

# “What’s In My Future?”

## A Career Exploration Project

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LeyVa Middle School  
IISME Fellow 2005  
Lockheed Martin



## Education Transfer Plan ABSTRACT

### Directions:

- 1) Please fill out this form electronically by downloading it from <http://iisme.org> under Summer Fellowships, Fellowship Forms.
- 2) Save As and change the file name to **Abstract\_yourlastname**
- 3) Print and attach to your ETP.
- 4) Acquire mentor signature, retain **ORIGINAL** and submit **COPY** to Peer Coach by 8/12/05.
- 5) Acquire administrator signature on **ORIGINAL** and submit to IISME by 10/3/05.

**ETP TITLE:** "What's in my Future?" - A Career Exploration Project

**FELLOW NAME:** Mimi Kwon

**FELLOW PRIMARY E-MAIL:** mkwon@eesd.org

**SPONSOR COMPANY:** Lockheed Martin

**MENTOR NAME:** Bill Costello

**ABSTRACT (50 words or less:)** The focus of my project is to allow students to explore different careers and how mathematics is used in the workplace. In the process, I plan to incorporate use of technology: presentation in power point and use of the internet as a resource.

**ETP TYPE:** Conventional

**GRADE LEVEL:** Middle School

**Subject:** Careers      **Document Format(s):**  Word doc     PowerPoint     Excel     Other:  
If "Other," please describe:

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### Describe how your ETP aligns with NBC or State standard as stated in your proposal:

As stated in the California Mathematics Framework - 2000:

A goal for students to achieve:(4) Make connections among mathematical ideas and between mathematics and other disciplines. (5) Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices. (6) Develop an appreciation for the beauty and power of mathematics.

"The result of students achieving the goals of this framework and mastering the California mathematics standards will be not only an increase in student mastery of mathematics but also a greater number of students who have the potential and interest to pursue advanced academic learning in mathematics. Because many jobs directly and indirectly require facility with different aspects of applied mathematics (Rivera-Batiz 1992), achieving the goals of this framework will also enable California students to pursue the broadest possible range of career choices." (- pg 18 California Mathematics Framework -2000)

As stated by the framework, I will expose students to different careers and paths to get there. Students will see that mathematics is used in a wide variety of contexts and for many career choices higher mathematics will be required. I hope that upon seeing this, students will be a little more diligent in their studies. When they know where "all this math" is going, they tend to follow a little better. I will use this as a set up of the classroom mentality for the year - that what we study in the classroom will have use in the future, hence - "What's in my Future?" is the title of my project.

**Describe the connection between your ETP and the Summer Fellowship.**

The connection between my ETP and my summer fellowship is that I am able to bring technology into the classroom and use the internet as a resource. During my time at Lockheed, I constantly used a computer. Without computer knowledge I would not have been able to do anything. As I discovered during my first three days, I was paralyzed because I did not have computer access to their system. The more tasks I was assigned, the more I became familiar with different applications, namely excel, power point, and word. As I learned more, I tried to incorporate it into the presentation of my project.

As part of my summer fellowship, I wanted to explore careers and find out what happened in a standard workplace (without students). It seems fitting that I would bring in my experience exploring careers this summer as a career exploration for my students. As a math teacher, I am also spending some of my time this summer trying to relate classroom mathematics into what is used in the workplace (and vice-versa). (However, being placed among space systems engineers, it may be a little difficult to bring the math to a middle school level). I will complete a sample project to show my students what I learned during my experience.

**Checklist for sections contained in ETP:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Clearly Stated Outcomes & Standards | <input type="checkbox"/> List of Materials/Resources             | <input type="checkbox"/> Hard Copy Turned In to Peer Coach |
| <input type="checkbox"/> Specific Procedure/Plan             | <input type="checkbox"/> Rubric or plan for evaluating outcomes. | <input type="checkbox"/> Soft Copy Turned into Peer Coach  |

**I. FELLOW SIGNATURE-- Required Before August 12, 2005**

I, the IISME **Fellow** named above, affirm that the ETP I am submitting is my own work, that I acknowledged sources where appropriate, and that I avoided including any proprietary information of the Sponsor Company. By my submission I am assigning to IISME my entire copyright in the ETP. I understand IISME is simultaneously granting me a license to use the ETP for pedagogical purposes.

