
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<td>☐ Secure Summer employment</td>
<td>• Volunteer</td>
<td>☐ Finalize plans</td>
<td>☐ Register for SAT/ACT</td>
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</tr>
<tr>
<td>☐ Secure summer employment</td>
<td>☐ College decision made - submit deposit.</td>
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<td>• Part-time job</td>
<td>☐ Finalize plans</td>
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</tr>
</tbody>
</table>
Senior Exit Interview

Post High School Plans - Class of ______

ESL (K-12) yes  no
Name (please print): ___________________________ Hm Phone: ____________
Address: __________________________________________________________________________

Name and phone of someone who would know how to locate you:
Name: _______________________________ Phone: ___________________________
Address: __________________________________________________________________________
City/State/Zip: _____________________________________________________________________

Father’s Full Name: ________________________________
Mother’s Full Name: ________________________________

Check the one option that best fits your post-high school plans:

☐ Community College
Name: __________________________________________________________
Have you taken the placement test?       Yes    No

☐ 4-year College/University
Name: __________________________________________________________

☐ I have been offered/received an award from (school or organization):
  1) __________________________________________ Amount ______
  2) __________________________________________ Amount ______
  3) __________________________________________ Amount ______

☐ Military   Branch: ________________________________

☐ Other Training (Business College, Trade School, Technical School)
Name: __________________________________________________________

☐ Employment
  o Full time work
  o Full time work and school
  o Part time work
  o Part time work and school

8th SEMESTER TRANSCRIPT RELEASE: Transcripts can only be issued by a signed release (students under 18 years of age must have a parent signature). All colleges require an 8th semester transcript for final admission. Please send my transcript to the following schools:

School: __________________________ Address: __________________________
School: __________________________ Address: __________________________
School: __________________________ Address: __________________________

Student Signature: ____________________________________________

Parent Signature (if student not 18 years of age): ____________________________
School-Based Activities
School-Based Activities

School-Based Activities, together with Career-Based Activities and Career Related Learning Experiences are key components of an overall Advisory System. School-Based Activities provide structured opportunities for students to learn more about themselves, consider their options, and thoughtfully begin to prepare for their next steps. School-Based Activities may take place in a variety of ways. For example, some schools may choose to offer a course with a career focus. Others may choose to integrate career exploration activities into the curriculum of an existing class or develop a school-wide advisory program.

School-Based Activities follow a continuum of personal and career development activities that begin in the 7th and 8th grades and increase in intensity and focus each year as students continue through high school, culminating in a plan for their post high school options. School-Based Activities should include curriculum and activities that address:

- Self Awareness
- Goal Setting (personal, academic, career)
- Career Cluster Exploration
- Career Development Content Standards
- Work Readiness Skills
- Transition Planning

School-Based Activities, Career-Based Activities and Career Related Learning Experiences are critical elements of a successful Advisory Program. Together, they enhance classroom curriculum and allow students to gain insight, self-confidence, experience and a better understanding of themselves, careers and the world of work.
School Based Activities
7th & 8th Grade

- Create 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Review Helpful High School Cluster Pathway Choices
- High School Visitation
- Reflection and Goal Setting
- Career Development Content Standards

MD Standards - 1, 2, 3

1. Self Awareness
2. Career Awareness
3. Career Exploration
School Based Activities
9th Grade

- Review 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Goal Setting
- Career Development Content Standards
- Career Research

MD Standards – 1, 2, 3, 4

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
School Based Activities
10th Grade

- Review 4 Year Personal Portfolio/Career Folder
- Self Assessment
- Work Readiness Skills Including Resume, Cover Letter
- Career Development Content Standards
- Independent Living & Financial Requirements
- Career Options Presentation
- Student Led Conference

MD Standards – 1, 2, 3, 4, 5, 6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
School Based Activities
11th Grade

- Review 4 Year Personal Portfolio/Career Folder
- Junior Portfolio
- Employability Pieces (update resumes etc.)
- Reflection
- Junior Portfolio presentation
- Career Development Content Standards

MD Standards – 1,2,3,4,5,6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
School Based Activities
12th Grade

- Review 4 Year Personal Portfolio/Career Folder
- Senior Portfolio
- Employability Pieces (update resumes, secure letters of recommendation, etc.)
- Reflection
- Project and/or Research Paper
- Senior Project/Portfolio presentation
- Portfolio Fair
- Career Development Content Standards

MD Standards – 1, 2, 3, 4, 5, 6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
Grade 9

September/October Focus
Intro: High School Briefs (updated monthly)
1. Getting to know myself and the others in my advisory group
2. Navigating high school
3. Introduction to the Freshman Planner
4. Creating a Career Folder
5. Setting Goals – personal, academic, career
* Interest Inventory – completed in class of school’s choice or as homework

November/December Focus
Intro: High School Briefs (updated monthly)
1. Reconnect Activity
2. Decision Making
3. Career Cluster Activity
4. Freshman Planner Review
5. Goal Review
* Self Assessment – completed in class of school’s choice or as homework

January/February Focus
Intro: High School Briefs (updated monthly)
1. Reconnect Activity
2. Career Cluster Activity
3. Career Content Standards Activity
4. Sharing interest/assessment results
5. Freshman Planner Review
6. Goal Review

March/April Focus
Intro: High School Briefs (updated monthly)
1. Sharing interest/assessment results
2. Career Cluster selection activity
3. Introduce career based activity options and requirements
4. Freshman Planner Review
5. Goal Review
* Career Report – completed in class of school’s choice or as homework

May/June Focus
Intro: High School Briefs (updated monthly)
1. Sharing career based activity experiences
2. Preparation for student-led conference
3. Freshman Planner Review
4. Goal Review
* Complete student-led conference in class of school’s choice or after school/evening activity
Grade 10

September/October Focus
Intro: High School Briefs (updated monthly)
1. Getting to know myself and the others in my advisory group
2. Review the Freshman Planner and Career Folder
3. Review Career Clusters
4. Introduce Sophomore Planner
5. Setting Goals - personal, academic, career
   * Interest Inventory - completed in class of school's choice or as homework

November/December Focus
Intro: High School Briefs (updated monthly)
1. Career Content Standards Activities
2. Sophomore Planner Review
3. Goal Review
   * Begin employability packet pieces (resume, cover letter etc.)

January/February Focus
Intro: High School Briefs (updated monthly)
1. Career Based Activity Options and Requirements
2. Sophomore Planner Review
3. Goal Review
4. Employability Packet Review

March/April Focus
Intro: High School Briefs (updated monthly)
1. Mock Interview Preparation
2. Career Report including informational interview
3. Sophomore Planner Review
4. Goal Review
   * Begin independent living packet
   * Participate in mock interview

May/June Focus
Intro: High School Briefs (updated monthly)
1. Sharing career based activity experiences
2. Share career report including informational interview results
3. Preparation for student-led conference
4. Sophomore Planner Review
   * Complete student-led conference in class of school's choice or after school/evening activity
Grade 11

September/October Focus
Intro: High School Briefs (updated monthly)
1. Getting to know myself and the others in my advisory group
2. Review the Sophomore Planner and Career Folder
3. Review Career Clusters and Career Content Standards
4. Introduce Junior Planner
5. Setting Goals – personal, academic, career
6. Introduce Junior Portfolio
* Begin gathering materials for portfolio

November/December Focus
Intro: High School Briefs (updated monthly)
1. Reflection
2. Junior Portfolio Work
3. Update employability packet
4. Junior Planner Review
5. Goal Review

January/February Focus
Intro: High School Briefs (updated monthly)
1. Career Based Activity Options and Requirements
2. Job Shadow Preparation
3. Junior Portfolio Work
4. Junior/Senior Reflection Requirements
5. Junior Planner Review
6. Goal Review

March/April Focus
Intro: High School Briefs (updated monthly)
1. Post-Secondary Options
2. Junior Portfolio Work
3. Junior Planner Review
4. Goal Review

May/June Focus
Intro: High School Briefs (updated monthly)
1. Preparation for portfolio presentations
2. Junior Planner Review
3. Set summer goals related to post-secondary options
* Complete junior conference in class of school's choice or after school/evening activity
Grade 12

September/October Focus
Intro: High School Briefs (updated monthly) - Includes post-secondary timelines
1. Getting to know myself and the others in my advisory group
2. Review the Junior Planner
3. Introduce Senior Transition Planner and Review Graduation Requirements
4. Introduce Senior Portfolio/Research Paper requirements
5. Update employability packet including letters of recommendation
6. Internship/Project Preparation
7. Setting Goals - personal, academic, career
* Begin gathering materials for portfolio, research paper
* Secure site for internship/project

November/December Focus
Intro: High School Briefs (updated monthly)
1. Introduce FAFSA
2. Senior Portfolio Work
3. Review employability packet
4. Review Senior Transition Planner
5. Review goals

January/February Focus
Intro: High School Briefs (updated monthly)
1. Review post-secondary timelines and requirements
2. FAFSA update
3. Senior Portfolio Work
4. Review employability packet
5. Review Senior Transition Planner
6. Review goals

March/April Focus
Intro: High School Briefs (updated monthly)
1. Alumni Panel including university, community college, technical school, military, work
2. Review post-secondary timelines and requirements
3. Senior Portfolio Work
4. Review employability packet
5. Review Senior Transition Planner
6. Review goals
Grade 12 cont’d

May/June Focus
Intro: High School Briefs (updated monthly)
1. Preparation for portfolio presentations
2. Review Senior Transition Planner
3. Review goals
4. Set goals related to post-secondary options
* Complete senior portfolio presentation conference in class of school’s choice or after school/evening activity
Junior Advisory Meeting
Date
Start time - End time

“Now is the time... here is the place”

☑ Junior Advisory
  What & Why
☑ Setting Goals
☑ The Junior Portfolio - What’s required

Remember...Attendance is Mandatory.

SEE YOU THERE!

Student Name:

ID#:

Your Mentor:
Getting to know my Advisory Group

Format: Gathering
Grouping: Whole Advisory
Scheduling: First Advisory Meeting

Directions:
During the first advisory meeting at the beginning of the school year, invite students to introduce each other to the whole group. Brainstorm and list any questions students would like to ask each other. Then pair students randomly by using any of the following:

1) Two decks of playing cards (students with the same cards are partners)

2) Counting off (if you have 20 students, have students count off one to ten twice and find the person with the same number).

3) Drawing names out of a hat (half of the students draw the names of the other half of the students)

Give advisory pairs five minutes to ask each other three questions and prepare their introductions. Then gather in a circle and ask each pair of students to introduce each other.

The Advisory Guide, Rachel A. Poliner and Carol Miller Lieber
Advisory Meeting Activity

Format: Gathering
Grouping: Whole Advisory
Scheduling: First Advisory Meeting

Directions:
1. Give each student a piece of paper.
2. Show them how to fold it into a table tent.
   a. Fold sheet into thirds to form a tent
3. Have students write their first and last name on one side of the “tent”.
4. While they are making the name sign, ask them to think of one thing they are excited about doing this year. It might be joining a sports team, trying out for the school play, getting better grades than last year or as simple as chewing gum in class.
5. Gather the whole group together.
6. Ask students to introduce themselves to the group and share what they’re excited about for the coming school year.
Who Do You Know

Format: Activity
Grouping: Whole Advisory
Scheduling:

Directions:

1. Challenge students to see how many names they remember from the group. This group will be meeting a lot over the course of the year, and it’s important for everyone to get to know each other.

2. Provide a small prize (candy, pencil etc.) for the winning student.
Navigating High School

The purpose of this advisory lesson is to orient the student to the high school.

The following are suggested topics. It's assumed that 8th grade students were exposed to this information before they came to high school; however, a refresher is beneficial:

- Academic and Graduation Requirements
- Rules, Policies and Student Handbook
- Physical Environment (campus tour)
- Activity/Athletic Involvement and Schedules
- Important People to Know - i.e. Principals, etc.
- School Calendar/Important Dates to Remember
- Other
# Things I Can Do to Prioritize My Work - Worksheet

(adapt this page to accommodate the state and local graduation requirements)

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>I have already taken this course</td>
<td>I am currently taking this course</td>
<td>I will take this course in the future.</td>
<td>Refer to the courses in column &quot;B&quot; (courses you are currently taking). Rank them in order of the amount of work/time they will require to pass. 1 = requires the most work/time</td>
</tr>
<tr>
<td>English II</td>
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</tr>
<tr>
<td>English III</td>
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<td>English IV</td>
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<tr>
<td>Math I</td>
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<td>Math II</td>
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<td>Math III</td>
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<td>Math IV</td>
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<td>Science I</td>
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<td>Science II</td>
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<td>Science IV</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>Technology Education</td>
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<tr>
<td>Fine Arts</td>
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<td>PE and Health</td>
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<tr>
<td>Foreign Language</td>
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<tr>
<td>Advanced Technology Education</td>
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<tr>
<td>CTE Pathway Program or</td>
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<tr>
<td>Academic Concentration</td>
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</tr>
</tbody>
</table>

List three things you can do to ensure you successfully complete the course you ranked #1 (requires the most work/time to pass).

1.
2.
3.
Chocolate Test

“If you were buying candy and had your choice of the following, which would you choose”?

☐ Baby Ruth
☐ Butterfinger
☐ Snickers
☐ Hershey Bar
☐ Almond Joy
☐ Clark Bar
☐ Good ‘n’ Plenty
Chocolate Test

This is what the research says about you:

BABY RUTH  Sweet, loving, cuddly. You love all warm fuzzy items. A little nutty. Sometimes you need a little treat like an ice cream cone at the end of the day.

BUTTERFINGER  Smooth, articulate. You are an excellent after-dinner speaker and a good teacher. But, don’t try to walk and chew gum at the same time.

SNICKERS  Fun-loving, sassy, humorous. Everyone enjoys being around you. But, you are a practical joker...others should be cautious.

HERSHEY BAR  Romantic, warm, loving. You care about other people and can be counted on in a pinch. You tend to melt and get gushy.

ALMOND JOY  Always ready to give and receive, very energetic, and really like to get into life.

CLARK BAR  You like sports, whether baseball, football, basketball, or soccer. If you could, you would like to participate, but also enjoy watching sports. You don’t like to give up the remote control.

GOOD ’N’ PLENTY  You are a very fun loving person who likes to laugh. You are fun to be with. People like to go to the movies with you. You are a warm-hearted person.
Glowing and Growing

Directions:
Ask students to consider how the year is going thus far. Tell them to think of 2 things to share:

Something to **GLOW** on.
This would be something the student is proud of or particularly excited about.

Something to **GROW** on.
This would be something the student is working on or struggling with.
DOWN
1. To explore cluster options to prepare an educational and career plan (2 words – include space).
2. To demonstrate skills to secure, maintain and advance in a chosen career cluster (2 words – include space).
3. To demonstrate how lifelong learning skills enhance one’s ability to succeed (2 words – include space).
4. A technique for expressing ideas effectively – giving and receiving information (2 words – include space).
5. To understand educational and skill requirements for a career interest area (2 words – include space).
8. A written evaluation of one’s work.
10. A collection providing tangible proof of hard work, talents and accomplishments.

ACROSS
6. To understand your abilities, strengths, interests, skills and talents (2 words – include space).
7. To demonstrate career development skills to begin planning post-high school (2 words – include space).
9. Maryland’s 10 occupational groupings (2 words – include space).
11. Things you plan to accomplish to attain.
12. To work effectively with others.
13. To find solutions and apply decision making techniques (2 words – include space).
1. To explore cluster options to prepare an educational and career plan (2 words – include space).
2. To demonstrate skills to secure, maintain and advance in a chosen career cluster (2 words – include space).
3. To demonstrate how lifelong learning skills enhance one’s ability to succeed (2 words – include space).
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7. To demonstrate career development skills to begin planning post-high school (2 words – include space).
9. Maryland’s 10 occupational groupings (2 words – include space).
11. Things you plan to accomplish to attain.
12. To work effectively with others.
13. To find solutions and apply decision making techniques (2 words – include space)
Reconnecting Activities

*When Advisory Groups do not meet weekly, a concerted effort needs to be made to build the students into an accepting, friendly group so they are comfortable working and sharing with one another. Below are some ideas to help remind students of each other’s names as you work to build the group.

- Go around the room (or circle) and ask each student to state their name. When all have shared, ask a student to tell you the name of the person on their left, or right, or directly across from them. Keep going until everyone has had a turn.

- Ask students to pair up and interview another person. Then have the students introduce each other to the group. Use just a few general questions for the interview.

- Have the group introduce themselves by name and then mention something that begins with the same letter, a fruit, vegetable, animal, etc. Then go around again and ask the students to state their name and article, followed by introducing the person to their right by name and article. (“I am Brenda banana and this is Rachel raspberry.”)

- See if a student can go around the room and tell the group the name of all the other students. Ask several students to try and have a small prize for those that can accomplish this.

- Throw a Nerf ball around the circle or classroom. Have the person with the ball say the name of another student and then throw the ball to them.

- Give each student a piece of paper and some colored pens, crayons or stickers. Ask them to decorate a name sign for themselves and set it in front of them on the desk or table or hold the sign in front of them. After introducing themselves and sharing their artwork, have the students pass the name signs around the circle or room and then ask them to stop and hold the sign that they have received. Ask a member of the group to say the name and match it to the person. Continue until all students have their own name signs.

Be creative and help the students learn names and feel comfortable as they become acquainted with one another!
Self-Assessment Activity

In this activity, students will use words that describe their personality, mental or physical abilities, learning style and/or strengths.

Have students write their name in a vertical line on the paper. Next to each letter, have them write an adjective phrase that begins with that letter.

Example:

Name: Dakota Tinker

D eliberate
A ffectionate
K ind
O utstanding
T houghtful
A rtistic

T alkative
I ntelligent
N eat
K nowledgeable
E xample
R ealistic
Relationship Bank Account

Discuss with students about a savings account at a bank. Talk about deposits and withdrawals, positive and negative balances. Then move on to the idea of a relationship bank account. Some examples of deposits (actions to improve a relationship) are giving compliments, acting in someone’s best interest, keeping your promises, and spending time together. Examples of withdrawals (actions that may weaken a relationship) are talking behind someone’s back, judging others, or breaking your promises. Have the group brainstorm more examples of deposits and withdrawals.

Now ask the students to identify one relationship that is important to them. Tell them to look back over the last week and make a list of the deposits and withdrawals they’ve made in that relationship. Do they have a positive or negative balance?

Ask students to identify a relationship that could use a boost. Tell them to write down three things they could do in the next week to make deposits into that account.

Encourage them to think about their bank account in the future.
Planning for Semester Exams

Pass out “Planning for Semester Exams” worksheet. There is a section for each of their eight classes with the date and times of their finals.

♦ Write the name of each class next to the appropriate period.
♦ Identify whether their final is a culminating activity, project, or written exam.
♦ Prioritize each exam/task by rating the preparation time for each class.
  (1-extensive/2-moderate/3-minimal)
♦ Develop a study plan that matches preparation needs, student learning style, and type of test.
♦ Encourage students to: Use this planning guide to organize for finals, check with teachers for missing work, set aside time/place to study and do homework to prepare for finals, and use student planner to remember study strategies and test taking tips.
**Planning for My Semester Exams**

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Is your Final Exam a Culminating Activity, Project, or a Written Exam?</th>
<th>My Study Plan Describe things you will do to prepare for your Final Exam.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
There are four main concepts highlighted in the **FISH** philosophy of having a fun and meaningful school and work life.

1. **PLAY**  
   - Enjoy yourself by making school and work fun.  
   - Be creative with your assignments, projects, senior venture topic, internship.  
   *Ask* How can you increase your creativity?

2. **MAKE THEIR DAY**  
   - Do something special for others.  
   - Make an effort to connect with a classmate you don’t know.  
   *Ask* What are some ways you could do something special for a classmate?

3. **BE THERE**  
   - Be focused on the moment, person or task you are involved in.  
   - Be present by listening well and participating wholeheartedly.  
   *Ask* How can you create positive memories with few regrets during your senior year?

4. **CHOOSE YOUR ATTITUDE**  
   - Your attitude decides the quality of your experience.  
   - “A positive attitude is a decision we make moment to moment.”  
   *Ask* Just like in the video and in real life, we don’t get to choose a great deal of all the activities we must participate in. How can a positive attitude make the difference?

    Distribute fish crackers.  
    **Throw them (like fish) if you’re feeling brave!**
Advisory Meeting Script Template

Grade:
Meeting Month(s):
Start Time:
End Time:

Required Supplies:

Activity 1
Activity Title:  Greet the Group/Ice Breaker Activity
Start Time:
End Time:
MD CDC Standard(s):

Activity 2
Topic:  Reconnect Activity or Review concept from last meeting
Start Time:
End Time:
MD CDC Standard(s):

Activity 3
Topic:  High School Briefs - Getting Involved in Your School
Start Time:
End Time:
MD CDC Standard(s):
Advisory Meeting Script Template cont’d

Activity 4
Topic: Character Building Concept
Start Time:
End Time:
MD CDC Standard(s):

Activity 5
Topic: School-Based Concept (Planner, Goal Setting, Cluster Activities, Career Development
Content Standards, Career Related Learning Standards, etc)
Start Time:
End Time:
MD CDC Standard(s):

Activity 6
Topic: Career-Based Concept (Work Readiness Skills, Career-Related Learning Experiences, etc.)
Start Time:
End Time:
MD CDC Standard(s):

Activity 7
Topic: Post-Secondary Planning
Start Time:
End Time:
MD CDC Standard(s):

Activity 8
Topic: Closing Activity or Present Follow-up Assignment
Start Time:
End Time:
MD CDC Standard(s):
Welcome to a new school year!

Now is the time. Here is the place. Will you be ready?

The start of a new school year is an opportunity to begin anew. Focus on your schoolwork…join a club…volunteer your time. Get involved! It’s also a time to begin exploring options, developing goals and planning for life after graduation.

Advisory meetings will provide you with information, tools and resources to support your efforts and help you to successfully meet your goals.

Events in the Spotlight

GET OUT YOUR BUG SPRAY AND SUNGLASSES

This spring Outdoor School will be held at Cedar Ridge, Trickle Creek and YWCA Camp Westwind from March 27 though June 9, 2006. It is a great opportunity for high school students to demonstrate maturity, responsibility and leadership and have fun at the same time. If you love singing Kumbaya and you don’t mind an occasional insect, consider spending five days as a camp counselor for 6th graders this spring. If you have a desire to make a difference in young lives, this is for you! Go to the counseling office for more information.

Monthly Morals

September’s monthly moral is “attitude,” which is how you respond to situations in life. A good attitude can make a difference in your life. Attitude may seem like a little thing, but it makes a BIG difference. A positive attitude can go a long way in making a strong impact on whether you succeed or fail.

Get Involved!

Check out the Career Center Activities Board for a complete list of Clubs, Activities and Sports opportunities.
# CDF Guide

## How to identify the Career Development Framework Standards

<table>
<thead>
<tr>
<th><strong>Self Awareness</strong></th>
<th>Acquire and apply self-knowledge to understand one’s abilities to build and maintain a positive self concept.</th>
</tr>
</thead>
</table>
| **Have you...**    | ☐ Identified your abilities, strengths, interests, skills and/or talents?  
☐ Interacted appropriately with others (teachers, community people, peers)?  
☐ Used self-knowledge to set goals and make decisions? |

<table>
<thead>
<tr>
<th><strong>Career Awareness</strong></th>
<th>Understand Maryland’s Career Clusters and pathways and connect their relationship to educational achievement and life-long learning.</th>
</tr>
</thead>
</table>
| **Have you...**     | ☐ Investigated Maryland’s 10 Career Cluster areas?  
☐ Demonstrated career investigation and decision making skills  
☐ Learned educational, training and skill requirements for a career interest area? |

<table>
<thead>
<tr>
<th><strong>Career Exploration</strong></th>
<th>Assess Career Cluster choices and related pathways to develop an education and career plan.</th>
</tr>
</thead>
</table>
| **Have you...**       | ☐ Identified a sequence of career pathway courses?  
☐ Prepared an educational and career plan to help you achieve your educational and career goals? |

<table>
<thead>
<tr>
<th><strong>Career Preparation</strong></th>
<th>Prepare for postsecondary and career success. Demonstrate career development skills in planning for post-high school experiences.</th>
</tr>
</thead>
</table>
| **Have you...**        | ☐ Demonstrated career investigation skills?  
☐ Applied cluster knowledge through technology, research, problem-solving work-based learning and project-based learning?  
☐ Developed a career folder including a resume, cover letter, goals, etc.? |

<table>
<thead>
<tr>
<th><strong>Job Seeking &amp; Advancement</strong></th>
<th>Demonstrate skills to secure, maintain and advance in a chosen career cluster.</th>
</tr>
</thead>
</table>
| **Have you...**             | ☐ Demonstrated proficiency in cluster and pathway standards?  
☐ Demonstrated employment skills (write a resume & cover letter, interview, find employment, market yourself)?  
☐ Demonstrated career management skills? |

<table>
<thead>
<tr>
<th><strong>Career Satisfaction &amp; Transition</strong></th>
<th>Demonstrate skills that demonstrate how the attainment of knowledge and skills enhances one’s ability to successfully function in a changing economy.</th>
</tr>
</thead>
</table>
| **Have you...**                      | ☐ Used career management and decision making skills?  
☐ Demonstrated lifelong learning skills? |
## Self Awareness
Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills and talent to help make thoughtful choices for post-high school options.

