

Teacher's Guide

Delaware Career Compass

Meet Your Match

Published by the Delaware Department of Labor, Office of Occupational & Labor Market Information
with sponsorship of the Delaware Advisory Council on Career and Technical Education

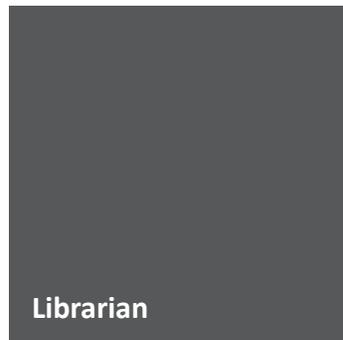


**Computer
Support
Specialist**

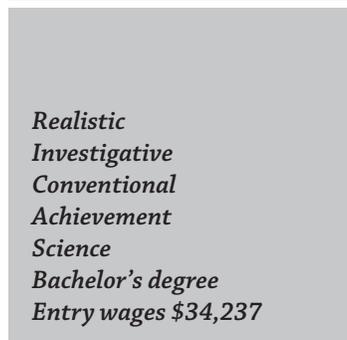


**Retail
Salesperson**

*Enterprising
Realistic
Artistic
Independence
Reading Comprehension
Experience
Entry wages \$33,417*



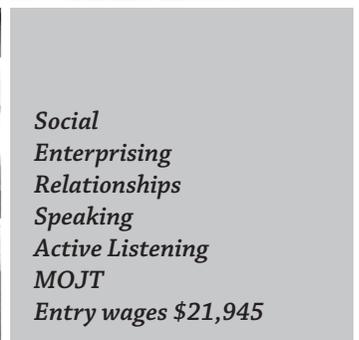
Librarian



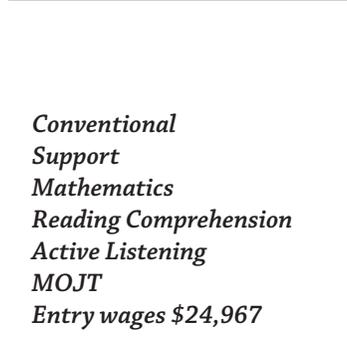
*Realistic
Investigative
Conventional
Achievement
Science
Bachelor's degree
Entry wages \$34,237*



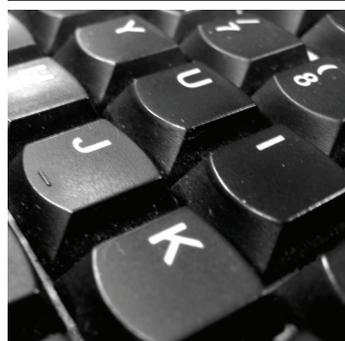
**Registered
Nurse**



*Social
Enterprising
Relationships
Speaking
Active Listening
MOJT
Entry wages \$21,945*



*Conventional
Support
Mathematics
Reading Comprehension
Active Listening
MOJT
Entry wages \$24,967*



*Social
Investigative
Conventional
Relationships
Active Listening
Associate's degree
Entry wages \$54,531*



Veterinarian

Match a photograph with an occupation title and its attributes. Look on the back cover, too.

Acknowledgments

We thank Dr. Manera Constantine and the Delaware Advisory Council on Career and Technical Education (DACCTE) for their continuing and enthusiastic support of the *Delaware Career Compass* and *Teacher's Guide*. Special thanks to Janet Nichols for organizing and implementing all of the pre-order administrative tasks which ensure that everyone who uses these publications receives them in a timely fashion each fall.

Teachers – Share Your Expertise!

We encourage your contributions to the *Delaware Career Compass Teacher's Guide* including innovative, successful ways in which you use the *Delaware Career Compass* in your classroom. Mail or fax your lesson plan(s) to:

Lyn Anderson
 DE Department of Labor
 19 W. Lea Blvd.
 Wilmington, DE 19802
 Phone: 302-761-8064
 Fax: 302-761-6598

Public schools may use state mail.
 SLC: N-250

Thank you!

Answers to Delaware Career Compass Cover Match Game

Photograph	Occupation Title	Interests/ Holland Code	Work Values	Skills	Education/ Training	Entry Wages
microscope	Biological Technician	Realistic, Investigative, Conventional	Achievement	Science	Bachelor's	\$34,237
Paris street	Tour Guide	Social, Enterprising	Relationships	Speaking, Active Listening	MOJT	\$21,945
dog	Veterinarian	Investigative, Realistic	Achievement	Active Listening, Reading Comprehension	Professional	\$65,333
fruit	Head Cook	Enterprising, Realistic, Artistic	Independence	Reading Comprehension	Experience	\$33,417
keyboard	Computer Support Specialist	Realistic, Conventional, Investigative, Social	Relationships		Associate's	\$38,891
shoes	Retail Salesperson	Enterprising, Conventional	Relationships	Active Listening, Mathematics	STOJT	\$16,874
blocks	Teacher Assistant	Social, Conventional	Relationships	Active Listening, Reading Comprehension	STOJT	\$18,609
\$100 bills	Bookkeeper	Conventional	Support	Mathematics, Reading Comprehension, Active Listening	MOJT	\$24,967
blood pressure cuff	Registered Nurse	Social, Investigative, Conventional	Relationships	Active Listening	Associate's	\$54,531
books	Librarian	Conventional, Social	Relationships	Reading Comprehension, Active Listening	Master's	\$36,533

Letter to Teachers

Since 1989, the Delaware Department of Labor has produced and distributed the *Delaware Career Compass* to Delaware's 8th through 12th grade students. The *Compass* guides students through the four phases of career development as outlined by the National Career Development Guidelines.

The *Delaware Career Compass Teacher's Guide* was developed by the *Delaware Career Compass Advisory Committee*. This group of teachers and school counselors has designed supplemental activities to enhance the use of the *Compass* in your classroom. These activities are based upon their collective experience of classroom use of the *Compass*.

The *Teacher's Guide* format corresponds to the four stages of career development outlined in the *Compass* as Steps 1 through 4: Self-Assessment, Exploration, Focus, and Implementation. In the *Guide*, these Steps are organized into six Lesson Plans. You'll notice that Step #4 has been divided into three Lesson Plans to simplify use.

- Step #1: *Who Am I?*** – Assessment Lesson Plan
- Step #2: *What's Out There?*** – Exploration Lesson Plan
- Step #3: *How Do I Decide?*** – Focus Lesson Plan
- Step #4: *How Do I Do It?*** – Implementation Lesson Plan
 - Section A:** Educational Opportunities Lesson Plan
 - Section B:** Postsecondary Opportunities Lesson Plan
 - Section C:** Job Search Lesson Plan

Each Lesson Plan consists of: 1) an overview; 2) a list of the Delaware Department of Education State Standards (in the core areas of Language Arts, Economics, and Mathematics) addressed by the activities in the lesson; 3) teacher instructions with helpful hints and an activity answer key; and 4) a list of the student activities with the approximate completion time required for each activity. The activities each correspond to an article in the *Delaware Career Compass*, referenced by specific page numbers. (Note: If a student is expected to supply an original answer to an activity question, we have noted "self-answered" on the answer key.)

The *Delaware Career Compass* and its *Teacher's Guide* are valuable tools for Delaware students as they make their career plans. We would appreciate your overall comments and, in particular, suggestions for additional activities – ways in which you have used the *Delaware Career Compass* in your classroom. Please share them with us.

Lyn Anderson
DE Department of Labor
19 W. Lea Blvd.
Wilmington, DE 19802
SLC: N250

Thank you!

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LESSON PLAN

Step #1: Self-Assessment - *Who Am I?*

Overview

This lesson helps students identify who they are as a person: their learning styles, interests, skills, work values, and cluster interests. Self-assessment is the important first step and the foundation of making an informed career decision.

State Standards

Language Arts 1-4

Objectives

At the end of this lesson, students will be able to:

1. use O*Net OnLine to search occupations
2. describe their dream occupation and determine whether it's a possible match
3. describe their own learning styles
4. identify their likes and dislikes
5. identify their interests (Holland Code)
6. identify their work values
7. determine which career clusters are a good match
8. analyze their strengths and weaknesses according to workplace skills
9. articulate their responsibility to maintain their health and avoid drugs and alcohol
10. summarize and articulate what they have learned about themselves

Teacher Instructions

Use the *Delaware Career Compass* Step #1 readings and activities, as well as extension activities provided on student handouts to allow students to assess themselves. Remind them that the assessments are not tests. There are no right or wrong answers. Computer extension activities are also included.

ANSWER KEY:

Activity 1.2a

1. Relevance Score	Code	Occupation	Other information/symbols
100	13-2011.01	<i>Accountants</i>	 Bright Outlook Occupation

2. Bright Outlook occupations are expected to grow rapidly in the next several years, will have large numbers of job openings, or are new and emerging occupations.

Activity 1.2b

3. Prepare, examine, or analyze accounting records, financial statements, or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards.
Report to management regarding the finances of establishment.
Establish tables of accounts and assign entries to proper accounts
Develop, implement, modify, and document recordkeeping and accounting systems, making use of current computer technology.
4. Calculators or accessories
Fax machines
Personal computers
Photocopiers
Tablet computers
Desktop computers
Notebook computers
Personal digital assistant PDAs or organizers
Scanners

5. AdaptaSoft CyberPay; Intuit QuickBooks; Sage Software BusinessWorks; Summit Software Summit Biofuels Accounting (There are 42 kinds of accounting software listed if your students click on *See all 42 examples.*)
6. Mathematics — Using mathematics to solve problems.
7. Interacting With Computers; Processing Information; Getting Information; Evaluating Information to Determine Compliance with Standards; Organizing, Planning, and Prioritizing Work; Analyzing Data or Information; Communicating with Supervisors, Peers, or Subordinates; Updating and Using Relevant Knowledge; Making Decisions and Solving Problems; Establishing and Maintaining Interpersonal Relationships; Identifying Objects, Actions, and Events; Documenting/Recording Information; Communicating with Persons Outside Organization; Interpreting the Meaning of Information for Others; Performing Administrative Activities; Coordinating the Work and Activities of Others; Scheduling Work and Activities; Thinking Creatively
8. Attention to Detail — Job requires being careful about detail and thorough in completing work tasks.
Integrity — Job requires being honest and ethical
(self-answered)
9. 11-3031.01 *Treasurers and Controllers*
13-1051.00 *Cost Estimators*
13-2011.02 *Auditors*
13-2031.00 *Budget Analysts*
13-2041.00 *Credit Analysts*
13-2081.00 *Tax Examiners, Collectors, and Revenue Agents*
15-2011.00 *Actuaries*
19-3011.00 *Economists*

Extension Activity 3

O*Net Online, library, school counselor, friends and family, someone you know who currently does the job, magazines, career center, broad Internet search, etc.

Activity 5.2a

- Group 1 = A - Artistic
- Group 2 = S - Social
- Group 3 = R - Realistic
- Group 4 = I - Investigative
- Group 5 = C - Conventional
- Group 6 = E - Enterprising

Activity 5.2b

- List 1 = S - Social
- List 2 = C - Conventional
- List 3 = I - Investigative
- List 4 = A - Artistic
- List 5 = E - Enterprising
- List 6 = R - Realistic

Activity 5.2c

self-answered

Activity 9.2

1. Employers will drug screen by asking applicants about current and past drug use; by giving a written test or polygraph test; or by medical tests of urine, blood, or hair samples. Note: The most commonly used test is a urinalysis or urine test.
2. Maintain the safety of employees; cost to company; lost productivity; increased absenteeism; increased on-the-job accidents; increased medical insurance costs; increased employee theft
Note: Allowing an employee who is under the influence of drugs or alcohol to drive a truck can be a liability. In addition, employees may experience side effects such as memory loss, inability to concentrate, depression, paranoia, and other health-related problems.
3. self-answered
4. zero tolerance
5. self-answered

Student Activities

Using O*Net OnLine and the *Delaware Career Compass*, students will complete the ten activities for **Step #1: Self-Assessment - Who Am I?**, including:

Activity 1: Learn to Use These Internet Tools - Computer Activity

(Time required: approximately 30 minutes)

Activity 2: A Dream Day in My Future (Time required: approximately 30 minutes)

Activity 3: What is My Learning Style? (Time required: approximately 40 minutes)

Activity 4: What Do I Like? (Time required: approximately 35 minutes)

Activity 5: What Is My Holland Code? (Time required: approximately 45 minutes)

Activity 6: What Are My Work Values? (Time required: approximately 45 minutes)

Activity 7: Which Career Clusters Are a Good Match?

(Time required: approximately 2 - 45 minutes periods)

Activity 8: What Basic Skills Do I Have? (Time required: approximately 25 minutes)

Activity 9: Drugs and Alcohol: What Is My Responsibility? (Time required: approximately 20 minutes)

Activity 10: What Have I Learned About Myself? (Time required: approximately two 30 minute periods)

Activity 1: Learn To Use These Internet Tools

Name

Period

Date

Activity 1.1

Read page 3, *Learn to use these Internet tools.*



Activity 1.2a

Go to <http://online.onetcenter.org>. In the top right box (Occupation Quick Search:), enter the occupation - *accountant* - and then click on the arrow.

