



McKeesport Area School District
Comprehensive K-12 Guidance
Plan

Career Focused Lessons
Grade 9



McKeesport Area School District

339 Lesson Plan

GRADE LEVEL / COURSE: Writing Studio Grade 9

LESSON TITLE: Writing Studio I Workshop Exploring Career Clusters

DURATION: 1-2 days

CAREER EDUCATION & WORK STANDARDS ADDRESSED

(Highlight all that apply)

13.1 Career Awareness and Preparation

- A. *Abilities and Aptitudes*
- B. *Personal Interests*
- C. *Non-Traditional Workplace Roles*
- D. *Local Career Preparation Opportunities*
- E. *Career Selection Influences*
- F. *Preparation for Careers*
- G. *Career Plan Components*
- H. *Relationship between Education and Career*

13.2 Career Acquisition (Getting a Job)

- A. *Interviewing Skills Resources*
- B. *Career Acquisition Documents*
- C. *Career Planning Portfolios*
- D. *Career Acquisition Process*

13.3 Career Retention and Advancement

- A. *Work Habits*
- B. *Cooperation and Teamwork*
- C. *Group Interaction*
- D. *Budgeting*
- E. *Time Management*
- F. *Workplace Changes*
- G. *Lifelong Learning*

13.4 Entrepreneurship

- A. *Risks and Rewards*
- B. *Character Traits*
- C. *Business Plan*

OBJECTIVE

The goal of the unit; a subsequent measure of the student’s performance

The student will demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research.

ESSENTIAL QUESTION

Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking

How do students’ personal skills, abilities, and interest relate to different career clusters?

VOCABULARY

Tier 3 words & language specific to career and work

Career Cluster

Aptitude

Self-Awareness

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1). Students will be given the Career Cluster Interest Survey.
- 2). Students are to read and circle items for each box that best describes them.
- 3). Students will add up the number of circles in each box.
- 4). Based on the scores, the students will match highest scores with specific career cluster.
- 5). Students will complete the reflective worksheet.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Students with IEPs can have the options read to them.

Students with IEPs may only need to complete a portion of the self-reflection.

Students with GIEPs will need to write a reflective essay based on their results.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

Career Cluster Survey

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

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.

<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p>
<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p>
<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 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 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p>

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

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 Applications/Business and Information Technology
2. Accounting
3. Math
4. English
5. Economics

Total number circled in Box 4

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

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

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**

Activities that describe what I like to do:

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.

Personal qualities that describe me:

1. Compassionate and caring
2. Good at following directions
3. Conscientious and careful
4. Patient
5. Good listener

School subjects that I like:

1. Biological Sciences
2. Chemistry
3. Math
4. Occupational Health classes
5. Language Arts

**Total
number
circled
in Box 8**

Activities that describe what I like to do:

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.

Personal qualities that describe me:

1. Tactful
2. Self-motivated
3. Works well with others
4. Outgoing
5. Slow to anger

School subjects that I like:

1. Language Arts/Speech
2. Foreign Language
3. Social Sciences
4. Marketing
5. Food Services

**Total
number
circled
in Box 9**

<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Good communicator/good listener 2. Caring 3. Non-materialistic 4. Intuitive and logical 5. Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Family and Consumer Sciences 4. Finance 5. Foreign Language 	<p>Total number circled in Box 10</p>
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<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Logical/analytical thinker 2. See details in the big picture 3. Persistent 4. Good concentration skills 5. Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Science 3. Computer Tech/Applications 4. Communications 5. Graphic Design 	<p>Total number circled in Box 11</p>
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<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 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. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Adventurous 2. Dependable 3. Community-minded 4. Decisive 5. Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Language Arts 2. Psychology/Sociology 3. Government/History 4. Law Enforcement 5. First Aid/First Responder 	<p>Total number circled in Box 12</p>
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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

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.
4. Give presentations and enjoy public speaking.
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

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

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



The Sixteen Career Clusters

<p>a</p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p>IJ</p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p>II</p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p>II</p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p>II</p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p>IJ</p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

Career Clusters cont.

	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p>m</p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p>m</p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p>m</p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p>m</p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p>m</p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p>m</p> 	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.