### Have you…
- Identified tasks that need to be done and gone on to complete those tasks?
- Interacted appropriately with others (teachers, community people, peers)?
- Maintained regular attendance and been on time?

## Problem Solving
Apply decision-making and problem-solving techniques in school and community.

### Have you…
- Identified problems or issues?
- Used problem solving and decision making skills to identify alternatives & develop solutions?
- Developed a plan to implement the solutions?

## Communication
Demonstrate effective speaking, listening, written and non-verbal skills.

### Have you…
- Spoken clearly, listened attentively and/or written clearly and accurately?
- Given and received feedback in a positive manner?
- Read technical or instructional or professional materials/journals for information?

## Teamwork
Demonstrate effective cooperation working with others in school and community.

### Have you…
- Demonstrated respect and flexibility in team situations?
- Worked effectively as a member of a team?
- Demonstrated skills that improved team effectiveness - for example, compromise, consensus building, conflict management and goal setting?

## Employment Foundations
Demonstrate both academic knowledge and technical skills required for successful employment in a Pathway interest area.

### Have you…
- Demonstrated career investigation skills
- Developed work-readiness materials (resume, cover letter, goals etc.)
- Dressed appropriately for the work environment?
- Followed health and safety practices?
- Used tools and technology appropriately?

## Career Development
Demonstrate career development skills in planning for post-high school experiences.

### Have you…
- Learned educational, training and skill requirements for a career interest area?
- Assessed your personal interests and strengths related to your personal, educational and/or career goals?
- Developed a plan to help you achieve your personal, educational and career goals?
Character Building

The following terms are meant to be used monthly during the advisement period. Each term, or “monthly moral”, will have a definition along an encouragement for discussion, so that students can remember and implement these “character building” traits. All written material is in a form for the advisor to use with the advisement group. All of these terms can be expanded, but the advisor is encouraged to post somewhere the following principles with the words to remind students that the emphasis is on character building. Bookmarks can also be designed for the students in advisement groups using the character building terms. The important point is to remind students to grow in character.

CITIZENSHIP - Caring enough to speak up for the good of your school and community.
HONESTY - Sometimes honesty takes courage, but it is the right thing to do.
ATTITUDE - How you respond to situations in life.
RESPECT - You have to give respect to get it.
ACHIEVEMENT - Knowing you did the best that you can do.
CARING - Sharing, valuing, and caring about each other’s feelings.
TOLERANCE - Respecting our differences and sharing our goals.
EXCELLENCE - Being the best you can be.
RESPONSIBILITY - Taking credit or criticism for our actions.

The focus this year is on “CHARACTER BUILDING.” Character is what you say or do when no one else is looking. Challenge students to think about what they do around their friends vs. what they do when no one else sees them. Talk about how their true character is what they do when no one is looking. Encourage them to carry over the positive traits from one area to the other. For example, if a student is outgoing when in the comfort of a group of people, encourage them to be outgoing on their own. Or, if a student tends to talk to or welcome a stranger (someone different than himself) when he is along, encourage him to do the same even when his friends are watching, even if they might make fun of him for talking to someone from a different peer group.
Character Building

Citizenship

“Citizenship,” is the act of caring enough to speak up for the good of your school, your community, and each other. Have the group share examples of citizenship they have done or seen so far this year. Also collect ideas of what they can do this week and throughout the year to continue showing their citizenship. Include the idea of “voting” and exercising that right. If there are English as a Second Language (ESL) students present ask them about what “voting” or “citizenship” means in their country.

Attitude

“Attitude,” is how you respond to situations in life. Lead a discussion about why a good attitude can make a difference in life. Attitude may seem like a little thing, but it makes a BIG difference. As you talk about how one’s attitude and choices can make a difference in life, provide examples. For instance, the people you surround yourself with have a strong impact on whether you succeed or fail. The wrong friends can drag you down. Peer pressure is on all those lists of reasons why people get drunk or use drugs, so emphasize healthy choices along with a positive attitude. Remind students that facial expressions (a smile instead of a frown) and word choice can have a large impact on others. Our attitudes are reflected in those words and expressions. Remind them that even grim situations can have their funny side and we don’t have to punish the world with our bad attitudes. Ask student to share their own examples of how one’s attitude and choices make a difference in life. Be prepared to give your own example(s).
Character Building

Respect

"Respect," is showing consideration for others' differences and beliefs. Respect is a principle. Keeping principles at the center of your focus actually can make a difference in life. We are all familiar with the effects of gravity. Throw a ball up and it will come down. It's a natural law or principle. Just as there are principles that rule the physical world, there are principles that rule the human world. Principles aren't religious. They aren't American or Asian. They aren't up for discussion. If you live by them, you will excel. They apply equally to everyone. Other principles would be honesty, kindness and love. In addition to respecting others, it is also important to respect yourself and to earn the respect of others.

Have the group talk about some examples of ways we can respect each other. For example, not judging one another and learning about cultural differences such as different ways we celebrate the holidays. If you find yourself making judgments, try to put yourself in the other person's shoes.

Think of a time when you worked with someone who was different than you in some way. How did you use your different ideas, strengths, etc. to do something better than you could have done alone? Ask students to think about ways to respect themselves and then share with the group. What can they do to gain respect from others and learn to respect themselves more? Encourage students to respect differences.
Character Building

Achievement

“Achievement,” is knowing you did the best you could do, reaching a goal, and feeling success. This is the perfect time to lead a discussion about how showing achievement in your life and doing the best you can do is important. This “character builder” leads right into setting goals, looking at test scores, monitoring grades and being mindful that “achievement” is very personal and comparisons with others ignores your own special attributes and innate abilities.

Caring

“Caring” is sharing, valuing and being mindful of each other’s feelings and needs. Teach the C.A.R.E. formula.

C=Compliment three people each day. Make sure the compliment is sincere. Instead of being jealous or thinking a compliment won’t matter, challenge yourself to share your thoughts. You will be amazed at how people respond when you make positive comments.

A=Act in others’ best interests. Think with compassion about students who are either new to the school or don’t have a lot of positive things happening in their lives. Take a minute to talk with these students despite the possibility your friends will wonder what you are doing. It takes courage to get out of your comfort zone to make others comfortable. (Have you ever felt sorry for someone? Why? What could you do to make a difference?)

R=Respect the differences of others. It is so easy to walk on campus and immediately judge others by external appearances. Too often, these judgments are way off. Reserve judgment until you have a better understanding of others.

E=Extend a helping hand. Your school, family and community need you.
Nothing shows you care more than getting involved by willing giving your time and energy. Brainstorm ways you could extend a helping hand at school. Are there family members of neighbors that could use your help?

Ask the students to think about how their own behavior is affected in an attempt to belong, as well as what their actions and attitudes are in accepting others and respecting people’s differences. Challenge them to actively CARE.

Ask the students to think about how their own behavior is affected in an attempt to belong, as well as what their actions and attitudes are in accepting others and respecting people’s differences. Challenge them to actively CARE.

**TOLERANCE**

“Tolerance”, means respecting differences of others and sharing common goals. It is important to show tolerance for each other. Ask each student to share one way we can show tolerance for another person. For example: Ideas you could share to start discussion.

- listen to people sincerely
- being polite
- helping one another
- being patient with others
- avoid gossip and spreading rumors
- work together respectfully
- taking responsibility to be positive
- show concern
Character Building

Excellence

“Excellence”, is being the best you can be and striving for superiority in a positive sense for oneself. This “character builder” can serve as a foundation for goal setting, preparing for exams, grade self reflection and career planning. Emphasize how important it is to strive for excellence.

Responsibility

“Responsibility” is taking credit or criticism for our actions. Explain how important it is to know the difference between things we can control and the things we cannot control. Ideas of things that can be controlled: what you eat, your mood, your choices, your language, exercise, what you watch on TV, attitude, when or how much you study...examples of things you cannot control: accidents, birth place, others’ behavior, weather, parents, or past mistakes. Discuss with the group why it is important to focus on the areas you can control.

Honesty

“Honesty,” is being trustworthy, not lying, cheating, stealing, etc.; telling the complete truth. Ask the students to share instances where a lie had real consequences for their life. Also, talk about “white lies”, being frank, examples of honest opinions and the danger of hurting people’s feelings. Be sure and emphasize the ramifications of dishonesty and the possible harm to a person’s reputation.
Career Folder Definition:

A folder for students to accumulate and store all of the work accomplished during the advisement period. The folder will include student’s planner and supplementary documentation which could include: self assessment, goal setting, grades, test scores, resume, letters, reflections, etc. Students are welcome to store work samples and other career related experiences as designated.

1. Introduce career folder concept to students.
2. Supply students with a file folder or accordion file.
3. Designate an area where students can access their folders.
4. Students are welcome to decorate folders at teachers’ discretion.
When setting goals it is important to remember the acronym SMART:

- **S = Specific**
  
  "Have only two absences from school for the rest of first semester."

- **M = Measurable**
  
  "Have a teacher check my attendance on SISWEB."

- **A = Achievable**
  
  "Yes, if I take care of myself nutritionally, physically, and get rest."

- **R = Realistic**
  
  "Yes, this allows for any potential sick days."

- **T = Timely**
  
  "January 9, 2007 (not quite the end of first semester)."

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by ________________.

**School- or Work-Related Goal**

**Specific:**

________________________________________________________________________

**Measurable:**

________________________________________________________________________

**Achievable:**

________________________________________________________________________

**Realistic:**

________________________________________________________________________

**Timely:**

________________________________________________________________________
When setting goals it is important to remember the acronym SMART:

- **S** = Specific  Have only two absences from school for the rest of first semester.
- **M** = Measurable  Have a teacher check my attendance on SISWEB.
- **A** = Achievable  Yes, if I take care of myself nutritionally, physically, and get rest.
- **R** = Realistic  Yes, this allows for any potential sick days.
- **T** = Timely  January 9, 2007 (not quite the end of first semester).

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by ____________________.

### Personal Goal

**SPECIFIC:**

**MEASURABLE:**

**ACHIEVABLE:**

**REALISTIC:**

**TIMELY:**
**SMART Goal Setting**

**How did you do?**

<table>
<thead>
<tr>
<th>What was your School/Work related goal?</th>
<th>How close did you come to meeting your goal? (circle)</th>
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<tbody>
<tr>
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<td>1 2 3 4 5</td>
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<tr>
<td></td>
<td>Did not meet my goal Met my goal</td>
</tr>
</tbody>
</table>

If you met your goal...
List 1 factor that contributed to your success

If you did not meet your goal...
List 1 step you can take to help you achieve your goal by the next Advisory Meeting

<table>
<thead>
<tr>
<th>What was your Personal goal?</th>
<th>How close did you come to meeting your goal? (circle)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1 2 3 4 5</td>
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<td></td>
<td>Did not meet my goal Met my goal</td>
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</tbody>
</table>

If you met your goal...
List 1 factor that contributed to your success

If you did not meet your goal...
List 1 step you can take to help you achieve your goal by the next Advisory Meeting
1. What do you want? __________________________________________________________

2. How hard are you willing to work? __________________________________________

3. How long are you willing to hang in there before you give up? __________________________

“Live by design instead of by accident”

Design two goals for yourself – one for school or work and one personal goal.

Goal #1: _________________________________________________________________

<table>
<thead>
<tr>
<th>Steps I need to take to reach the goal</th>
<th>Completed by</th>
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</table>

Goal #2: ________________________________

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<th>Steps I need to take to reach the goal</th>
<th>Completed by</th>
</tr>
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</table>

“Have a life with meaning instead of showing up”
**CAREER CLUSTER JOB MATCHING**

The following are the Maryland Career Clusters. Please match the careers from page two with the correct Cluster.

<table>
<thead>
<tr>
<th>Arts, Media and Communication</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management and Finance</td>
<td></td>
</tr>
<tr>
<td>Consumer Services, Hospitality, and Tourism</td>
<td></td>
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<tr>
<td>Construction and Development</td>
<td></td>
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<tr>
<td>Environmental, Agricultural, and Natural Resources Systems</td>
<td></td>
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<tr>
<td>Health and Biosciences</td>
<td></td>
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<tr>
<td>Human Resource Services</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Manufacturing, Engineering, and Technology</td>
<td></td>
</tr>
<tr>
<td>Transportation Technologies</td>
<td></td>
</tr>
</tbody>
</table>
CLUSTER JOB MATCHING

Actor
Airport Manager
Architect
Bus Driver
Cartoonist
Casting Director
Chef
Chief Financial Officer
Child Support Worker
College Professor
Construction Manager
Court Clerk
Diesel Mechanic
Drafter/CAD Technician
Electrician
Engineering Technician
Farm Manager
Graphic Designer
Health & Safety Technologist
Help Desk Technician
Housekeeping Director
Information System Administrator
Insurance Agent
Laboratory Technician
Lawyer

Mechanical Engineer
Medical Review Officer
Musician
Network Administrator
Nurse
Nutritionist
Park Ranger
Parole Officer
Parts Manager
Payroll Clerk
PC/System Technician
Plant Scientist
Plumber
Reporter
Research Assistant
Soil Conservation Planner
Speech Pathologist
Systems Architect
Tax Analyst
Technical Editor
Theme Park Manager
Traffic Engineer
Training and Development Manager
Transportation Planner
Travel Agent
Veterinary Technician
Welder
CLUSTER JOB MATCHING (Answer Key)

The following are the Maryland Career Clusters. Please match the careers on the next page with the correct Career Cluster.

Arts, Media, and Communication-actor, graphic designer, cartoonist, reporter, casting director, musician

Business Management and Finance-payroll clerk, chief financial officer, tax analyst, insurance agent, training & development manager

Consumer Services, Hospitality, and Tourism-travel agent, chef, housekeeping director, theme park manager, park ranger

Construction and Development-drafter/cad technician, plumber, electrician, architect, construction manager, welder

Environmental, Agricultural, and Natural Resources Systems-farm manager, veterinary technician, plant scientist, soil conservation planner, nutritionist

Health and Biosciences-nurse, speech pathologist, medical review officer, laboratory technician, research assistant

Human Resources Services-lawyer, parole officer, bus driver, child support worker, college professor, court clerk

Information technology-systems architect, technical editor, network administrator, help desk technician, information system administrator

Manufacturing, Engineering, and Technology-mechanical engineer, health & safety technologist, engineering technician, pc system technician

Transportation Technologies-bus driver, parts manager, traffic engineer, transportation planner, diesel mechanic, airport manager
Cluster Exploration Project Introduction

For your final assignment in our Cluster Exploration Unit, you will bring together all of your knowledge of the Clusters. With this knowledge you will produce a Cluster Exploration Project. This project is comprised of three primary components.

The first component is the project goal. You will create a project goal, in SMART goal format describing how you will complete this assignment (action plan). You must list a minimum of 5 steps to your action plan.

The second part of your project is called the body. For the body of your project, you will select three jobs, each representing a different Cluster. For each of these jobs, you will do one of the following research activities as described below:

**Research Activity #1** - With your first job choice, you will produce a paper, titled “A day in the life of….”. This will be a listing of job duties and responsibilities for someone working in this job for a minimum of a twelve hour period.

**Research Activity #2** - Your second job choice will require you to interview someone in that occupational field. You must ask a minimum of 20 questions. Your final product will have all questions, and answers typed.

**Research Activity #3** - For your third job choice, you will turn in a typed 1-2 page report outlining the detailed activities for the job.

**All parts of this project must be typed.**

Suggestions for resources:
- Internet
- Magazines
- IntoCareers

The third and final component to this project is the Maryland Career Development Content Standards reflection. You will also include a typed reflection, outlining which standards were met. You will also describe in detail how the standard was met.
**Career Cluster Exploration Project - Research Activity 1 (example)**

*Cluster:* Business Management & Finance

*Occupation:* Car Sales

*Description:* A car sales person is involved in meeting the needs and wants of customers by providing them various choices of automobiles. In order to be a good sales person, you need to be able to handle stress, work in a flexible environment, like to work with people, and get satisfaction in making people happy. Car sales hours vary from dealership to dealership but are typically in the neighborhood of 40 – 50 hours per week. A car sales person can expect a good portion of their salary to be paid on a commission. Listed below is a description of, “A day in the life of a sales person.”

**Interviewee:** Ron Peterson  
**Location:** Peterson Chevrolet & Honda, Columbia, MD  
**Interview Type:** Phone  
**Contact Info:** (301) 555-5555

*A Day in the Life of a Sales Person*

7:00 Drive to office (30 minutes) and check voice-mail  
8:00 Paper work (prep-work on sales/return phone calls etc.)  
9:00 Work the floor (help any customer that comes in/show cars)  
10:00 Research on cars  
11:00 Meeting with potential Client  
12:00 Paper work (more prep-work for sales)  
1:00 Lunch  
2:00 Clean cars/show room  
3:00 Research on cars  
4:00 Meet with potential client  
5:00 Finalize paper-work/prep for next day (return phone calls etc.)  
6:00 Commute home

**Note:** Your time-line will vary depending upon your occupational choice. This is a sample, and should not be copied.
Career Poetry

Assignment:
Print the name of the occupation you have selected for this project vertically. Write a poem about the occupation using each letter as the first letter of each line. Combine your knowledge about the occupation with your creativity.

For example:

C
Carefully measure
A
Always seen with
R
Ruler in hand
P
Pounding
E
Every
N
Nail
T
Tensely in an
E
Effort to make it
R
Right

L
Law is
A
Always what they aim for
W
Women or
Y
Youngsters, it matter not
E
Everyone’s
R
Rights, they strive for more!
Career Cluster Collage

Group Project

Purpose: Students should be in groups of 3-4 students. Each group will be responsible for creating a collage and presentation for one Career Cluster.

Supplies: 1 Piece of Poster Board for each student, various magazines to cut pictures out of, newspapers, scissors, glue sticks, markers.

Project Directions

Speaker -
- Assist group members in developing research for the speech and help cut and paste the collage
- Prepare the speech on Career Cluster Collage
- Give the speech to the class

Researcher(s) -
- Use the Career Cluster booklet to gather information for the speaker
- Research topics should include
  - Introduction of the Career Clusters
  - Characteristics of workers in this career path
  - Examples of jobs found in this Career Cluster
  - Elective courses recommended for this career path
  - Activities to be involved in
  - Want ads from the local newspaper that fit the Career Cluster

Collage Workers -
- Cut letters or use letter guide and pens for the title of your Career Cluster
- Cut out pictures that represent jobs found in your Career Cluster
- Glue/paste pictures onto paper
- Label pictures with the “job title”
- Tape collage on board on day of presentation

****Note: All group members must be in front of the class during the presentation.
Cluster Exploration Activity

1. Please list the 10 Career Clusters:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Write in the appropriate Career Cluster for each career below:

A. Photographer: __________________________________________________________
B. Biologist: _____________________________________________________________
C. Police Officer: _________________________________________________________
D. Lawyer: ______________________________________________________________
E. Webmaster: ____________________________________________________________
F. Athletic Trainer: ______________________________________________________
G. Forester: ______________________________________________________________
H. Accountant: __________________________________________________________
I. Advertising Coordinator: _____________________________________________
J. Carpenter: ___________________________________________________________
K. Florist: _______________________________________________________________

3. Please list two career clusters that interest you the most:

________________________________________________________________________
________________________________________________________________________

4. List cluster electives that will support you in exploring these two career clusters:

________________________________________________________________________
________________________________________________________________________
**Business Card**

Businesses market their products all the time by advertising, making the product look attractive and showing it to people.

In this activity, students will design their own business card with the following information:

1. Name of company/employer
2. Student’s name
3. Business address, including city, state, and zip code
4. Business phone number, including area code
5. Business logo

**Sample**

Sally Student  
President  
1235 Main Street  
Any City, Maryland 21201  
410-123-4567  
sstudent@email.com  
Ducks in a Row  
Organizational Strategies
## Career Clusters Interest Survey

**Name**

**School**

**Date**

**Directions:** Circle the items in each box that best describe you. You may make as many as or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<table>
<thead>
<tr>
<th>BOX 1</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circed in Box 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learn how things grow and stay alive.</td>
<td>1. Self-reliant</td>
<td>1. Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Make the best use of the earth’s natural resources.</td>
<td>2. Nature lover</td>
<td>2. Life Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Hunt and/or fish.</td>
<td>3. Physically active</td>
<td>3. Earth Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Protect the environment.</td>
<td>4. Planner</td>
<td>4. Chemistry</td>
<td></td>
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</tr>
<tr>
<td>5. Be outdoors in all kinds of weather.</td>
<td>5. Creative problem solver</td>
<td>5. Agriculture</td>
<td></td>
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<tr>
<td>6. Plan, budget, and keep records.</td>
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<td></td>
<td></td>
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<tr>
<td>7. Operate machines and keep them in good repair.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 2</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circed in Box 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read and follow blueprints and/or instructions.</td>
<td>1. Curious</td>
<td>1. Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Picture in my mind what a finished product looks like.</td>
<td>2. Good at following directions</td>
<td>2. Drafting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Work with my hands.</td>
<td>3. Pay attention to detail</td>
<td>3. Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Perform work that requires precise results.</td>
<td>4. Good at visualizing possibilities</td>
<td>4. Construction Trades</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Solve technical problems.</td>
<td>5. Patient and persistent</td>
<td>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Visit and learn from beautiful, historic, or interesting buildings.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 3</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circed in Box 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use my imagination to communicate new information to others.</td>
<td>1. Creative and imaginative</td>
<td>1. Art/Graphic design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Perform in front of others.</td>
<td>2. Good communicator/good vocabulary</td>
<td>2. Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Read and write.</td>
<td>3. Curious about new technology</td>
<td>3. Speech and Drama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Play a musical instrument.</td>
<td>4. Relate well to feelings and thoughts of others</td>
<td>4. Journalism/Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Perform creative, artistic activities.</td>
<td>5. Determined/tenacious</td>
<td>5. Audiovisual Technologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Use video and recording technology.</td>
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<tr>
<td>7. Design brochures and posters.</td>
<td></td>
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</tr>
</tbody>
</table>

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.
<table>
<thead>
<tr>
<th>BOX 4</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 4</th>
</tr>
</thead>
</table>
| 1. Perform routine, organized activities but can be flexible.  
2. Work with numbers and detailed information.  
3. Be the leader in a group.  
4. Make business contact with people.  
5. Work with computer programs.  
6. Create reports and communicate ideas.  
7. Plan my work and follow instructions without close supervision. | 1. Organized  
2. Practical and logical  
3. Patient  
4. Tactful  
5. Responsible | 1. Computer  
Applications/Business and Information Technology  
2. Accounting  
3. Math  
4. English  
5. Economics | 0 |

<table>
<thead>
<tr>
<th>BOX 5</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 5</th>
</tr>
</thead>
</table>
| 1. Communicate with different types of people.  
2. Help others with their homework or to learn new things.  
3. Go to school.  
4. Direct and plan activities for others.  
5. Handle several responsibilities at once.  
6. Acquire new information.  
7. Help people overcome their challenges. | 1. Friendly  
2. Decision maker  
3. Helpful  
4. Innovative/Inquisitive  
5. Good listener | 1. Language Arts  
2. Social Studies  
3. Math  
4. Science  
5. Psychology | 0 |

<table>
<thead>
<tr>
<th>BOX 6</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 6</th>
</tr>
</thead>
</table>
| 1. Work with numbers.  
2. Work to meet a deadline.  
3. Make predictions based on existing facts.  
4. Have a framework of rules by which to operate.  
5. Analyze financial information and interpret it to others.  
6. Handle money with accuracy and reliability.  
7. Take pride in the way I dress and look. | 1. Trustworthy  
2. Orderly  
3. Self-confident  
4. Logical  
5. Methodical or efficient | 1. Accounting  
2. Math  
3. Economics  
4. Banking/Financial Services  
5. Business Law | 0 |

