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Life after High School

Duration: 5 weeks

Team: Star Project

Grade(s): Grade 10 - Grade 12

Overview: **Written by Diana Porter and Melissa Sherman, Hughes High School, Cincinnati, Ohio.**

This project helps students consider and plan for the important decisions they will make after high school graduation. Students explore career and college choices. They create a multimedia presentation to share their personal and professional journeys into the future.

Note: This project was originally conducted with students in a high school program for the teaching professions, but it has been modified to be used with any high school class.

Standards Addressed: **CBE National Standards**
Mathematics

Students will collect, organize, display, and analyze data in order to make decisions and predictions; determine the theoretical and experimental probability of an event to make predictions and solve problems; and interpret, evaluate, and communicate information obtained from a wide variety of sources.

English Language

Students will read and understand grade-level-appropriate material.
2.12: They analyze the organization patterns, arguments, and positions advanced.

Students will write coherent and focused texts that convey a welldefined perspective and tightly reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed.

6.12: Students will write and speak with a command of standard English conventions.

Students will formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose.

Additional Standards: (No Information Found)

Key Understandings: Students will understand how to make informed decisions. They will recognize that they can shape their futures. Students will acquire knowledge about careers and colleges. They will know how to use technology as a powerful presentation tool.

Driving Question: How can I plan for my future? Where do I want to go and how do I get there?

Product/ Performance: Students will create a multimedia presentation that illustrates their career exploration journey. Their presentation will incorporate graphs of career projections, a comparison of three possible career choices, an analysis of colleges relevant to their career interests, and autobiographical information.

Skills and Knowledge: Students will do the following:
- explore decision making;
- conduct career and college research;
- graph some of the data they collect;
- create a multimedia presentation; and
- practice public speaking.

Student Purpose: I am trying to figure out what I want to do with my future and the steps to get there.

Tests: (No Information Found)

Student Reflections: (No Information Found)

Rubric Summary: This project has 1 Rubric
Life After High School Presentations

Lesson Plan Summary: This project has 11 Lessons
1. Personal Assessment, 2. Career Exploration, 3. Career Options, 4. Career Study, 5. Job Shadow, 6. Education and Training, 7. Autobiographical Information, 8. Storyboarding, 9. Career Fair, 10. Presentation Speech, 11. By Invitation

Rubrics

Life After High School Presentations

4-Exemplary

The multimedia presentation is well organized and complete. All information is interpreted in student's own words. Required graphs are present, accurate, and include data analysis. Presentation includes complete slides/cards on the student's background, personal and professional time line, career projections (a comparison with graphs), comparison of three career choices, reflections from job shadow or guest speaker, and information on three colleges/universities/trade schools. Presentation incorporates appropriate use of color, sound, and graphics that enhance the project. The overall appearance is neat and professional.

3-Proficient

The multimedia presentation may be missing one or two slides/cards and could be more cohesive. Most of the information is interpreted in student's own words. Project may be lacking one or two required graphs, and/or the graphs may be mislabeled, not include enough data analysis, or contain minor inaccuracies. Presentation includes slides/cards on most of the following: student's background, personal and professional time line, career projections (a comparison with graphs), comparison of three career choices, reflections from job shadow or guest speaker, and information on three colleges/universities/trade schools. A few slides may be incomplete or missing. Presentation incorporates appropriate use of color, sound, and graphics. The overall appearance is generally neat.

2-Novice

The multimedia presentation may be missing several slides/cards and needs to be organized in a more cohesive manner. The information needs more student interpretation and to be in student's own words. Much of the information is taken directly from web sites or books. Project may be lacking several required graphs, and the graphs may be mislabeled, not include very much data

analysis, or have other major inaccuracies. Presentation includes slides/cards on half of the following: student's background, personal and professional time line, career projections (a comparison with graphs), comparison of three career choices, reflections from job shadow or guest speaker, and information on three colleges/universities/trade schools. Many slides may be incomplete or missing. Presentation incorporates minimal use of color, sound, and graphics. The overall appearance is untidy.

1-Beginning

The multimedia presentation is incomplete. It is missing most of the slides/cards and is not organized. The information needs student interpretation and needs to be in the student's own words. The information is taken directly from web sites or books. Project is lacking most of the required graphs, and they are mislabeled and do not include data analysis. Presentation includes slides/cards on fewer than half of the following: student's background, personal and professional time line, career projections (comparison with graphs), comparison of three career choices, reflections from job shadow or guest speaker, information on three colleges/universities/trade schools. Most slides are incomplete or missing. Presentation does not incorporate use of color, sound, and graphics. The overall appearance is unimpressive.