McKeesport Area School District
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<p>GRADE LEVEL / COURSE: Writing Studio—grade 9</p> <p>LESSON TITLE: Writing Studio I Workshop Career Research Paper (Senior Project Component)</p> <p>DURATION: 8 weeks</p>		
<p>CAREER EDUCATION & WORK STANDARDS ADDRESSED</p> <p><i>(Highlight all that apply)</i></p>	<p>13.1 Career Awareness and Preparation</p> <ul style="list-style-type: none"> A. <i>Abilities and Aptitudes</i> B. <i>Personal Interests</i> C. <i>Non-Traditional Workplace Roles</i> D. <i>Local Career Preparation Opportunities</i> E. <i>Career Selection Influences</i> F. <i>Preparation for Careers</i> G. <i>Career Plan Components</i> H. <i>Relationship between Education and Career</i> 	<p>13.2 Career Acquisition (Getting a Job)</p> <ul style="list-style-type: none"> A. <i>Interviewing Skills Resources</i> B. <i>Career Acquisition Documents</i> C. <i>Career Planning Portfolios</i> D. <i>Career Acquisition Process</i>
	<p>13.3 Career Retention and Advancement</p> <ul style="list-style-type: none"> A. <i>Work Habits</i> B. <i>Cooperation and Teamwork</i> C. <i>Group Interaction</i> D. <i>Budgeting</i> E. <i>Time Management</i> F. <i>Workplace Changes</i> G. <i>Lifelong Learning</i> 	<p>13.4 Entrepreneurship</p> <ul style="list-style-type: none"> A. <i>Risks and Rewards</i> B. <i>Character Traits</i> C. <i>Business Plan</i>
<p>OBJECTIVE</p> <p>The goal of the unit; a subsequent measure of the student’s performance</p> <p>The student will compose a three-four page informational research paper that focuses on a career of personal interests.</p>		
<p>ESSENTIAL QUESTION</p> <p>Question specifically linked to Big Ideas that frame student inquiry and promote creative and critical thinking</p> <p>How can I prepare for a potential, future career?</p>		

VOCABULARY

Tier 3 words & language specific to career and work

Prerequisites

Post-secondary education

Economy

Statistics

Work Environment

Certifications

Licenses

Credibility

INSTRUCTIONAL PROCEDURES:

Steps of executing the lesson

- 1) Students will select a career path that is of current interest and formulate a working thesis statement.
- 2) Students will familiarize themselves with MLA and the research process (finding sources, taking bibliographical information, taking notecards, reviewing MLA format and guidelines).
- 3) Students will evaluate print and web sources for credibility.
- 4) Students will research and summarize the key components of the occupation (requirements, outlook, pioneer) on notecards.
- 5) Students will construct individual rough drafts of an introduction, three bodies, conclusion, Works Cited page)
- 6) Students and teacher will revise and edit rough draft paragraphs.
- 7) Students will compose final draft of paper.

DIFFERENTIATION METHODS:

Lesson modifications that address specific needs of other student populations such as ELL, IEP, GIEP

Students with IEPs will need to compose a four paragraph paper (omit pioneer).

Students with IEPs will only be responsible for using one source.

Students with GIEPs will be required to use 4-5 sources.

MATERIALS & RESOURCES:

Items, links and other materials used to support the lesson

OWL Purdue website

Bureau of Labor Statistics website

Ferguson's Careers in Focus book series

Biography.com website

Internet access

Computers

CAREER RESEARCH PAPER

High School is a stepping stone for your future.

In order to achieve success as an adult, you must be thinking about your hopes, dreams, and aspirations TODAY!

For the next several weeks, you will be learning about the research process which will lead into writing your first major research paper. Knowing how to properly research and compose a well-organized and documented paper will ensure your success in college.

Therefore, it is **imperative** that you pay close attention and ask questions! However, this is your first research paper, so try not to get frustrated if you are having difficulty.

This research paper will be placed into your Senior Project and/or Career Portfolio(s) and is a requirement for Senior Project. Successful completion of a Senior Project is a state requirement for graduation.



CAREER RESEARCH PAPER ORGANIZATION

I. Introduction (1st person POV ay be used)

- A. Attention grabbing sentence
- B. Why you are interested in this specific career
- C. How does this career match your interests
- D. Last sentence **MUST BE** your Thesis Statement
 1. The career of _____ interests me because of the necessary requirements needed to obtain this job, the future outlook for this profession, and the inspirational individuals who have chosen this occupation.

II. Body

- A. Requirements for your particular career
 1. College
 2. Certifications
 3. Tests
 4. Job Description
 5. Personality Traits
 6. Classes

TRANSITION SENTENCE

- B. Outlook for your particular career
 1. How many future jobs
 2. Hiring in the next ten years
 3. Affected by the economy
 4. Money
 5. Schedule
 6. Advancement Opportunities
 7. Location

TRANSITION SENTENCE

- C. Pioneer in this specific field
 1. Famous person in the field
 2. Why is this person so well-known
 3. What changes or contributions has this person made to the career
 4. Awards and Honors

III. Conclusion (1st person POV may be used)

- A. How do you plan to achieve this goal?
- B. What can you do OR what are you presently doing to prepare for this career choice
- C. First sentence of conclusion:
 1. Because of the job requirements, the future outlook and _____, I believe that the career of _____ is one in which I will be successful.