1. Write down the information you find that is the best match:

Relevance Score	Code	Occupation	Other information/symbols
_____	_____	_____	_____

2. What does the symbol next to this occupation mean?

Activity 1.2b

Now, click on the occupation title and then go to the **Details Tab** to answer the following questions:

3. Write down one of the top 4 Core Tasks that *accountants* perform.

4. Name 3 tools that are used by *accountants*.

5. Name an accounting software.

6. Which skill is the most important for *accountants* (89% importance)?

7. Name 2 work activities that have an importance level of 50 or more.

8. Name the two most important Work Styles for an *accountant*. Why do you think they are so important?

9. Name 2 related occupations.



Activity 2: A Dream Day in My Future

Name

Period

Date

Activity 2.1

Read and complete page 4, *What Is My Dream Occupation?*

Activity 2.2

Imagine a dream day in your future. What will it look like?

1. It's a work day. What time do you get up? _____
2. What kind of clothes do you wear to work?
3. Are you married? _____ Children? _____ How many? _____ Pets? _____ What kind? _____
4. In what kind of home do you live? Describe it.
5. Where do you live? Describe your neighborhood/city/rural environment.
6. What time do you begin work? _____
7. How do you get to work? Do you own a car? What kind?
8. Describe what you like most about your job.
9. Describe what you like most about your supervisor.
10. Describe what you like most about your work environment.
11. What time do you leave work? _____
12. What do you do for fun after work and on weekends?
13. What else makes this a dream day?

Activity 3: What Is My Learning Style?

Name

Period

Date

Activity 3.1

Complete *What Is My Learning Style?* on page 5.

Activity 3.2

Find someone in your class who has a different learning style than you. Discuss the following:

1. What are your learning styles? How do each of you learn best?
2. How do you study for tests? Is it the same? Different?
3. Discuss ways that your learning styles might influence what you do in your spare time.
4. Discuss reasons why it is important to know your learning styles when you choose a career.

Activity 3.3

Write a paragraph that tells what you've learned about learning styles. Consider the following questions and statements when you write:

1. Describe your personal learning style.
2. How can being aware of your learning style benefit you? Give an example.
3. Why might it be important for you to know a friend's learning style?
4. Give an example of how knowing your learning style could benefit you in a work environment.
5. Give an example of how knowing a co-worker's learning style could benefit you in a work environment.

Extension Activity 3

As a class, brainstorm ways to learn about occupations. List as many resources as you can on the blackboard. Choose an occupation that matches your learning style and write it below. Then use at least two different resources from your class list to find out something about the occupation.

Occupation Title: _____

Resource 1:

What I learned:

Resource 2:

What I learned:

Activity 5: What Is My Holland Code?

Name _____

Period _____

Date _____

Activity 5.1

Complete *What is My Holland Code* on pages 8 and 9.

Activity 5.2a

Imagine you've just arrived at a party and you wander by each group below to find out what they're talking about. Which conversation is most interesting to you? Circle the number of the group you want to join.

“ Have you seen the new Neil LaBute play?
Did she make first chair violinist?
I just finished reading the last *Twilight* book.
1 Oh, to have that talent!

“ Are you sure that diagnosis was correct?
The research studies show a high correlation.
She just figured out a more efficient way to process petroleum.
4 Who conducted the analysis on that data?

“ I've been volunteering at the library 3 days a week.
He seemed depressed when I spoke to him last Friday.
She seems to just love meeting new people!
2 They'll be the tour guides for our trip to England.

“ She always did get an "A" for neatness.
He'll know exactly what to do, step-by-step!
I guess we're all fanatical about being on time.
5 What do you think of the new database software?

“ It's a great job – I get to work outdoors a lot!
I could fix that for you – just bring it over sometime.
I just bought the greatest new socket wrench set.
3 They're doing all the wiring in the new house themselves.

“ His favorite game is Monopoly.
Somehow she persuaded Linda to run for class president.
He made the debate team!
6 Who is in charge of that committee?

Activity 5.2b

Now read each list of courses below and note which list contains the most classes that interest you. Circle that number.

1 Government/Politics
Child Development
Humanities
Psychology

2 Information Technology
Accounting
Word Processing
Data Processing

3 Computer Science
Agricultural Science
Health occupations
Botany

4 Commercial Art
Photography
Drama
Music

5 Business Management
Fashion Merchandising
Economics
Advertising

6 Drafting
Small Engine Repair
Principles of Technology
TV Equipment Operation

Your teacher or counselor will provide you with the Interest Code/Holland Code (RIASEC) that matches your choices in Activities 5.2a and 5.2b. Read the descriptions on the next page. Did you get the same result for each activity? Did you get the same result in the *Career Compass* activity on pages 8 & 9? Are you beginning to see which interest area is the strongest? Do you have a clear interest area or are you finding that you have more than one strong area? Are you enrolled in any of the classes you like from Activity 5.2b?

Activity 5.2c

Write a brief paragraph that describes what you have learned.

continue →

Activity 5 (continued)

Extension Activity 5

Go to O*Net OnLine at: <http://online.onetcenter.org>



Click on **Find Occupations**.

In the **O*NET Descriptor** drop-down box (bottom left), choose **Interests** and click **GO**.

Then click on the link that represents your highest interest area (**Realistic, Investigative, Artistic, Social, Enterprising, Conventional**) to see all of the occupations that fall in that category. After you click on your highest match, you can be more precise by choosing your **2nd** and **3rd** interest areas (at the top of the page in the yellow box), as well.

Do you see an occupation on this list that interests you? Are any of the occupations you've chosen so far in the **Career Compass** on this list? Can you find an occupation that has the amount of education you want to complete? Job Zones are the way O*Net describes the amount of education, experience, and/or training needed for an occupation. You can choose to view only the occupations in the job Zone that is right for you.

Look for an occupation with which you are **not** familiar. Click on it and learn something new!

Below are descriptions of each **Interest** area (**Holland Code**):

Realistic	occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.
Investigative	occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.
Artistic	occupations frequently involve working with forms, designs and patterns. They often require self-expression and the work can be done without following a clear set of rules.
Social	occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others.
Enterprising	occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
Conventional	occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.

A **Job Zone*** is a group of occupations that are similar in:

- how much education people need to do the work,
- how much related experience people need to do the work, and
- how much on-the-job training people need to do the work.

The five Job Zones are:

Job Zone 1 - occupations that need little or no preparation

Job Zone 2 - occupations that need some preparation

Job Zone 3 - occupations that need medium preparation

Job Zone 4 - occupations that need considerable preparation

Job Zone 5 - occupations that need extensive preparation

*Find **complete Job Zone definitions** at:

<http://online.onetcenter.org/help/online/zones>



Activity 6: What Are My Work Values?

Name

Period

Date

Activity 6.1

Complete the *Work Values* assessment on pp. 10-13.

Activity 6.2

List your two highest work values from page 10.

1. _____ 2. _____

Write the 2 occupations you chose and listed on page 10.

1. _____ 2. _____

Answer the following questions:

Why did you choose these two occupations? What about them caught your attention?

Did either of them match occupations you have chosen in previous activities? (personal interests - hands, people, information - or Holland Code -RIASEC?)

If you had to guess, how much education do you think each of these 2 occupations require?

Occupation 1:

Occupation 2:

Extension Activity 6

Go to O*Net OnLine at: <http://online.onetcenter.org>

Click on **Find Occupations**.

In the **O*NET Descriptor** drop-down box, choose **Work Values** and then click on **GO**.

Click on the link that represents your highest work value to see all of the occupations that fall in that category.

Find the two occupations that you chose. Which **Job Zones** do they fall in?

Do you see another occupation on this list that interests you? Learn about it.



Activity 7: Which Career Clusters Are a Good Match?

Name

Period

Date

Activity 7.1

Complete the *What Career Clusters Interest Me?* activity on pages 14 through 18.

Activity 7.2

Write the titles of the two Career Clusters that are your best match.

1. _____ 2. _____

Write the two occupations you chose that might be a good match.

1. _____ 2. _____

Extension Activity 7

Research the occupations you chose from the *Career Compass Matrix* or find two occupations from O*Net that are in your career cluster of interest.

Go to O*Net OnLine at: <http://online.onetcenter.org>



Click on **Find Occupations**.

In the **Career Cluster** drop-down box (top right), choose the cluster that you want to explore first and click **GO**. Notice that the clusters also have **Career Pathways** associated with them.

Find the answers (if available) to the following questions for each of the two occupations you chose:

1. Is this particular occupation *Green* or does it have a *Bright Outlook*? What do these mean?
2. What tools and technology are used?
3. What knowledge do you need?
4. What kind of work activities can you expect?
5. What is the interest (Holland) code?
6. What are the work values that match this occupation?
7. What are some related occupations?
8. What is the projected growth?



Activity 8: What Basic Skills Do I Have?

Name

Period

Date

Activity 8.1

Complete *What Basic Skills Do I Have?* on page 19.

Activity 8.2

Answer the following questions:

1. Based upon your results, which two specific skills are your areas of strength?

a.

b.

2. How do you think each of these strengths would benefit you in a work environment?

a.

b.

3. Which two skills do you want to develop? Why?

a.

b.

4. What actions can you take to develop these skills?

a.

b.

5. Explain how your strengths would benefit you in one of the occupations you think might be a good match.

Activity 10: What Have I Learned About Myself?

Name

Period

Date

Activity 10.1

Complete *What Have I Learned About Myself?* on pages 21 and 22.

Activity 10.2a

Move into groups of three and answer the following questions:

1. What have you each learned about yourselves from the activities in Step #1? Compare and contrast your results and jot down your findings in the space below.

Similarities

Differences

2. How have your similarities and differences affected the occupations you're considering? Are your choices the same? Are they different? Why?

Activity 10.2b

Return to your desks and share your findings with the rest of your class.

Activity 10.3

Now that you have completed Step #1, write a paragraph that explains why having a strong knowledge of yourself will help you make a good career choice.

LESSON PLAN

Step #2: Exploration - *What's Out There?*

Overview

This section looks at Delaware's labor market and some of the occupations that offer the best wages and long-term job opportunities. When finished with Step #2, students will have a wealth of occupational and labor market information upon which to base their career decisions.

State Standards

Language Arts 1 – 4, Economics 1

Objectives

At the end of this lesson, students will be able to:

1. provide an overview of Delaware's labor market and the current status of green jobs
2. identify job openings, mean entry wages, & education requirements
3. read charts and interpret labor market information
4. develop an awareness of pathways, classes, and career clusters and their relationship to a career choice

Teacher Instructions

1. Students should read pages 23 through 28.
 2. To ensure understanding of the *Career Matrix* on pages 28 – 44, you may need to guide students through each element of information in the matrix for a particular job. Make sure to emphasize the connection between career clusters, career pathways, and class choices.
-

ANSWER KEY

Activity 11.2

1. Marketing, Sales, & Service; Business Management & Administration; Hospitality & Tourism
2. Government & Public Administration
3. Yes. Because you want to know that there will be opportunities to get a job when you finish your education. If the cluster you are interested in is declining, there will be fewer jobs available to those who want to be in that particular industry so your competition will be greater. Even if the specific occupation you are interested in is growing, there will be more people applying for those positions. So, a declining career cluster should be carefully considered when determining the field you go into.

Activity 11.3

- Answers may include any of the following:
 - help you to pick out potential career fields
 - find related jobs in an area of interest
 - compare benefits
 - find out more details about wages than just the average wage
 - know which jobs are in demand
 - ability to compare earnings by geographic area
 - compare occupational wages across industries
- Answers may include the following:
 - www.dol.gov
 - www.commerce.gov
 - <http://online.onetcenter.org>
 - www.bls.gov
 - www.oolmi.net
- Because **Sales Managers** in the Manufacturing industry earn a higher average wage (\$139,313) than **Sales Managers** in the Retail industry (\$116,319).

Activity 11.4

- There is not yet a consensus on which jobs are considered green.

Activity 11.5

- Registered Nurses** – \$54,531; Associate’s degree; Cluster 8 – Health Science (p. 36)
- Retail Salespersons** - good if you enjoy the work and can live on a low salary or if you want to use it as a stepping stone to a management position or to owning your own business.
- No. There are very few **Athletic Trainers** in the state, so the growth rate over 10 years is large, 4.4%, but the absolute numbers are small, 30 to 46. This means that there will be less than 2 openings per year due to growth. Of course, if some people leave the profession due to illness, retirement, or a career change, those jobs will probably need to be filled. (Review growth vs. replacements on page 26.)
- Retail Salespersons**
- Computer Systems Analysts**
431. It is also one of the fastest growing occupations because Delaware has a great need for healthcare workers due to the aging population.
- \$15,835. Short term on-the-job training; Career Cluster 9 – Hospitality and Tourism (p. 37)
- \$58,221. Associate’s degree; Career Cluster 8 – Health Science (p.36)

Activity 12.1

- 16; They are a way to link school and work by helping you to choose a curriculum that suits your career plans.
- Students may choose any of the 6 and draw the accompanying symbol
- Students may choose any of the pieces of information on page 28
- short-term on-the-job training
 - Bachelor’s degree or higher, plus work experience
 - First professional degree (Physician, Veterinarian, Lawyer, etc.)
- False – it just means that the bulk of the job does not depend on that skill

Activity 12.2

1. Ind - Independence – remind students to refer to page 12 in the *Compass* for Work Value definitions
2. 2,285
3. 2,217
4. \$32,142
5. LTOJT
6. Writing and Science
7. Bachelor’s degree
8. 310
9. \$42,842
10. 27-3041; every occupation is assigned a SOC Code that can easily be used for research purposes, particularly on O*Net OnLine; encourage your students to use this valuable website
11. Artistic, Enterprising, Conventional – Each person and each occupation can be represented by an interest/Holland code. The closer these match, the more likely a person is to be satisfied with his/her work.
12. Science
13. Conventional, Enterprising - yes; see definitions on page 13 of the *Teacher’s Guide*
14. 114 due to growth (brand new jobs in the field): 1,857-1,743. There will undoubtedly be additional job openings due to replacements (people retiring, changing occupations, etc.)
15. \$34,773
16. Bachelor’s degree
17. Accounting, Banking Services, Financial Management Services
18. *Child Care Workers*
19. *Clinical, Counseling, and School Psychologists*
20. *Clinical, Counseling, and School Psychologists*
21. O*Net OnLine! Go to: <http://online.onetcenter.org>. Then enter either the occupation title or the SOC code into the Occupation Quick Search box at the upper righthand corner of the home page.
22. – 25. Self-answered; help students to understand that perceptions are not always accurate - they should base their career decisions on well-researched information to find the best match

Student Activities

Activity 11: Labor Market Information (Time required: approximately 50 minutes)

Activity 12: Career Matrix Scavenger Hunt (Time required: approximately 50 minutes)

Activity 11: Labor Market Information

Name

Period

Date

Activity 11.1

Read about Labor Market Information (LMI) and Green Jobs on pages 23 – 25. Review the two tables on pages 26 & 27.