Lesson Plans

<p>Lesson 1</p> <p>Title: 1. Personal Assessment</p> <p>Duration: 1 Period</p>	<p>Activity: Introduce the project to students. Explain that this project will help them plan for their future. They will explore career options to help them make career choices. They will also look at which colleges, universities, or trade schools will help them reach their goals.</p> <p>Begin by asking students to do a self-assessment of their interests and skills. Have them divide their papers into two columns, "interests" and "skills," and brainstorm a list for each area. Students can take interest and skills surveys using one of the online tests (see Resources). They can compare the survey results to their own lists.</p> <p>Web Resources: (No Information Found)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Campbell Interest and Skill Survey (in PDF format; \$15 to get the results) - Michigan Occupational Information System Self-Assessment Career Survey - Work Interest Quiz and Personality Test - The Personality Page (Myers-Briggs test; cost \$3) <p>Evidence - Performance Task: Students complete interest and skills tests.</p> <p>Standards Addressed: (No Information Found)</p>
<p>Lesson 2</p> <p>Title: 2. Career Exploration</p> <p>Duration:</p>	<p>Activity: Using the results from the skills and interest survey, students begin to think about which careers would suit them best. Direct students to the Occupational Outlook Handbook from the U.S. Department of Labor. Have students look at "Employment Projections."</p> <p>Students should analyze data collected and projected for 1998 through 2008</p>

<p>3 Periods</p>	<p>and then graph the data. They need to decide which information is most important in helping them make their career choices (e.g., salaries, job growth, etc.) and which type of graph is most appropriate for the data (pie, bar, line, etc.).</p> <p>Students create the graphs in Microsoft Excel and import them into a multimedia presentation tool such as HyperStudio or PowerPoint (or they can create the graphs directly in the programs). Once the graphs are created, students analyze them and prepare written interpretations for each graph. Students present and explain their graphs.</p> <p>Suggested tables with career statistics and other links are listed in Resources.</p> <p>Web Resources: (No Information Found)</p> <p>Resources:</p> <ul style="list-style-type: none"> - Multimedia Software (HyperStudio, PowerPoint) - Occupational Outlook Handbook - Employment Projections - The 10 Industries with the Fastest Growing Wage and Salary Employment Growths - Fastest Growing Occupations - New Job Growth - Education Pays <p>Evidence - Performance Task: Students analyze data about jobs and create graphs.</p> <p>Evidence - Other: Students prepare written interpretations of their graphs.</p> <p>Evidence - Other 2: Students present their graphs.</p> <p>Standards Addressed: CBE National Standards 6.12.c: Use curve fitting to model and draw inferences from data; summarize and interpret single-variable data by choosing measures of central tendency and dispersion. ; See also: Social Studies.Geography.9.12.e, Social Studies.History.4.12.e, Science.5.12.b, Science.29.12.f</p>
<p>Lesson 3</p> <p>Title: 3. Career Options</p> <p>Duration: 1 Period</p>	<p>Activity: Print out all of the graphs and written interpretations from the previous activity and display them around the room. Give students time to walk around and study the graphs. Based on the graphs (salaries, job forecasts, etc.) and interpretations, ask them to write down their top three career choices.</p> <p>Web Resources: (No Information Found)</p> <p>Resources:</p>

	<p>(No Information Found)</p> <p>Evidence - Performance Task: Students choose three career options.</p> <p>Evidence - Other: Students collect information from graphs about their three career choices.</p> <p>Standards Addressed: (No Information Found)</p>
<p>Lesson 4</p> <p>Title: 4. Career Study</p> <p>Duration: 3 Periods</p>	<p>Activity: Students research their three career choices. They collect information on the following:</p> <ul style="list-style-type: none"> - qualifications (skills, experience, degree); - job description; - location (urban, rural, region); - salary; and - job outlook. <p>They can look at job listings to get an idea of where jobs are located and who is hiring.</p> <p>Once they have collected information on three careers, have students compare them. They can prepare graphs or Venn diagrams to show how the careers compare in terms of salary, outlook, qualifications, etc. They should write an interpretation of their comparison. This information should be compiled onto the presentation tool slides/cards.</p> <p>Web Resources: (No Information Found)</p> <p>Resources:</p> <ul style="list-style-type: none"> - JobStar - Economy at a Glance (jobs by region of United States) - Career Exploration Links - Career Choices - National job search - Job postings - Multimedia software <p>Evidence - Performance Task: Students research three job choices.</p> <p>Evidence - Other: Students create graphs comparing three careers.</p> <p>Evidence - Other 2: Students make slides/cards about three jobs.</p> <p>Standards Addressed: CBE National Standards 2.12.c: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. ; See also: Social Studies.Civics.2.12.a, Foreign Language.1.12.b,</p>