Career Research Paper

REQUIREMENTS

- *Paper must focus on what SPECIFIC career you would like to have as an adult (use your career class as a starting point)*
- Paper must have five paragraphs (introduction, body and conclusion)
- Minimum of two typed pages plus a Works Cited page
- Minimum of two sources (one from internet and one from book/encyclopedia)
- Minimum of twenty note cards
- Works Cited Page

DO NOT INCLUDE

- The words *you* or *your*
- Contractions
- First Person POV in the **body**

THE NEW MLA

(8th edition)

You must locate the “core elements.” These elements are often found on the title page of a book or at the top/bottom of a website.

The “Core Elements” of a citation, along with their corresponding punctuation marks, include the following (in this order):

1. Authors.
2. Title of the source.
3. Title of container,
4. Other contributors,
5. Version,
6. Numbers,
7. Publisher,
8. Publication date,
9. Location
- 10.

The appropriate punctuation mark must follow each core element.

These core elements are then placed within the citation, and generally follow this format:

Author. Title. Title of the container. Other contributors, Version, Number, Publisher’s name, Date of publication, Location.

Some helpful hints:

- *Author’s name goes Last Name, First Name Middle Initial
- *Titles, when typed, go in italics. Titles, when printed, should be underlined.
- *Chapter titles go in quotation marks
- *If there is an editor, you are to write “edited by.” Editors names are written regularly.
- *Volume should be abbreviated “vol.”
- *Omit certain words when dealing with publisher
 - *books
 - *publisher/publication
 - *incorporated/incorporation
 - *the
 - *press
 - *company
- *Select the most recent copyright year (Example—**2014**, 2002, 2009)
- *Location refers to page numbers (for print material) and URLs (for web-based material).
- *When writing page numbers, you should write “pp”
- *Date of access (Internet only) usually comes last and is stated “Accessed by”
- *Remember dates go: date month year



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GRADE LEVEL / COURSE: 9 th grade / Social Studies LESSON TITLE: Social Studies Workshop Understanding Transcripts DURATION: 42 minute class period		
CAREER EDUCATION & WORK STANDARDS ADDRESSED <i>(Highlight all that apply)</i>	13.1 Career Awareness and Preparation <i>I. Abilities and Aptitudes</i> <i>J. Personal Interests</i> <i>K. Non-Traditional Workplace Roles</i> <i>L. Local Career Preparation Opportunities</i> <i>M. Career Selection Influences</i> N. Preparation for Careers <i>O. Career Plan Components</i> P. Relationship between Education and Career	13.2 Career Acquisition (Getting a Job) <i>E. Interviewing Skills Resources</i> <i>F. Career Acquisition Documents</i> <i>G. Career Planning Portfolios</i> <i>H. Career Acquisition Process</i>
	13.3 Career Retention and Advancement H. Work Habits I. Cooperation and Teamwork J. Group Interaction <i>K. Budgeting</i> <i>L. Time Management</i> <i>M. Workplace Changes</i> N. Lifelong Learning	13.4 Entrepreneurship <i>A. Risks and Rewards</i> B. Character Traits <i>C. Business Plan</i>
OBJECTIVE Students will be able to list three factors beyond GPA that are considered by admissions counselors when reviewing post-secondary applications. Students will be able to assess themselves for at least one positive attribute and one area of improvement as it relates to college and career planning.		
ESSENTIAL QUESTION What are important qualities of a well-rounded student interested in attending a post-secondary school (i.e. college or technical school)?		

VOCABULARY

GPA

Transcript

Post-secondary

Personal attributes

Application

Applicant

INSTRUCTIONAL PROCEDURES:

1. Students will participate in the "The Great Sorting Game." (See attached materials)
2. Presenter will split students into small groups of 4-5. They will be instructed to start by writing on a piece of paper qualities they believe make up the ideal college applicant for their school. They are allowed to name their school. Each group has to agree on a list of at least five qualities.
3. Teacher will then give each group a paper with short descriptions of four different potential college applicants. (See "Potential Students" worksheet). Each description will include the applicant's GPA and information about his/her high school career.
4. Each of the groups will then have to rank the potential candidates according to who they would admit into college (highest to lowest). There is no right or wrong order; this is based solely on the opinions of the group members. This is meant to generate a class discussion on the importance of grades, including what a transcript is and how it's used for the admissions process. Show sample transcript.
5. Teacher should remind students that admissions counselors don't just look for good grades but take many qualities into account. Encourage students to participate in extracurricular activities, join clubs, take more challenging courses, consider dual enrollment, etc.
6. The teacher will wrap up the activity by handing out the "Ideal Me" worksheet. Students will list the qualities they believe make up the ideal student. Next students will list qualities that show how they ARE or CAN BECOME that ideal applicant. Collect all worksheets

DIFFERENTIATION METHODS:

Do steps 2 through 4 as a large group lesson rather than splitting students into small groups.