Activity 11.2

Using page 23, answer the following questions:

1. Which Career Clusters are expected to have more than 2,000 average annual job openings from 2008-2018?
2. Which Career Cluster is projected to have the least average annual job openings from 2008-2018?
3. Should this matter to you? Why or why not?

Activity 11.3

Using page 24, answer the following questions:

1. Give three examples of how your knowledge of labor market information could benefit you in your job search.

Example 1:

Example 2:

Example 3:

2. List two websites that can provide you with valuable information about the labor market.

Website 1:

Website 2:

3. Why should I consider being a *Sales Manager* in the Manufacturing industry rather than the Retail industry?

Activity 11.4

As the green economy grows, green jobs will be more in demand. Based on the information on page 25, explain why Delaware cannot provide you with a list of green jobs at this time.

continue →

Activity 11 (continued)

Name

Period

Date

Activity 11.5

Based on the information on pages 26 and 27, answer the following questions:

1. If you want to make a high entry wage in an occupation with greater than 400 total annual openings, what would be a good choice? What is the entry wage for the occupation you chose? How much education is required? Which career cluster does it belong to?
2. If you want to enter the profession that has the most total annual openings, what field should you consider? Why might this be a good choice for you, or why not?
3. **Athletic Trainers** have the fastest average annual rate of growth. Does that mean there will be lots of opportunities in this field? Why or why not?
4. Which occupation had the most workers in 2008?
5. Which job is expected to have a projected employment of 3,537 in 2018?
6. How many total annual openings are projected for **Registered Nurses**? Is this occupation also listed in the chart of Delaware's Fastest Growing Occupations? Why do you think that is?
7. What is the entry wage for **Waiters and Waitresses**? How much education/training does one need? In which career cluster is it?
8. What is the entry wage for **Nuclear Medicine Technologists**? How much education/training does one need? In which career cluster is it?

Activity 12: Career Matrix Scavenger Hunt

Name

Period

Date

Activity 12.1

Using page 28, *Delaware Career Matrix*, answer the following questions:

1. How many career clusters are there and what is their purpose?
 - a.
 - b.

2. Name 2 work values and draw the symbol that represents each of them.
 - a.
 - b.

3. Name 3 other pieces of information about occupations that you will find in the matrix.
 - a.
 - b.
 - c.

4. What do these abbreviations stand for?
 - a. STOJT
 - b. Bach+
 - c. Prof

5. If Reading Comprehension is not given a \geq sign, that means that you do not need to be able to read and understand written sentences and paragraphs. Circle True or False and explain why you chose that answer.

True

False

continue \longrightarrow

Activity 12 (continued)

Name

Period

Date

Activity 12.2

Refer to page 30, *Career Cluster 2: Architecture and Construction*, to answer the following questions:

1. What is the Work Value for *Electricians*? What does that mean?
2. How many *Electricians* are there expected to be in 2018?
3. How many people were employed as *Electricians* in 2008?
4. What is the 2008 mean entry wage?
5. What education/training is needed to become an *Electrician*?
6. Which Basic Worker Skills are least needed by *Electricians*?

Refer to page 31, *Career Cluster 3: Arts, Audiovisual Technology & Communications*, to answer the following questions:

7. What education do *Editors* need?
8. How many people were employed as *Editors* in 2008?
9. What was the mean entry wage in 2008?
10. What is the SOC Code for *Editors*? Why is it good to know this?
11. What does interest code AEC stand for? Why is it important to know this?
12. Which worker skill is not used by any of the occupations listed in this cluster?

Refer to page 34 to answer the following questions about *Career Cluster 6: Finance*:

13. If you are interested in Finance, you are probably _____ and/or _____.
(Interest/Holland code) Does this make sense to you? Why or why not?
14. How many total openings due to growth are expected between 2008 – 2018 for *Credit Analysts*?
15. What was the 2008 mean entry wage for *Credit Analysts*?
16. What training/education is needed for this job?
17. Name two career pathways in Finance.

continue —→

Refer to page 38 to answer the following questions about *Career Cluster 10: Human Services*:

18. Which occupation had the most estimated Delaware employment in 2008?
19. Which occupation requires a PhD?
20. Which occupation earned the highest 2008 mean entry wage?
21. Where can you find a description of what each of these occupations does?

Choose one of the 16 Career Clusters and answer the following questions:

22. Which Career Cluster did you choose? Why?

23. Name the occupation in this cluster that interests you the most. Why does it interest you? List some things that you know (or think you know) about this occupation. How have you learned these things? From family? From friends? From observing someone in the occupation? From research? From television?

24. List three things you know about this occupation by looking at the career matrix or O*Net.
 - 1.
 - 2.
 - 3.

25. Is your Holland Code (Interest Code) a good match for the occupation you chose? Are your work values a good match? Do you think you would be happy getting up 5 (or more) days a week to do this kind of work? If yes, are you taking high school classes that are relevant to this type of work? Write down your thoughts and then discuss them in small groups, or with your teacher and the whole class.

LESSON PLAN

Step #3: Focus - *How Do I Decide?*

Overview

This lesson will help students match their self-assessment results with their occupations of interest. Students will match chosen occupations to job characteristics, education level, entry wages, and job location preference.

State Standards

Language Arts 1-4, Mathematics 6, Economics 1

Objectives

At the end of this lesson, students will be able to:

1. identify the importance of education and the related economic benefits
2. articulate how much education/training they want and why
3. budget a monthly salary and compare income to expenses
4. demonstrate an understanding of the cost of living
5. articulate their reasons for choosing a job location
6. correlate their self-assessment profile to three job profiles
7. distinguish between compatible and incompatible jobs
8. demonstrate ability to research occupations using multiple resources

Teacher Instructions

Teachers may use Step #3 activities and extension activities to guide students to occupations that fit their personalities, capabilities, education interests, wage desires, and job location preference.

ANSWER KEY

Activity 13.1a

1. In general, the more education, the higher the wages and the less unemployment. (There are always exceptions.)
2. & 3. – Self-answered

14.1b - self-answered but this would be a good time to have a guest speaker who can help students understand the dangers of credit cards, the benefit of saving, and building strong economic health

Activity 15.2

1. \$2.48
2. \$890
3. \$3,467
4. Perhaps San Francisco or Honolulu but any solid argument is okay
5. Self-answered. Do students choose to live somewhere just because it's cheaper? Lots to consider!
6. Self-answered. Students should see that even within a small state, the economy varies by geography.

Discussion Question: The data are taken from the Council for Community and Economic Research, annual averages, 2009. Gas rates will vary - up and down - from the 2009 figure. Always check statistical sources.

Student Activities

Activity 13: How Much Education or Training Do I Want? (Time required: approximately 20 minutes)

Activity 14: What Entry Wages Do I Want to Earn? (Time required: approximately 50 minutes)

Activity 15: Where Do I Want to Live? (Time required: approximately 3 45-minute periods)

Activity 16: How Do I Match Up? (Time required: approximately 2 45-minute periods + research)

Activity 14: What Entry Wages Do I Want to Earn?

Name _____

Period _____

Date _____

Activity 14.1a

Read *What Entry Wages Do I Want to Earn?* on page 47 and complete the budget activity for one of the occupations that is a good match for you. Use that occupation's average entry wage as your starting point. Use steps 1 - 6 below to help you with the math, if you need it.

INCOME

I. **Gross Monthly Pay** (the amount you earn before anything is deducted, e.g., taxes.)

Occupation Title: _____ Annual wage: \$ _____

Monthly wage = Annual wage/12 **Monthly wage:** \$ _____

Write your monthly wage in the *Your Budget* column on the **Gross Monthly Pay** row.

II. Taxes

Multiply your Gross Monthly Pay by the indicated percentages for each category of your taxes.

Examples: $\$2,799 \times .126$ (federal taxes) = 352.67, round to \$353

$\$2,799 \times .0555$ (state taxes) = 155.34, round to \$155

Add all taxes: Federal + State + Social Security + Health Insurance + Personal Insurance & Pension

Total Taxes = \$ _____

Write your total tax amount in the *Your Budget* column on the **TOTAL TAXES** row.

III. **Monthly Take-Home Pay (Net)** = **Gross Monthly Pay** – **Total Taxes**

EXPENSES

IV. Multiply your **Monthly Take-Home Pay (Net)** by each expense percentage.

Examples: $\$1653 \times .137$ (food) = 226.46, round to \$226

$\$1653 \times .337$ (housing) = 557.06, round to \$557

Add: Food + Housing + Clothing + Transportation + Savings + Miscellaneous = Total Expenses.

Write your total expenses in the *Your Budget* column on the **TOTAL EXPENSES** row.

V. How much money are you left with after taxes and expenses?

Monthly Take-Home Pay (Net) - **Total Expenses** = \$ _____

Activity 14.1b.

Compare your **Total Expenses** to your **Monthly Take Home Pay** for the occupation you chose. Are you in the red (-) or the black (+)? Write 1- 2 pages describing your findings and how you would handle it.

❖ **If the income for the occupation you chose does not cover your expenses (you're in the red):**

Do you think you should choose a higher paying occupation? If yes, does that mean you need to change your education plans? Do you think you just need to learn how to live within your means? How could you cut back? Could you get a second job? What should you NOT do to make ends meet?

❖ **If the income does cover your expenses (you're in the black):**

What would you do with your disposable income? Would you develop a long-term plan for more savings? (e.g. - more education, raising children, starting your own business, buying a house, saving more for a rainy day.) Would you give more to your place of worship or your favorite charity? Would you reward yourself with something that you've wanted but until now have not been able to afford? Would you get better health insurance?

Activity 15: Where Do I Want to Live?

Name

Period

Date

Activity 15.1

Read page 48, *Where Do I Want to Live?*, and study the table.

Activity 15.2

Using the Cost of Living table, answer the following questions:

1. What is the average price for whole milk in Wilmington?
2. What is the average monthly rent for an apartment in Wilmington?
3. How much is the average monthly rent for an apartment in Manhattan, NY?
4. In which western city would you have the most difficulty making ends meet? Why?
5. In which city might you get the most value for your dollar? What factors made you choose that city? Would you like to live there? Why or why not?
6. Compare and contrast the figures provided for Dover and Wilmington. Does anything surprise you? Why or why not?

Discussion Question: Explain why the cost of gasoline on this chart may not reflect the current cost of gasoline.

Activity 15.3

Discussion Question:

Think about where you would like to live. Finding the right place requires personal understanding and thorough research. Just as you must know yourself before choosing an occupation, you must know yourself before choosing a place to live. Why is this? Make a list of things you should consider when deciding where to live.

Activity 15.3a: Know yourself

Read through the following questions. Prioritize each factor based on your own needs and personality. Then, answer each question. Based on your answers, write a 1-page paper that describes the attributes you are looking for in your dream location.

EXAMPLES:

- 1 Do you want to live close to your *family*? How close? Yes, *definitely!, in the same town*
(If being close to your family is the most important factor for you, put a 1 next to it.)
- 2 What type of *climate* do you like? *I really want to live where the winters are cold and it snows*
(If climate is the next most important attribute, put a 2 next to it.)
- 10 Do you want to be able to *walk*, take *public transportation*, or *drive* to work? *don't care*
(If how you get to work is not important at all, then give that a low priority.)

continue →

Activity 15 (continued)

Name

Period

Date

priority

- _____ What type of **climate** do you like?
- _____ What types of **sports**, professional and personal, do you want to have available?
- _____ What do you like to do in your **spare time**?
- _____ Would you prefer to **own property** or **rent**?
- _____ Do you want to be able to **walk**, take **public transportation**, or **drive to work**?
- _____ Do you prefer a fast- or slow-paced **lifestyle**?
- _____ Is a low **cost-of-living** a must?
- _____ What **demographics** (human characteristics) are you comfortable with?
- _____ What kind of **culture** do you want to have available? How far are you willing to travel for it?
- _____ What kind of **faith community** are you looking for?
- _____ How concerned are you about **crime**?
- _____ Do you care about the quality of the **school system**?
- _____ Is a **healthy environment** a high priority for you?
- _____ Do you want to live close to your **family**? How close?
- _____ Other? _____
- _____ Other? _____

Activity 15.3b: What's out there?