	<p>Social Studies.History.2.12.f, Social Studies.History.3.12.a, Social Studies.History.3.12.g, Mathematics.10.12.a</p> <p>4.12.d: Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, table, pictures); and the issuance of a call for action. ; See also: Social Studies.History.2.12.d, Mathematics.10.12.a</p> <p>4.12.f: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ; See also: Social Studies.Civics.2.12.b, Social Studies.Geography.1.12.a, Social Studies.History.4.12.a, Mathematics.10.12.a</p>
<p>Lesson 5</p> <p>Title: 5. Job Shadow</p> <p>Duration: 4 Periods</p>	<p>Activity: If possible, have students shadow a professional in a field they are considering. Students can research local companies and contact friends and family to find a few people to approach. Once they have determined a few professional people to shadow in a field they are considering, have them write a letter of introduction and a resume to send to the professionals. Teach them how to write a business letter and resume. When the shadowing has been arranged, have students prepare by considering what they want to learn from the job shadow and writing down questions to ask (about job satisfaction, duties, etc.). Tell them to bring a notebook along. During the job shadow, they should record reflections, interview a few people and record answers to their questions, and jot down general observations. They may also want to bring a camera along.</p> <p>If job shadowing is not possible, invite local professional people from a variety of careers to speak to the class about their jobs. Students should be prepared with questions for the presenters.</p> <p>Ask students to write a reflection about their experiences as well as a write-up of their interviews. Once they have done this, they should put this information onto slides/cards for their multimedia presentation. The slides/cards might include photos, quotes, and reflections.</p> <p>Note: When this project was originally conducted, students shadowed a professional for one day, then spent one day a week for four weeks shadowing an educator. They kept journals about their experiences and gave a short presentation on their job shadow to the class.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: Multimedia software</p> <p>Evidence - Performance Task: Students shadow professionals or ask questions to speakers.</p> <p>Evidence - Other: Students prepare slides/cards about their experiences.</p> <p>Standards Addressed:</p>

	<p>CBE National Standards</p> <p>4.12.a: Demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments. ; See also: Social Studies.Civics.2.12.b, Mathematics.10.12.a</p> <p>4.12.e: Use language in natural, fresh, and vivid ways to create a specific tone. ; See also: Arts.10.12.a</p> <p>4.12.f: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ; See also: Social Studies.Civics.2.12.b, Social Studies.Geography.1.12.a, Social Studies.History.4.12.a, Mathematics.10.12.a</p>
<p>Lesson 6</p> <p>Title: 6. Education and Training</p> <p>Duration: 3 Periods</p>	<p>Activity: Now that students have made some preliminary decisions about their future careers, they are ready to find out more about post-secondary education and job training for specific careers. If possible, arrange a visit to a college or colleges as a transition into the next part of the project. Also, invite representatives from area colleges into class to talk about how to choose a college and what area colleges and universities have to offer your students.</p> <p>If students have received college catalogs in the mail, ask them to bring them in. Or, have students write to request catalogs. Have students read the catalogs, look on the Internet, talk to guidance counselors, and ask questions about people's college experiences.</p> <p>Before students begin their search, they need to choose the criteria for their search (large versus small, close versus far away, degree programs offered, GPA required, test requirements, cost, etc.). Discuss possible criteria, and ask students to narrow their search criteria.</p> <p>Using the criteria they choose, ask them to select a few colleges that they would consider applying to. Have them create slides/cards for the schools. The slides/cards should contain a visual image of the college, university, or trade school; the important data about the school; and why they are considering the school.</p> <p>Web Resources: (No Information Found)</p> <p>Resources:</p> <ul style="list-style-type: none"> - CollegeNet - Peterson's Guide - The Admissions Office - Multimedia software <p>Evidence - Performance Task: Students research colleges, universities, and trade schools.</p> <p>Evidence - Other: Students select a few schools and prepare slides/cards.</p> <p>Standards Addressed:</p>