<table>
<thead>
<tr>
<th>BOX 7</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 7</th>
</tr>
</thead>
</table>
| 1. Be involved in politics.  
2. Negotiate, defend, and debate ideas and topics.  
3. Plan activities and work cooperatively with others.  
4. Work with details.  
5. Perform a variety of duties that may change often.  
6. Analyze information and interpret it to others.  
7. Travel and see things that are new to me. | 1. Good communicator  
2. Competitive  
3. Service minded  
4. Well organized  
5. Problem solver | 1. Government  
2. Language Arts  
3. History  
4. Math  
5. Foreign Language | 0 |
<table>
<thead>
<tr>
<th>Box 8</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work under pressure.</td>
<td></td>
</tr>
<tr>
<td>2. Help sick people and animals.</td>
<td></td>
</tr>
<tr>
<td>3. Make decisions based on logic and information.</td>
<td></td>
</tr>
<tr>
<td>4. Participate in health and science classes.</td>
<td></td>
</tr>
<tr>
<td>5. Respond quickly and calmly in emergencies.</td>
<td></td>
</tr>
<tr>
<td>6. Work as a member of a team.</td>
<td></td>
</tr>
<tr>
<td>7. Follow guidelines precisely and meet strict standards of accuracy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 8</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compassionate and caring</td>
<td></td>
</tr>
<tr>
<td>2. Good at following directions</td>
<td></td>
</tr>
<tr>
<td>3. Conscientious and careful</td>
<td></td>
</tr>
<tr>
<td>4. Patient</td>
<td></td>
</tr>
<tr>
<td>5. Good listener</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Biological Sciences</td>
</tr>
<tr>
<td>2. Chemistry</td>
</tr>
<tr>
<td>3. Math</td>
</tr>
<tr>
<td>4. Occupational Health classes</td>
</tr>
<tr>
<td>5. Language Arts</td>
</tr>
</tbody>
</table>

| Total number circled in Box 8 |

<table>
<thead>
<tr>
<th>Box 9</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Investigate new places and activities.</td>
<td></td>
</tr>
<tr>
<td>2. Work with all ages and types of people.</td>
<td></td>
</tr>
<tr>
<td>3. Organize activities in which other people enjoy themselves.</td>
<td></td>
</tr>
<tr>
<td>4. Have a flexible schedule.</td>
<td></td>
</tr>
<tr>
<td>5. Help people make up their minds.</td>
<td></td>
</tr>
<tr>
<td>6. Communicate easily, tactfully, and courteously.</td>
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</tr>
<tr>
<td>7. Learn about other cultures.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 9</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tactful</td>
<td></td>
</tr>
<tr>
<td>2. Self-motivated</td>
<td></td>
</tr>
<tr>
<td>3. Works well with others</td>
<td></td>
</tr>
<tr>
<td>4. Outgoing</td>
<td></td>
</tr>
<tr>
<td>5. Slow to anger</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Arts/Speech</td>
</tr>
<tr>
<td>2. Foreign Language</td>
</tr>
<tr>
<td>3. Social Sciences</td>
</tr>
<tr>
<td>4. Marketing</td>
</tr>
<tr>
<td>5. Food Services</td>
</tr>
</tbody>
</table>

| Total number circled in Box 9 |

<table>
<thead>
<tr>
<th>Box 10</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Care about people, their needs, and their problems.</td>
<td></td>
</tr>
<tr>
<td>2. Participate in community services and/or volunteering.</td>
<td></td>
</tr>
<tr>
<td>3. Listen to other people's viewpoints.</td>
<td></td>
</tr>
<tr>
<td>4. Help people be at their best.</td>
<td></td>
</tr>
<tr>
<td>5. Work with people from preschool age to old age.</td>
<td></td>
</tr>
<tr>
<td>6. Think of new ways to do things.</td>
<td></td>
</tr>
<tr>
<td>7. Make friends with different kinds of people.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 10</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Good communicator/good listener</td>
<td></td>
</tr>
<tr>
<td>2. Caring</td>
<td></td>
</tr>
<tr>
<td>3. Non-materialistic</td>
<td></td>
</tr>
<tr>
<td>4. Uses intuition and logic</td>
<td></td>
</tr>
<tr>
<td>5. Non-judgmental</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Arts</td>
</tr>
<tr>
<td>2. Psychology/Sociology</td>
</tr>
<tr>
<td>3. Family and Consumer Sciences</td>
</tr>
<tr>
<td>4. Finance</td>
</tr>
<tr>
<td>5. Foreign Language</td>
</tr>
</tbody>
</table>

| Total number circled in Box 10 |

<table>
<thead>
<tr>
<th>Box 11</th>
<th>Activities that describe what I like to do:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Work with computers.</td>
<td></td>
</tr>
<tr>
<td>2. Reason clearly and logically to solve complex problems.</td>
<td></td>
</tr>
<tr>
<td>3. Use machines, techniques, and processes.</td>
<td></td>
</tr>
<tr>
<td>4. Read technical materials and diagrams and solve technical problems.</td>
<td></td>
</tr>
<tr>
<td>5. Adapt to change.</td>
<td></td>
</tr>
<tr>
<td>6. Play video games and figure out how they work.</td>
<td></td>
</tr>
<tr>
<td>7. Concentrate for long periods without being distracted.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 11</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Logic/analytical thinker</td>
<td></td>
</tr>
<tr>
<td>2. See details in big picture</td>
<td></td>
</tr>
<tr>
<td>3. Persistent</td>
<td></td>
</tr>
<tr>
<td>4. Good concentration skills</td>
<td></td>
</tr>
<tr>
<td>5. Precise and accurate</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Math</td>
</tr>
<tr>
<td>2. Science</td>
</tr>
<tr>
<td>3. Computer Tech/Applications</td>
</tr>
<tr>
<td>4. Communications</td>
</tr>
<tr>
<td>5. Graphic Design</td>
</tr>
</tbody>
</table>

| Total number circled in Box 11 |

<table>
<thead>
<tr>
<th>Box 12</th>
<th>Activities that describe what I like to do:</th>
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<tbody>
<tr>
<td>1. Work under pressure or in the face of danger.</td>
<td></td>
</tr>
<tr>
<td>2. Make decisions based on my own observations.</td>
<td></td>
</tr>
<tr>
<td>3. Interact with other people.</td>
<td></td>
</tr>
<tr>
<td>4. Be in positions of authority.</td>
<td></td>
</tr>
<tr>
<td>5. Respect rules and regulations.</td>
<td></td>
</tr>
<tr>
<td>6. Debate and win arguments.</td>
<td></td>
</tr>
<tr>
<td>7. Observe and analyze people's behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BOX 12</th>
<th>Personal qualities that describe me:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adventurous</td>
<td></td>
</tr>
<tr>
<td>2. Dependable</td>
<td></td>
</tr>
<tr>
<td>3. Community-minded</td>
<td></td>
</tr>
<tr>
<td>4. Decisive</td>
<td></td>
</tr>
<tr>
<td>5. Optimistic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School subjects that I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Language Arts</td>
</tr>
<tr>
<td>2. Psychology/Sociology</td>
</tr>
<tr>
<td>3. Government/History</td>
</tr>
<tr>
<td>4. Law Enforcement</td>
</tr>
<tr>
<td>5. First Aid/First Responder</td>
</tr>
</tbody>
</table>

| Total number circled in Box 12 |
### Box 13: Activities that describe what I like to do:
1. Work with my hands and learn that way.
2. Put things together.
3. Do routine, organized and accurate work.
4. Perform activities that produce tangible results.
5. Apply math to work out solutions.
6. Use hand and power tools and operate equipment/machinery.
7. Visualize objects in three dimensions from flat drawings.

### Personal qualities that describe me:
1. Practical
2. Observant
3. Physically active
4. Step-by-step thinker
5. Coordinated

### School subjects that I like:
1. Math-Geometry
2. Chemistry
3. Trade and Industry courses
4. Physics
5. Language Arts

### Total number circled in Box 13

---

### Box 14: Activities that describe what I like to do:
1. Shop and go to the mall.
2. Be in charge.
3. Make displays and promote ideas.
5. Persuade people to buy products or to participate in activities.
6. Communicate my ideas to other people.
7. Take advantage of opportunities to make extra money.

### Personal qualities that describe me:
1. Enthusiastic
2. Competitive
3. Creative
4. Self-motivated
5. Persuasive

### School subjects that I like:
1. Language Arts
2. Math
3. Business Education/Marketing
4. Economics
5. Computer Applications

### Total number circled in Box 14

---

### Box 15: Activities that describe what I like to do:
1. Interpret formulas.
2. Find the answers to questions.
3. Work in a laboratory.
4. Figure out how things work and investigate new things.
5. Explore new technology.
6. Experiment to find the best way to do something.
7. Pay attention to details and help things be precise.

### Personal qualities that describe me:
1. Detail oriented
2. Inquisitive
3. Objective
4. Methodical
5. Mechanically inclined

### School subjects that I like:
1. Math
2. Science
3. Drafting/Computer-Aided Drafting
4. Electronics/Computer Networking
5. Technical Classes/Technology Education

### Total number circled in Box 15

---

### Box 16: Activities that describe what I like to do:
1. Travel.
2. See well and have quick reflexes.
3. Solve mechanical problems.
4. Design efficient processes.
5. Anticipate needs and prepare to meet them.
6. Drive or ride.
7. Move things from one place to another.

### Personal qualities that describe me:
1. Realistic
2. Mechanical
3. Coordinated
4. Observant
5. Planner

### School subjects that I like:
1. Math
2. Trade and Industry courses
3. Physical Sciences
4. Economics
5. Foreign Language

### Total number circled in Box 16

---

**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.
Cluster – Local Business Activity

Many career opportunities are not as obvious as others. For example...most students are not interested in working for McDonald’s. But if you think beyond the front counter...there are numerous challenging, high paying careers that cut across all 10 of the Career Cluster areas. A few examples at McDonald’s might include: Advertising-Arts, Media and Communication; Accountants- Business Management and Finance; Nutritionist - Consumer Services, Hospitality and Tourism. And, McDonald’s is a worldwide corporation so opportunities exist for students interested in international business or those with second language skills.

• In a small business, an individual may wear many different hats and be in charge of multiple disciplines such as advertising, accounting, computer technology, management and even janitorial.

Business Activity:
• Did you know that a large business has hundreds of job titles in all 10 of Maryland’s Career Cluster areas?
• List all 10 Cluster areas on the board.
• Ask students to think of jobs that exist at the business. When they have offered a response, ask them to assign their response to one of the 10 Career Cluster areas. For example:

1. Arts, Media, and Communication
   Public Relations, Actor, Model, Writer, Graphic Design
2. Business Management and Finance
   CEO, Store Director, Accountant, Administrators
Cluster – Local Business Activity cont’d

3. Consumer Services, Hospitality, and Tourism
   Greeter, Any food (deli, baker etc); Fitness Trainer

4. Construction and Development
   All construction and trades, Security, Janitorial

5. Environmental, Agricultural, and Natural Resources Systems
   Recycling, Landscaping

6. Health and Biosciences
   Pharmacist, Nurse, Optometrist

7. Human Resource Services
   Lawyer, Teacher (trainer), Daycare, Human Resources,

8. Information Technology
   Computer Programmer, Network Administrator,

9. Manufacturing, Engineering, and Technology
   Building designer, CAD programmer

10. Transportation Technologies
   Diesel Mechanic, Truck Driver

Students will most likely offer the "obvious" jobs they see in the retail store (checker, greeter, stocker, customer service, manager). The point of this exercise is to get them to see beyond the obvious...or beyond the front counter. Large companies have jobs that cut across most, if not all, of the 10 Career Cluster areas.


**Want Ad**

Businesses place ads in newspapers and online when they want to hire new employees.

In this activity, students will design their own want ad to hire a potential new employee.

Logo

Name of Career: ____________________________________________________________

Full time or Part time

Describe what the company is looking for:
For example, college degree or equivalent, if required; special certification; experience needed; special skills such as someone who is outgoing, is organized, or has computer skills.

Salary Range: ____________________________________________________________

Benefits (may include salary, vacation, insurance etc.):

________________________________________________________

________________________________________________________

To apply, send resume to:

________________________________________________________

________________________________________________________

________________________________________________________
Career-Based Activities & Career Related Learning Experiences
Career-Based Activities and Career Related Learning Experiences (CRLEs) provide a bridge that connects classroom learning to real life experiences. Meaningful CRLEs and rigorous academics promote improved student learning and enable students to thoughtfully prepare for their future. Through the partnering of education and business, classroom learning becomes relevant to future education, jobs, careers, and life-long learning.

CRLEs can take place in your community, in a workplace or in your school. CRLEs can be job shadows, informational interviews, field-based research, service learning, a school-based enterprise, structured work experiences or a technology-based learning experience. Participation in a CRLE can help students discover job or career opportunities and clarify interests/disinterests.

Student involvement will be most successful if CRLEs are woven into a class or the curriculum as opposed to an add-on or something done strictly outside of the classroom. It’s also important for students to develop a specific plan for their CRLE that:

- Includes general information about the experience(s) including activity specifics (contact name, start and ending dates, etc.).
- Demonstrates how the CRLE relates to the student’s education plan and goals.
- Lists specific learning objectives.
- Identifies corresponding Career Development Standards that will be demonstrated.

Students should also complete a reflection about the CRLE experience. The reflection will help students consider what they learned and determine how that will apply to their future.
Career Based Activities
7th & 8th Grade

- Guest Speakers
- Career Reports
- Job Shadowing

MD Standards - 2,3

2. Career Awareness
3. Career Exploration
Career Based Activities
9th Grade

- Tour of School’s Career Pathway/Clusters
- Company Tour
- Informational Interview
- Job Shadowing

MD Standards – 1,2,3,4

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
Career Based Activities
10\textsuperscript{th} Grade

- Mock Interviews
- Job Shadowing

**MD Standards – 1,2,4**

1. Self Awareness
2. Career Awareness
4. Career Preparation
Career Based Activities
11th Grade

- Job Shadowing
- Internship
- Career Fair
- In-School Enterprise
- Community Service

MD Standards – 1, 2, 3, 4, 5, 6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
Career Based Activities
12th Grade

- Job Shadowing
- Internship
- Career Fair
- In-School Enterprise
- Community Service

MD Standards – 1, 2, 3, 4, 5, 6

1. Self Awareness
2. Career Awareness
3. Career Exploration
4. Career Preparation
5. Job Seeking & Advancement
6. Career Satisfaction & Transition
What are Career Based Experiences?

Career Based Experiences are a bridge that connects classroom learning to the world of work. Meaningful school-to-work experiences and rigorous academics promote improved student learning, and enable students to thoughtfully prepare for their future. Through the partnering of education and business, classroom learning becomes relevant to future education, jobs, careers, and life-long learning.

These are some of the ways in which business and education can work together for the benefit of our entire community:

### PREPARATION

- **Mock interviews**
  Help students practice their interviewing skills before their first “real” job interview. You might even meet a student whom you’d like to hire someday. **1-2 hours**

- **Informational interviews**
  A student calls or visits you to ask questions about your career or industry. **.5 – 1 hour**

- **Job shadows**
  Job shadows give a student or small group of students an inside look at your job and at the work environment. This is also a great way to motivate an employee who might need a jump-start or boost. **3-8 hours**

### MORE FOCUSED

- **Internships**
  A great opportunity for a student to “learn while doing.” Student interns work on specific tasks at your business that connect back to what they are learning in the classroom. Internships can be unpaid or paid. **Varies**

- **Project-Based Activities**
  Work with a teacher to develop a real-life project for students in the classroom. **Varies**

### OTHER OPTIONS

- **Advisory teams**
  Bring your experience, expertise and wisdom to the table. Work with our schools to prepare our community’s future. Work with teachers to develop on-going classroom projects or volunteer to work on a school advisory team. **Varies**

- **School-Based Enterprises**
  Share your expertise. Coach students and teachers in the art of running a business on campus. A low risk way for students to try their hands at a business venture. **Varies**

### CONTACT US

School Name
Contact Name
Phone
Email

Contact Name
Phone
Email
Work Readiness Skills

**Employment Tools:**

1. “Perfect” letter of introduction

2. “Perfect” resume
   - Together, are universal tools used by employers.
   - May be required for Career Related Learning Experiences.
   - May be submitted on paper or online.

3. Interview Skills
   - Key communication ability.
   - Enables a student to explain his/her strengths and abilities and identify what sets him/her apart from other applicants.

*Idea: Check out the Employment Section of your local newspaper. On just one page, count how many times a “resume” is requested. This is a common employer request*
Work Readiness Skills

Getting Along with Other People
10 Commandments of Human Relations
John Maxwell - The Power of Influence

1. Speak to people
2. Smile at people
3. Call people by name
4. Be friendly and helpful
5. Be cordial
6. Have a genuine interest in people
7. Be generous with praise
8. Be considerate of the feelings of others
9. Be thoughtful of the opinions of others
10. Be alert to give service
Work Readiness Skills

Listening & Respect

Activity: Ask students to write as many answers as they can think of to the following question. After a few minutes, ask them to share with the group.

What are the traits of being a good listener or respectful person?

Examples of good listening traits:
1. Eye contact
2. Good body language
3. Respond
4. Ask Questions
5. No heads on the desk
6. No sleeping
7. Not talking when others are...especially the presenter

Listening Activity:
1. Ask students to pair up
2. One student will be the "speaker". The other will be the "listener"
3. Speaker:
   a. Think of a person, place or thing that you know very well and can describe in DETAIL for 1 minute to the listener.
4. Listener:
   a. At the end of the 1-minute period, write down all that you can remember that the speaker has shared. Just listen - NO WRITING
Work Readiness Skills

Responsibility

Activity: Ask students to write as many answers as they can think of to the following question. After a few minutes, ask them to share with the group.

What are the traits of being responsible?

1. On time - punctual
2. Completes assignments on time
3. Prepared
4. Books, pens, paper etc.
5. Dependable
6. Trustworthy
7. Cooperative
8. Willing to ask questions

What will YOUR (student’s) responsibilities be?
1. Be on time for your Career Related Learning Experience (CRLE)?
2. Complete a “perfect” resume
3. Dress appropriately for the CRLE
4. Behave professionally during the CRLE
5. Send a thank you letter to your CRLE host.
6. Complete a written reflection of your CRLE experience.
Work Readiness Skills

**Dressing Appropriately for a Career Related Learning Experience**

1. Students must dress appropriately for the workplace...as you would for a job interview
2. Remember, first impressions are important.
3. While on a CRLE, students are not only representing themselves, they are representing the school. Their behavior could determine whether or not another student gets the opportunity to have the same experience.

**Consider...**
What would be appropriate to wear on a Career Related Learning Experience?

**Guidelines:**
1. **DO NOT** need new clothes
2. Clothes clean & pressed
3. No denim jeans - black jeans OK
4. No shorts
5. No hats
6. Plain tee shirts OK - no logos
7. No gum
8. Good personal hygiene
9. If in doubt or have questions, see your teacher
**Work Readiness Skills**

**Introductions**

1. Are important communication skills.
2. Are common courtesies.
3. Are used in business world many times every day.
4. Are skills students will need for Career Related Learning Experiences.
   - Students need to be able to introduce themselves to their CRLE host. For example, if a student is participating in an internship, it’s unlikely that a teacher will be at the first meeting.

**Step-by-Step:**

1. Smile – it’s a painless way to communicate.
2. Maintain good eye contact.
3. Maintain positive body language.
4. Give a firm handshake.
5. Speak in a pleasant tone. Say, “Nice to meet you”
6. Find a common theme to talk about for the first few minutes, for example the weather…current events…other???
7. **HOW** you say something is as important as **WHAT** you say
8. Practice, practice, practice – Introduce yourself to your high school principal.
Work Readiness Skills

Customer Service

There are 2 types of customers...
1. External customers
   • People outside the company who buy your products & services
2. Internal customers
   • People who work for the same company & depend on each other so that they can complete their work.
   • TEAMWORK

Foundation Skills of Customer Service

1. Listening skills
2. Speaking skills
3. Being responsible
4. Able to write clearly
5. Non-verbal communication skills
   • Body language
   • Eye contact
   • What you do
   • Your actions & reactions

What do good TEAM Members do?

1. They are good listeners.
2. They are respectful of the ideas & opinions of others.
3. They are responsible.
4. They follow through.
5. They contribute ideas.
6. They are cooperative.
7. They participate.
ETIQUETTE TOPICS

WHY

• Life Skills - You need to interact everyday with people everywhere not just in the workplace. In school, you interact daily with teachers, administrators, and other students. Outside of school you interact with your family, friends, coaches, but also with the grocer, the McDonald’s counter person, the clerk at the CD store etc.

Haven’t you found that when you treat people with courtesy and respect you can persuade people to your way of thinking? At home, you’re more likely to get to do what you want if you ask nicely.

• In the business world, there is an unwritten code of courtesy. Introduce yourself, shake hands, look people in the eye. Learn to talk about common subjects...weather, news, etc.

• For our purposes, we are saying this class is the business world. But really, these are the kinds of life skills you will use the rest of your life.

• This takes practice. Some people are natural born communicators. They are at ease in any situation and feel very comfortable meeting new people, and can talk to anybody about anything! Some of us are not so lucky and must learn and practice these skills.

HOW

• Smile - Even if you don’t speak to someone, a smile is a painless way to communicate.

• Look people in the eye - A lot of people use eye contact as a measuring stick...there must be something wrong with that person...he/she didn't look me in the eye!

• Firm Handshake - In the business world a handshake is a universal greeting.

• Body Language - No slouching or slumping. Stand straight!

• Greeting - Nice to meet you - Speak distinctly with a pleasant tone and a smile in your voice.

• Practice...
  While we are in the classroom this week
  When you meet company speakers one-on-one
  At the tour site when you meet individuals
  When you apply for a job
  When you meet a friend of your parents
  When you meet a friend of a friend
  Anytime!!

What happens if one element is missing - for example - you say nice to meet you but you don’t look the individual straight in the eye, or you slouch, or your tone or inflection is different?
WHAT TO WEAR
How many of you think you’d like to have a job during your high school years? What would you do with the money you make? Pay for a car, insurance, clothes, CD’s etc? In order to get a job, you need to go out and meet potential employers. You would want to make a good impression.

- Dress nicely. No jeans, shorts, hats, tee shirts with logos, low-cut or tight fitting outfits.
- Personal hygiene is important. You would not go out looking for a job without showering, shampooing, combing your hair, brushing your teeth, etc.
- In the workplace, you may see employees wearing shorts or very casual clothes. You would not wear shorts or casual clothes on a job interview. You would want to look your very best, wear your very best and give a good impression.

RESPONSIBILITIES
- You are responsible for making sure that any paperwork, applications, or requirements are completed.

These should be done neatly, with proper spelling and punctuation. Remember in the business world, you have deadlines. Letters, reports and proposals are not mailed or presented unless they are quality work. An average paper is not okay in business.

- You are responsible for being on time...whether for a tour, mock interview, presentation, or a real interview.

FOLLOW-UP
We at ____High School are very lucky that local businesses have agreed to send speakers to our classrooms and are allowing us to tour their companies. They are giving us a real opportunity to see real careers that relate to our Career Clusters.

- In the business world, when someone has done something extra for you, or gone out of their way, people write thank you letters. The same is true outside of business too. Some of you probably write thank you notes to relatives or friends who have given you gifts or done something nice for you.

- After a tour, each of you will be required to write a thank you letter to the company. We will provide a sample outline for you. This would be the same for a classroom speaker, mock interview or real job interview.
CAREER SPEAKER

Student Name_________________________ Student #____________

Class___________________________ Date______________________

Speaker’s Name?____________________________________________

Career/Job?_______________________________________________

How long have they had this job?________________________________

Who does he/she work for?____________________________________

Give a description of their duties________________________________

___________________________________________________________________

How much money do they earn?____________________________________

Are there any benefits available?___________________________________

Do you need to be a member of a union or a professional organization? If so,
what is the organization?_________________________________________

What education or training is necessary for the job?_____________________

___________________________________________________________________

What are the positive things about this job?________________________

___________________________________________________________________

Why did they decide to enter this career?______________________________

___________________________________________________________________

___________________________________________________________________

What are the negative things about his job?___________________________

___________________________________________________________________

___________________________________________________________________

Would you like to have this job? Why or why not?_______________________

___________________________________________________________________
CAREER REPORT

Name_______________________________ Student #________________
Date______________________________

Name of Career and MD Career Cluster where it belongs.
_________________________________________________________

Career Description (include hours, work environment, and all important points particular to the job)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
List the education or training necessary for this career.

__________________________________________________________
__________________________________________________________
__________________________________________________________

List the salary and benefits.

__________________________________________________________
__________________________________________________________

Write the name of the union or memberships in any organizations that this career requires.

__________________________________________________________
__________________________________________________________

What is the job outlook for this career in the future?

__________________________________________________________
__________________________________________________________
__________________________________________________________

Do you know anyone with this career? Name the place where they work.

List the reasons you would like this career.

•
•

List the reasons that you would not like this career.

•
•
•
TOURS AND FIELD TRIPS

Tours and field trips are designed to offer students the opportunity to explore occupations in all ten Career Cluster areas. Students enrolled in career cluster electives and advisement groups are given opportunities for career exploration and exposure through classroom work, self assessment, and worksite visitations.

Tours and/or field trips usually follow a workplace preparation unit. During this time, students are introduced to basic workplace readiness and personal skills including listening, respect, responsibility, appropriate dress and introductions. Students are also required to write a perfect letter of introduction. Assignments and projects of this unit are woven into the advisement curriculum and are fully supported by the career cluster teachers.

Every high school student participates in a tour or field trip over the course of his/her high school career. Tours and/or field trips are conducted at large businesses that offer the students the opportunity to see jobs in most, if not all, ten Career Cluster areas. Students can observe the myriad of occupations available across the Career Cluster areas within one company. Prior to the tour/field trip, each business sends a speaker to the classroom to discuss the business, hiring practices, occupational opportunities, educational requirements and skills required. This prepares students for the tour/field trip and also reinforces the concepts taught in the workplace preparation unit.