Research locations and choose three that you believe would be a good match.

Using your dream location description from Activity 15.3a, find 3 locations that might be a good match. Do your research online (e.g. - www.usa.gov/Citizen/Topics/Travel_Tourism/State_Tourism.shtml) or at the library.

City/Town: _____ State: _____

City/Town: _____ State: _____

City/Town: _____ State: _____

Learn more: Make it a point to expand your horizons. Talk to people who have lived in other places. Travel. Be an exchange student. Work at a summer camp in another state. Go to college somewhere you think you may want to live someday. Take a geography course. Visit a friend who has moved away. Read books and travel magazines.

Extension Activity: Where are the job opportunities?

Use the Internet to find out about industries and occupations in the 3 places you have listed above. Go to: www.acinet.org. Click on **State Information** and then **State Profile**. Choose your state of interest from the dropdown menu and click **Continue**. You will find demographic information, occupation rankings (fastest-growing, most openings, highest-paying, etc.), the largest employers with contact information, and state resources.

Do you think that any of the 3 locations you listed might also be a good place to find a job that interests you? Based on your research, explain why you believe you may or may not be able to live and work in one of your top 3 geographic locations.



Activity 16: How Do I Match Up? What is My Best Match?

Name

Period

Date

Activity 16.1

Complete page 49, *How Do I Match Up?*

Activity 16.2

Compare your personal information (My Profile) with three occupations that you believe are a good match and answer the following question:

Is your personal profile a good match with any of the three occupations? If so, how? If not, why not?

Activity 16.3:

Complete page 50, *What Is My Best Match?* Research the occupation that is your best match. Use any available resources to complete the questions below.

Occupation Title _____

1. Describe the main duties.
2. What education/training is required?
3. Are there other required qualifications? (license, certification, etc.)
4. What is the mean (average) entry wage for this occupation?
5. Is it considered a Bright Outlook or Green occupation? Which?

continue —→

Activity 16 (continued)

Name

Period

Date

6. Are there jobs in this occupation in the Delaware vicinity or near where you want to live? If yes, name some companies that would hire this occupation.

7. Do you think this occupation deals mainly with hands, people, or information? Does that match your interest?

8. Do your skills match the requirements of the occupation? Will they in the future? Explain.

9. Name some related occupations.

CONCLUSIONS/FINDINGS:

RESOURCES USED:

Websites:

People:

Books/Publications:

LESSON PLAN

Step #4: Implementation - *How Do I Do It?*

Section A: Educational Opportunities

Section B: Postsecondary Opportunities

Section C: Job Search

Step #4 - SECTION A: Educational Opportunities

Overview

This section stresses how education impacts job opportunities, wages, and job security. The availability of career and technical education programs, such as Tech Prep, currently offer students opportunities to develop leadership and other skills.

State Standards

Language Arts 1-4, Economics 1

Objectives

At the end of this lesson, students will be able to:

1. define and understand career pathways, Career and Technical Education programs, Tech Prep, including student organizations, and the benefits of participation in these programs
2. recognize positive personal skills in high school and how they relate to successful employee traits
3. understand work eligibility requirements for students under 18 yrs.
4. list high school goals based on education and occupational goals

Teacher Instructions

Within Step 4, there are three sub-sections (A-C). Teachers can use Section A readings and activities to provide information on the importance of education and how education relates to future occupational choices.

Discussion points

- the value of taking advantage of your high school years
- many high school skills relate directly to job skills
- labor laws differ for employees under age 18
- vocational programs in high school can help develop good work habits
- the value of setting goals based on postsecondary plans

ANSWER KEY

Activity 17.1:

1. Research
2. Research and self-answered
3. TECH PREP is a program for students to receive free college credit by combining technical training and academics while in high school. www.techprepdelaware.org and 302-739-6163
4. Research
5. Choose from those listed on the map on page 57

Activity 18 - self-answered

Activity 19.1

1. Anyone between 14 and 17 years, inclusive is required to have a work permit prior to being employed.
2. Teacher-answered for the particular school.
3. A parent must sign if you are 14 or 15 years old.
4. Restricted activities include: operating or cleaning slicing machines, dough mixing machines, and many metal forming, punching, or shearing machines. Erection and/or repair of electrical wires is also restricted.
5. Minimum wage is \$7.25 per hour.
6. Office of Labor Law Enforcement at the Delaware Department of Labor.

Activity 20

self-answered

Note: Help students develop concrete, obtainable goals to support their education and occupational choices.

Student Activities

Activity 17: Career & Technical Education Organizations and Tech Prep

(Time required: approximately 50 minutes)

Activity 18: Build Your Work Foundation in School (Time required: approximately 50 minutes)

Activity 19: Am I Eligible to Work? (Time required: approximately 40 minutes)

Activity 20: My High School Goals (Time required: approximately 50 minutes)

Section A: Educational Opportunities

Name

Period

Date

Activity 17: Career & Technical Education Organizations and Tech Prep

Activity 17.1

Read pages 54 – 57. Research your specific school to answer the following questions:

1. Who should you contact in your school to find out which career and technical education programs are available?
2. Which career and technical student organizations are available at your high school? Which one interests you the most? Why? What would you gain by joining it?
3. What is Tech Prep Delaware? List two ways to find out more about Tech Prep.
4. List two Tech Prep courses that are offered in your high school. Explain how it would benefit you to enroll in these courses.
5. Name two Tech Prep post-secondary partners that are located in your county.

Activity 18: Build Your Work Foundation In School

Name _____

Period _____

Date _____

Activity 18.1

Read *Build Your Work Foundation in School* on the inside back cover of the *Compass*.

Answer the following questions:

1. Of the 18 personality traits and skills, which are your three strongest? Which three need the most work?

Strongest

a. _____

b. _____

c. _____

Weakest

a. _____

b. _____

c. _____

2. Form groups and discuss the following statement:

We all have areas of weakness. These areas can be improved but may never become areas of strength. It is, however, important to improve your weaknesses enough to keep them from becoming a liability to you and your employer.

Explain what this means.

Do you agree with the statement? Why or why not? Give examples.

Report your findings to the class.

Activity 18.2

Skills are learned talents or capacities. We all have skills even if sometimes they are hard to find or they need to be developed. Acquired or learned skills are used to complete tasks in the workplace. Often, we take our skills for granted. The following exercise will assist you in discovering your skills.

1. Think about all the things you do each day: reading, writing, math, speaking, listening, sports, clubs, leading, organizing, being responsible, getting places on time, working in teams, problem-solving, hobbies, chores, and part-time work. These are skills! Pick three and describe how you think each of these skills would be valuable in the workplace.

continue →

Activity 18 (continued)

Name

Period

Date

2. Have you recently written an essay, a letter to a friend or relative, or given a presentation in school or at a community/club activity? Written and oral presentations require the skill of conveying information clearly. Is this a skill that is used in the workplace? Describe a work situation in which you've observed information being conveyed. Was it conveyed well? Compare and contrast your situation with others in your class.

3. Have you used a computer lately? To do what? What computer skills and knowledge have you acquired? Describe how you think you might use your computer skills in a work environment.

4. How do you manage your time? Classwork, homework, projects, and reports all require time management skills. Is this something you need to improve? Is time management important in the workplace? Why or why not?

5. State a problem you were faced with at work or school.

a. What action did you take?

b. What was the result?

c. Skills take problems and turn them into results. What skills did you use to solve the problem?

Activity 18.3

Review the table on the next page called *Related School Subjects*. Pick your top three subjects and write a short paragraph about why you chose these. Do you see yourself in the related careers? Why or why not?

Related School Subjects*

I enjoy and do well in...	Career interest area	Occupations to explore further
Art	Artistic	Commercial Artist, Designers, Reporters, Architects
Auto Technology	Mechanical Industrial	Mechanics, Auto Body Repairers, Machinist
Business	Business Detail	Tax Preparers, Typist Secretaries, Receptionists
Carpentry/Wood Technology	Mechanical	Carpenters, Brickmasons, Painters, Roofers
Computer Science	Scientific	Systems Analysts, Technical Writers, Programmers
Drafting/Engineering	Mechanical Industrial	Engineers, Drafters, Surveyors, Engineering Technicians
Foreign Language	Artistic Humanitarian Leading-Influencing	Teachers, Musicians, Home Health Aides, Social Workers
Health/Health Occupations	Scientific Humanitarian	Nurses, Physical Therapists, Dieticians
Family & Consumer Sciences	Accommodating Selling Humanitarian	Child Care Workers, Cooks, Orderlies, Waiters
Horticulture/Agriculture	Plants and Animals Scientific	Biological Technologists, Veterinarians
Industrial Arts	Artistic Mechanical	Photographers, Cabinet Makers
Language Arts/English	Business Detail Selling Humanitarian Leading-Influencing	Writers, Editors, Public Relations Specialists, Advertising Agents
Mathematics	Scientific Mechanical Business Detail Leading-Influencing	Actuaries, Statisticians, Teachers, Financial Managers
Marketing	Selling	Cashiers, Real Estate Agents, Retail Salespersons
Music	Artistic	Composers, Dancers, Choreographers, Musicians
Physical Education	Physical performing	Athletes, Coaches, Officials
Science	Scientific Humanitarian	Biological Scientists, Chemists, Physicians, Pharmacy Assistants
Social Studies	Protective Leading-Influencing	Police Officers, Lawyers, Paralegals

*Considering college? This website lists possible occupations based on your major. Check it out!

www.uncwil.edu/stuaff/career/Majors

Activity 19: Am I Eligible to Work?

Name

Period

Date

Activity 19.1

Read page 58. Answer the following questions:

1. Who is required to obtain or have a work permit before being employed?
2. Where and from whom in your school would you obtain a work permit?
3. Do my parents need to sign my work permit?
4. What type of work is not allowed for teenagers under the age of 18?
5. What is the minimum hourly wage a person can be paid in Delaware?
6. Where can a person get more information and help with problems dealing with pay, working papers, meal breaks, or employment discrimination?

continue →

Activity 19.2:

Complete this sample work permit.

**DELAWARE DEPARTMENT OF LABOR
OFFICE OF LABOR LAW ENFORCEMENT
225 CORPORATE BLVD., STE. 104, NEWARK, DE 19702
(302) 451-3423 PH**

INSTRUCTIONS FOR COMPLETING CHILD LABOR WORK PERMIT
<p>STEP 1 MINOR:</p> <ol style="list-style-type: none"> 1. COMPLETE THE SECTION MARKED "MINOR". IF YOU ARE 14 OR 15 YEARS OF AGE, YOUR PARENT OR LEGAL GUARDIAN MUST SIGN THE PERMIT. 2. TAKE THE CERTIFICATE TO YOUR PROSPECTIVE EMPLOYER AND ASK THEM TO COMPLETE THE SECTION MARKED "EMPLOYER". 3. IN PERSON RETURN THE COMPLETED FORM TO AN ISSUING OFFICER AT YOUR SCHOOL OR AT YOUR LOCAL DEPARTMENT OF LABOR OFFICE. YOU MUST PROVIDE THE ISSUING OFFICER WITH ONE OF THE FOLLOWING PROOFS OF AGE: BIRTH CERTIFICATE; BAPTISMAL CERTIFICATE; PASSPORT; SCHOOL RECORD; VALID DRIVER'S LICENSE. 4. YOU MUST GET A NEW PERMIT WHEN YOU CHANGE EMPLOYERS.
<p>STEP 2 EMPLOYER:</p> <ol style="list-style-type: none"> 1. COMPLETE ALL "EMPLOYER INFORMATION" INCLUDING DELAWARE ADDRESS AND PHONE NUMBER. RETURN TO THE CHILD. (S)HE WILL TAKE THE APPLICATION TO AN ISSUING OFFICER AND RETURN IT TO YOU AFTER THE WORK PERMIT HAS BEEN CERTIFIED. 2. DO NOT ACCEPT WORK PERMIT UNLESS IT IS DATED AND SIGNED BY AN ISSUING OFFICER. 3. KEEP EMPLOYER COPY ON FILE - IT IS REQUIRED BY LAW.
<p>STEP 3 ISSUING OFFICER:</p> <ol style="list-style-type: none"> 1. FORM MUST BE FILLED OUT AND SIGNED BY MINOR AND PARENT OR GUARDIAN (IF THE CHILD IS AGED 14 OR 15) AND THE EMPLOYER. 2. EMPLOYER MUST HAVE COMPLETED "COMPANY NAME, ADDRESS, AND PHONE NUMBER" PORTIONS OF THE PERMIT. 3. YOU MUST VERIFY MINOR'S AGE. 4. GIVE MINOR "EMPLOYER COPY" TO RETURN TO THE EMPLOYER. 5. MAIL DOOL COPY TO: DEPARTMENT OF LABOR OFFICE OF LABOR LAW ENFORCEMENT 225 CORPORATE BLVD., STE. 104 NEWARK, DE 19702

DELAWARE DEPARTMENT OF LABOR CHILD LABOR WORK PERMIT FOR MINOR	
<small>PLEASE PRINT OR TYPE</small>	
EMPLOYER INFORMATION	
Company Name:	
Address:	
City/State/Zip:	
Description of Minor's Duties:	
Telephone No.:	Hourly Wage To Be Paid:
Employer's Signature:	
Print Name:	
MINOR INFORMATION	
Name:	
Address:	
City/State/Zip:	
Name of School Minor Attends:	
Minor's Signature:	
Parent/Guardian Signature: (If required)	
PERMIT NOT VALID UNLESS THIS SECTION IS COMPLETED BY AN ISSUING OFFICER	
Minor's Birthdate:	Age:
Proof:	
School/Office Issuing Permit:	
Issuing Officer's Signature and Date:	

Subject to Review by the Delaware Department of Labor
Office of Labor Law Enforcement
225 CORPORATE BLVD., STE. 104, NEWARK, DE 19702
Newark: (302) 451-3423 / Milford: (302) 422-1134

Activity 20: My High School Goals

Name

Period

Date

Activity 20.1

Make a list of high school goals that will help you prepare for your future occupation. Use the headers to help you get started. Next to each goal, write the year you intend to complete it. Check off each goal as you achieve it.