Read the "Potential Students" worksheet aloud to the entire class

Modify the "Ideal Me" worksheet so that students can choose from a list of qualities

MATERIALS & RESOURCES:

"The Great Sorting Game" activity, including instructions, GPA cards and qualities worksheet

"Potential Students" worksheet

"Ideal Me" worksheet

Sample transcript

Paper

Pencils

Ideal Me

List five qualities you believe make up the ideal college applicant:

1. _____
2. _____
3. _____
4. _____
5. _____

What ARE you doing now that shows that you are an ideal applicant?

What CAN you do to BECOME that ideal student?

POTENTIAL STUDENTS

Read each scenario and rank the students from highest to lowest according to who you would admit into your college.

Student # 1:

Kadir Hara is a National Honors Society student who earned an 1100 on his SAT and has a GPA of 3.9. He is in the top 5 of his graduating class and has taken AP courses in English, United States History, Calculus, and Physics. Kadir made the honor roll every year during high school. He did not participate in any extracurricular activities or clubs during his high school career.

Student # 2:

Lianna Ordonez is a first generation American who is fluent in Spanish and English. Often times she acts as a translator for her parents when they have questions for her school. She enjoys being part of the marching band and concert bands at her high school and takes academic track classes. Her GPA is currently a 3.0 with an SAT score of 950.

Student # 3:

Erik Albright plays football, basketball, and wrestles for his high school and has earned a total of 7 Varsity Letters in 3 years. Last year, he started a weightlifting club at the school. On weekends he helps to coach elementary teams at his local YMCA. Erik makes sure to do well while his teams are competing so that he can play, but sometimes slips up when this is not the case. He has a 2.7 GPA and an 800 on his SAT.

Student # 4:

Aniyah Dixon holds a 3.8 GPA at her high school and is president of National Honors Society. On her most recent SAT she earned a score of 1110. Because Aniyah comes from a large single parent home, she works 20 hours a week during the school year at a local grocery store in order to help her dad pay the household bills.

Student # 5:

Sabrina Fox is a 20-year old, single mom who works 30 hours a week at a local senior care facility. She did take her SAT before graduating with a 2.9 and has a score of 840. She volunteers in the nursery at her church during second services weekly. In working for the two years since graduation, she has been able to save enough to start taking classes and continue to work part time.

HIGH SCHOOL TRANSCRIPT

Student Information	
Moby Taylor 3125 Live Oak	21
Louisville, KY 40233	
_____ Birthdate: 12/29/95	
SS Number: _____	
Parent or Legal Guardian: _____	

School Information	
Taylor Home School 5264 East Parkway Louisville, KY 40222	taylorhomeschool@test.com

Academic Achievements			Academic Achievements		
English I	95	1.00	English III	98	1.00
Freshman Year:	Grade	Credits	Junior Year:	Grade	Credits
Physical Science	98	1.00	Chemistry	85	1.00
World Geography	92	1.00	American History	96	1.00
Latin I	100	1.00	Latin III	88	1.00
New Testament	96	1.00	World Religions	97	1.00
Art	95	.50	Sailing	99	.50
Health/PE	100	.50	Choir	100	.50
English II	97	1.00	English IV		
Algebra II	95	1.00	Advanced Math		
Sophomore Year:	Grade	Credits	Senior Year:	Grade	Credits
Biology	100	1.00	Physics		
World History	90	1.00	Psychology		
Latin II	83	1.00	Apogetics		
Old Testament	93	1.00			
Physical Education	100	.50			
Pottery	94	.50			

Academic Summary	
Freshman	96.0
Sophomore	94.0
Junior	94.7
Final GPA	_____
Graduation Date:	05/2013

Number of Credits Earned										
English	For. Lang	Math	Social Sci.	Nat. Sci.	Fine Arts	Business	Religious	P. E.	Other	
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50		
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50		
1.0	1.0	1.0	1.0	1.0	.50		1.0	.50		
3.0	3.0	3.0	3.0	3.0	1.5		3.0	1.5		

I certify that the information on this transcript is true, correct, and complete.

Signature: _____