Student letters of introduction are sent to each business prior to the tour/field trip. This helps the business know a little bit about each of the students, and also what they hope to see and learn during their tour. After the tour/field trip, students are required to write an individual thank you letter and complete an evaluation/reflection form.
Dear Sir/Madam:

My name is (Student Name) and I am currently a (Year in School) at (School Name) High School. The purpose of this letter is to introduce myself to you, give you some information on my background and interests, and to let you know what I hope to see and learn on my group tour with your company.

Last year I attended (School Name) School and my favorite classes were (List Classes). Outside of school my primary interests are (List Outside Interests). My Cluster interest area is (Career Cluster Name).

I understand that during the tour, I will have the opportunity to see people working in many different kinds of jobs in many of the Career Cluster areas we are studying. I would be interested in knowing what kinds of education and training are needed to begin a career in these fields. Since this will be one of my first opportunities to actually be in a workplace, I’d also like to know about (Anything you’d like to know).

Thank you for your time and consideration. I am looking forward to meeting you and touring your company.

Sincerely,

Student Name
TOUR AND/OR FIELD TRIP
EVALUATION & REFLECTION

Today’s Date: __________________
Student Name: ____________________________ Grade: __________
Teacher: __________________________________ Period: __________
Company Toured: __________________________

Please rate your experience by circling the number that best reflects your response based on the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Helpful</td>
<td>A Little Helpful</td>
<td>Helpful</td>
<td>Very Helpful</td>
<td>Most Helpful</td>
</tr>
</tbody>
</table>

Did the company tour provide you with:
• A better idea of what career choices are available 1 2 3 4 5
• Enough information to help you match jobs to Cluster programs 1 2 3 4 5
• Information about education and training requirements 1 2 3 4 5
• Information regarding company policies (hiring practices, dress, communication skills, etc...) 1 2 3 4 5
• Rate the company tour 1 2 3 4 5

Reflection

1. What do you think was the most important thing that you learned from the Company Tour?

______________________________________

2. What did you like best about the Company Tour?

______________________________________

3. What did you like least about the Company Tour?

______________________________________

4. Did the Company Tour reinforce your Career Cluster choice? Why or why not?

______________________________________

5. Are you interested in exploring another Career Cluster area? Why or why not?

______________________________________
Career Fair Worksheet

Name ______________________________________

List five tips you received from employers regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. _____________________________________________
2. _____________________________________________
3. _____________________________________________
4. _____________________________________________
5. _____________________________________________

List five “Types of Jobs” that are offered by various businesses. Include training and skills required:

<table>
<thead>
<tr>
<th>Job</th>
<th>Type of Training/Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

List three employers that offer to pay for an employee’s education (“Education Reimbursement”).

<table>
<thead>
<tr>
<th>Company</th>
<th>Entry Level Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Describe three safety practices you observed:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

Reflecting on Your Observations:
Describe a career area or job you observed that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What was the most surprising or most interesting thing you learned? Explain.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Career Investigation Questions

Date: ________________
Guest Speaker: __________________________
Company: ________________________________

List five tips regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

List five “Types of Jobs” that are available in the speaker’s company. Include training and skills required:

<table>
<thead>
<tr>
<th>Job</th>
<th>Type of Training/Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>________________________________</td>
</tr>
<tr>
<td>2.</td>
<td>________________________________</td>
</tr>
<tr>
<td>3.</td>
<td>________________________________</td>
</tr>
<tr>
<td>4.</td>
<td>________________________________</td>
</tr>
<tr>
<td>5.</td>
<td>________________________________</td>
</tr>
</tbody>
</table>

Provide salary information for three (3) of the above listed jobs.

<table>
<thead>
<tr>
<th>Company</th>
<th>Entry Level Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>________________________________</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>________________________________</td>
<td></td>
</tr>
</tbody>
</table>
Describe the safety practices required for the 3 jobs listed above.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

Describe a career area or job discussed today that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

_______________________________________________

________________________________________________________________________

________________________________________________________________________

What was the most surprising or most interesting thing you from today’s guest? Explain.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
INFORMATIONAL INTERVIEW

Student Name_________________________ Student #________________
Class___________________________ Date______________________

Person’s Name?_____________________________________________
Career/Job?__________________________________________________
How long have they had this job?________________________________
Who does he/she work for?____________________________________
Give a description of their duties________________________________
____________________________________________________________

What is the salary range for this career?________________________
Are there any benefits available?_______________________________
Do you need to be a member of a union or a professional organization? If so, what is the organization?________________________
What education or training is necessary for the job?________________
________________________________________________________________

What are the positive things about this job?____________________
________________________________________________________________

Why did they decide to enter this career?_______________________
________________________________________________________________

What are the negative things about his job?______________________
________________________________________________________________

Would you like to have this job? Why or why not?________________
________________________________________________________________
Sample Interview Questions

Thank you very much for giving of your valuable time to take part in our Mock Interviews. The following is a list of suggested questions you might ask our students during your 10-minute interview. Feel free to pick and choose from this list. You will probably not have time to ask them all. If there are other questions you would rather ask, feel free to do so.

We appreciate any comments you might make to the students, either during or after the interview that would help them with their next interview.

1) What are your goals for the immediate, short-term, and long-term future?
2) What type of career are you thinking about pursuing and why?
3) What have been your most beneficial classes in school so far? Why?
4) What have been your least beneficial classes in school so far? Why?
5) What classes have you liked the most or least?
6) What are your personal strengths and weaknesses?
7) What Career Cluster/Pathway Area have you selected. Why?
8) What jobs have you had in the past, and what have you learned from them?
9) If someone were to hire you today, what positive things would you bring to the job?
10) How would you feel about working with small groups to accomplish a task?
11) What are you doing now to prepare for your future?
12) What will you be doing 5 years from now? 10 years from now? 20 years from now?
Sample Interview Questions cont’d

13) How do you spend your free time?

14) What extracurricular activities are you involved in at school?

15) Would you rather work with other people or by yourself? Why?

16) Interviewer - Perhaps you can create a story problem for the student to solve, or develop a hypothetical scenario that the student imagines they are involved in.

17) Do you have any questions that you would like to ask me?
# Mock Interview Evaluation

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>4</th>
<th>3</th>
<th>Inc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interview Introduction:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduced themselves to the interviewer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greeted the interviewer with a smile</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave a firm, confident handshake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interview Preparation:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was professionally dressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was properly groomed with good personal hygiene</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presented a professional resume</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>General Delivery:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintained appropriate eye contact throughout the interview</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave specific, detailed answers to questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of descriptive language - NO SLANG</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear pronunciation and enunciation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper vocal rate and tone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used positive body language (Expressions, gestures, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interview Conclusion:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked a relevant question seeking information/improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gave a firm, confident handshake</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Said &quot;thank you&quot; to the interviewer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Things I thought you did well during the interview:

- 
- 
- 

Things I thought you could improve on:

- 
- 
- 

**Evaluation Key:**

- 6 = Exemplary or "YES"
- 4 = Proficient
- 3 = Improvement Needed
- Inc. = Unacceptable or "NO"

**Interviewer’s Name:**
# JOB SHADOW PLANNING TOOL

**Name:** __________________________  **Student ID:** ________

**Career Cluster Area:**
- Arts, Media & Communication
- Business Management & Finance
- Consumer Services, Hospitality & Tourism
- Construction Development
- Environmental, Agricultural, and Natural Resources Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

## WHAT ARE THE INITIAL REQUIREMENTS?

<table>
<thead>
<tr>
<th>Complete a &quot;perfect&quot; Resume</th>
<th>Submit both to your teacher for proofing and credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare written Goals &amp; Objectives</td>
<td></td>
</tr>
</tbody>
</table>

## WHAT DO I NEED TO DO TO GET STARTED?

1. **Choose three (3) career areas where you’d like to do your Job Shadow.**
   - 1.
   - 2.
   - 3.

2. **List three (3) ways this career area relates to your post-high school goals?**
   - 1.
   - 2.
   - 3

3. **List three (3) reasons you are interested in job shadowing in this career area?**
   - 1.
   - 2.
   - 3

## HOW DO I BEGIN PLANNING MY JOB SHADOW?

1. **Think about contacts you might have in these career areas.**
   - List possible contacts.

2. **Think about others you know who might have contacts in these career areas (mom, dad, other relatives, friends, neighbors, or others like your doctor, dentist, boss, camp counselor etc.)**
   - List possible contacts.

## WHAT’S THE NEXT STEP?

1. **Make the initial contact to schedule your job shadow.**

2. **Get in touch with the people you’ve listed (above) to schedule your job shadow.**


## Job Shadow Planning Tool cont’d

### WHAT DO I HAVE TO DO BEFORE I GO?

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete any required paperwork</td>
<td></td>
</tr>
<tr>
<td>Ask your teacher for specific information.</td>
<td></td>
</tr>
<tr>
<td>Prepare <strong>QUESTIONS</strong> to ask the employer host.</td>
<td>A list of sample questions is available if you need help.</td>
</tr>
<tr>
<td>Pick up an <strong>EMPLOYER EVALUATION</strong> Form.</td>
<td>A sample employer evaluation is available.</td>
</tr>
<tr>
<td>Get <strong>DIRECTIONS</strong> to the worksite.</td>
<td>Ask your teacher or check Map Quest on the Internet.</td>
</tr>
</tbody>
</table>

### WHAT DO I DO ON THE DAY OF MY JOB SHADOW?

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress appropriately.</td>
<td></td>
</tr>
<tr>
<td>Arrive on time.</td>
<td></td>
</tr>
</tbody>
</table>
| Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host. | If you’re unsure of what to wear, call your employer host in advance and ask. Get there 10-15 minutes early. Your host will complete the Evaluation and mail it back to the school.
| Thank your host.                                     |                                                                              |

### WHAT IF I’M SICK ON THE DAY OF MY JOB SHADOW?

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call your employer host.</td>
<td>Let your host know that you are sick and are unable to meet.</td>
</tr>
<tr>
<td>Call your teacher.</td>
<td></td>
</tr>
</tbody>
</table>

### WHAT DO I DO AFTER MY JOB SHADOW?

<table>
<thead>
<tr>
<th>Task</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a <strong>THANK YOU LETTER</strong> to your host.</td>
<td>Turn it in to your teacher for proofing &amp; credit.</td>
</tr>
<tr>
<td></td>
<td>Your teacher will mail it for you.</td>
</tr>
</tbody>
</table>
### For a JOB SHADOW…

<table>
<thead>
<tr>
<th>HOW DO I GET STARTED?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose several career areas where you'd like to do your Job Shadow.</td>
<td></td>
</tr>
<tr>
<td>Think about contacts you might have in these career areas</td>
<td>Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.</td>
</tr>
<tr>
<td>Complete a &quot;perfect&quot; Resume</td>
<td>Turn it in to your teacher for proofing and credit.</td>
</tr>
<tr>
<td>Prepare written Goals &amp; Objectives</td>
<td>Turn in to your teacher for proofing &amp; credit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IF I NEED HELP SETTING UP MY JOB SHADOW?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet with your teacher to brainstorm ways to connect with potential job shadow hosts.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DO I HAVE TO DO BEFORE I GO?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the proper paperwork and have all required signatures.</td>
<td>Ask your Parent or Guardian to sign giving you permission to go on the Job Shadow.</td>
</tr>
<tr>
<td>Prepare questions to ask the employer host.</td>
<td></td>
</tr>
<tr>
<td>Pick up an Employer Evaluation Form.</td>
<td></td>
</tr>
<tr>
<td>Get directions to the worksite.</td>
<td>Ask your teacher or check Map Quest on the Internet.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DO I DO ON THE DAY OF MY JOB SHADOW?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deliver your Resume, Goals &amp; Objectives and Employer Evaluation form to your host on the first day.</td>
<td>Your host will complete the Evaluation and mail it back to the school.</td>
</tr>
<tr>
<td>Dress appropriately for the workplace.</td>
<td></td>
</tr>
<tr>
<td>Arrive on time for your appointment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT IF I'M SICK ON THE DAY OF MY JOB SHADOW?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Call your employer host and let him/her know that you won't be able to meet.</td>
<td></td>
</tr>
<tr>
<td>Call your teacher to report your absence.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DO I DO AFTER MY JOB SHADOW?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a THANK YOU LETTER to your host.</td>
<td>Turn it in to your teacher for proofing, credit and mailing.</td>
</tr>
</tbody>
</table>
Job Shadow

Name___________________________ Student #__________

Name of Career and the person you are shadowing.__________________

Does the person work for a company? If so, please list it.

How long has this person had this job?____________________

How did they get this job?

What kind of education or training was necessary for this career?

Do they like the job? Why or why not?

How many hours did you spend on the job? _________________

Did you observe or actually get to work? If you worked, what did you do? _________________

During the time you observed the person, what did they do?
Is this what they usually do?

List reasons why you would like this job.
  •
  •
  •

List reasons why you would not like this job.
  •
  •
  •

Was this job shadow a good experience for you? Why or why not?

  _______________________________________________________
  _______________________________________________________
  _______________________________________________________
JOB SHADOWS

JOB SHADOWS provide an opportunity for students to spend four or more hours with one or more employees at a business site. Employers introduce students to potential careers by allowing them to observe the jobs of individual workers by shadowing their daily routines and activities. They provide them with a look at the world of work and the range of career opportunities available to them. Employers should provide general information about their jobs, required skills and education and training requirements.

DURING THE JOB SHADOW, employers are encouraged to perform their normal work activities and maintain their daily routine as much as possible. It is recommended that employers provide an orientation of the company and a tour of the facility at the beginning of the shadow. Be flexible - if schedule changes occur, involve the student.

THE STUDENT WILL...
Meet performance and attendance criteria set by the school
Complete assignments and participate in career awareness studies
Obtain parental/teacher permission to participate
Arrange transportation to arrive and depart as scheduled.

THE EMPLOYER WILL...
Serve as host and identify appropriate individuals to participate.
Receive confirmation of the job shadow.
Include the student in their normal work activities.
Share how his/her career path evolved.
Explain how his/her department or job relates to the organization.
Discuss education and training needed to perform the job.
Answer student questions.
Complete an evaluation of the experience.

LIABILITY EXPOSURE at the worksite and while the student is in transit is the responsibility of the school district.

HELPFUL HINTS
*Make sure you have the student's name.
*Confirm parking, meal arrangements and appropriate attire with the contact person at the school.
*Gather company brochures, product sheets, and any other pertinent data that would be of interest to the student about your job and/or business.
*Notify co-workers of the student's visit and encourage them to share their career experiences.

POSSIBLE QUESTIONS?
Students will have limited backgrounds about the job they are shadowing and will have questions for you in order to fully understand the requirements of your position. Here are some possible questions you may be asked.

What do you do on a typical day?
What kinds of decisions/problems are part of your job?
What training and/or education is required for the job?
Is any type of prior work experience recommended?
What is the best way to enter this occupation?
What other jobs can you get with the same background?
How does a person progress in this field?
What do you like most about your job? Least?
Are you expected to join professional organizations?
What is the future outlook for careers in this area?
What changes are occurring?
JOB SHADOWS provide an opportunity for students to spend four or more hours with one or more employees at a business site. Employers introduce students to potential careers by allowing them to observe the jobs of individual workers by “shadowing” their daily routines and activities. They provide them with a look at the world of work and the range of career opportunities available to them. Employers should provide general information about their jobs, required skills, and education and training requirements. Through the job shadow, students see the connections between what they learn in school and the larger world.

THE IDEAL JOB SHADOW

- lasts a minimum of 4 hours (date & time agreed upon in advance)
- provides the student with a host who will guide the student through the job shadow experience
- offers the student opportunities to learn about all aspects of the business
- includes the student in the daily routine and work activities of the job

FOR A JOB SHADOW...

THE STUDENT WILL...
Meet performance and attendance criteria
Send a resume and contact the employer to confirm dates, times etc.
Obtain parental permission
Arrange transportation
Dress appropriately for the workplace
Arrive and depart as scheduled
Display polite and courteous behavior
Ask relevant & thoughtful questions
Assemble a portfolio and documentation highlighting the experience
Complete an evaluation of the experience

THE EMPLOYER WILL...
Serve as host and identify appropriate individuals within the company to participate
Provide time to orient and give feedback to students
Include the student in the daily regimen and work activities of the job
Explain how their department/job relates to the organization
Discuss education and training needed to perform within the occupation
Share how their career path evolved
Complete an evaluation of the experience

FREQUENTLY ASKED QUESTIONS...

- How will I know what to do once students are here?
  Plan to include the student in the daily regimen of your job. Make arrangements for the student to observe during meetings or specific procedures. Notify appropriate co-workers and departments so they are aware of the student and his/her objectives. Gather company brochures, policy and safety manuals and review them with the student.
- Confidentiality is extremely important in my business. How can I be assured students will understand its importance?
  Confidentiality is addressed in the classroom. However, because it is critical in many occupations, the student’s orientation should include discussions of maintaining confidentiality.
- What about Liability Exposure?
  Since the student will be participating in an unpaid activity, the school district is responsible for liability coverage.
- What can I do if there’s a problem or the student behaves in a manner that shows lack of interest or maturity?
  First, talk to the student and review the type of behavior necessary for the workplace. If the behavior does not change, contact the school representative.
## HOW DO I GET STARTED?

<table>
<thead>
<tr>
<th>Choose several career areas where you’d like to do your internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about contacts you might have in these career areas</td>
</tr>
<tr>
<td>Complete a &quot;perfect&quot; Resume</td>
</tr>
<tr>
<td>Prepare written Goals &amp; Objectives</td>
</tr>
</tbody>
</table>

Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.

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<tr>
<th>Turn it in to your teacher for proofing and credit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn it in to your teacher for proofing and credit.</td>
</tr>
</tbody>
</table>

## WHAT IF I NEED HELP SETTING UP MY INTERNSHIP?

Meet with your teacher to brainstorm ways to connect with potential internship hosts.

## WHAT DO I HAVE TO DO BEFORE I GO?

Complete the proper paperwork and have all required signatures.

Prepare questions to ask the employer host.

Pick up an Employer Evaluation Form.

Get directions to the worksite.

<table>
<thead>
<tr>
<th>Ask your Parent or Guardian to sign giving you permission to go on the Internship.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your teacher or check Map Quest on the Internet.</td>
</tr>
</tbody>
</table>

## WHAT DO I DO ON THE DAY(S) OF MY INTERNSHIP?

Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host on the first day.

Dress appropriately for the workplace.

<table>
<thead>
<tr>
<th>Your host will complete the Evaluation and mail it back to the school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your teacher or check Map Quest on the Internet.</td>
</tr>
</tbody>
</table>

## WHAT DO I DO AFTER MY INTERNSHIP?

Write a THANK YOU LETTER to your host.

| Turn it in to your teacher for proofing, credit and mailing. |

Get directions to the worksite.

Call your employer host and let him/her know that you won’t be able to meet.

Call the school to report your absence.
THE STUDENT INTERNSHIP is a critical component of a student’s understanding of the Maryland Career Clusters. Through the internship, students see the connections between what they learn in school and the larger world. The internship prepares students to enter the workforce by combining academic studies with practical on-the-job work experience.

THE IDEAL INTERNSHIP

• provides the intern with a supervisor who will guide the student through the internship experience
• offers the intern opportunities to learn about all aspects of the business
• challenges the intern to think and solve problems

FOR AN INTERNSHIP...

THE STUDENT WILL...
- Meet performance and attendance criteria
- Develop learning objectives and goals
- Send a resume and contact the employer to confirm dates, times etc.
- Obtain parental permission
- Arrange transportation
- Dress appropriately for the workplace
- Arrive and depart as scheduled
- Display polite and courteous behavior
- Assemble a portfolio and documentation highlighting the experience
- Complete an evaluation of the experience

THE EMPLOYER WILL...
- Develop a work/training schedule
- Approve student learning objectives
- Provide time to orient, train and give feedback to students
- Discuss education and training needed to perform within the occupation
- Review progress with the student periodically
- Communicate with the school representative as needed
- Complete an evaluation of the experience

FREQUENTLY ASKED QUESTIONS...

• How will I know what to do once students are here?
  Plan to include the student in the daily regimen of your job. Make arrangements for the student to observe during meetings or specific procedures. Notify appropriate co-workers and departments so they are aware of the student and his/her objectives. Gather company brochures, policy and safety manuals and review them with the student.

• Confidentiality is extremely important in my business. How can I be assured students will understand its importance?
  Since confidentiality is critical in many occupations, the student’s orientation should include discussions of maintaining confidentiality.

• What about Liability Exposure?
  Since the student will be participating in an unpaid activity, the school district is responsible for liability coverage.

• What can I do if a student does not behave in a manner that shows interest or maturity?
  First, talk to the student and review the type of behavior necessary for the job. If the behavior does not change, contact the school representative.

• Can I terminate a student if he or she is not meeting satisfactory standards?
  Yes. Students are expected to abide by employer rules and regulations. However, prior to termination, please contact the school representative to discuss the concerns. The school rep may be able to intervene and help the student to correct the situation.
INTERNSHIPS

INTERNSHIPS offer in-depth learning opportunities, and allow students to explore career interest areas through real-world, hands-on experiences. Internships involve formal training agreements between a school and a business that outline the skills and concepts the student is expected to learn and demonstrate at the workplace.

INTERNSHIPS last a minimum of twenty-four hours and can be paid or unpaid positions for which the student will receive academic credit. Learning objectives are established and agreed upon by the student, business supervisor, and the teacher prior to the start of the experience.

THE STUDENT WILL...
- Meet performance and attendance criteria set by the school.
- Complete assignments and participate in career awareness studies.
- Contact the employer confirming work experience times, location, etc.
- Obtain parental/teacher permission to participate.
- Arrange transportation to arrive and depart as scheduled.
- Dress appropriately.
- Display polite and courteous behavior.
- Arrive and depart as scheduled.

THE EMPLOYER WILL...
- Serve as host and identify the participating worksite supervisor.
- Conduct an interview with the student to confirm the learning objectives.
- Discuss education and training needed to perform within this occupational area.
- Discuss financial benefits within this career.
- Discuss career path possibilities.
- Answer student questions.
- Call the school contact or teacher if problems arise with the work experience.
- Complete an evaluation of the experience.

POSSIBLE QUESTIONS YOU MIGHT ASK THE STUDENT when determining whether to accept them for an Internship:
- What school activities do you participate in?
- Which do you enjoy the most?
- Tell me about some accomplishments you feel good about.
- How would you describe your personality?
- Tell me something unique about you?
- What are your favorite/least favorite classes?
- What jobs have you held? How were they obtained?
- Why did you leave?
- What are your post-high school plans?
- How do you think this experience might help you with those plans?
- What do you hope to gain from this experience?

HELPFUL HINTS
* Be very detailed when developing learning objectives and review this regularly throughout the internship to verify objectives are being met.
* Arrange workspace for the student if appropriate.
* Confirm parking, meal arrangements and appropriate attire with the school contact person.
* Gather company brochures, policy and safety manuals to review with the student.
* Notify appropriate co-workers and departments so they are aware of the student and their assigned responsibilities.

LIABILITY EXPOSURE at the worksite and while the student is in transit is the responsibility of the school district if the student is in an unpaid experience. If the student is involved in a paid experience, the business is responsible.
Resume Template

Student First & Last Name
Street Address
City, State and Zip code
Area code and phone number
E-mail address

OBJECTIVE: Description of the job/internship you are seeking

EDUCATION: List current school, expected date of graduation, followed by high school, date of graduation. Also, list any other education experiences that may be related to the job you are seeking.

WORK HISTORY: Chronologically list current and previous positions held. Give the name of the employer and a brief job description. Dates are not necessary, unless they show long-term employment.

VOLUNTEER EXPERIENCE: Items here may be in addition to or instead of WORK HISTORY. Again, list items chronologically from the most recent to least recent.

SKILLS: Include applicable skills and abilities that will help make you more marketable in the eyes of the employer. The more you appear to be a potential asset to a prospective employer, the more likely you are to be offered the job.

ACTIVITIES: Being involved in an assortment of clubs and activities give the employer a better overall view of the type of person you are. This is an “optional” category. If you have had numerous work and volunteer experiences, you may not have room on your resume for this category. Include a separate sheet of paper with the information if that is the case.

REFERENCES: “Available upon request” is listed on the bottom of a resumé. References should be brought to the interview and provided upon request only. Three references (names, addresses & phone numbers) are sufficient and should be listed on a separate page. They should be adults you have worked for or know well. They should NOT be relatives.

“Bullets” (•) may be used to lend clarity to the resume format & organization. Be sure to list items, not sentences or paragraphs. Potential employers will maybe spend 30 seconds reading your resume because they want to find out all about you immediately! Refer to “Resume” file for a sample.
Resume Template - Goals

Student Name
Address
City, State, Zip Code
(Area Code) phone number
E-mail address

Goal:

My goal is to observe a (insert career type) in order to gain experience and assess my long-term interest in the field of (insert career type).