Occupation Title: _____

School subjects

Clubs/organizations

Skills

Paid/volunteer work

Extracurricular activities

Leadership

Community Service

Awards

Network

LESSON PLAN

Step 4/SECTION B: *Postsecondary Opportunities*

Overview

In pursuing a career, students will need to think about the kind of education/training that is required for each occupation. Section B will provide students with information regarding colleges and universities. It will also explore how the Armed Forces can assist students to pay for college, as well as offer many other benefits and skills that will be useful in daily life.

State Standards

Language Arts 1-4, Business Education 1

Objectives

At the end of this lesson, students will be able to:

1. demonstrate knowledge of college planning steps at each grade level
2. understand available financial aid resources
3. identify the educational, training, and financial aid opportunities provided by the Armed Services
4. extend data and predict long-term goals

Teacher Instructions

Teachers can use the activities and readings in Section B to discuss college planning, financial resources, and military service.

ANSWER KEY

Activity 21.1

Power Plant Operator - Agriculture, Food Production & Natural Resources - 51-8013

High School + LTOJT = more than 12 months

Logistician - Transportation, Distribution & Logistics - 13-1081

High School + Bachelor's = 4 years

Librarian - Arts, Audiovisual Technology & Communications - 25-4021

High School + Bachelor's + Master's = 6+ years

Pharmacist - Health Science - 29-1051

High School + Bachelor's + Professional = 7+ years

Paralegal - Law, Public Safety, Corrections & Security - 23-2011

High School + Associate's = 2 years

Activity 22.1: Military Word Scramble

- | | | |
|-------------|--------------------|---------------|
| 1. Marines | 6. Coast Guard | 11. benefits |
| 2. enlist | 7. Army | 12. Navy |
| 3. skills | 8. National Guard | 13. ASVAB |
| 4. tuition | 9. work experience | 14. diploma |
| 5. training | 10. reserves | 15. Air Force |

Activity 22.3 ASVAB

Arithmetic Reasoning 1. The answer is (A) because the rate at which they are moving away from each other is (4 + 6) miles per hour, or 10 miles per hour. In two hours this distance would be 20 miles. Choice (B) is the distance between the runners after one hour, choice (C) is the distance that John runs in two hours, and choice (D) is the distance that Bill runs in two hours. **2.** The answer is (A) because 300 hits out of 1,000 at bats would result in a .300 batting average. The other choices would result in either a higher or a lower batting average. **3.** The answer is (D) because one first down is [(10 yards)] x [(3 feet)/(1 yard)] x [(12 inches)/(1 foot)] = (10 x 3 x 12) inches = 360 inches.

Word Knowledge 4. Entreated means begged. (B) tempted is a synonym for entice; (C) Asked doesn't convey the sense of desperation meant by the word entreat; and (D) Attend is a synonym for one meaning of the verb 'treat'. **5.** A defect is a flaw. The other choices (A) stain, (B) vice, and (C) weakness can indicate a defect, but flaw is the most precise choice. **6.** To mangle is to fake that you're sick in order to avoid work in other words, to shirk (avoid) your responsibilities. (A) Discipline means to teach or punish; (B) defame is synonymous with malign; (D) grow is not related.

Paragraph Comprehension 7. A. Fewer married couples will be able to purchase a home and have children. The writer shows that having both a home and children don't work together. Consequently, the reader can assume that fewer couples will both purchase homes and have children. The writer doesn't say anything definite about having fewer children or any of the other choices.

Mathematics Knowledge 8. The answer is (A) because one third of the female population is eight. Thus, there are $3 \times 8 = 24$ women, so 24 is 60% of the employees. Dividing by 60%, $24/.60 = 40$, so there are 40 employees. **9.** The answer is (D) because the area is $6x$, where x is the length of the other side. Then $6x = 24$, so $x = 4$. **10.** The answer is (A) because the area is x^2 and the perimeter is $4x$. Then $4x = x^2$, or x is 0 or 4. But x cannot be 0 (because then there would be no square), so $x = 4$. **11.** The answer is (A) because the triangle must be equilateral, so all angles are equal.

Supplemental Activity 23.d

1. self-answered
2. close to home, less expensive, provides course of study you are interested in
3. self-answered

Activity 24.1

1. The money for financial aid comes from federal and state governments, banks, the schools themselves, and private donors.
2. You must apply for financial aid.
3. The amount and kind of aid you receive is based on your financial need, your academic record, and on the kinds of available aid at the school you attend.
4. A grant does not require repayment. A loan requires repayment, usually after you leave school, and has a lower interest rate than other bank loans.
5. You must reapply for federal aid each year.

Student Activities

Activity 21: Levels of Training and Education (Time required: approximately 20 minutes)

Activity 22: Is the Military for You? (Time required: approximately 10 minutes & two 45-minute periods)

Activity 23: Is Postsecondary Education for Me? (Time required: approximately 40 minutes)

Supplemental Activities (Time required: approximately 60 minutes for each)

Activity 23.a: Choosing a College

Activity 23.b: What to Look for on a College Website

Activity 23.c: What to Look for When Visiting a College Campus

Activity 23.d: Community/Technical Colleges and Your Career Path

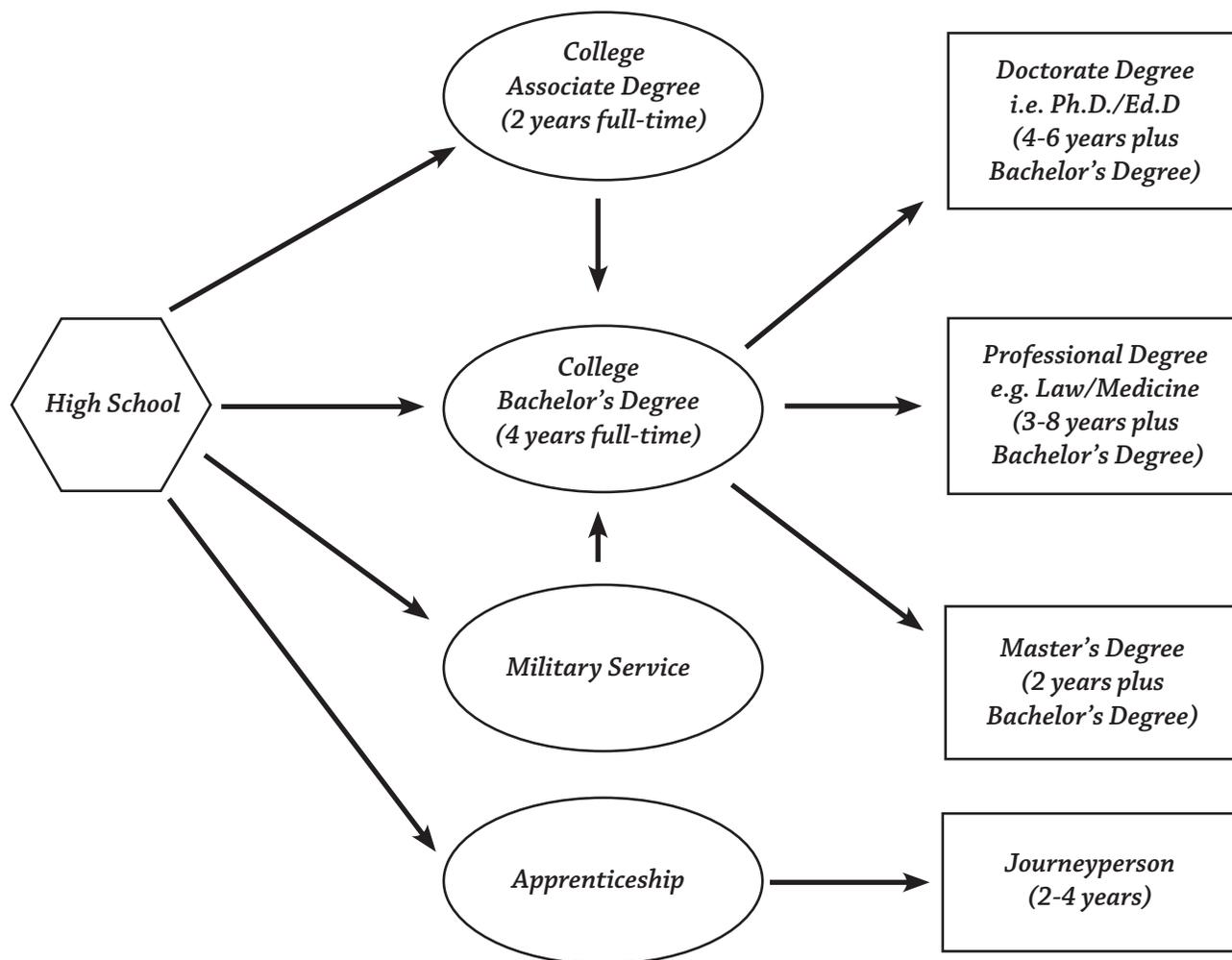
Activity 24: Financial Aid (Time required: approximately 30 minutes)

Section B: Postsecondary Opportunities

Activity 21: Levels of Training and Education

The chart below shows possible educational and/or training paths and approximate time frames for completion. These are examples of how you might advance your education. If you work while going to school, it may take longer to achieve your educational goals, but you will achieve them nonetheless. Some occupations require more education than others so be sure you know how much education you are willing to get.

Although many believe that on-the-job training is only for those who take a job directly out of high school, there are many jobs that require both a degree and on-the-job training*.



*On-the-job training definitions

Short term – covers occupations in which workers can develop the skills needed for average job performance after a short demonstration or up to one month of on-the-job experience or instruction

Moderate term – includes occupations in which workers can develop the skills needed for average job performance after one to 12 months of combined on-the-job experience and informal training

Long-term – generally requires more than 12 months of on-the-job training or combined work experience and formal classroom instruction for workers to develop the skills needed for average job performance. This category includes formal and informal apprenticeships that may last up to four years, and short-term intensive employer-sponsored training that workers must successfully complete. Individuals undergoing training are generally considered to be employed in the occupation. This category includes occupations in which workers may gain experience in non-work activities, such as professional athletes who gain experience through participation in athletic programs in academic institutions.

Name

Period

Date

Activity 21.1

Using the *Delaware Career Matrix* on pages 28 – 44 and the diagram on the previous page, list the career cluster, the SOC code, and a possible educational path for each of the following occupations. How many years of education after high school would this path typically take?

<i>Example:</i>	<i>Career Cluster</i>	<i>SOC Code</i>
<i>Computer Systems Analyst</i>	Information Technology	15-1051
Educational path	<u>High School -- Bachelor's Degree = 4 yrs.</u>	

<i>Career Cluster</i>	<i>SOC Code</i>
-----------------------	-----------------

Power Plant Operator

Educational path

Logistician

Educational path

Librarian

Educational path

Pharmacist

Educational path

Paralegal

Educational path

Activity 22: Is the Military for You?

Name _____

Period _____

Date _____

Activity 22.1

Read the bottom of page 60. Unscramble the letters to form words associated with the military.

1. SENARMI _____
2. LTINSE _____
3. SLLSIK _____
4. IUNTOTI _____
5. TANGRNII _____
6. SAOCT RUAGD _____
7. MAYR _____
8. TNIOANLA RAUGD _____
9. ORKW NPEXRCEEIE _____
10. RRESVEES _____
11. BNTIESFE _____
12. YANV _____
13. BVASA _____
14. IDMPOAL _____
15. ARI CFEOR _____

Activity 22.2

Invite a military recruiter to speak to your class. Invite the parents and guardians. Use sample questions provided below to acquire information.

1. What is the length of time I would need to stay in the service?
2. What is the likelihood that I will go to war?
3. What is the starting salary?
4. What and where is basic training?
5. How long is basic training?
6. What specific jobs do you have available at this time? What type of training will I get for these jobs?
7. How do you determine if I am qualified for a specific job?
8. How can I be assured I will get the job I request?
9. For what civilian jobs will my military training be useful?
10. Can I be married and be in the military?
11. What benefits (education and others) are available to me after I finish my service term?
12. What other options do I have if I decide to stay in the military as a career?
13. If I really cannot adjust, is it possible to leave?

Think of other questions you may have and ask your parents/guardians what questions they would like to ask.

continue —→

Activity 22.3

Try your hand at these sample ASVAB questions.

Arithmetic Reasoning

1. John can run six miles per hour and Bill can run four miles per hour. If they run in opposite directions for two hours, then how far apart will they be?

- A. 20 miles
- B. 10 miles
- C. 12 miles
- D. 8 miles

2. If a baseball player has 1,000 at bats in a season, and he receives no walks, how many hits would he need to have .300 batting percentage?