	<p>CBE National Standards</p> <p>2.12.c: Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents. ; See also: Social Studies.Civics.2.12.a, Foreign Language.1.12.b, Social Studies.History.2.12.f, Social Studies.History.3.12.a, Social Studies.History.3.12.g, Mathematics.10.12.a</p> <p>4.12.f: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ; See also: Social Studies.Civics.2.12.b, Social Studies.Geography.1.12.a, Social Studies.History.4.12.a, Mathematics.10.12.a</p>
<p>Lesson 7</p> <p>Title: 7. Autobiographical Information</p> <p>Duration: 1 Period</p>	<p>Activity: As part of their multimedia presentation, students create a time line of their lives, including past personal and educational history and future personal and professional predictions. Their time line should span from their birth to about 100 years after. They should keep in mind that they will probably retire at 65. Have them record predictions for their personal and professional lives, including higher education, jobs, family, leisure, etc.</p> <p>Students also write a short personal description to include on a slide/card and prepare a resume to include in their presentation.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: Multimedia software</p> <p>Evidence - Performance Task: Students create a personal time line, biographical information, and a resume.</p> <p>Standards Addressed: CBE National Standards 4.12.e: Use language in natural, fresh, and vivid ways to create a specific tone. ; See also: Arts.10.12.a</p>
<p>Lesson 8</p> <p>Title: 8. Storyboarding</p> <p>Duration: 1 Period</p>	<p>Activity: Now that students have all of the slides/cards they plan to include in their multimedia presentation, they are ready to work on their final presentation. They should storyboard their project using the slides/cards they created. Once they have decided the slide/card order, they can make use of the multimedia features of the presentation software. They can add background, sound, etc., to make a powerful presentation.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: Multimedia software</p> <p>Evidence - Performance Task: Students create final presentation.</p>

	<p>Standards Addressed: CBE National Standards 7.12.a: Recognize strategies media use (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language) to inform, persuade, entertain, and transmit culture. ; See also: Arts.11.12.a, Social Studies.Civics.9.12.a</p>
<p>Lesson 9</p> <p>Title: 9. Career Fair</p> <p>Duration: 5 Periods</p>	<p>Activity: Group students into career clusters by their career interest. Each group has a whole class period to inform the class about that cluster. Each group arranges for a speaker to come in on that day and presents information about the jobs in that cluster--the pay, benefits, and job outlook. They can decorate the room with posters they make or by calling professional organizations in their career cluster for props.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: - Guest speaker - Posters or other props</p> <p>Evidence - Performance Task: Students give presentations to their classmates and receive feedback.</p> <p>Evidence - Other: Students make changes to their slides/cards.</p> <p>Standards Addressed: CBE National Standards 4.12.f: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ; See also: Social Studies.Civics.2.12.b, Social Studies.Geography.1.12.a, Social Studies.History.4.12.a, Mathematics.10.12.a 7.12.g: Use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details. ; See also: Arts.11.12.a, Arts.11.12.c, Arts.13.12.b</p>
<p>Lesson 10</p> <p>Title: 10. Presentation Speech</p> <p>Duration: 2 Periods</p>	<p>Activity: Once students have their final presentations ready, they should write a speech to give with their presentations as they share them with their families, college representatives, and students in other grades. Students should practice their speeches in small groups.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: (No Information Found)</p> <p>Evidence - Performance Task: Students write speeches to go along with their presentations.</p>

	<p>Standards Addressed: CBE National Standards 4.12.e: Use language in natural, fresh, and vivid ways to create a specific tone. ; See also: Arts.10.12.a 4.12.f: Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources). ; See also: Social Studies.Civics.2.12.b, Social Studies.Geography.1.12.a, Social Studies.History.4.12.a, Mathematics.10.12.a 7.12.g: Use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details. ; See also: Arts.11.12.a, Arts.11.12.c, Arts.13.12.b 7.12.h: Use effective and interesting language, including informal usage for effect; standard English for clarity; and technical language for specificity.</p>
<p>Lesson 11</p> <p>Title: 11. By Invitation</p> <p>Duration: 1 Period</p>	<p>Activity: Invite parents, college representatives, other professionals, and fellow students to a career day. Load the slides/cards onto computers in a computer lab. Students can share their presentations as people watch their slides/cards.</p> <p>Web Resources: (No Information Found)</p> <p>Resources: Computer lab</p> <p>Evidence - Performance Task: Students give final presentations.</p> <p>Standards Addressed: CBE National Standards 6.12.a: Demonstrate control of grammar, paragraph and sentence structure, diction, and usage. 7.12.g: Use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details. ; See also: Arts.11.12.a, Arts.11.12.c, Arts.13.12.b 7.12.h: Use effective and interesting language, including informal usage for effect; standard English for clarity; and technical language for specificity.</p>