Objectives:

1. Gain employability skills
2. Learn the educational requirements for various careers in (insert career type)
3. Observe how to (insert a skill specific to the career type)
4. Observe communication skills between staff and (insert target audience)
5. Observe procedures performed (insert broad overview of procedures related to the career type)

Replace all ( ) and the address field with information that applies to you personally. Be sure to delete these instruction lines when you "save as ..." under your file name!
Portfolios, The Extended Application, & Student-Led Conferences
The Senior Portfolio and Extended Application

The Senior Pathway Portfolio/Project must include sufficient evidence to demonstrate an individual student’s extended learning. There are two parts to the Senior Pathway Portfolio/Project:

1. The Extended Application
2. The Collection of Evidence - Portfolio/Project

The Extended Application provides an opportunity for students to apply their knowledge and skills and then document the experiences in their Collection of Evidence. The Extended Application project/product should be relevant to the student’s goals and must explicitly describe the academic and specialized knowledge and skills used.

The Collection of Evidence is a culmination of student work that displays how individual students have met the Extended Application and the Career Development Standards. Collections of evidence provide documentation of a student’s experiences. Depending on the nature of the work, a collection may contain a range of evidence, from one large culminating project to several smaller samples of work.

The Senior Pathway Portfolio/Project must include:

1. A clearly defined proposal that relates directly to the student’s career pathway.
2. Evidence of personal relevance. Students must show a clear connection between their work and their post-high school options and must show evidence of new learning, ideas, results or conclusions.
3. An explicit connection between the work and the Career Development Standards.
Why a Portfolio?

1. A portfolio showcases the things a student has accomplished over the course of his/her high school career.
2. Portfolios are works in progress. It is a good idea to collect portfolio items as you earn certificates, complete projects, win awards, etc.
3. Portfolios can be used to show “performance” when interviewing for jobs.
4. Resumes and cover letters are necessities, but portfolios take touting your best assets a step further because they provide tangible proof of your hard work.
Portfolio Requirements

Portfolio Requirements include:

☐ Title Page with Student’s Name
☐ Table of Contents
☐ Student’s Education Plan & Profile (optional)
☐ Personal Statement
☐ Resume
☐ Extended Application/Proficiency Credit Materials (see EA Requirements)
☐ Other Items of Student’s Choice
☐ Additional Requirements:
  ☐ 3-Ring Binder – no larger than 3-inches
  ☐ Clearly marked dividers or page numbers
    OR
  ☐ An electronic portfolio (contact your instructor for approval)
The Personal Statement

The Personal Statement provides additional evidence of your intellectual and creative achievement. It provides evidence of your achievements that isn’t reflected in other parts of your portfolio and allows you to describe how your portfolio/project has helped to shape your attitude, focus and intellectual achievement.

Your Personal Statement should:

• Describe your overall goal
• Explain your educational and career goals
• Identify your career development activities
• Describe the Career Development Standards you have met.
Other Items of Student’s Choice

Students may wish to include other pieces in their portfolio that reflect accomplishments, or other things that they would like to share with others. These pieces *may* include:

1. Community Service Documentation
2. Certificates
3. Licenses or Special Designations
4. Athletic and Activity Certificates and Photos
5. Acceptance Letters (College, Training Program, Apprenticeship, etc.)
6. Letters of Recommendation
7. Other
Portfolio Fair

A Portfolio Fair is a celebration where seniors can showcase the culmination of their work. Student Portfolios may include a personal statement, resume, an extended application paper/project, journals, artifacts, and other items of a student’s choice.

Hints for organizing a Portfolio Fair:

1. Secure a site large enough to accommodate portfolios for all seniors (library, gym, conference room).
2. Determine the beginning and ending dates for the Portfolio Fair and reserve the site including the day before for set up and the day after for breakdown.
3. Organize portfolios by Career Cluster Area of Interest to showcase student interest areas. Provide signage to direct visitors to specific areas.
4. Invite parents, faculty, and mentors to the Portfolio Fair to view student work. Provide comment cards so they can write personal comments/notes to students.
5. Bring all juniors to the Portfolio Fair. This will give them a better idea of expectations for their senior year. Provide comment cards so they can write personal comments/notes to students.
6. Encourage staff to bring classes to the Portfolio Fair to share in the work and the celebration.
Extended Application - Overview

The Extended Application (EA) allows you to extend and apply your learning in a fashion that you design, to take responsibility for what you learn and how you learn it. You will design how you conduct, carry out, and present your project, and you will manage yourself. You will need to explicitly describe the academic and specialized knowledge and skills you use within your project.

Your EA project must be relevant to your goals and apply the knowledge and skills you have gained in your schooling to date. Your EA will be evaluated on its rigor (did you look at or consider every part of your project carefully to make certain that it is correct, precise, as good as it could be, and safe?) in the context of your Cluster and post-secondary goals.

Students will be able to apply and extend academic and career-related knowledge and skills in new and complex situations appropriate to the students' personal, academic and/or career interests and post-high school goals.

There are three dimensions/traits that represent the Extended Application. They are:

1. Relevance - Demonstrates evidence of personal relevance.
2. Rigor - Applies and extends academic and specialized knowledge and skills to new situations.
3. Reflection - Reflects on learning and connection to goals
Guiding Questions:

Relevance:
1. Does your work sufficiently represent the extended application?
2. Is there evidence of personal relevance?
3. Have you shown a clear connection between your work and your post-high school goals and plans?
4. Have you shown evidence of new learning, ideas, results or conclusions?

Rigor:
1. Is there a clear description of academic and specialized knowledge and skills appropriate to context?
2. Have you explicitly described the academic and specialized knowledge and skills used?
3. Have you demonstrated an understanding of how these knowledge and skills are appropriate to your education plans and post-high school goals?
4. Have you demonstrated an application of learning to new contexts?
5. Have you applied and extended academic and specialized knowledge and skills in complex or non-routine situations?
6. Have you exhibited individual responsibility and autonomy?

Reflection:
1. Have you reflected upon the applied learning and connection to goals?
2. Have you reflected upon how you applied academic and specialized knowledge and skills in complex or non-routine situations?
3. Have you described how your work relates to your post-high school goals?
Documentation:

1. Is there sufficient documentation of your work?
2. Is there documentation of the process?
3. Have you explained the steps involved and types of activities, communications or research used when putting together your collection of evidence?
4. Have you provided tangible evidence of your work through photos, video, written pieces etc.?
5. Have you included some form of written and/or verbal record of reflection?
Extended Application Requirements Include:

- Extended Application/Proficiency Credit Materials:
  - Student Application
  - Signed Participation Agreement
  - Demonstration of learning including:
    - Extended Application (description and documentation)
    - Career Development Standards (documentation & reflection)
    - Work Plan and Time Log
    - Journals
    - Artifacts and Explanations
    - Career Related Learning Experience(s) (documentation & reflection)
    - Summary Reflection
- Mentor or Employer Host Evaluation
- Presentation - may include:
  - Exhibition to teacher(s), a panel of adults and/or peer group
  - Portfolio Fair
  - Student Led Conference
## Extended Application Time Log:

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Hours</th>
<th>Overall Hours</th>
<th>Work Plan</th>
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Oral Presentation

The oral presentation is the culmination of the student’s work. The presentation should include a bit of personal history regarding the evolution of the student’s self-awareness, his or her Cluster choice and the steps taken that led them to their EA and CRLE Experiences. The presentations should also summarize the student’s reflective essays, goals and future plans. Students should also discuss the Career Development Standards.

Guiding Questions:

1. Explain how you became interested in this Cluster area.
2. Explain how and where you acquired career-related knowledge and skills.
3. Discuss your CRLE and what was learned from the experience.
4. Discuss your EA and what was learned from the experience.
5. Explain your goals and plans for the future.
Internship Host/Mentor Evaluation

The internship host/mentor’s role is to guide and motivate students while also teaching specific skills related to the student’s EA project. The goal is for the internship host/mentor to share his or her expertise, provide an inside look at the job and work environment, and help the student connect the experience back to what they are learning in the classroom.

The internship host/mentor will also evaluate the student on his/her development of the career development standards and skills as they complete their project. A sample internship host/mentor evaluation is on the next page.
Internship Host/Mentor Evaluation

________________________________________________________________________
Student Name

________________________________________________________________________
Evaluator’s Name

Title

________________________________________________________________________
Evaluator’s Phone

Email

Business Name (if applicable)

________________________________________________________________________
Address

City

State

Zip

Scoring Key: Please circle number that best indicates the student’s effort and/or ability.

1 = Exemplary
2 = Satisfactory
3 = Needs Improvement
NA = Not Applicable

Performance Factors

1 2 3 NA Initiative - Sought work and responsibility, independently; generated ideas and expressed opinions willingly.

1 2 3 NA Quality of Work - Completed work was thorough, accurate, and presentable.

1 2 3 NA Awareness - Quickly grasped new concepts; processed information easily; asked thoughtful questions.

1 2 3 NA Enthusiasm - Pursued experience with energy; took pride in accomplishments.
**Personal Management**

1 2 3 NA  Exhibited appropriate work ethic and behaviors.
1 2 3 NA  Interacted appropriately with others.
1 2 3 NA  Displayed high standards of attendance and punctuality.
1 2 3 NA  Completed assigned tasks.

**Problem Solving**

1 2 3 NA  Displayed problem solving and decision making skills.
1 2 3 NA  Identified alternatives and possible solutions where appropriate.

**Communication**

1 2 3 NA  Demonstrated effective verbal and non-verbal communication skills.
1 2 3 NA  Spoke clearly, listened attentively and/or wrote clearly and accurately.
1 2 3 NA  Gave and received feedback in a positive manner.

**Teamwork**

1 2 3 NA  Demonstrated respect and flexibility in team situations.
1 2 3 NA  Worked effectively as a member of a team.
1 2 3 NA  Demonstrated skills that improve team effectiveness (e.g. compromise, consensus building, conflict management, goal setting).

**Employment Foundations**

1 2 3 NA  Followed health and safety practices.
1 2 3 NA  Dressed appropriately for the work environment.
1 2 3 NA  Used tools and technology appropriately.

**Career Development**

1 2 3 NA  Asked thoughtful questions about educational, training and skill requirements for this career interest area.

**Overall Experience**

1 2 3 NA  Please rate your overall experience.

**Please include any additional comments on back:**

Evaluator’s Signature ___________________________ Date ____________
Journals

Students are expected to maintain an ongoing journal that reflects on their experiences and relates those experiences to identified standards (for example, the Career Related Learning Standards).

- Journals should include:
  1. Student Name
  2. Date
  3. Description of the activity
  4. Personal observations
  5. Reflection

- A minimum of a weekly journal entry is required.

- The journal will be reviewed with your instructor at mid-point and at the final meeting.
Artifacts

Students shall include a minimum of three (3) artifacts to support the work they have done, observed and learned through their Extended Applications. Artifacts may include:

♦ Photos
♦ Videos
♦ Displays
♦ Products
♦ Brochures
♦ Other

All artifacts must include a description and explain how they relate or support the work completed through the Extended Application.
Summary Reflection
If is important for students to reflect on their entire Extended Application Project/Product. The reflection will help them consider what they have learned and how what they learned applies to their future plans and goals.

Guiding Questions
1. How did you select your Extended Application Project/Product? How did this experience fit with your education, career and personal goals?

2. Describe what you did during your Extended Application Project/Experience. What were your specific activities?

3. What obstacles did you encounter and how did you overcome them?

4. Which Career Development Standards did you demonstrate? How?

5. What other skills and knowledge did you learn and develop?

6. How would you evaluate the experience overall? Did it meet your initial expectations?

7. How would you evaluate your participation and work?

8. What could you do better next time?
**FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET**

Name: ___________________________  
Student ID: ________________________

**CLUSTER AREA OF INTEREST:**
- Arts, Media & Communication
- Construction & Development
- Information Technology
- Business, Management & Finance
- Health & Biosciences
- Manufacturing, Engineering & Technology
- Consumer Services, Hospitality & Tourism
- Human Resource Services
- Transportation Technologies
- Environmental, Agricultural & Natural Resources Systems

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

1. Introduce yourself
2. Explain the agenda
3. Share your information
4. Conclude your presentation

---

**PART I - PERSONAL CHOICE**

Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.

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<th>#1</th>
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<td>☐ Special Project</td>
<td>☐ Other Related Activity</td>
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<td>How does this activity fit into your Cluster Area of Interest?</td>
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**PART II - WRITING WORK SAMPLE**

Share a writing sample from one of your classes.

**WRITING SAMPLE**

What is the work sample?

What did you learn?

Which of the Career Development Standards did you meet? Explain.
### PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC

<table>
<thead>
<tr>
<th>IDEA 1.</th>
<th>Why are you considering this?</th>
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</tr>
</thead>
<tbody>
<tr>
<td>IDEA 2.</td>
<td>Why are you considering this?</td>
<td>What steps will you take to make this happen?</td>
</tr>
</tbody>
</table>

| TOPIC | Why are you considering this topic? | What steps will you take to make this happen? |

### PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -

**GOAL(S)**

<table>
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<th>What influenced your choices?</th>
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<tr>
<td>What steps have you taken so far to prepare?</td>
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<tr>
<td>What will you do during your senior year to further prepare yourself?</td>
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**JUNIOR STUDENT-LED CONFERENCE WORKSHEET**

Name: ___________________________  Student ID: __________________

**CLUSTER AREA OF INTEREST:**
- ☐ Arts, Media & Communication
- ☐ Construction & Development
- ☐ Information Technology
- ☐ Business, Management & Finance
- ☐ Health & Biosciences
- ☐ Manufacturing, Engineering & Technology
- ☐ Consumer Services, Hospitality & Tourism
- ☐ Human Resource Services
- ☐ Transportation Technologies
- ☐ Environmental, Agricultural & Natural Resources Systems

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

1. Introduce yourself  
2. Explain the agenda  
3. Share your information  
4. Conclude your presentation

### PART 1 - PERSONAL CHOICE

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### PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC

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<td></td>
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**PARENTS AND GUESTS ARE WELCOME.**

**PLEASE ENCOURAGE THEM TO COME.**
Forms & Templates
My Freshman Planner

MY PLAN

About Me:

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1. 
2. 
3. 

My Academic Goals (check all that apply):

☐ To earn a ___ grade point average  ☐ To earn college credit while I’m in high school
☐ To graduate from high school  ☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses  ☐ To maintain good attendance
☐ Other ___________

3 things I can do to help me meet my Academic Goals:
1. 
2. 
3. 

My Career Goals:

I’ve investigated these career areas:
1. 
2. 
3. 
I’m interested in these career areas because:
My Post High School Goals (check all that apply):

☐ 2-year Community College  ☐ Apprenticeship
☐ 4-year College or University  ☐ Military
☐ Technical/Trade School  ☐ Employment
☐ Other ________________

3 things I can do to help me prepare for my post-high school goals:
1. ______________________
2. ______________________
3. ______________________

Cluster(s) that match my career interests are:

☐ Arts, Media, & Communication  ☐ Health & Biosciences
☐ Business Management & Finance  ☐ Human Resource Services
☐ Consumer Service, Hospitality & Tourism  ☐ Information Technology
☐ Construction & Development  ☐ Manufacturing, Engineering & Technology
☐ Environmental, Agricultural & Natural Resource Systems
☐ Information Technology
☐ Manufacturing, Engineering & Technology
☐ Transportation Technologies
☐ Construction & Development
☐ Environmental, Agricultural & Natural Resource Systems

Activities that I plan to participate in both in school and out of school are:

My 4-Year Course Plan:

Attach a copy of your 4-year course plan

My Academic Performance:

Semester 1 - Date: _____
Current GPA: ___Cumulative GPA: ___
Number of Days Absent: __
Ways I can improve my attendance rate:
__________________________________________
Some ways my academic performance and attendance might affect my future plans are:
__________________________________________

Semester 2 - Date: _____
Current GPA: ___Cumulative GPA: ___
Number of Days Absent: __
Ways I can improve my attendance rate:
__________________________________________
Some ways my academic performance and attendance might affect my future plans are:
__________________________________________
My Sophomore Planner

MY PLAN

About Me:

My strengths, talents, interests and preferences are;

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1.
2.
3.

My Academic Goals (check all that apply):

☐ To earn a ___ grade point average   ☐ To earn college credit while I’m in high school
☐ To graduate from high school  ☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses ☐ To maintain good attendance
☐ Other _____________

3 things I can do to help me meet my Academic Goals:
1.
2.
3.

My Career Goals:

I’ve investigated these career areas:
1.
2.
3.
I’m interested in these career areas because:
My Post High School Goals (check all that apply):

- 2-year Community College
- 4-year College or University
- Technical/Trade School
- Apprenticeship
- Military
- Employment
- Other

3 things I can do to help me prepare for my post-high school goals:
1. 
2. 
3. 

Cluster(s) that match my career interests are:

- Arts, Media, & Communication
- Health & Biosciences
- Business Management & Finance
- Human Resource Services
- Consumer Service, Hospitality & Tourism
- Information Technology
- Construction & Development
- Manufacturing, Engineering & Technology
- Environmental, Agricultural & Natural Resource Systems

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<td>Current GPA: ___</td>
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<td>Number of Days Absent: ___</td>
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<td>Ways I can improve my attendance rate:</td>
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<tr>
<td>Some ways my academic performance and attendance might affect my future plans are:</td>
<td>Some ways my academic performance and attendance might affect my future plans are:</td>
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</tbody>
</table>
My Junior Planner

MY PLAN

About Me:

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1.
2.
3.

My Academic Goals (check all that apply):

☐ To earn a ___ grade point average
☐ To earn college credit while I’m in high school
☐ To graduate from high school
☐ To earn an international Baccalaureate (IB) diploma
☐ To take Advanced Placement courses
☐ To maintain good attendance
☐ Other ____________

3 things I can do to help me meet my Academic Goals:
1.
2.
3.

My Career Goals:

I’ve investigated these career areas:
1.
2.
3.
I’m interested in these career areas because:
My Post High School Goals (check all that apply):

☐ 2-year Community College  ☐ Apprenticeship
☐ 4-year College or University  ☐ Military
☐ Technical/Trade School  ☐ Employment
☐ Other _______________

3 things I can do to help me prepare for my post-high school goals:
1. 
2. 
3. 

Cluster(s) that match my career interests are:

Activities that I plan to participate in both in school and out of school are:

My 4-Year Course Plan:

Attach a copy of your 4-year course plan

My Academic Performance:

<table>
<thead>
<tr>
<th>Semester 1 - Date: ______</th>
<th>Semester 2 - Date: ______</th>
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<tbody>
<tr>
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</table>
My Senior Planner

MY PLAN

About Me:
My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

3 things I can do to help me meet my Personal Goal(s):
1.
2.
3.

My Academic Goals (check all that apply):
- To earn a ___ grade point average
- To earn college credit while I’m in high school
- To graduate from high school
- To earn an international Baccalaureate (IB) diploma
- To take Advanced Placement courses
- To maintain good attendance
- Other ____________

3 things I can do to help me meet my Academic Goals:
1.
2.
3.

My Career Goals:
I’ve investigated these career areas:
1.
2.
3.
I’m interested in these career areas because:
My Post High School Goals (check all that apply):

- 2-year Community College
- Apprenticeship
- 4-year College or University
- Military
- Technical/Trade School
- Employment
- Other

3 things I can do to help me prepare for my post-high school goals:
1.
2.
3.

Cluster(s) that match my career interests are:

- Arts, Media, & Communication
- Health & Biosciences
- Business Management & Finance
- Human Resource Services
- Consumer Service, Hospitality & Tourism
- Information Technology
- Construction & Development
- Manufacturing, Engineering & Technology
- Environmental, Agricultural & Natural Resource Systems

Activities that I plan to participate in both in school and out of school are:

My 4-Year Course Plan:

Attach a copy of your 4-year course plan

My Academic Performance:

<table>
<thead>
<tr>
<th>Semester 1 - Date:</th>
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Some ways my academic performance and attendance might affect my future plans are:

Some ways my academic performance and attendance might affect my future plans are:
# Activities Worksheet

Student Name: ___________________________  ID Number: __________
Cluster: _____________________________

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Focus on Juniors

Junior Advisory Meeting
Date
Start time – End time

“Now is the time...
Here is the place”

Remember…Attendance is Mandatory.

SEE YOU THERE!

Student Name:
ID#:
Your Mentor:
Your Meeting Location:
Advisory Meeting Script Template

Grade:
Meeting Month(s):
Start Time:
End Time:

Required Supplies:

Activity 1
Activity Title: Greet the Group/Ice Breaker Activity
Start Time:
End Time:
MD CDC Standard(s):

Activity 2
Topic: Reconnect Activity or Review concept from last meeting
Start Time:
End Time:
MD CDC Standard(s):

Activity 3
Topic: High School Briefs - Getting Involved in Your School
Start Time:
End Time:
MD CDC Standard(s):
Advisory Meeting Script Template cont’d

Activity 4
Topic: Character Building Concept
Start Time:
End Time:
MD CDC Standard(s):

Activity 5
Topic: School-Based Concept (Planner, Goal Setting, Cluster Activities, Career Development Content Standards, Career Related Learning Standards, etc)
Start Time:
End Time:
MD CDC Standard(s):

Activity 6
Topic: Career-Based Concept (Work Readiness Skills, Career-Related Learning Experiences, etc.)
Start Time:
End Time:
MD CDC Standard(s):

Activity 7
Topic: Post-Secondary Planning
Start Time:
End Time:
MD CDC Standard(s):

Activity 8
Topic: Closing Activity or Present Follow-up Assignment
Start Time:
End Time:
MD CDC Standard(s):
High School Briefs

Date
Volume 1, Issue 1

High School

Dates of Interest

Month
Activities

Headline

Sub Headline

Monthly Morals

Get Involved!
Business Card

Businesses market their products all the time by advertising, making the product look attractive and showing it to people.

In this activity, students will design their own business card with the following information:

1. Name of company/employer
2. Student’s name
3. Business address, including city, state, and zip code
4. Business phone number, including area code
5. Business logo

Sample

Sally Student
President

1235 Main Street
Any City, Maryland 21201
410-123-4567
sstudent@email.com

Ducks in a Row
Organizational Strategies
# Career Clusters Interest Survey

**Name**

**School**

**Date**

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

### Box 1

**Activities that describe what I like to do:**
1. Learn how things grow and stay alive.
2. Make the best use of the earth’s natural resources.
3. Hunt and/or fish.
4. Protect the environment.
5. Be outdoors in all kinds of weather.
6. Plan, budget, and keep records.
7. Operate machines and keep them in good repair.

**Personal qualities that describe me:**
1. Self-reliant
2. Nature lover
3. Physically active
4. Planner
5. Creative problem solver

**School subjects that I like:**
1. Math
2. Life Sciences
3. Earth Sciences
4. Chemistry
5. Agriculture

**Total number circled in Box 1**

### Box 2

**Activities that describe what I like to do:**
1. Read and follow blueprints and/or instructions.
2. Picture in my mind what a finished product looks like.
3. Work with my hands.
4. Perform work that requires precise results.
5. Solve technical problems.
6. Visit and learn from beautiful, historic, or interesting buildings.

**Personal qualities that describe me:**
1. Curious
2. Good at following directions
3. Pay attention to detail
4. Good at visualizing possibilities
5. Patient and persistent

**School subjects that I like:**
1. Math
2. Drafting
3. Physical Sciences
4. Construction Trades
5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education

**Total number circled in Box 2**

### Box 3

**Activities that describe what I like to do:**
1. Use my imagination to communicate new information to others.
2. Perform in front of others.
3. Read and write.
4. Play a musical instrument.
5. Perform creative, artistic activities.
6. Use video and recording technology.
7. Design brochures and posters.

**Personal qualities that describe me:**
1. Creative and imaginative
2. Good communicator/good vocabulary
3. Curious about new technology
4. Relate well to feelings and thoughts of others
5. Determined/tenacious

**School subjects that I like:**
1. Art/Graphic design
2. Music
3. Speech and Drama
4. Journalism/Literature
5. Audiovisual Technologies

**Total number circled in Box 3**

---

*Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)*

*Note: This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.*
### Box 4
**Activities that describe what I like to do:**
1. Perform routine, organized activities but can be flexible.
2. Work with numbers and detailed information.
3. Be the leader in a group.
4. Make business contact with people.
5. Work with computer programs.
6. Create reports and communicate ideas.
7. Plan my work and follow instructions without close supervision.

**Personal qualities that describe me:**
1. Organized
2. Practical and logical
3. Patient
4. Tactful
5. Responsible

**School subjects that I like:**
1. Computer
2. Applications/Business and Information Technology
3. Accounting
4. English
5. Economics

**Total number circled in Box 4**

### Box 5
**Activities that describe what I like to do:**
1. Communicate with different types of people.
2. Help others with their homework or to learn new things.
3. Go to school.
4. Direct and plan activities for others.
5. Handle several responsibilities at once.
6. Acquire new information.
7. Help people overcome their challenges.

**Personal qualities that describe me:**
1. Friendly
2. Decision maker
3. Helpful
4. Innovative/Inquisitive
5. Good listener

**School subjects that I like:**
1. Language Arts
2. Social Studies
3. Math
4. Science
5. Psychology

**Total number circled in Box 5**

### Box 6
**Activities that describe what I like to do:**
1. Work with numbers.
2. Work to meet a deadline.
3. Make predictions based on existing facts.
4. Have a framework of rules by which to operate.
5. Analyze financial information and interpret it to others.
6. Handle money with accuracy and reliability.
7. Take pride in the way I dress and look.