- A. 300
- B. 250
- C. 350
- D. 400

3. In football, 10 yards are required for a first down. Knowing that a yard is three feet and a foot is 12 inches, how many inches are required for a first down?

- A. 30
- B. 60
- C. 120
- D. 360

Word Knowledge

4. Theresa entreated Jack to let her go with him.

- A. Begged
- B. Tempted
- C. Asked
- D. Attended

5. The best synonym for defect is

- A. stain.
- B. vice.
- C. weakness.
- D. flaw.

6. The best synonym for malinger is

- A. discipline.
- B. defame.
- C. shirk.
- D. grow.

Paragraph Comprehension

Married couples with no children often work two jobs for five or more years to purchase the American dream, a home of their own. They often find that after purchasing a home they must both continue working to meet their financial obligations. Their desire to have children, their careers, and their buying a home are often not compatible.

7. This paragraph implies

- A. fewer married couples will be able to purchase a home and have children.
- B. fewer couples will have children.
- C. fewer couples will purchase a home.
- D. fewer women will have careers.

Mathematics Knowledge

8. In a small company, 60% of the employees are women. A third of the women smoke. There are eight female smokers. How many employees are there?

- A. 40
- B. 50
- C. 60
- D. 70

9. If the length of one side of a rectangle is six inches, and its area is 24 inches, then what is the length of the shortest side (in inches)?

- A. 1
- B. 2
- C. 3
- D. 4

10. If x is the length of a side of a square and its area and perimeter are equal, what is x ?

- A. 4
- B. 8
- C. 9
- D. 16

11. If one angle of an isosceles triangle is 60° , then how many more degrees are in the largest angle than in the smallest?

- A. 0°
- B. 10°
- C. 5°
- D. It cannot be determined from the given information.

For more ASVAB practice tests, go to: www.testprepreview.com/asvab_practice.htm

Activity 23: Is Postsecondary Education for Me?

Name

Period

Date

Activity 23.1

Read *How Do I Prepare for College* on page 62 of your *Compass*.

Activity 23.2a

Circle the best answer for you.

- If I were out of high school right now, I would go to:
 - A 4-year, in-state public institution
 - A 4-year out-of-state public institution
 - A private college
 - A 2-year institution
- With financial aid a possibility, I would go to a school:
 - that is as inexpensive as possible.
 - that is an average-cost school.
 - regardless of the cost.
- Choose one:
 - I want a school that is well known throughout the U.S.
 - I want a school that is prestigious, but not necessarily well known.
 - The school I go to should be familiar to people in Delaware.
 - It is not important to me whether the school is well known.
- Choose one:
 - I would like a campus where there is an enclosed, close community.
 - I would like a campus where I know some kids, but one where everybody doesn't know everybody else.
 - I'm OK with a campus atmosphere where I can be anonymous or where I can become involved with other students of like interests.
- The size of a school for me should be:
 - the bigger the better.
 - medium size.
 - small.
- Choose one:
 - I wouldn't mind a very large class where I may have to assert myself to get help.
 - I would like all my classes to be fairly small.
- Choose one:
 - Studying and learning is thrilling, and I would like a school where I do a lot of it.
 - I don't want to have to study too intensely at school.
 - I would like to learn by doing something. For the studying I do, I need to see a product or something I created, or know that I am trained for a specific job.

continue →

Activity 23 (continued)

Name

Period

Date

8. Choose one:

- a. I want to spend four years at one school and then decide if I want more at that school.
- b. I want to spend four years at one school, then decide if I want to continue at a different school.
- c. I want to spend two years at one school and then go to a different one.
- d. I want to spend one or two years at a school, and be trained for an immediate career.

9. Choose one:

- a. I don't care if my teachers know who I am.
- b. It is important to me that my teachers know me.

10. Choose one:

- a. I want to live at the college in a dormitory.
- b. It's OK if there are dormitories, but I don't want to live in one.
- c. It's OK with me if dormitories are not available.
- d. Campus housing is not important to me, for I would commute from home, or live with relatives.

11. I feel:

- a. it is important to have a lot of my high school friends go to that school.
- b. I would like to go to a school where I can make all new friends.
- c. it is important to choose the school because a friend is going there.
- d. that it is not important to have a lot of my high school friends go to that school.

Activity 23.2b

Choosing your post-high school education is a very personal decision. In the space below, write a summary of what you have learned about yourself from these questions.

continue —→

Supplemental Activity 23.a: Choosing a College

I. Survey the Possibilities

Begin your search with a survey of colleges located in the geographic area of your choice.

Use the Internet to:

- Identify admissions requirements
- Learn about student profiles
- Take a virtual campus tour
- Learn about campus life
- Identify academic offerings
- Find out about tuition and possible financial aid
- Read student blogs

Supplement that information with other resources:

- College guides and maps
- Course catalogues
- Barron's Profiles of American Colleges
- Patterson's Schools Classifieds
- Occupational Outlook Handbooks
- Financial aid forms
- Armed forces brochures

II. Weigh the Differences

Fill out the information below for colleges that interest you. Then compare.

(Copy Supplemental Activity 23.b on page 53 of the *Teacher's Guide* to record your findings for each school.)

- Location and Setting: distance from home; city, small town, or country setting
- Type and size of college: co-ed, men's, women's, liberal arts, technical, junior, church-related, state-supported, enrollment, facilities
- Comprehensive cost: tuition, room and board, extra fees, books, travel expenses, spending money, special clothing
- Financial aid: honor scholarships, grants, aid, loans, alternative/work study programs, campus jobs
- Special curricula: engineering, political science, computers, music, education, marine biology, business, fine arts, etc.
- Admissions requirements: required subjects, test scores, grade point average, class rank, special talents
- Kind of students who attend: habits, interests, goals, ethnic and religious background
- Campus life: cultural events, sports, clubs, fraternities and sororities, recreational facilities, rules and regulations, surroundings

continue —→



III. Narrow Your Choices

No college (nor type of college) is right for all students, but there are certain colleges that are right for you. Before narrowing your choices, remind yourself of what you have learned.

1. What am I able to do and what do I like to do? (Step #1)

2. What are my goals? (Step #3)

3. What do I need in the way of training/education? (Step #3)

NARROW your choices to 7-10 colleges and visit their websites to increase your knowledge of each. When you have selected 3-6 colleges and have the results of one college admissions examination, consult your counselor.

LISTEN for announcements regarding visits of college representatives to your school and arrange to talk with a few. Attend the annual postsecondary education opportunities day held at school and talk with admissions personnel representing the colleges you are considering.

EVALUATE the institution as a place where you will eat, sleep, and study for the next two to four years. Tour the facilities and inquire about the extracurricular activities, the personal services, and the school regulations. If the college is in session, visit a class, talk to students, observe campus behavior, and eat a meal in the dining hall. You will know from your experience on the campus whether that college is right for you. No amount of reading or discussing will tell you this.

Checklist for Making College Plans

- | | |
|---|---|
| <input type="checkbox"/> Think about preliminary criteria and your priorities. | <input type="checkbox"/> Arrange for high school absence and plan to make up missed work. |
| <input type="checkbox"/> Make a college list that includes “safeties”, “possibilities”, and “reach” schools. | <input type="checkbox"/> Pack appropriate clothes for the interview. |
| <input type="checkbox"/> Note colleges where interviews are required. | <input type="checkbox"/> Write names and phone numbers of the college administrators you plan to see. |
| <input type="checkbox"/> Map out your itinerary. | <input type="checkbox"/> Bring questions. Be sure to have a pen and notebook with which to write important information. |
| <input type="checkbox"/> Check that the colleges are in session. Find out tour times and make appointments when needed. | <input type="checkbox"/> Bring high school transcript in case admissions counselor requests one. |
| <input type="checkbox"/> Plan how and with whom you’ll go. Balance college visits and school demands. | |

continue →

Activity 23 (continued)

Name

Period

Date

Supplemental Activity 23.b: What to Look for on a College Website

Name of Institution: _____

Type of Institution: _____ Size: _____ Student/Teacher ratio: _____

Mailing address:

Email address: _____ Website address: _____

Phone numbers: Admissions _____ Financial Aid _____ Housing _____

Is there an 800 number?

What programs of study does the institution offer? Do they offer an Honors Program?

What are the requirements for entrance?

Number of high school credits: _____

Is there an entrance test(s)? _____

Subjects required:

Electives recommended:

When is the deadline for applying for admissions? _____ Early decision? _____

Where will I live? What are the options?

What is the estimated cost for a year?

Tuition: _____

Fees: _____

Personal Expenses: _____

Room/Board: _____

Transportation: _____

Other: _____

Leisure Time/Recreation: _____

Books: _____

Other: _____

TOTAL: _____

What is the school calendar?

Holidays?

Fall semester _____ to _____

Winter term _____ to _____

Spring semester _____ to _____

Summer term _____ to _____

Other? _____ to _____

What student activities and services interest you?

NOTES:

continue →

Supplemental Activity 23.c: What to Look for When Visiting a College Campus

Check page 65 of the *Delaware Career Compass* for websites and telephone numbers of area schools.

Visiting a school campus may include an interview with the admissions personnel, so be prepared.

1. Talk about yourself – your interests, your goals, your courses, and grades. Take along your personal copy of your school grades/transcript and activities.
2. Talk about financial aid (if needed).
3. Ask questions about the school, courses, rules/regulations. Review the website thoroughly before your visit. Write down your questions in advance and DO TAKE NOTES!
4. Even though you might be nervous, be yourself.

On campus:

1. Take a tour if possible.
2. Allow enough time to get the “feel of the campus.” Try to imagine yourself as a student there.
3. Schedule your appointments two weeks in advance and BE ON TIME!
4. Visit the library. Find out how many computer labs are available on campus. Do you need to bring a computer? What kind?
5. Try to visit a class or two.
6. Talk to students: Ask them what they like about the school, and equally important, what they DON'T like.
7. Ask questions about life on the campus – what activities does the college offer?

During your visit, or soon after:

1. Make notes on your reactions and your feelings about the school.
2. Write thank-you notes when appropriate.

MAKE YOUR COLLEGE VISITS EARLY IN YOUR PLANNING PROCESS.

NOTES:

continue —→

Supplemental Activity 23.d: Community/Technical Colleges and Your Career Path

1. Review page 65 of the *Compass* to see where the technical & community colleges are located in Delaware. Which community college is closest to where you live?

2. List two reasons why someone might choose to attend a technical & community college.

a. _____

b. _____

3. Choose two Career Clusters in which you are interested and write them in the spaces below. Now list three occupations from each of those clusters that require training beyond high school. Research the availability of training for each of these occupations at the technical & community college nearest you. Check “yes” or “no” when you know whether it provides the specific training/education.

Career Cluster #1

Career Cluster #2

<i>Job Title</i>	<i>Yes</i>	<i>No</i>	<i>Job Title</i>	<i>Yes</i>	<i>No</i>

4. If you checked “No” for any of the occupations you researched above, find out where you can get the education or training you need to enter that field. Write the names of the school(s) below.

Activity 24: Financial Aid

Name

Period

Date

Activity 24.1

Read pages 63 and 64. Answer the following questions:

1. From where does the money for financial aid come?
2. What do you have to do to get financial aid?
3. What determines the amount of financial aid that you can receive?
4. What is the difference between a grant and a loan?
5. Once you apply for and receive financial aid, do you ever have to apply again? Explain.
6. What is SEED and what do you have to do to be eligible for this scholarship?

Supplemental Activities

- Ask the recruiter from the Army, Air Force, Marines, and Navy about the ROTC scholarships offered by their services.
- Invite a police officer, the military, a school resource officer, and/or an employer to talk to your students about the benefits of staying away from drugs and alcohol and staying out of trouble with regard to school, financial aid, and future employment.

LESSON PLAN

Step 4/Section C: *Job Search*

Overview

Finding the right job takes planning and preparation. It requires good organization, management of time and energy, a positive outlook, and good decision making.

State Standards

Language Arts 1-4, Business 1

Objectives

At the end of this lesson, students will be able to:

1. define networking and explain its benefits
2. define informational interviewing, explain its benefits, and know how to conduct one
3. fill out a job application successfully
4. develop a sample resume and cover letter
5. prepare for and learn how to conduct themselves in an interview
6. understand their rights and responsibilities as an employee

Teacher Instructions

Use Section C to instruct students on employment seeking skills using the readings and activities provided. Encourage your students to do an informational interview.

Discussion points

- networking and why it is important
- informational interviews and how students can benefit from them
- importance of properly executed resumes, applications, and cover letters
- importance of practicing interviewing techniques

ANSWER KEY

Activity 25.1

1. allows you to try jobs firsthand, broadens your experiences, helps you to build your resume, might even get you a job offer
2. self-answered (specific friends, parents, clergy, teachers, etc.)
3. a specific library, school, business, newspaper, professional magazine, career center - O*Net, ACINet, Monster.com, etc.
4. you are learning from someone who is doing the same work that you want to do; you are expanding your network; you are improving your interviewing skills; you may learn about unadvertised jobs

Activity 29.2

1. Social security card, copy of resume, copy of personal references, samples of work, portfolio, black pen.
(Other items are listed on page 75 of the *Delaware Career Compass*.)
2. Know the company, check your closet for appropriate dress, and practice interview questions.
3. What products or services does the company provide? Who are its major competitors?
4. Offer a firm handshake, speak clearly and concisely, be positive and polite, and have reasons why the employer should hire you.
5. What do you consider your greatest strengths and weaknesses? What interests you about this job? Why should I hire you?
6. What three words would you use to describe this company? Please describe the managerial style in this office. Is there anything else you need to know about me in order for me to be fully considered for the job?
7. After an interview, you should send a thank you letter expressing appreciation to the interviewer for taking the time to see you.