**Personal qualities that describe me:**
1. Trustworthy
2. Orderly
3. Self-confident
4. Logical
5. Methodical or efficient

**School subjects that I like:**
1. Accounting
2. Math
3. Economics
4. Banking/Financial Services
5. Business Law

**Total number circled in Box 6**

### Box 7
**Activities that describe what I like to do:**
1. Be involved in politics.
2. Negotiate, defend, and debate ideas and topics.
3. Plan activities and work cooperatively with others.
4. Work with details.
5. Perform a variety of duties that may change often.
6. Analyze information and interpret it to others.
7. Travel and see things that are new to me.

**Personal qualities that describe me:**
1. Good communicator
2. Competitive
3. Service minded
4. Well organized
5. Problem solver

**School subjects that I like:**
1. Government
2. Language Arts
3. History
4. Math
5. Foreign Language

**Total number circled in Box 7**
<table>
<thead>
<tr>
<th>BOX 8</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 8</th>
</tr>
</thead>
</table>
| 1. Work under pressure.  
2. Help sick people and animals.  
3. Make decisions based on logic and information.  
4. Participate in health and science classes.  
5. Respond quickly and calmly in emergencies.  
6. Work as a member of a team.  
7. Follow guidelines precisely and meet strict standards of accuracy. | 1. Compassionate and caring  
2. Good at following directions  
3. Conscientious and careful  
4. Patient  
5. Good listener | 1. Biological Sciences  
2. Chemistry  
3. Math  
4. Occupational Health classes  
5. Language Arts | | |
<table>
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<tr>
<th>BOX 9</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 9</th>
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</thead>
</table>
| 1. Investigate new places and activities.  
2. Work with all ages and types of people.  
3. Organize activities in which other people enjoy themselves.  
4. Have a flexible schedule.  
5. Help people make up their minds.  
6. Communicate easily, tactfully, and courteously.  
7. Learn about other cultures. | 1. Tactful  
2. Self-motivated  
3. Works well with others  
4. Outgoing  
5. Slow to anger | 1. Language Arts/Speech  
2. Foreign Language  
3. Social Sciences  
4. Marketing  
5. Food Services | | |
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<tr>
<th>BOX 10</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 10</th>
</tr>
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</table>
| 1. Care about people, their needs, and their problems.  
2. Participate in community services and/or volunteering.  
3. Listen to other people’s viewpoints.  
4. Help people be at their best.  
5. Work with people from preschool age to old age.  
6. Think of new ways to do things.  
7. Make friends with different kinds of people. | 1. Good communicator/good listener  
2. Caring  
3. Non-materialistic  
4. Uses intuition and logic  
5. Non-judgmental | 1. Language Arts  
2. Psychology/Sociology  
3. Family and Consumer sciences  
4. Finance  
5. Foreign Language | | |
<table>
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<th>BOX 11</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
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</table>
| 1. Work with computers.  
2. Reason clearly and logically to solve complex problems.  
3. Use machines, techniques, and processes.  
4. Read technical materials and diagrams and solve technical problems.  
5. Adapt to change.  
6. Play video games and figure out how they work.  
7. Concentrate for long periods without being distracted. | 1. Logic/analytical thinker  
2. See details in the big picture  
3. Persistent  
4. Good concentration skills  
5. Precise and accurate | 1. Math  
2. Science  
3. Computer Tech/Applications  
4. Communications  
5. Graphic Design | | |
<table>
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<th>BOX 12</th>
<th>Activities that describe what I like to do:</th>
<th>Personal qualities that describe me:</th>
<th>School subjects that I like:</th>
<th>Total number circled in Box 12</th>
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</table>
| 1. Work under pressure or in the face of danger.  
2. Make decisions based on my own observations.  
3. Interact with other people.  
4. Be in positions of authority.  
5. Respect rules and regulations.  
6. Debate and win arguments.  
7. Observe and analyze people’s behavior. | 1. Adventurous  
2. Dependable  
3. Community-minded  
4. Decisive  
5. Optimistic | 1. Language Arts  
2. Psychology/Sociology  
3. Government/History  
4. Law Enforcement  
5. First Aid/First Responder | | |
## Box 13
**Activities that describe what I like to do:**
1. Work with my hands and learn that way.
2. Put things together.
3. Do routine, organized and accurate work.
4. Perform activities that produce tangible results.
5. Apply math to work out solutions.
6. Use hand and power tools and operate equipment/machinery.
7. Visualize objects in three dimensions from flat drawings.

**Personal qualities that describe me:**
1. Practical
2. Observant
3. Physically active
4. Step-by-step thinker
5. Coordinated

**School subjects that I like:**
1. Math-Geometry
2. Chemistry
3. Trade and Industry courses
4. Physics
5. Language Arts

**Total number circled in Box 13**

## Box 14
**Activities that describe what I like to do:**
1. Shop and go to the mall.
2. Be in charge.
3. Make displays and promote ideas.
5. Persuade people to buy products or to participate in activities.
6. Communicate my ideas to other people.
7. Take advantage of opportunities to make extra money.

**Personal qualities that describe me:**
1. Enthusiastic
2. Competitive
3. Creative
4. Self-motivated
5. Persuasive

**School subjects that I like:**
1. Language Arts
2. Math
3. Business Education/Marketing
4. Economics
5. Computer Applications

**Total number circled in Box 14**

## Box 15
**Activities that describe what I like to do:**
1. Interpret formulas.
2. Find the answers to questions.
3. Work in a laboratory.
4. Figure out how things work and investigate new things.
5. Explore new technology.
6. Experiment to find the best way to do something.
7. Pay attention to details and help things be precise.

**Personal qualities that describe me:**
1. Detail oriented
2. Inquisitive
3. Objective
4. Methodical
5. Mechanically inclined

**School subjects that I like:**
1. Math
2. Science
3. Drafting/Computer-Aided Drafting
4. Electronics/Computer Networking
5. Technical Classes/Technology Education

**Total number circled in Box 15**

## Box 16
**Activities that describe what I like to do:**
1. Travel.
2. See well and have quick reflexes.
3. Solve mechanical problems.
4. Design efficient processes.
5. Anticipate needs and prepare to meet them.
6. Drive or ride.
7. Move things from one place to another.

**Personal qualities that describe me:**
1. Realistic
2. Mechanical
3. Coordinated
4. Observant
5. Planner

**School subjects that I like:**
1. Math
2. Trade and Industry courses
3. Physical Sciences
4. Economics
5. Foreign Language

**Total number circled in Box 16**

---

**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.
CDF Guide
How to identify the Career Development Framework Standards

<table>
<thead>
<tr>
<th>Component</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self Awareness</strong></td>
<td>Acquire and apply self-knowledge to understand one’s abilities to build and maintain a positive self concept.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Identified your abilities, strengths, interests, skills and/or talents? ✗ Interacted appropriately with others (teachers, community people, peers)? ☐ Used self-knowledge to set goals and make decisions?</td>
</tr>
<tr>
<td><strong>Career Awareness</strong></td>
<td>Understand Maryland’s Career Clusters and pathways and connect their relationship to educational achievement and life-long learning.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Investigated Maryland’s 10 Career Cluster areas? ☐ Demonstrated career investigation and decision making skills ☐ Learned educational, training and skill requirements for a career interest area?</td>
</tr>
<tr>
<td><strong>Career Exploration</strong></td>
<td>Assess Career Cluster choices and related pathways to develop an education and career plan.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Identified a sequence of career pathway courses? ☐ Prepared an educational and career plan to help you achieve your educational and career goals?</td>
</tr>
<tr>
<td><strong>Career Preparation</strong></td>
<td>Prepare for postsecondary and career success. Demonstrate career development skills in planning for post-high school experiences.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Demonstrated career investigation skills? ☐ Applied cluster knowledge through technology, research, problem-solving work-based learning and project-based learning? ☐ Developed a career folder including a resume, cover letter, goals, etc.?</td>
</tr>
<tr>
<td><strong>Job Seeking &amp; Advancement</strong></td>
<td>Demonstrate skills to secure, maintain and advance in a chosen career cluster.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Demonstrated proficiency in cluster and pathway standards? ☐ Demonstrated employment skills (write a resume &amp; cover letter, interview, find employment, market yourself)? ☐ Demonstrated career management skills?</td>
</tr>
<tr>
<td><strong>Career Satisfaction &amp; Transition</strong></td>
<td>Demonstrate skills that demonstrate how the attainment of knowledge and skills enhances one’s ability to successfully function in a changing economy.</td>
</tr>
<tr>
<td><strong>Have you...</strong></td>
<td>☐ Used career management and decision making skills? ☐ Demonstrated lifelong learning skills?</td>
</tr>
</tbody>
</table>
Career Fair Worksheet

Name ________________________________________________________

List five tips you received from employers regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________

4. ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________

List five “Types of Jobs” that are offered by various businesses. Include training and skills required:

<table>
<thead>
<tr>
<th>Job</th>
<th>Type of Training/Skills Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

3. ____________________________________________________________
   ____________________________________________________________

4. ____________________________________________________________
   ____________________________________________________________

5. ____________________________________________________________
   ____________________________________________________________
List three employers that offer to pay for an employee’s education (“Education Reimbursement”).

<table>
<thead>
<tr>
<th>Company</th>
<th>Entry Level Salary</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Describe three safety practices you observed:

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

Reflecting on Your Observations:
Describe a career area or job you observed that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

What was the most surprising or most interesting thing you learned? Explain.
MY PLAN (for Career Interview with my Counselor)

Name _______________________________ Student # ______________
Date ______________________________
Counselor’s Name ___________________ Advisory Group ______________

My strengths, talents, interests and preferences are:

My Personal Goal(s) are:

My Academic Goals are:

Cluster(s) that match my career interests are:

- Arts, Media, & Communication
- Business Management & Finance
- Construction & Development
- Consumer Service, Hospitality & Tourism
- Environmental, Agricultural & Natural Resource Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

My Career Goals are:

My Post High School Goals are:
Career Investigation Questions

Date: __________
Guest Speaker: ________________
Company: ________________

List five tips regarding things that employers think are important in hiring a new employee (e.g. Skills, attendance, etc...).

List five “Types of Jobs” that are available in the speaker’s company. Include training and skills required:

<table>
<thead>
<tr>
<th>Job</th>
<th>Type of Training/Skills Required</th>
</tr>
</thead>
</table>

Provide salary information for three (3) of the above listed jobs.

<table>
<thead>
<tr>
<th>Job</th>
<th>Salary</th>
</tr>
</thead>
</table>

Describe the safety practices required for the 3 jobs listed above.
Describe a career area or job discussed today that you would consider pursuing after high school. Include training/skill requirements, and salary range. Explain why this interests you.

What was the most surprising or most interesting thing you from today’s guest? Explain.
CAREER REPORT

Name_________________________________ Student #____________________
Date_________________________________

Name of Career and MD Career Cluster where it belongs.

______________________________________________________________

Career Description (include hours, work environment, and all important points
particular to the job)________________________________________________

______________________________________________________________

______________________________________________________________

List the education or training necessary for this career.

______________________________________________________________

______________________________________________________________

______________________________________________________________
List the salary and benefits.

________________________________________________________________________
________________________________________________________________________

Write the name of the union or memberships in any organizations that this career requires.

________________________________________________________________________
________________________________________________________________________

What is the job outlook for this career in the future?

________________________________________________________________________
________________________________________________________________________

Do you know anyone with this career? Name the place where they work.

________________________________________________________________________

List the reasons you would like this career.

•
•
•

List the reasons that you would not like this career.

•
•
Career Speaker Note Taking Form

Student Name_________________________ Student #________________________
Class_________________________ Date__________________

Speaker's Name?____________________________________________

Career/Job?_______________________________________________
How long have they had this job?________________________________
Who does he/she work for?____________________________________
Give a description of their duties________________________________
_________________________________________________________________
_________________________________________________________________
How much money do they earn?__________________________________
Are there any benefits available?________________________________
Do you need to be a member of a union or a professional organization? If so, what is the organization?____________________________________
What education or training is necessary for the job?__________________
_________________________________________________________________
What are the positive things about this job?________________________
_________________________________________________________________
_________________________________________________________________
Why did they decide to enter this career?____________________________
_________________________________________________________________
_________________________________________________________________
What are the negative things about this job?________________________
_________________________________________________________________
_________________________________________________________________
Would you like to have this job? Why or why not?____________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
Cluster Exploration Activity

Please list the 10 Career Clusters:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write in the appropriate Career Cluster for each career below:

A. Photographer: ____________________________
B. Biologist: ____________________________
C. Police Officer: ____________________________
D. Lawyer: ____________________________
E. Webmaster: ____________________________
F. Athletic Trainer: ____________________________
G. Forester: ____________________________
H. Accountant: ____________________________
I. Advertising Coordinator: ____________________________
J. Carpenter: ____________________________
K. Florist: ____________________________

Please list two career clusters that interest you the most:

________________________________________________________________________
________________________________________________________________________

List cluster electives that will support you in exploring these two career clusters:

________________________________________________________________________
________________________________________________________________________
The following are the Maryland Career Clusters. Please match the careers from the next page with the correct Cluster.

<table>
<thead>
<tr>
<th>Cluster</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts, Media and Communication</td>
<td></td>
</tr>
<tr>
<td>Business Management and Finance</td>
<td></td>
</tr>
<tr>
<td>Consumer Services, Hospitality, and Tourism</td>
<td></td>
</tr>
<tr>
<td>Construction and Development</td>
<td></td>
</tr>
<tr>
<td>Environmental, Agricultural, and Natural Resources Systems</td>
<td></td>
</tr>
<tr>
<td>Health and Biosciences</td>
<td></td>
</tr>
<tr>
<td>Human Resource Services</td>
<td></td>
</tr>
<tr>
<td>Information Technology</td>
<td></td>
</tr>
<tr>
<td>Manufacturing, Engineering, and Technology</td>
<td></td>
</tr>
<tr>
<td>Transportation Technologies</td>
<td></td>
</tr>
</tbody>
</table>
CLUSTER JOB MATCHING-cont’d

Actor
Airport Manager
Architect
Bus Driver
Cartoonist
Casting Director
Chef
Chief Financial Officer
Child Support Worker
College Professor
Construction Manager
Court Clerk
Diesel Mechanic
Drafter/CAD Technician
Electrician
Engineering Technician
Farm Manager
Graphic Designer
Health & Safety Technologist
Help Desk Technician
Housekeeping Director
Information System Administrator
Insurance Agent
Laboratory Technician
Lawyer
Mechanical Engineer
Medical Review Officer
Musician
Network Administrator
Nurse
Nutritionist

Park Ranger
Parole Officer
Parts Manager
Payroll Clerk
PC/System Technician
Plant Scientist
Plumber
Reporter
Research Assistant
Soil Conservation Planner
Speech Pathologist
Systems Architect
Tax Analyst
Technical Editor
Theme Park Manager
Traffic Engineer
Training and Development Manager
Transportation Planner
Travel Agent
Veterinary Technician
Welder
CLUSTER JOB MATCHING (answer key)

The following are the Maryland Career Clusters. Please match the jobs from page two with the correct Cluster.

Arts, Media, and Communication-actor, graphic designer, cartoonist, reporter, casting director, musician

Business Management and Finance-payroll clerk, chief financial officer, tax analyst, insurance agent, training & development manager

Consumer Services, Hospitality, and Tourism-travel agent, chef, housekeeping director, theme park manager, park ranger

Construction and Development-drafter/cad technician, plumber, electrician, architect, construction manager, welder

Environmental, Agricultural, and Natural Resources Systems-farm manager, veterinary technician, plant scientist, soil conservation planner, nutritionist

Health and Biosciences-nurse, speech pathologist, medical review officer, laboratory technician, research assistant

Human Resources Services-lawyer, parole officer, bus driver, child support worker, college professor, court clerk

Information technology-systems architect, technical editor, network administrator, help desk technician, information system administrator

Manufacturing, Engineering, and Technology-mechanical engineer, health & safety technologist, engineering technician, pc system technician

Transportation Technologies-bus driver, parts manager, traffic engineer, transportation planner, diesel mechanic, airport manager
## COLLEGE COMPARISON WORKSHEET

### COLLEGE NAME:

<table>
<thead>
<tr>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance from home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SIZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
</tr>
<tr>
<td>Physical size of campus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of school (2 or 4 yr.)</td>
</tr>
<tr>
<td>School setting (urban, rural)</td>
</tr>
<tr>
<td>Location &amp; size of nearest city</td>
</tr>
<tr>
<td>Co-ed, male, female</td>
</tr>
<tr>
<td>Religious affiliation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADMISSION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
</tr>
<tr>
<td>Tests required</td>
</tr>
<tr>
<td>Average test scores, GPA, rank</td>
</tr>
<tr>
<td>Notification</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACADEMICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your major offered</td>
</tr>
<tr>
<td>Special requirements</td>
</tr>
<tr>
<td>Accreditation</td>
</tr>
<tr>
<td>Student-facility ratio</td>
</tr>
<tr>
<td>Typical class size</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COLLEGE EXPENSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, room &amp; board</td>
</tr>
<tr>
<td>Estimated total budget</td>
</tr>
<tr>
<td>Application fee, budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINANCIAL AID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deadline</td>
</tr>
<tr>
<td>Required forms</td>
</tr>
<tr>
<td>% receiving financial aid</td>
</tr>
<tr>
<td>Scholarships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HOUSING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence hall requirement</td>
</tr>
<tr>
<td>Food plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>Recreational</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clubs, organizations</td>
</tr>
<tr>
<td>Greek life</td>
</tr>
<tr>
<td>Athletics, intramurals</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CAMPUS VISIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
</tr>
<tr>
<td>Special opportunities</td>
</tr>
</tbody>
</table>
## Extended Application Time Log:

<table>
<thead>
<tr>
<th>Date</th>
<th>Daily Hours</th>
<th>Overall Hours</th>
<th>Work Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Extended Application - Summary Reflection

It is important for students to reflect on their entire Extended Application Project/Product. The reflection will help them consider what they have learned and how what they learned applies to their future plans and goals.

Guiding Questions

1. How did you select your Extended Application Project/Product? How did this experience fit with your education, career and personal goals?

2. Describe what you did during your Extended Application Project/ Experience. What were your specific activities?

3. What obstacles did you encounter and how did you overcome them?

4. Which Career Development Standards did you demonstrate? How?

5. What other skills and knowledge did you learn and develop?

6. How would you evaluate the experience overall? Did it meet your initial expectations?

7. How would you evaluate your participation and work?

8. What could you do better next time?
FRESHMAN INTERVIEW

DATE:____________________

NAME:__________________________

CAREER PATHWAY:____________________

HOW HAS THE YEAR STARTED? 1 2 3 4 5 6 7 8 9 10

COMMENTS:__________________________________________________________

DO YOU HAVE BROTHERS/SISTERS?

NAME | AGE

______________________________________________________________

______________________________________________________________

______________________________________________________________

LIVING WITH: MO FA SM SF BF GU GP

NAMES

______________________________________________________________

______________________________________________________________

______________________________________________________________

HOBBIES, INTERESTS, ACTIVITIES:

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

FAVORITE CLASS?______________________________

MOST CHALLENGING CLASS?______________________________

PROGRESS REPORTS:

DO YOU HAVE ANY QUESTIONS ABOUT SCHOOL?
"Make Your Days Count"

Mark Scharenbroich

1. What do you want? ________________

2. How hard are you willing to work? ________________

3. How long are you willing to hang in there before you give up? ________________

"Live by design instead of by accident"

Design two goals for yourself - one for school or work and one personal goal.

Goal #1: ________________

<table>
<thead>
<tr>
<th>Steps I need to take to reach the goal</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal #2: ________________

<table>
<thead>
<tr>
<th>Steps I need to take to reach the goal</th>
<th>Completed by</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
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</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

"Have a life with meaning instead of showing up"
Glowing and Growing

Directions:
Ask students to consider how the year is going thus far. Tell them to think of 2 things to share:

Something to GLOW on.
This would be something the student is proud of or particularly excited about.

Something to GROW on.
This would be something the student is working on or struggling with.
INFORMATIONAL INTERVIEW

Student Name_________________________ Student #________________
Class___________________________ Date______________________

Person’s Name?__________________________________________________________
Career/Job?____________________________________________________________
How long have they had this job?________________________________________
Who does he/she work for?_______________________________________________
Give a description of their duties____________________________________________________________________________________
____________________________________________________________________________________
What is the salary range for this career?____________________________________
Are there any benefits available?___________________________________________
Do you need to be a member of a union or a professional organization? If so, what is the organization?________________________________
What education or training is necessary for the job?____________________________
____________________________________________________________________________________
What are the positive things about this job?____________________________________
____________________________________________________________________________________
Why did they decide to enter this career?____________________________________
____________________________________________________________________________________
What are the negative things about his job?____________________________________
____________________________________________________________________________________
Would you like to have this job? Why or why not?______________________________
# Internship Host/Mentor Evaluation

<table>
<thead>
<tr>
<th>Performance Factor</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enthusiasm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Key:** Please circle number that best indicates the student’s effort and/or ability.

1 = Exemplary
2 = Satisfactory
3 = Needs Improvement
NA = Not Applicable

**Business Name (if applicable)**

**Address**

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

**Performance Factors**

- **Initiative** - Sought work and responsibility, independently; generated ideas and expressed opinions willingly.
- **Quality of Work** - Completed work was thorough, accurate, and presentable.
- **Awareness** - Quickly grasped new concepts; processed information easily; asked thoughtful questions.
- **Enthusiasm** - Pursued experience with energy; took pride in accomplishments.
Personal Management

1 2 3 NA Exhibited appropriate work ethic and behaviors.
1 2 3 NA Interacted appropriately with others.
1 2 3 NA Displayed high standards of attendance and punctuality.
1 2 3 NA Completed assigned tasks.

Problem Solving

1 2 3 NA Displayed problem solving and decision making skills.
1 2 3 NA Identified alternatives and possible solutions where appropriate.

Communication

1 2 3 NA Demonstrated effective verbal and non-verbal communication skills.
1 2 3 NA Spoke clearly, listened attentively and/or wrote clearly and accurately.
1 2 3 NA Gave and received feedback in a positive manner.

Teamwork

1 2 3 NA Demonstrated respect and flexibility in team situations.
1 2 3 NA Worked effectively as a member of a team.
1 2 3 NA Demonstrated skills that improve team effectiveness (e.g. compromise, consensus building, conflict management, goal setting).

Employment Foundations

1 2 3 NA Followed health and safety practices.
1 2 3 NA Dressed appropriately for the work environment.
1 2 3 NA Used tools and technology appropriately.

Career Development

1 2 3 NA Asked thoughtful questions about educational, training and skill requirements for this career interest area.

Overall Experience

1 2 3 NA Please rate your overall experience.

Please include any additional comments on back:

Evaluator's Signature ____________________________ Date ____________________________
Job Shadow – Questions to Ask a Host  Date_____________________

Name_________________________________ Student #______________

Name of Career and the person you are shadowing.______________________
__________________________________________________________________

Does the person work for a company? If so, please list it.
__________________________________________________________________

How long has this person had this job?________________________

How did they get this job? ________________________________

What kind of education or training was necessary for this career?
__________________________________________________________________
__________________________________________________________________

Do they like the job? Why or why not?
__________________________________________________________________

How many hours did you spend on the job?____________________

Did you observe or actually get to work? If you worked, what did you
do? __________________________________________________________

During the time you observed the person, what did they do?
__________________________________________________________________
Is this what they usually do?

List reasons why you would like this job.
  •
  •
  •

List reasons why you would not like this job.
  •
  •
  •

Was this job shadow a good experience for you? Why or why not?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
**JOB SHADOW PLANNING TOOL**

Name: ______________________  Student ID: ____

**Career Cluster Area:**
- Arts, Media & Communication
- Business Management & Finance
- Consumer Services, Hospitality & Tourism
- Construction Development
- Environmental, Agricultural, and Natural Resources Systems
- Health & Biosciences
- Human Resource Services
- Information Technology
- Manufacturing, Engineering & Technology
- Transportation Technologies

<table>
<thead>
<tr>
<th>WHAT ARE THE INITIAL REQUIREMENTS?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a “perfect” Resume</td>
</tr>
<tr>
<td>Prepare written Goals &amp; Objectives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT DO I NEED TO DO TO GET STARTED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose three (3) career areas where you’d like to do your Job Shadow.</td>
</tr>
<tr>
<td>List three (3) ways this career area relates to your post-high school goals?</td>
</tr>
<tr>
<td>2.</td>
</tr>
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<td>3</td>
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<tr>
<td>List three (3) reasons you are interested in job shadowing in this career area?</td>
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<td>2.</td>
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<tr>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>HOW DO I BEGIN PLANNING MY JOB SHADOW?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about contacts you might have in these career areas. List possible contacts.</td>
</tr>
<tr>
<td>Think about others you know who might have contacts in these career areas (mom, dad, other relatives, friends, neighbors, or others like your doctor, dentist, boss, camp counselor etc.) List possible contacts.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WHAT’S THE NEXT STEP?</th>
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</thead>
<tbody>
<tr>
<td>Make the initial contact to schedule your job shadow.</td>
</tr>
</tbody>
</table>
## Job Shadow Planning Tool cont’d

### HOW DO I GET STARTED?

| Choose several career areas where you’d like to do your Job Shadow. |
| Think about contacts you might have in these career areas |
| Complete a “perfect” Resume |
| Prepare written Goals & Objectives |

- Mom, Dad, Other Relatives, Friends, Neighbors, your Job Shadow Host or Others like your doctor, dentist, boss, camp counselor etc.
- Turn it in to your teacher for proofing and credit.
- Turn in to your teacher for proofing & credit.

### WHAT IF I NEED HELP SETTING UP MY JOB SHADOW?

- Meet with your teacher to brainstorm ways to connect with potential job shadow hosts.

### WHAT DO I HAVE TO DO BEFORE I GO?

| Complete the proper paperwork and have all required signatures. |
| Prepare questions to ask the employer host. |
| Pick up an Employer Evaluation Form. |
| Get directions to the worksite. |

- Ask your Parent or Guardian to sign giving you permission to go on the Job Shadow.
- Ask your teacher or check Map Quest on the Internet.

### WHAT DO I DO ON THE DAY OF MY JOB SHADOW?

| Deliver your Resume, Goals & Objectives and Employer Evaluation form to your host on the first day. |
| Dress appropriately for the workplace. |
| Arrive on time for your appointment. |

- Your host will complete the Evaluation and mail it back to the school.

### WHAT IF I'M SICK ON THE DAY OF MY JOB SHADOW?

- Call your employer host and let him/her know that you won’t be able to meet.
- Call your teacher to report your absence.

### WHAT DO I DO AFTER MY JOB SHADOW?

| Write a THANK YOU LETTER to your host. |

- Turn it in to your teacher for proofing, credit and mailing.
Junior Year Transition Plan

Student Name________________________ Student #______________

Career Goal:________________________________________________

__________________________________________________________________

Things to Consider...

PLAN__________ NCAA* Clearinghouse__________
ACT___________ College Fair________________
PSAT__________ Job Shadow/Internship_______
SAT I__________ Volunteering________________
SAT II__________ College Visitations________
Scholarships____ Financial Aid_______________

Other__________________________________________________________

__________________________________________________________________

COUNSELOR

_____Credit Check

_____Post-Graduation Plan

Options: __________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Comments: __________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

* National College Athletic Association
Letter of Introduction

Date

Dear Sir/Madam:

My name is (Student Name) and I am currently a (Year in School) at (School Name) High School. The purpose of this letter is to introduce myself to you, give you some information on my background and interests, and to let you know what I hope to see and learn on my group tour with your company.

Last year I attended (School Name) School and my favorite classes were (List Classes). Outside of school my primary interests are (List Outside Interests). My Cluster interest area is (Career Cluster Name).

I understand that during the tour, I will have the opportunity to see people working in many different kinds of jobs in many of the Career Cluster areas we are studying. I would be interested in knowing what kinds of education and training are needed to begin a career in these fields. Since this will be one of my first opportunities to actually be in a workplace, I’d also like to know about (Anything you’d like to know).

Thank you for your time and consideration. I am looking forward to meeting you and touring your company.

Sincerely,

Student Name
Letter of Recommendation - Request

To: ______________________
   (Teacher’s name)

From: _____________________
   (Student’s name)

Recommendation needed for: ________________________________

Date due: __________________

Please give this letter to the counseling office when it is completed.

Thank you
Letters of Recommendation - Template
PERSONAL DATA FORM

It is important that this form be filled out accurately and completely to aide your counselor/teacher in preparing the recommendation for your use with applications for college or employment. Please attach a resume and hand carry it to the person you wish to write the letter. Don’t forget the thank you note afterward!

Student name:__________________________________________________________

List four teachers or staff members who know you well.

1)_________________________________________  3)_________________________________________

2)_________________________________________  4)_________________________________________

Describe your college/career plans.

________________________________________________________________________

________________________________________________________________________

List advanced courses which you have completed or in which you are currently enrolled (IB/AP courses, Math, Physics, Articulated courses).

________________________________________________________________________

________________________________________________________________________

Describe your involvement in athletics, community service and work experience.

________________________________________________________________________

________________________________________________________________________
If there is something special or unique about you that you would like to have mentioned in the letter, please explain.

__________________________________________________________________________

__________________________________________________________________________

Discuss your personal and professional goals.

__________________________________________________________________________

__________________________________________________________________________

List any awards or special recognition that you have received.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Please attach your Resume’

You may be asked to provide stamped, pre-addressed envelopes for the colleges/universities to which you plan to apply...be sure and ask your counselor.
### Interview Introduction:
- Introduced themselves to the interviewer
- Greeted the interviewer with a smile
- Gave a firm, confident handshake

### Interview Preparation:
- Was professionally dressed
- Was properly groomed with good personal hygiene
- Presented a professional resume

### General Delivery:
- Maintained appropriate eye contact throughout the interview
- Gave specific, detailed answers to questions
- Appropriate use of descriptive language - NO SLANG
- Clear pronunciation and enunciation
- Proper vocal rate and tone
- Used positive body language (Expressions, gestures, etc.)

### Interview Conclusion:
- Asked a relevant question seeking information/improvement
- Gave a firm, confident handshake
- Said "thank you" to the interviewer

---

**EVALUATION KEY:**

- **6** = Exemplary or "YES"
- **4** = Proficient
- **3** = Improvement Needed
- **Inc.** = Unacceptable or "NO"

---

**INTERVIEWER’S NAME:**

---

**Things I thought you did well during the interview:**

- 
- 
- 
- 

**Things I thought you could improve on:**

- 
- 
- 
-
### Personal/Career Development Guide

<table>
<thead>
<tr>
<th><strong>Self Awareness</strong></th>
<th>Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills and talent to help make thoughtful choices for post-high school options.</th>
</tr>
</thead>
</table>
| **Have you...**    | - Identified tasks that need to be done and gone on to complete those tasks?  
- Interacted appropriately with others (teachers, community people, peers)?  
- Maintained regular attendance and been on time? |

<table>
<thead>
<tr>
<th><strong>Problem Solving</strong></th>
<th>Apply decision-making and problem-solving techniques in school and community.</th>
</tr>
</thead>
</table>
| **Have you...**     | - Identified problems or issues?  
- Used problem solving and decision making skills to identify alternatives & develop solutions?  
- Developed a plan to implement the solutions? |

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
<th>Demonstrate effective speaking, listening, written and non-verbal skills.</th>
</tr>
</thead>
</table>
| **Have you...**     | - Spoken clearly, listened attentively and/or written clearly and accurately?  
- Given and received feedback in a positive manner?  
- Read technical or instructional or professional materials/journals for information? |

<table>
<thead>
<tr>
<th><strong>Teamwork</strong></th>
<th>Demonstrate effective cooperation working with others in school and community.</th>
</tr>
</thead>
</table>
| **Have you...**     | - Demonstrated respect and flexibility in team situations?  
- Worked effectively as a member of a team?  
- Demonstrated skills that improved team effectiveness - for example, compromise, consensus building, conflict management and goal setting? |

<table>
<thead>
<tr>
<th><strong>Employment Foundations</strong></th>
<th>Demonstrate both academic knowledge and technical skills required for successful employment in a Pathway interest area.</th>
</tr>
</thead>
</table>
| **Have you...**            | - Demonstrated career investigation skills  
- Developed work-readiness materials (resume, cover letter, goals etc.)  
- Dressed appropriately for the work environment?  
- Followed health and safety practices?  
- Used tools and technology appropriately? |

<table>
<thead>
<tr>
<th><strong>Career Development</strong></th>
<th>Demonstrate career development skills in planning for post-high school experiences.</th>
</tr>
</thead>
</table>
| **Have you...**            | - Learned educational, training and skill requirements for a career interest area?  
- Assessed your personal interests and strengths related to your personal, educational and/or career goals?  
- Developed a plan to help you achieve your personal, educational and career goals? |
Personal Data Sheet

Fill out this form before you begin to complete your college applications. It will make completing individual applications easier later on.

Name: ________________________________________________________________

Address: ______________________________________________________________

Phone Number: _____________________________

High School Name: ______________________________________________________

School Address: _________________________________________________________

School Phone Number: _____________________________

Guidance Counselor: _____________________________________________________

CEEB Code: (School Code) ______________________

Cumulative GPA: ______________________

Class Rank: ______________________

Test Scores: ______________________ Dates Taken: ______________________

PLAN: _________ _________

ACT: _________ _________

PSAT: _________ _________

SAT 1: _________ _________

SAT II: _________ _________
Planning for My Future

Name: ___________________________ Student ID: ____________

After graduation I plan to:

- [ ] Attend a 2-year Community College
- [ ] Attend a 4-year University
- [ ] Attend a 2-year Community College and Go to the Military
- [ ] Attend a Technical or Specialized Training School
- [ ] Attend a 4-year University and Find a job and go to work
- [ ] Attend a Technical or Specialized Training School and I’m unsure

<table>
<thead>
<tr>
<th>My Action Plan</th>
<th>Things I need to do in...</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
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<td>October</td>
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<td>November</td>
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<td>June</td>
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</table>
# Planning for My Semester Exams

<table>
<thead>
<tr>
<th>Period</th>
<th>Class</th>
<th>Is your Final Exam a Culminating Activity, Project, or a Written Exam?</th>
<th>My Study Plan Describe things you will do to prepare for your Final Exam.</th>
</tr>
</thead>
<tbody>
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DOWN
1. To explore cluster options to prepare an educational and career plan (2 words – include space).
2. To demonstrate skills to secure, maintain and advance in a chosen career cluster (2 words – include space).
3. To demonstrate how lifelong learning skills enhance one’s ability to succeed (2 words – include space).
4. A technique for expressing ideas effectively – giving and receiving information (2 words – include space).
5. To understand educational and skill requirements for a career interest area (2 words – include space).
8. A written evaluation of one’s work.
10. A collection providing tangible proof of hard work, talents and accomplishments.

ACROSS
6. To understand your abilities, strengths, interests, skills and talents (2 words – include space).
7. To demonstrate career development skills to begin planning post-high school (2 words – include space).
9. Maryland’s 10 occupational groupings (2 words – include space).
11. Things you plan to accomplish to attain.
12. To work effectively with others.
13. To find solutions and apply decision making techniques (2 words – include space).
<table>
<thead>
<tr>
<th>CAREER AWARENESS</th>
<th>CAREER SATISFACTION</th>
<th>CAREER CLUSTERS</th>
<th>COMMUNICATION</th>
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<tbody>
<tr>
<td>CAREER EXPLORATION</td>
<td>REFLECTION</td>
<td>PORTFOLIO</td>
<td>GOALS</td>
</tr>
<tr>
<td>JOB SEEKING</td>
<td>SELF AWARENESS</td>
<td>PROBLEM SOLVING</td>
<td>TEAMWORK</td>
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</tbody>
</table>

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<tr>
<th>CAREER PREPARATION</th>
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Reflection

Name_________________________________ Student # ______________
Date________ Class & Project _____________________________________

It is important to reflect on your progress in relation to the MD Career Development Content Standards. This reflection will show you what you have learned and how it all applies to your future plans and goals. The following are guiding questions to help direct you.

Describe what you have learned about yourself during this activity.

What obstacles did you encounter and how did you overcome them?

Which Career Development Standards did you demonstrate?  How?

What other skills and knowledge did you learn and develop?

How does this relate to your Career Cluster choice?

How would you evaluate your final product?

What would you do better next time?
Resume Template

Student First & Last Name
Street Address
City, State and Zip code
Area code and phone number
E-mail address

OBJECTIVE: Description of the job/internship you are seeking

EDUCATION: List current school, expected date of graduation, followed by high school, date of graduation. Also, list any other education experiences that may be related to the job you are seeking.

WORK HISTORY: Chronologically list current and previous positions held. Give the name of the employer and a brief job description. Dates are not necessary, unless they show long-term employment.

VOLUNTEER EXPERIENCE: Items here may be in addition to or instead of WORK HISTORY. Again, list items chronologically from the most recent to least recent.

SKILLS: Include applicable skills and abilities that will help make you more marketable in the eyes of the employer. The more you appear to be a potential asset to a prospective employer, the more likely you are to be offered the job.

ACTIVITIES: Being involved in an assortment of clubs and activities give the employer a better overall view of the type of person you are. This is an "optional" category. If you have had numerous work and volunteer experiences, you may not have room on your resume for this category. Include a separate sheet of paper with the information if that is the case.

REFERENCES: "Available upon request" is listed on the bottom of a resumé. References should be brought to the interview and provided upon request only. Three references (names, addresses & phone numbers) are sufficient and should be listed on a separate page. They should be adults you have worked for or know well. They should NOT be relatives.

"Bullets" (●) may be used to lend clarity to the resume format & organization. Be sure to list items, not sentences or paragraphs. Potential employers will maybe spend 30 seconds reading your resume because they want to find out all about you immediately! Refer to "Resume" file for a sample.
Shawna K. Anderson  
200 West Baltimore Street  
Baltimore, MD 21201  
(410) 768-0988

CAREER GOAL  
To become a nurse  
Attend a four year college

EDUCATION  
Maryland High School  
GPA - 3.5  
Career Cluster-Health & Biosciences  
Advanced Courses: (list)  
Articulated Credit  
Cluster courses

HONORS/RECOGNITION  
National Honor Society 11, 12  
Student of the Month 10, 11  
Soccer Player of the Year

SCHOOL ACTIVITIES/ATHLETICS  
President, Junior Class  
Cabinet Representative  
Science Club  
Soccer 9, 10, 11, 12

OUTSIDE ATHLETICS/ACTIVITIES  
Club Soccer  
Soccer Club Referee  
Church Youth Group

COMMUNITY SERVICE/VOLUNTEER WORK  
Hospital Volunteer  
Red Cross Blood Drive  
March of Dimes Walk
Resume Template - Goals

Student Name
Address
City, State, Zip Code
(Area Code) phone number
E-mail address

Goal:

My goal is to observe a (insert career type) in order to gain experience and assess my long-term interest in the field of (insert career type).

Objectives:

6. Gain employability skills
7. Learn the educational requirements for various careers in (insert career type)
8. Observe how to (insert a skill specific to the career type)
9. Observe communication skills between staff and (insert target audience)
10. Observe procedures performed (insert broad overview of procedures related to the career type)

Replace all ( ) and the address field with information that applies to you personally. Be sure to delete these instruction lines when you “save as …” under your file name!
Senior Exit Interview

Post High School Plans – Class of ______

ESL (K-12) yes no
Name (please print): __________________________ Hm Phone: ______________
Address: ________________________________

Name and phone of someone who would know how to locate you:
Name: __________________________ Phone: ______________
Address: __________________________ City/State/Zip: ______________

Father’s Full Name: __________________________
Mother’s Full Name: __________________________

Check the one option that best fits your post-high school plans:

☐ Community College
   Name: __________________________
   Have you taken the placement test?  ____Yes  ____No

☐ 4-year College/University
   Name: __________________________

☐ I have been offered/received an award from (school or organization):
   1) __________________________ Amount ______________
   2) __________________________ Amount ______________
   3) __________________________ Amount ______________

☐ Military Branch: __________________________

☐ Other Training (Business College, Trade School, Technical School)
   Name: __________________________

☐ Employment
   ○ Full time work
   ○ Full time work and school
   ○ Part time work
   ○ Part time work and school

Name (please print): ______________ Hm Phone: _____

8th SEMESTER TRANSCRIPT RELEASE: Transcripts can only be issued by a signed release (students under 18 years of age must have a parent signature). All colleges require an 8th semester transcript for final admission. Please send my transcript to the following schools:

School: __________________________ Address: __________________________
School: __________________________ Address: __________________________
School: __________________________ Address: __________________________

Student Signature: __________________________

Parent Signature (if student not 18 years of age): __________________________
# Senior Transition Plan

**NAME:**

**Date:**

**GPA:**

## Work

<table>
<thead>
<tr>
<th>WORK</th>
<th>MILITARY</th>
<th>SHORT TERM TRAINING</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Resume</td>
<td>- Recruiter</td>
<td>- Application</td>
</tr>
<tr>
<td>- Applications</td>
<td>- ASVAB</td>
<td>- Financial Aid Form</td>
</tr>
<tr>
<td>- Cover Letter</td>
<td>- Resource Center</td>
<td>(FAFSA)</td>
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<td>- Resource Center</td>
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<td>- Interview</td>
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<td>- Attendance</td>
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<td>- Resource Center</td>
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<td>- Interview</td>
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<td>- Recommendation Letters</td>
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## Two Year College

<table>
<thead>
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<th>TWO YEAR COLLEGE</th>
<th>FOUR YEAR COLLEGE</th>
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<tbody>
<tr>
<td>- Placement Test</td>
<td>- SAT □ ACT □ Rank</td>
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<tr>
<td>- Application</td>
<td>- Applications</td>
</tr>
<tr>
<td>- Limited Entry Programs</td>
<td>School/Deadline</td>
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<td>- Visitations</td>
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<td>- Financial Aid Form (FAFSA)</td>
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<td>- Resource Center</td>
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<td>- Community College Scholarships</td>
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<td>- Recommendations</td>
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<td>- Financial Aid Form (FAFSA)</td>
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<td>- College Visits/Interviews</td>
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<td></td>
<td>- Scholarships</td>
</tr>
<tr>
<td></td>
<td>- Loans</td>
</tr>
<tr>
<td></td>
<td>- Resource Center</td>
</tr>
<tr>
<td></td>
<td>- NCAA Clearinghouse</td>
</tr>
<tr>
<td></td>
<td>- National College Fair</td>
</tr>
<tr>
<td></td>
<td>- Transcripts</td>
</tr>
</tbody>
</table>
SMART Goal Setting

When setting goals it is important to remember the acronym SMART:

✓ S = Specific  Have only two absences from school for the rest of first semester.
✓ M = Measurable  Have a teacher check my attendance on SISWEB.
✓ A = Achievable  Yes, if I take care of myself nutritionally, physically, and get rest.
✓ R = Realistic  Yes, this allows for any potential sick days.
✓ T = Timely  January 9, 2007 (not quite the end of first semester).

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by _________________.

School- or Work-Related Goal

SPECIFIC:

MEASURABLE:

ACHIEVABLE:

REALISTIC:

TIMELY:
When setting goals it is important to remember the acronym SMART:

- **S** = Specific  
  Have only two absences from school for the rest of first semester.

- **M** = Measurable  
  Have a teacher check my attendance on SISWEB.

- **A** = Achievable  
  Yes, if I take care of myself nutritionally, physically, and get rest.

- **R** = Realistic  
  Yes, this allows for any potential sick days.

- **T** = Timely  
  January 9, 2007 (not quite the end of first semester).

In the spaces provided below write two SMART Goals for yourself — one school or work goal and one personal goal — to be accomplished by _________________.

### Personal Goal

**S**PECIFIC:

_____________________________________________________________________

**M**EASURABLE:

_____________________________________________________________________

**A**CHIEVABLE:

_____________________________________________________________________

**R**EALISTIC:

_____________________________________________________________________

**T**IMELY:

_____________________________________________________________________

262
**SMART Goal Setting**

**How did you do?**

<table>
<thead>
<tr>
<th>What was your School/Work related goal?</th>
<th>1  2  3  4  5</th>
</tr>
</thead>
<tbody>
<tr>
<td>How close did you come to meeting your goal? (circle)</td>
<td>Did not meet my goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you met your goal...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List 1 factor that contributed to your success</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>If you did not meet your goal...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List 1 step you can take to help you achieve your goal by the next Advisory Meeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What was your Personal goal?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How close did you come to meeting your goal? (circle)</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>Did not meet my goal</td>
<td>Met my goal</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List 1 step you can take to help you achieve your goal by the next Advisory Meeting</td>
<td></td>
</tr>
</tbody>
</table>
# FRESHMAN/SOPHOMORE STUDENT-LED CONFERENCE WORKSHEET

**Name:** ___________________________  **Student ID:** ___________________________

**CLUSTER AREA OF INTEREST:**
- [ ] Arts, Media & Communication
- [ ] Construction & Development
- [ ] Information Technology
- [ ] Business, Management & Finance
- [ ] Health & Biosciences
- [ ] Manufacturing, Engineering & Technology
- [ ] Consumer Services, Hospitality & Tourism
- [ ] Human Resource Services
- [ ] Transportation Technologies
- [ ] Information Technology
- [ ] Manufacturing, Engineering & Technology

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:
1. Introduce yourself  3. Share your information
2. Explain the agenda  4. Conclude your presentation

## PART 1 - PERSONAL CHOICE
Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.

### #1
- [ ] Community Service
- [ ] Field Trips
- [ ] Guest Speakers
- [ ] Job Shadow
- [ ] Special Project
- [ ] Other Related Activity

<table>
<thead>
<tr>
<th>What did you do?</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the Career Development Standards did you meet? Explain

Why did you choose this experience above all the others?

How does this activity fit into your Cluster Area of Interest?

### #2
- [ ] Community Service
- [ ] Field Trips
- [ ] Guest Speakers
- [ ] Job Shadow
- [ ] Special Project
- [ ] Other Related Activity

<table>
<thead>
<tr>
<th>What did you do?</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Which of the Career Development Standards did you meet? Explain.

Why did you choose this experience above all the others?

How does this activity fit into your Cluster Area of Interest?

## PART II - WRITING WORK SAMPLE
Share a writing sample from one of your classes.

<table>
<thead>
<tr>
<th>WRITING SAMPLE</th>
<th>What is the work sample?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you learn?

Which of the Career Development Standards did you meet? Explain.
### PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC

<table>
<thead>
<tr>
<th>Idea</th>
<th>Why are you considering this?</th>
<th>What steps will you take to make this happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDEA 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Idea</td>
<td>Why are you considering this?</td>
<td>What steps will you take to make this happen?</td>
</tr>
<tr>
<td>TOPIC</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS?

<table>
<thead>
<tr>
<th>Goal(s)</th>
<th>What influenced your choices?</th>
<th>What steps have you taken so far to prepare?</th>
<th>What will you do during your senior year to further prepare yourself?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# JUNIOR STUDENT-LED CONFERENCE WORKSHEET

Name: ___________________________  Student ID: ___________________________

**CLUSTER AREA OF INTEREST:**
- ☐ Arts, Media & Communication
- ☐ Construction & Development
- ☐ Information Technology
- ☐ Business, Management & Finance
- ☐ Health & Biosciences
- ☐ Manufacturing, Engineering & Technology
- ☐ Consumer Services, Hospitality & Tourism
- ☐ Human Resource Services
- ☐ Transportation Technologies
- ☐ Manufacturing, Engineering & Technology
- ☐ Environmental, Agricultural & Natural Resources Systems

You will have 15 minutes for your conference presentation. You will share the contents of your Junior Portfolio as well as ideas for options you are considering pursuing after graduation. Be sure to include the following elements:

1. Introduce yourself  
2. Explain the agenda  
3. Share your information  
4. Conclude your presentation

## PART 1 - PERSONAL CHOICE
Share information about two (2) significant activities, projects, classroom events etc. you have been involved in during your Junior year.

### #1
- [ ] Community Service
- [ ] Field Trips
- [ ] Guest Speakers
- [ ] Job Shadow
- [ ] Special Project
- [ ] Other Related Activity

What did you do? What did you learn?

Which of the Career Development Standards did you meet? Explain.

Why did you choose this experience above all the others?

How does this activity fit into your Cluster Area of Interest?

### #2
- [ ] Community Service
- [ ] Field Trips
- [ ] Guest Speakers
- [ ] Job Shadow
- [ ] Special Project
- [ ] Other Related Activity

What did you do? What did you learn?

Which of the Career Development Standards did you meet? Explain.

Why did you choose this experience above all the others?

How does this activity fit into your Cluster Area of Interest?

## PART II - WRITING WORK SAMPLE
Share a writing sample from one of your classes.

**WRITING SAMPLE**

What is the work sample?

What did you learn?

Which of the Career Development Standards did you meet? Explain.