Activity 29.3

Encourage students to choose an occupation that would be a good match based on their work in the *Delaware Career Compass*. Model a mock interview for the students. Ask the students to take notes on your interview and then discuss ways that they can make their observations constructive for the “applicant”. Lead a follow-up discussion about how the students felt in each of the roles and what they learned.

Activity 30.1: Answers on next page**Activity 30.2**

1. Be dependable, provide good work, have a positive attitude, be helpful, be a team player, dress appropriately, don't waste time or resources, control your emotions, be a diplomat, and treat everyone with respect.
2. - 4. Self-answered.

Activity 25: How Do I Find a Job?

Name

Period

Date

Activity 25.1

Read pages 66 & 67. Answer the following questions:

1. What are the benefits of *testing the waters*?

2. List three people who are already part of your network.

Name	Relationship/Connection	Phone/email	company/school	other information

3. List three physical resources and three Internet resources that would be helpful to your job search.

4. List the benefits to conducting informational interviews.

5. Using all your ingenuity and resources, find two people who are doing *Your Best Match* job (page 50 of the *Career Compass*). Would they be good candidates for an informational interview? Prepare a list of 10 questions you would like to ask each. How about giving the interviews a try?

Activity 26: How Do I Fill Out a Job Application?

Name

Period

Date

Activity 26.1

Read the bottom of page 72.

1. Complete the sample job application on page 74 of the *Career Compass*.
2. Exchange your application with another student and edit his/her application. Check for the following:
 - typographical errors
 - spelling errors
 - good grammar
 - Are all the questions answered? If not, did he/she write *not applicable* in the space?
 - Is the application neat and easy to read?
 - Is the application signed and dated?
3. Correct any errors on your application when it is returned to you.
4. What did you learn from this activity? What can you do better next time? How can you make sure that you do it better next time?

Activity 27: Resumes and References

Name

Period

Date

Activity 27.1: Build a Personal Job-Search File

Read pages 68 through 71 regarding resumes.

Using the *Personal Fact Checklist* on page 69 of the *Compass* as your guide, gather all the information you need to create your resume. Choose a safe place to store this information - a hard copy file or electronic personal job-search file - so that you will not have to gather it again! Continue to add to your file and make the necessary changes as your life progresses and your experience grows.

Note: Don't worry about formatting your resume now. Concentrate only on creating lists of information including: names, addresses, dates, volunteer activities, skills, personal/special skills, etc. These are the building blocks of your resume.

Activity 27.2: Practice Writing Action Statements

Whenever possible, compose your list of skills and experiences using strong action verbs that emphasize quantifiable results and performance. This in itself is a skill that you can learn! It just takes thought and practice. Here's an example (strong action verbs in bold and quantifiable results in italics):

***managed** the annual Key Club car wash that **resulted** in a *10% increase* in club participation and **generated** *25% more income* for charity over the prior year

Review *Activity 18.2* (p. 37 in the *Teacher's Guide*) for a list of skills you've already identified. Now use those skills and any you identified in *Activity 27.1* to practice writing your personal action statements. Use the Resume Action Verbs list on page 70 of the *Compass*. When you are satisfied with your statements, add them to your personal resume file for safekeeping.

Activity 27.3: Create Your Objective and/or Profile

Review the objective/profile on the sample resumes. (See page 71 in the *Compass* and page 65 from the *Teacher's Guide*.) Imagine you are developing a resume designed to target a specific job for which you are currently qualified. It could be a retail clerk, a lifeguard, a singer, a mechanic, or any other occupation for which you have skills and a true interest. Organize your thoughts by answering the four questions on the next page. Example answers are provided to help you with the process. Then, using your answers, create an eye-catching objective and/or profile. Save it in your job-search file.

Note: This information will also be useful when writing your cover letter.

continue —>

Activity 27 (continued)

Name

Period

Date

EXAMPLE

Questions:

1. What job interests you?
2. What kind of environment do you want to work in?
3. What is your availability?
4. What skills will you bring to this specific job?

Answers:

Lifeguard, Swim Instructor
neighborhood pool
summer, full-time, days, nights, and weekends
CPR, First Aid, AED, WSI,
Lifeguarding, 3 summers experience,
good communication skills, team
player, professional, H.S. swim
team captain

Note: Use the list of skills and action statements from your job-search file to choose the ones that would be most appropriate for the specific job to which you are applying.

Now write your objective and profile and add them to your personal resume file.

EXAMPLES:

Objective: A full-time summer position as a lifeguard and swim instructor for a neighborhood pool where I can be part of a professional team to help people safely enjoy the water.

Profile: An honor roll student athlete with extensive waterfront experience at both summer camp and neighborhood pools. Demonstrates strong leadership and communication skills as well as good judgement. Holds current certification in CPR, First Aid, AED, Lifeguarding, and WSI.

Activity 27.4: Choose a Format and Build Your Resume

Reread *Choose a Format* on page 69 and examine the resume on page 71. (Look at the sample resume templates on pages 64 & 65 of the *Teacher's Guide*, as well.) Choose a format for your resume that will best reveal your skills. Now build a rough draft of your resume.

Note: You have all the tools you need in your job-search file. Use it!

Activity 27.5: Prepare a Reference Sheet

Prepare a Reference Sheet to take with you to interviews. It will include your name, address, and contact information, as well as three to five people who know your abilities and will speak highly of you. Make sure that they have agreed to speak on your behalf before providing an employer with this information. See a Sample Reference Sheet on page 66 of the *Teacher's Guide*. As always, file it away for future reference.

Chronological Resume Template

Full Name

Address • City, State Zip code
phone number • email address

Objective: Tailor each objective to the job for which you are applying. Use the exact job title from the job announcement, if appropriate.

Work Experience

Most Recent Job Title month/year – present

Company, City, State

Provide an overview of your responsibilities and duties. Follow that with statements that quantify, qualify, and measure (numbers, percentages, dollars) your achievements. Begin with your biggest achievement. Demonstrate that you have solved problems. Make sure to focus on the skills that match the job for which you are applying.

Next Most Recent Job Title month/year – month/year

Company, City, State

Provide details

Next Most Recent Job Title month/year – month/year

Company, City, State

Provide details

Volunteer Experience

Volunteer Title month/year – month/year

Organization, City, State

Include a description of your volunteer job duties only if they support the skills that match the job for which you are applying.

Education and Training

Degree - Major/Course of Study year received

Most Recent School/College/Institution

GPA, if above 3.5 • High Honors/summa cum laude

City, State

Degree - Major/Course of Study year received

Next Most Recent School/College/Institution

GPA, if above 3.5 • High Honors/magna cum laude

City, State

Tools and Technology

Tools: Include your ability to use tools that are relevant to the job for which you are applying. These might include construction machinery, medical devices, mechanical pilot hoists, robots, compasses, etc.

Technology: Include a list of all relevant software and operating systems. The software might include CAD, accounting, project management, graphics, database, geographic, etc.

Professional Associations

Member/Office Year – Year

Organization

Items in this section should only be included if relevant to your current job search.

City, State

Combination Resume Template

The combination resume is a cross between the functional and the chronological resume. It is a good format to use if you are a student or looking for your first job. It generally begins with a functional resume format and then goes to the reverse chronological work experience. Listing your skills, knowledge, and career achievements right up front adds to the overall attractiveness of the combination resume format.

Full Name

Address • City, State Zip code
phone number • email address

Profile/Summary

This should be a strong and targeted statement of the skills, abilities, accomplishments, and attributes you have demonstrated that are directly related to the job. Ask yourself, "How will the employer benefit from me?" and write the answer clearly in your summary.

Skills and Abilities

List your qualifications by category from all of your past jobs.
List those which best fit with the job target first.
Use strong action words to add energy and strength to your statements.
Quantify your accomplishments whenever possible.

Achievements

This section should highlight any significant accomplishments that are applicable to the desired job.

Professional Experience

Job Title, Company name, City, State	Dates of Employment
Job Title, Company name, City, State	Dates of Employment
Job Title, Company name, City, State	Dates of Employment

Related Volunteer Experience

Job title, Organization	When or How Long
Job title, Organization	When or How Long
Job title, Organization	When or How Long

Education:

Type of degree conferred or pursuing (full degree name)
Name and location
Date(s)

Sample Reference Sheet

References for:

John Robert Smythe
654 Smith Street
Brooklyn, NY 01902
917-555-5555
jrsmythe@yahoo.com

Michelle Hall

President
Smith Computers
5 Brooklyn Drive
Brooklyn, NY 01000
(H) 917-555-4444
(W) 917-555-3333
MHallSC@yahoo.com

Joseph Jones

Project Manager
Apple Computer, Inc.
199 Boat Drive
Providence, RI 48000
(H) 674-555-2222
(W) 674-555-1111
Josjones@aol.com

Ashley Smith

Quality Director
Apple Computer, Inc.
777 Brittney Court
Providence, RI 48000
(H) 674-365-5555
(W) 674-365-6666
ALSmith@earthlink.net

Activity 28: Cover Letters

Activity 28.1

Read the top of page 72.

Activity 28.2

The next page contains newspaper classified ads. Respond to an ad which requires skills and experience that you currently have or may have someday. (You may also look in your local newspaper or online.)

Below is a template for you to follow. You may also follow the example on page 73 of your *Delaware Career Compass*.

Your Street Address
City, State Zip
Month (written out) Date, Year

Reader's Complete Name
Job Title
Department
Company/Organization Name
City, State Zip

Dear Ms./Mr. Last Name:

The first paragraph should include the title of the job you are applying for and how you learned about it. You should also include any personal contacts you have in the company and your general qualifications for the job.

The second paragraph should provide more specific information about your qualifications for the job. Highlight the most important accomplishments in your resume that are relevant to the job. Mention how you will fit into and benefit the company.

In the closing paragraph, you should request an interview and express your willingness to supply further information about your qualifications. State how and when you can be reached. Thank the reader for his/her time and consideration.

Respectfully,

Signature

Your Name Typed

enclosure

Help Wanted

1st Class Strl. Fitter Misc Metal Fitter (stairs and rails) 5yrs exp. Apply in person at 728 Grantham Ln., New Castle, DE 19720

ACCOUNTANT - Staff
Acct. for fast-paced CPA firm. Perm P/T. Pref. exp. writing up payroll tax pymts. & preparing mo. financial statements. 302-588-2002

Accountant (Staff), PT could evolve into FT. Min. Assoc. Degree in Acctg. & prior public Acctg exp. helpful. Pleasant working cond. in suburban CPA Firm. Pls email your res: cpapositions@comcast.net

ADVISORS / SAFETY

No exp. nec. Start at

\$28.75 hourly

Guaranteed in writing. Conditions apply. FT/PT flex hrs. Mgmt. oppty. Training & supply cost refundable after 1st 80 hrs. Call 302-351-9033 www.firesafeteam.org

Automotive

Body Shop Technician
Sheridan Auto Body is looking for quality Auto Body Technicians. A-Technician skill level preferred. I-Car Certification status is preferred, but not required. We offer:

- A state of the art, well equipped facility (cleaned daily).
- 5-day work week.
- Up to 3 weeks vacation, plus paid personal days.
- Medical and Dental benefits with a prescription plan.
- 401(k) with matching company contributions.
- Compensation is based on Flat Rate.
- Uniforms.

Apply in person to Duane Hill, 9 am to 4 pm M-F, call for an appointment, (302) 998-2911, or email your resume to: dhill@sheridanautogroup.com

Sheridan Auto Body
10 S. Dupont Road
Elsmere, De. 19805

Automotive - Estimator
for busy collision repair facility. Computer skills needed, exp. pref'd. Call 410-398-7725 or email res: rogerscustoms@aol.com

AUTO SALES

One professional sales rep needed. Great pay plan, great working environment. Seasoned sales staff. Ask for Joe Renzi, 302-653-8521
BCP Smyrna
Rt. 13 Smyrna

Help Wanted

Auto Transport Now Hiring
Owner Operator / Sub-haul Wanted. 3-10 Car Carriers, Exp. Req., Sign-on Bonus, Fuel-Surcharge, Excellent Pay, OTR & Local Routes Avail. Joe - 800-699-4593

CARPENTRY

Free 18 Week Training Course (Ages 17-21) (Framing, Roofing, Siding, Drywall & Painting) DELAWARE SKILLS CENTER - 13TH & CLIFFORD BROWN WALK, WILMINGTON - REGISTRATION AND 2 HOUR ASSESSMENT TEST JULY 13TH OR 14TH PROMPTLY AT 8:30 AM. 302-654-5392. EOE

COMPUTER REPAIR

/A + CERTIFICATION
Free 12 Week Training Course
DELAWARE SKILLS CENTER - 13TH & CLIFFORD BROWN WALK, WILMINGTON - REGISTRATION AND 2 HOUR ASSESSMENT TEST JULY 13TH OR 14TH PROMPTLY AT 8:30 AM. 654-5392. EOE

Concrete Flatwork Finisher - Exp. & valid drivers license necessary. Please Call 302-832-7699

Concrete Footing Foreman - Exp. & valid drivers license necessary. Please Call 302-832-7699

Construction SHOP SUPERVISOR - Supervisor mechanics, schedule equipment & material delivery. Responsible for all aspects of shop operation. Experienced only! Excellent salary & benefits. Apply at Mumford & Miller Concrete (302) 378-7736

Customer Service

\$25,000.00
Fast growing Wilmington Co. looking for full-time customer service representative with exp. M-F (8:30am-5:00pm) Please fax your resume to 302-478-5035

DRIVER

BBQ / Open House
4pm -8pm
Monday, July 14
217 Lisa Drive
Suite B
New Castle, DE
302-222-9622
Get your Career in Gear!
Training That Goes The Extra Mile!