Why did you choose this work sample above all others?
### PART III - IDEAS FOR AN INTERNSHIP OR PROJECT & AN EXTENDED APPLICATION TOPIC

<table>
<thead>
<tr>
<th>IDEA 1.</th>
<th>Why are you considering this?</th>
<th>What steps will you take to make this happen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA 2.</td>
<td>Why are you considering this?</td>
<td>What steps will you take to make this happen?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>Why are you considering this topic?</th>
<th>What steps will you take to make this happen?</th>
</tr>
</thead>
</table>

### PART III - WHAT ARE YOUR POST-HIGH SCHOOL GOALS? -

<table>
<thead>
<tr>
<th>GOAL(S)</th>
<th>What influenced your choices?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What steps have you taken so far to prepare?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What will you do during your senior year to further prepare yourself?</th>
</tr>
</thead>
</table>

---

**PARENTS AND GUESTS ARE WELCOME.**

**PLEASE ENCOURAGE THEM TO COME.**
TOUR AND/OR FIELD TRIP
EVALUATION & REFLECTION

Today's Date: _________________
Student Name: ____________________________
Grade: __________
Teacher: __________________________________
Period: ___________
Company Toured:______________________________________________________________

Please rate your experience by circling the number that best reflects your response based on the following scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Helpful</td>
<td>A Little Helpful</td>
<td>Helpful</td>
<td>Very Helpful</td>
<td>Most Helpful</td>
</tr>
</tbody>
</table>

Did the company tour provide you with:
- A better idea of what career choices are available
- Enough information to help you match jobs to Cluster programs
- Information about education and training requirements
- Information regarding company policies (hiring practices, dress, communication skills, etc...)
- Rate the company tour

Reflection

1. What do you think was the most important thing that you learned from the Company Tour?

2. What did you like best about the Company Tour?

3. What did you like least about the Company Tour?

4. Did the Company Tour reinforce your Career Cluster choice? Why or why not?

5. Are you interested in exploring another Career Cluster area? Why or why not?
**Want Ad**

Businesses place ads in newspapers and online when they want to hire new employees.

In this activity, students will design their own want ad to hire a potential new employee.

Logo

**Name of Career:** ________________________________

**Full time or Part time**

**Describe what the company is looking for:**
For example, college degree or equivalent, if required; special certification; experience needed; special skills such as someone who is outgoing, is organized, or has computer skills.

**Salary Range:** ________________________________

**Benefits (may include salary, vacation, insurance etc.):**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**To apply, send resume to:**
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Resources
WEB RESOURCES

<table>
<thead>
<tr>
<th>High School Website</th>
<th>www.</th>
<th>Check for up to date information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sites for Several Resources</strong></td>
<td><a href="http://www.collegenet.com">www.collegenet.com</a></td>
<td>Testing, financial aid, scholarships, testing information, general test preparation, college search, college applications, etc.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegeboard.org">www.collegeboard.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.usnews.com/usnews/edu">www.usnews.com/usnews/edu</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegeispossible.com">www.collegeispossible.com</a></td>
<td></td>
</tr>
<tr>
<td><strong>College Search</strong></td>
<td><a href="http://www.allaboutcollege.com">www.allaboutcollege.com</a></td>
<td>Thousands of links, including colleges around the world, Good general site</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegebound.net">www.collegebound.net</a></td>
<td>Good general site</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegeexpress">www.collegeexpress</a></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td><a href="http://www.finaid.org">www.finaid.org</a></td>
<td>Comprehensive</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.fafsa.ed.gov">www.fafsa.ed.gov</a></td>
<td>Fafsa online</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cashe.com">www.cashe.com</a></td>
<td>Financial information</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.studentaid.ed.gov">www.studentaid.ed.gov</a></td>
<td>Student aid and loans</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.salliemae.com">www.salliemae.com</a></td>
<td>Lending information</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.edfund.org">www.edfund.org</a></td>
<td>Lending information</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.usafunds.com">www.usafunds.com</a></td>
<td>Lending information</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.pin.ed.gov">www.pin.ed.gov</a></td>
<td>Federal Department of Education website, excellent information</td>
</tr>
<tr>
<td><strong>Scholarships</strong></td>
<td><a href="http://www.fastweb.com">www.fastweb.com</a></td>
<td>General information</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.scholarships.com">www.scholarships.com</a></td>
<td>A searchable database</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.finaid.org">www.finaid.org</a></td>
<td>Links to other sites</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegequest.com">www.collegequest.com</a></td>
<td>Vast database</td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td><a href="http://www.act.org">www.act.org</a></td>
<td>ACT information and practice</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.collegeboard.com">www.collegeboard.com</a></td>
<td>SAT information and practice</td>
</tr>
</tbody>
</table>
Appendix

Maryland Career Development Framework
## Maryland Career Development Framework

**Grades Pre-K – Postsecondary (PS)/Adult**

**Standard 1: Self-Awareness** — Students will acquire and apply self-knowledge in order to develop personal, learning and career goals.

### Indicator A. Acquire and apply self-knowledge to understand one’s abilities, strengths, interests, skills, and talents as seen by self and others.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
</table>
| 1. Identify one’s interests and likes and dislikes and how they impact one’s self concept. | 1. Identify one’s positive personal characteristics (honesty, dependability, responsibility, integrity, and loyalty). | 1a. Demonstrate behavior and decisions that reflect one’s interests, likes and dislikes.  
1b. Identify one’s abilities, strengths, skills and talents as seen by self and others and explain the significance to one’s education and career plans. | 1a. Integrate a broad range of interests into one’s personal learning and career goals, and assess the impact of abilities, strengths, skills, and talents on one’s career development.  
1b. Evaluate how positive personal characteristics affect one’s career development. | 1a. Expand and/or modify interests and adjust one’s personal learning and career goals. |
| 2. Identify behaviors and attitudes that reflect one’s self-confidence, sense of self-efficacy, and self-concept. | 2. Explore actions that will build and maintain a positive self-concept. | 2. Demonstrate and evaluate behaviors that show self-confidence, sense of self-efficacy, and a positive self-concept. | 2. Explain and assess how one’s self-concept affects and promotes both educational achievement and success at work. | 2. Assess the impact of educational achievement and/or success at work on one’s self-concept. |
| 3. Recognize that situations, attitudes, and the behavior of others affect one’s self-concept and that of others. | 3. Explain how specific situations, attitudes, and the behavior of others affect one’s self-concept and that of others. | 3. Engage in behaviors and express attitudes that positively affect one’s self-concept and the self-concept of others. | 3. Evaluate how the impact of situations, attitudes, and the behaviors of others affect one’s self-concept and how one’s behaviors and attitudes affect the self-concept of others. | 3. Re-examine and adjust, when necessary, behaviors and attitudes to express a positive self-concept. |

**Revised 2/13/2008**

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<table>
<thead>
<tr>
<th>Indicator B. Demonstrate positive interpersonal skills and respect for diversity to facilitate one's career development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-K – 2</strong></td>
</tr>
<tr>
<td>1. Identify positive social skills and manners including demonstrating gratitude when interacting with others in a way that is honest, fair, helpful and respectful.</td>
</tr>
<tr>
<td>2. Identify the difference between appropriate and inappropriate behaviors in specific school and social situations.</td>
</tr>
<tr>
<td>3. Demonstrate use of rules and procedures to work cooperatively with others in a variety of group situations, including the impact on one’s learning and academic achievement.</td>
</tr>
<tr>
<td>4. Identify conflicts and explain the importance of resolving group conflict cooperatively and peacefully.</td>
</tr>
<tr>
<td>Pre-K – 2</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>5. Practice effective communication strategies such as paraphrasing, reflections, active listening, and assertive communication.</td>
</tr>
</tbody>
</table>

### Indicator C. Recognize that growth and change are integral parts of career development

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe how one has grown and changed.</td>
<td>1. Describe how one has grown and changed.</td>
<td>1. Recognize that one will experience growth and change in mind and body throughout life.</td>
<td>1. Analyze the results of one’s growth and changes throughout life to determine future growth opportunities.</td>
<td>1. Analyze the results of one’s growth and changes throughout life to determine future growth opportunities.</td>
</tr>
<tr>
<td>2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).</td>
<td>2. Identify situations in which one might need assistance from people or other resources (e.g. school problems).</td>
<td>2. Identify situations and access resources, including other people, to seek assistance when needed.</td>
<td>2. Identify situations (school problems, financial problems, applying to college and for a job) and access resources, including other people, to seek assistance when needed.</td>
<td>2. Assess one’s strategies for accessing people and other resources when assistance is needed.</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. Recognize that external events often cause life changes.</td>
<td>3. Demonstrate adaptability and flexibility when initiating or responding to change.</td>
<td>3. Demonstrate and analyze how effectively one responds to change and/or initiates change.</td>
<td>3. Assess one’s strategies for managing life changes caused by external events.</td>
</tr>
<tr>
<td>4. N/A</td>
<td>4. Identify one’s motivations and aspirations.</td>
<td>4. Recognize that one’s motivations and aspirations are likely to change with time and circumstance.</td>
<td>4. Explain how one’s motivations and aspirations have changed with time and circumstance.</td>
<td>4. Assess how changes in one’s motivations and aspirations over time have affected one’s career development.</td>
</tr>
</tbody>
</table>
### Indicator D. Apply self-knowledge to decision making and goal-setting.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize that everyone is a decision-maker.</td>
<td>1. Recognizes that self-knowledge enables one to make decisions, and effectively plan.</td>
<td>1. Demonstrate an awareness of one’s strategic thinking to make effective decisions about one’s goals for learning and performance.</td>
<td>1. Plan and follow steps to make effective decisions and achieve goals for learning and performance.</td>
<td>1. Monitor, evaluate, and make necessary adjustments in goals, plans, or actions.</td>
</tr>
</tbody>
</table>

### Standard 2: Career Awareness – Students will use the Maryland Career Clusters and pathways in order to understand their relationship to educational achievement and life-long learning.

### Indicator A. Analyze/compare the industries represented in Maryland’s 10 Career Clusters and how they relate to the needs and functions of the economy and society.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the industries where family members work.</td>
<td>1. Identify the industries in the community that align with the career clusters.</td>
<td>1a. Analyze, compare, and identify related career clusters. 1b. Describe how career clusters relate to the needs and functions of Maryland’s economy and affect one’s career development.</td>
<td>1. Identify, explain, and experience career clusters of interest.</td>
<td>1. Re-examine and evaluate how career clusters can help one to respond to changing societal needs and economic conditions.</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>2. Compare/contrast the shift in the work organization of the 21st century versus the past.</td>
<td>2. Compare/contrast the shift in the work organization of the 21st century versus the past.</td>
<td>2. Evaluate how changing societal needs and economic conditions affect the nature of work and an individual’s progression within a career cluster and pathway.</td>
</tr>
</tbody>
</table>
## Indicator B. Understand the connections among educational achievement, lifelong learning and the career options across career pathways.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain how one is a learner and identify attitudes and behaviors that impact on educational achievement.</td>
<td>1a. Explore one’s learning style and identify ways to become an independent learner and take responsibility for one’s learning.</td>
<td>1a. Use knowledge of one’s learning style, positive attitude, and behaviors to improve educational attainment and adjust behavior, when needed, to maximize achievement.</td>
<td>1a. Assess past, present, and future informal and formal learning experiences that connect to one’s life goals.</td>
<td>1a. Adjust behavior in a way that integrates the strong connections between educational achievement and personal and career goals.</td>
</tr>
<tr>
<td>1b. Analyze personal attitudes, behaviors, and learning habits and identify how they impact educational achievement.</td>
<td>1b. Identify the connections between one’s educational achievement and personal and career goals.</td>
<td>1b. Analyze the connections between one’s educational achievement and personal and career goals and adjust behavior in a way that integrates the strong connections.</td>
<td></td>
<td>1b. Understand that ongoing attainment of knowledge and skills enhances an individual’s ability to function effectively in a diverse and changing economy.</td>
</tr>
<tr>
<td>2. Identify academic strengths.</td>
<td>2a. Describe how proficiencies in math, science, and language arts impact the selection and attainment of one’s personal and career goals. Identify how to get extra help when needed.</td>
<td>2a. Assess one’s educational achievement and explain how it impacts on the selection and attainment of career options to develop personal and career goals.</td>
<td>2a. Prioritize educational achievement areas needing improvement and develop a plan to obtain proficiency of one’s personal and career goals.</td>
<td>2a. Continue to prioritize educational achievement areas needing improvement and adjust planning.</td>
</tr>
<tr>
<td></td>
<td>2b. Develop study skills that promote educational achievement.</td>
<td>2b. Use study skills, strategies and learning habits to improve achievement.</td>
<td>2b. Use study skills, strategies and learning habits to improve achievement.</td>
<td>2b. Use study skills, strategies and learning habits to improve achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2c. Use technology to access, store, manage, analyze, and communicate information to enhance and improve achievement.</td>
<td>2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.</td>
<td>2c. Use technology to access, store, manage, analyze and communicate information to enhance and improve achievement.</td>
</tr>
</tbody>
</table>
### Indicator C. Understand how accurate, current and unbiased career information is necessary for successful career planning and management using career clusters.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. Identify sources of information about careers.</td>
<td>1a. Recognize that career information includes knowledge about career clusters and related economic information, career options, and education degrees and training requirements; and it is essential to career planning. 1b. Recognize that there are a variety of resources available which vary in quality such as accuracy, bias, timeliness and impartiality.</td>
<td>1. Evaluate and identify relevant career information resources to use in selecting and planning for a career cluster and career pathway. (i.e. economic, labor market, and employer-specific).</td>
<td>1. Analyze which educational and career cluster information resources are useful in one’s ongoing career management.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. Identify different career options, including those that may be considered nontraditional.</td>
<td>2. Investigate career clusters and career options, including those that may be nontraditional (i.e. relative to one’s gender, race, culture, or ability.)</td>
<td>2. Demonstrate openness to and consider career cluster and options that one might view as nontraditional (i.e. relative to one’s gender, race, culture, or ability.)</td>
<td>2. Integrate openness to nontraditional careers into one’s career management. (i.e. relative to one’s gender, race, culture, or ability.)</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. N/A</td>
<td>3. Evaluate assessments of personal career results to knowledge of self and career clusters.</td>
<td>3. Evaluate career assessment results to identify a career cluster and pathway and develop a career plan.</td>
<td>3. Evaluate career assessment results to manage one’s ongoing career planning.</td>
</tr>
</tbody>
</table>
**Indicator D. Recognize that decision-making is an important part of an individual's career development.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. Describe the decision-making process.</td>
<td>1. Identify resources for gathering information relevant to making a decision.</td>
<td>1. Explore and evaluate information relevant to making a decision.</td>
<td>1. Explore and evaluate information relevant to making a decision, and the steps used to make a decision.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. Describe how setting personal priorities are part of decision-making.</td>
<td>2. Explore how one’s personal priorities are part of one’s decision-making.</td>
<td>2. Explain how one’s career decision-making reflects personal priorities.</td>
<td>2. Assess the role of personal priorities in one’s decision-making.</td>
</tr>
<tr>
<td>3. Recognize that there are alternatives to consider when making a decision and that each has outcomes.</td>
<td>3. Clarify alternatives and their outcomes when making a decision.</td>
<td>3. Apply knowledge of alternatives and their outcomes to one’s decisions.</td>
<td>3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one’s decisions.</td>
<td>3. Examine the implications of decisions, consider new alternatives, and analyze the need to compromise and its effect on one’s decisions.</td>
</tr>
<tr>
<td>4. N/A</td>
<td>4. Understand that decision-making involves compromise.</td>
<td>4. Explain how decision-making may involve compromise and cite examples.</td>
<td>4. Explain how decision-making may involve compromise and cite examples.</td>
<td>4. Explain how decision-making may involve compromise and cite examples.</td>
</tr>
</tbody>
</table>

**Indicator E. Understand that balancing personal, leisure, community, learner and work roles is an important part of one's career development.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. Recognize that one has personal, leisure, community, work roles, and responsibilities which must be balanced and that there are many ways to do so.</td>
<td>1. Examine one’s personal, leisure, community, learner, work roles, and responsibilities and illustrate how they are interconnected.</td>
<td>1. Examine and evaluate how one balances life roles and responsibilities and determines desired changes.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Identify the connections between life roles and lifestyle.</td>
<td>2. Determine how one’s life roles impact one’s lifestyle.</td>
</tr>
</tbody>
</table>
### Standard 3: Career Exploration – Students will assess Career Cluster choices and related pathways in order to develop an academic and career plan.

Indicator A. Prepare an educational and career plan based on high school graduation requirements, a sequence of career pathway courses, related academics and postsecondary options.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
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<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. Understand that effective planning facilitates the attainment of personal and career goals.</td>
<td>1. Develop a high school plan that includes postsecondary options.</td>
<td>1. Review one’s high school plan, including postsecondary options and make modifications on an annual basis.</td>
<td>1. Modify one’s plan as needed to reflect ongoing career decisions.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Explore the requirements for effective transition from one learning level to the next (i.e. middle to high school and high school to postsecondary).</td>
<td>2. Demonstrate the knowledge and skills necessary to transfer effectively from one learning level to the next.</td>
<td>2. Demonstrate the knowledge and skills necessary to transfer effectively from a two-and four-college degree to graduate school.</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. N/A</td>
<td>3. Investigate program sequences for career clusters of interest that overlap with other career pathways.</td>
<td>3. Design a program sequence for selected career cluster, including postsecondary options.</td>
<td>3. Assess program sequence for selected career cluster and modify plan.</td>
</tr>
<tr>
<td>4. Explore specific learning experiences that are school-based and related to Maryland’s career clusters.</td>
<td>4. Explore specific learning experiences within Maryland’s career clusters.</td>
<td>4. Explore specific learning experiences within and across career clusters.</td>
<td>4. Apply cluster content standards to specific work-based learning experiences and one’s program sequence (high school plan).</td>
<td>4. Apply cluster content standards to specific work-based learning experiences and one’s program sequence (high school plan).</td>
</tr>
<tr>
<td>Pre-K – 2</td>
<td>Grades 3-5</td>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
<td>PS/Adult</td>
</tr>
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</tr>
<tr>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. Select options for further education and/or training (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).</td>
<td>5. Select options for further education and/or training (i.e. dual enrollment, articulated credit, advanced placement, certification, two-year colleges, four-year colleges, apprenticeships, and technical schools).</td>
<td>5. Select options for further education and/or training (two-and four-year college/universities credit by exams etc.).</td>
</tr>
</tbody>
</table>

**Indicator B. Use a process/model for knowing and thinking about how one makes decisions.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. Identify a process/model for making decisions.</td>
<td>1. Explain/apply steps of a decision-making model to inform career cluster and pathway selection and high school plan development.</td>
<td>1. Demonstrate the use of a decision-making model on an ongoing basis.</td>
<td>1. Demonstrate the use of a decision-making model on a consistent basis as part of one’s ongoing career management.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Identify how one’s culture, beliefs, and attitudes impact one’s career decisions.</td>
<td>2. Describe the impact of one’s culture, beliefs, and attitudes on one’s career decisions.</td>
<td>2. Describe the impact of one’s culture, beliefs, attitudes, work values, and family life on one’s career decisions.</td>
</tr>
</tbody>
</table>
**Standard 4: Career Preparation:** Students will prepare for postsecondary and career success through a sequenced academic and technical program of study and related workplace experiences.

**Indicator A. Acquire cluster and academic content knowledge and skills to succeed in high school and beyond.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply academic content standards of the Voluntary State Curriculum (VSC)</td>
<td>1. Apply academic content standards of the Voluntary State Curriculum (VSC)</td>
<td>1. Apply academic content standards of the Voluntary State Curriculum (VSC)</td>
<td>1. Apply academic content standards of the Voluntary State Curriculum (VSC)</td>
<td>1. Successfully complete academic or training requirements.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, and project-based learning.</td>
<td>2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.</td>
<td>2. Apply cluster content knowledge and skills (foundation, pathway, cross cluster) through technology, research, problem-solving, work-based learning, and project-based learning.</td>
</tr>
<tr>
<td>3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.</td>
<td>3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.</td>
<td>3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and other career connecting activities.</td>
<td>3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and career connecting activities.</td>
<td>3. Apply academic, career cluster content standards, and the Skills for Success through project-based learning and career connecting activities.</td>
</tr>
<tr>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. Develop a career folder to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.</td>
<td>4. Update career folder/portfolio to demonstrate academic and technical knowledge and skills of a career cluster for employment and postsecondary preparation.</td>
</tr>
</tbody>
</table>

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### Indicator B. Use the selected decision-making process/model to update and modify the four-year plan.

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. Identify problems and/or gaps in the existing career plan annually.</td>
<td>1. Analyze existing plan to identify academic and career preparation needs.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Develop and complete the steps and timelines for taking entrance tests, choosing colleges and school, and gaining admission, applying and getting financial aid or selecting training and employment options.</td>
<td>2. Complete the steps and timelines for selecting training, employment and further education options.</td>
</tr>
</tbody>
</table>

### Standard 5: Job-Seeking and Advancement – Students will demonstrate skills to secure, maintain, and advance in their chosen or related career cluster.

**Indicator A. Understand how academic, technical, cross cluster and employability skills are needed to obtain or create, maintain, and advance in one’s career.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. Demonstrate proficiency in cluster and pathway content standards, related academic content standards and Skills for Success.</td>
<td>1. Demonstrate proficiency in cluster and pathway content standards, related academic and training requirements, and core employability skills (i.e. Skills for Success).</td>
</tr>
<tr>
<td>Pre-K – 2</td>
<td>Grades 3-5</td>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
<td>PS/Adult</td>
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</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Demonstrate skills to seek employment including writing a resume and cover letter, completing a job application, interviewing for a job, finding and pursuing employment leads and marketing oneself in the workplace.</td>
<td>2. Demonstrate skills to seek employment including writing a resume and cover letter, completing a job application, interviewing for a job, finding and pursuing employment leads and marketing oneself in the workplace.</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. N/A</td>
<td>3. N/A</td>
<td>3. Demonstrate proficiency in transferable skills that lead to advancement within a career cluster (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).</td>
<td>3. Demonstrate proficiency in transferable skills that lead to advancement within a career cluster (financial management and accounting, legal services, regulatory compliance, risk management, government relations, marketing).</td>
</tr>
<tr>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. Make decisions about the advantages and challenges of employment in a non-traditional career.</td>
<td>4. Assess the impact of one’s decisions regarding employment in a non-traditional career.</td>
</tr>
<tr>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. Determine career preference regarding geographic mobility and one’s employability.</td>
</tr>
<tr>
<td>Pre-K – 2</td>
<td>Grades 3-5</td>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
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</tr>
<tr>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. Demonstrate a variety of skills and behaviors to maintain employment such as thinking skills, the ability to work on cross-functional teams, strong interpersonal skills, technology skills, communication skills, honesty and other positive personal qualities.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
<td>7.</td>
<td>7.</td>
<td>7. Select an offering in one’s career pathway that has high probability for career satisfaction and progression, and negotiate effectively for salary and other forms of compensation.</td>
</tr>
</tbody>
</table>
**Standard 6: Career Satisfaction and Transition – Individuals will demonstrate how the ongoing attainment of knowledge and skills enhances one’s ability to function and transition effectively in a diverse and changing economy.**

**Indicator A. Apply career management and decision-making skills to update ones’ career plan as needed.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. Determine changes and trends that may impact career plans and develop short- and long-term goals.</td>
<td>1. Evaluate and integrate, as appropriate, changes and trends into one’s career plans.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Explain that many skills and behaviors are needed to manage one’s career development (e.g. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).</td>
<td>2. Demonstrate career development skills and behaviors and integrate them into one’s approach to career development (e.g. resiliency, self-efficacy, ability to scan the environment for trends and changes, having a futures perspective, and flexibility).</td>
</tr>
<tr>
<td>3. N/A</td>
<td>3. N/A</td>
<td>3. Explain how education, work, family, national crisis and economic conditions affect decisions.</td>
<td>3. Describe how education, work, family issues, national crisis and economic/labor market conditions affect decisions.</td>
<td>3. Evaluate the impact of one’s education, work, family, and economic/labor market conditions when making decisions.</td>
</tr>
<tr>
<td>Pre-K – 2</td>
<td>Grades 3-5</td>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
<td>PS/Adult</td>
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</tr>
<tr>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. Analyze and compare school and work needs with regard to interests, skills, and values to determine if long term goals are met.</td>
<td>5. Identify other positions that use cross cluster or transferable skills and apply a decision-making process/model when a career transition is required.</td>
</tr>
<tr>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. N/A</td>
<td>6. Analyze opportunities that exist for lateral or vertical movement from a current position and/or for enriching current responsibilities and apply a decision-making process/model when a career transition is required.</td>
</tr>
</tbody>
</table>

**Indicator B. Evaluate the impact of lifelong learning on one's ability to function effectively in a diverse and changing economy.**

<table>
<thead>
<tr>
<th>Pre-K – 2</th>
<th>Grades 3-5</th>
<th>Grades 6-8</th>
<th>Grades 9-12</th>
<th>PS/Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. N/A</td>
<td>1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.</td>
<td>1. Explain that our diverse and changing economy requires the updating of existing skills and the acquisition of new skills throughout life.</td>
</tr>
<tr>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. N/A</td>
<td>2. Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.</td>
<td>2. Evaluate selection of specific postsecondary education and training programs as they relate to changing societal and economic conditions and update personal and career goals.</td>
</tr>
<tr>
<td>Pre-K – 2</td>
<td>Grades 3-5</td>
<td>Grades 6-8</td>
<td>Grades 9-12</td>
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</tr>
<tr>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. N/A</td>
<td>4. Evaluate how society's needs/functions and economic conditions affect one's career development (e.g. demographics, global competition, economic recession, and war).</td>
<td></td>
</tr>
<tr>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. N/A</td>
<td>5. Evaluate how technology has changed and determine implications for one's lifelong learning.</td>
<td></td>
</tr>
</tbody>
</table>