SMITH & SOLOMON
COMMERCIAL DRIVER TRAINING

Help Wanted

DRIVER

FULL-TIME
Exc. driving record & tow truck experience. Apply
Ewing Towing
302-366-8806

Drivers-Class A regional & local. Min. 2 yrs flatbed exp. Pays .42 p/m, great benefits, 401K Home wkends. Call 410-620-4914

Earn up to 50K

Your first year after CDI training @ **American Driver Training Academy** 4 & 8 week classes - in house funding & tuition reimbursement available. (302) 655-4511

ELECTRICAL

Free 12 Week Training Course (Residential, Comm'l & Industrial) DELAWARE SKILLS CENTER - 13TH & CLIFFORD BROWN WALK, WILMINGTON - REGISTRATION AND 2 HOUR ASSESSMENT TEST JULY 13TH OR 14TH PROMPTLY AT 8:30 AM. 654-5392. EOE

Electricians - 2-3 yrs. exp. w/comm'l/resid'l exp. Pls. fax res. Fax res. 302-378-8189.

Flooring Installer Comm'l
Min. 5 yrs. exp. w/heat welded vinyl, ceramic & carpet. Call 302-996-9470

Hairdresser - P/T
for LTC facility. Flex. schedule for afternoons & wknds. Current DE lic. & valid insurance req'd. Pls fax res to Gilpin Hall ATTN: Vicki @ 302-655-8601

HVAC

Free 12 Week Training Course (Servicing & Installation, EPA Certification and General Maintenance Skills) DELAWARE SKILLS CENTER - 13TH & CLIFFORD BROWN WALK, WILMINGTON - REGISTRATION AND 2 HOUR ASSESSMENT TEST JULY 13TH OR 14TH PROMPTLY AT 8:30 AM. 654-5392. EOE

careerbuilder
START BUILDING

Help Wanted

Investigator

J.R. Gettier & Assoc., Inc. is looking for P/T investigators available days, evenings and nights. Assignments may be in NJ, PA, MD, or DE. Good writing skills are required. Must have previous law enforcement experience, with a specialty in surveillance and investigative procedures. Send resumes to caiken@gettier.com or call 652-2700. We are an EEO/AA employer.

Janitorial - Comm'l. cleaning pos. avail. P/T 5 days/wk. PM hrs. Must have own vehicle. 1 day only open interview 7/11. Pls. call 302-287-9776 for more information

Maintenance - Exp'd in HVAC and boilers for an apartment complex. Please call 302-656-1827



COMPENSATION.
Call Natasha 302-709-3626 or Fax Resume to: 1-800-541-9089 e-mail Resume@SynergyDirectMortgage.com

SUMMER WORK COLLEGE STUDENTS & 2010 HS Grads
\$15 base-appt, FT/PT schedules, sales/svc, no exp nec, all ages 17+, cond. apply, Newark, 302-355-0932; Dover, 526-4474

WELDING

Free 18 Week Training Course (SMAW, GMAW, FCAW) DELAWARE SKILLS CENTER - 13TH & CLIFFORD BROWN WALK, WILMINGTON - REGISTRATION AND 2 HOUR ASSESSMENT TEST JULY 13TH OR 14TH PROMPTLY AT 8:30 AM. 654-5392. EOE

Job Training

A new career will change your life! Train to be a Massage Therapist in as few as 8 months! Call NMTI today! 800-830-4825

Business

Independence

MOT

Now available to deliver The New

Arden/North Wilmington
Call Beth Manley

19083 area of N. Wilmington
Call Tom Sidowski

Middletown
Call Betsy West

CALL 302-300-3000

Activity 29: Job Interviews

Activity 29.1

Read pages 75 and 76 and then read the following information on interview behavior.

INTERVIEW DOs AND DON'Ts

THE DOs

- DO your research and know the type of job interview you will be encountering.
- DO prepare and practice for the interview.
- DO dress appropriately. Err on the side of conservatism.
- DO check parking areas and where you are going ahead of time.
- DO arrive ahead of time – about 10 minutes.
- DO introduce yourself to the receptionist and explain why you are there.
- DO take resumes with you and fill out the application neatly and thoroughly.
- DO turn off your cell phone.
- DO have a firm handshake, look the interviewer in the eye, and use his/her name.
- DO be yourself.
- DO use good grammar.
- DO show interest and stress what you can do for the company.
- DO keep a pleasant expression on your face.
- DO answer questions fully, not just yes or no.
- DO have at least one question to ask (about working environment, hours, dress code, kinds of products, and when you should expect to hear a decision).
- DO say that you'd like the job, if it's a job you want.
- DO thank the interviewers for their time and ask for business cards from each.
- DO send a follow-up thank you letter within 2 days. If you don't hear by the time indicated, call back and ask the status of the position.

THE DON'Ts

- DON'T arrive late, chew gum, or smoke cigarettes.
- DON'T bring up or discuss personal issues or family problems.
- DON'T ever lie. Answer questions truthfully and succinctly.
- DON'T say anything negative about former colleagues or supervisors.
- DON'T mumble your answers or be too soft-spoken. Project your confidence.
- DON'T fidget while you're sitting.
- DON'T slouch.
- DON'T put arms or elbows on the desk.
- DON'T curse or use words such as, "uh", "you know", and "like".
- DON'T rely on your application and resume to do the selling for you – sell yourself!
- DON'T ask what the pay is unless you are being offered the job.

Activity 29 (continued)

Name

Period

Date

Activity 29.3

In groups of three, conduct mock interviews. Conduct this activity 3 times so that each person has an opportunity to play each role.

A. Roles:

Applicant - the person who wants the job

Employer - the person looking for the right candidate to fill the position

Observer - the person who watches the interview and takes notes

B. Preparation:

1. Each student will choose an occupation and an organization/company.
2. Each student will research the occupation and organization & take notes.
3. Students will move into groups of 3 and switch research papers with another student in the group.
4. Each student will use pp. 75 & 76 and the student's research notes to prepare 7 interview questions.
5. Each student will review the list of interview behaviors below.

C. The Mock Interview:

Applicant - Pretend to enter the interview area and introduce yourself.

Employer - Begin the interview.

Observer - Observe and take appropriate notes using the form below.

D. Personal Reflection and Class Discussion

	whoops	okay	great!
Nonverbal behavior			
1. appropriately dressed	1	2	3
2. firmly shook hands	1	2	3
3. maintained eye contact	1	2	3
4. displayed a positive attitude	1	2	3
5. maintained good posture	1	2	3
Verbal behavior			
1. answered questions completely	1	2	3
2. used the interviewer's name	1	2	3
3. emphasized qualifications	1	2	3
4. used appropriate language	1	2	3
5. focused on strengths; avoided weaknesses	1	2	3
6. stayed calm and confident	1	2	3
7. asked appropriate questions	1	2	3
8. demonstrated knowledge of the company	1	2	3
9. avoided saying "um", "you know", etc.	1	2	3
10. stated career goals and related them to the position	1	2	3
11. used proper English	1	2	3
12. "sold" him/herself!	1	2	3

COMMENTS:

continue →

Activity 29 (continued)

Activity 29.4

Write a thank-you letter to the classmate who interviewed you in Activity 29.3. Often your chances of employment can be increased by making another contact with the employer. A thank-you letter might be the edge you need to beat the competition.

About the interview thank-you letter

- A thank-you letter may be typed or neatly handwritten on personal stationery. A thank-you letter may be emailed if the decision is going to be made immediately or if you have been told that this is the employer's preferred means of communication.
- The letter should be sent the same day as the interview or the following day at the latest.
- The letter should state your continued interest in the job and your appreciation of the time spent with you during the interview.
- The letter should briefly clarify any qualifications you have that you may have forgotten to mention or highlight during the interview.
- You may want to include positive impressions of the company itself, an analysis of the interview proceedings, or new facts you learned about the company. This shows your interest.

Thank-you letter template

Your Address
Your City, State, Zip Code
Your Phone Number
Your Email Address
Date

Mr. Full Name
Title
Organization
Address
City, State, Zip Code

Dear Mr. Last Name:

Thank the interviewer for his time and the opportunity to speak with him. Thank him for telling you about the company and the position. Mention your enthusiasm for the job and why you believe you are a good fit for the job.

Include any impressions of the organization or position that you found especially interesting. Add any information you didn't share during the interview that you believe would increase your chance of getting the position.

Conclude by showing that you have a strong and sincere interest in the job and you look forward to hearing from him.

Sincerely,

signature

Your name

Activity 30: Keep Your New Job

Name _____

Period _____

Date _____

Activity 30.1

Read page 76, *Keep Your New Job*. Complete the word search puzzle below.

Keep Your New Job



ATTITUDE
HELPFUL
RESOURCEFUL
TEAM PLAYER

DEPENDABLE
PROFESSIONAL
RESPECTFUL
HARD WORKER

DIPLOMAT
PUNCTUAL
RESPONSIBLE
HONEST

continue →

State Standards Addressed

English Language Arts Content Standards

English Language Arts Standard 1

Students will use written and oral English appropriate for various purposes and audiences.

English Language Arts Standard 2

Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.

English Language Arts Standard 3

Students will access, organize, and evaluate information gained through listening, reading, and viewing.

English Language Arts Standard 4

Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

Social Studies Content Standards

Economics Standard 1: Microeconomics

Students will analyze the potential costs and benefits of personal economic choices in a market economy.

Mathematics Content Standards

Mathematics Standard 6: Reasoning and Proof

Students will develop their Reasoning and Proof ability by solving problems in which there is a need to investigate significant mathematical ideas in all content areas; to justify their thinking; to reinforce and extend their logical reasoning abilities; to reflect on and clarify their own thinking; to ask questions to extend their thinking; and to construct their own learning.

Business Overarching Standards

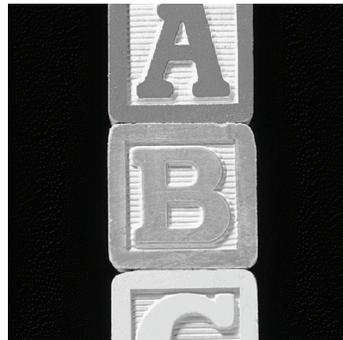
Business Standard 1

Students will utilize systems and technologies that record, analyze, interpret, and communicate financial data.

Delaware Career Compass



Biological Technician



Bookkeeper

*Investigative
Realistic
Achievement
Active Listening
Reading Comprehension
Professional degree
Entry wages \$65,333*



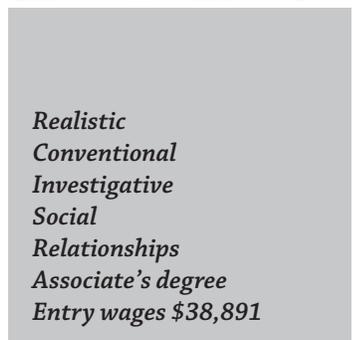
Teacher Assistant



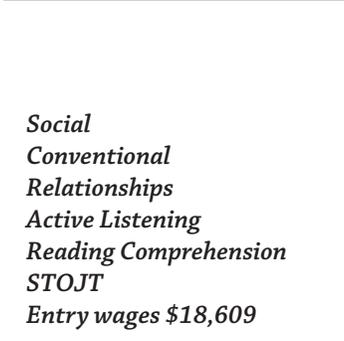
*Conventional
Social
Relationships
Reading Comprehension
Active Listening
Master's degree
Entry wages \$36,533*



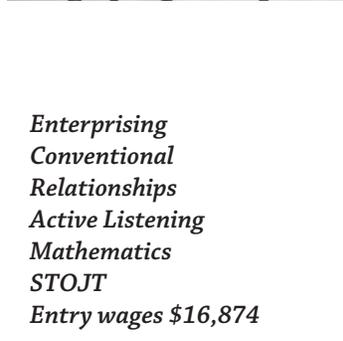
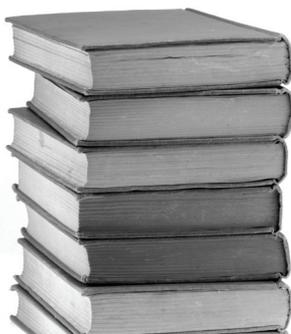
Tour Guide



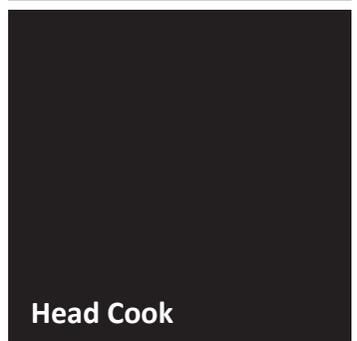
*Realistic
Conventional
Investigative
Social
Relationships
Associate's degree
Entry wages \$38,891*



*Social
Conventional
Relationships
Active Listening
Reading Comprehension
STOJT
Entry wages \$18,609*



*Enterprising
Conventional
Relationships
Active Listening
Mathematics
STOJT
Entry wages \$16,874*



Head Cook