Signature *Mimi Hwon* Date 7/20/05

**II. MENTOR SIGNATURE-- Required Before August 12, 2005**

I, the **Mentor** named below [please select one of the following],

- have read the attached ETP, and my comments, if any, appear below.
- have read the attached ETP, and, as outlined in the IISME-Company Fellowship Agreement, have reviewed it on behalf of the Sponsor Company, and have determined that the ETP does not contain any Sponsor-proprietary information. My additional comments, if any, appear below.

Mentor Comments:

Signature *Bill Costello* 7/22/05 Date

Printed Name: Bill Costello

**III. ADMINISTRATOR SIGNATURE-- Required Before October 3, 2005, submit to IISME on or before October 3 to be eligible for \$300 grant.**

I, the **Administrator** named below have read the attached ETP and my comments, if any, appear below.

Administrator comments:

Signature \_\_\_\_\_ Date

Printed Name: Chris Corpus

# “What’s In My Future?”

## A Career Exploration Project

**Grade levels:** 7-9

**Objectives:**

- Allow students to explore their own interests and begin thinking about the future
- Expose students to a variety of careers
- Allow students to experience a job search
- Show students how math is used in the workplace

**State Framework Alignment:** (from the California Mathematics Framework -2000)

A goal for students to achieve:(4) Make connections among mathematical ideas and between mathematics and other disciplines. (5) Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics and in a wide array of mathematically related career choices. (6) Develop an appreciation for the beauty and power of mathematics.

"The result of students achieving the goals of this framework and mastering the California mathematics standards will be not only an increase in student mastery of mathematics but also a greater number of students who have the potential and interest to pursue advanced academic learning in mathematics. Because many jobs directly and indirectly require facility with different aspects of applied mathematics (Rivera-Batiz 1992), achieving the goals of this framework will also enable California students to pursue the broadest possible range of career choices." (- pg 18 California Mathematics Framework -2000)

**Materials:**

- Class set of worksheets & poster paper
- Classified Ads from the newspaper
- Class set of scissors, glue sticks, tape
- Report folders (with fasteners) and a designated classroom location to keep them
- Guest speaker(s)

**Equipment:**

- LCD Projector (for presentation and demonstration purposes)
- Computers with internet connection and browser, printing capability
- Printers

**Facilities:**

- Classroom
- Computer lab (ideal – but optional)

**References (Optional):**

- Best Jobs for the 21<sup>st</sup> Century
- Jobs Rated Almanac – by Les Krantz

**Web Sites:**

- [www.ncsu.edu/careerkey/](http://www.ncsu.edu/careerkey/) (career inventory test)
- [www.iccweb.com/careerfocus/](http://www.iccweb.com/careerfocus/) (alternate career interest inventory test)
- [www.careerOINK.com](http://www.careerOINK.com) (alternate career quiz)
- [www.jist.com/blist.shtm](http://www.jist.com/blist.shtm) (best jobs lists)
- [www.bls.gov/k12/](http://www.bls.gov/k12/) (Bureau of Labor Statistics)
- [www.micron.com/k12/math/](http://www.micron.com/k12/math/) ("Math in the Workplace" problems)
- [www.careervoyages.gov/](http://www.careervoyages.gov/) (career videos)
- [www.cdr.state.tx.us/students/whystudythis/index.html](http://www.cdr.state.tx.us/students/whystudythis/index.html) (interviews with people in math & science careers)
- [www.educationpays.org](http://www.educationpays.org) ("cost of life" quiz & resources)
- [www.jobstar.org/tools/resume/](http://www.jobstar.org/tools/resume/) (resume information)
- [www.resume.monster.com](http://www.resume.monster.com) (resume information)
- [www.monster.com](http://www.monster.com) (job search)
- [www.careerbuilder.com](http://www.careerbuilder.com) (job search)
- [www.hotjobs.yahoo.com](http://www.hotjobs.yahoo.com) (job search)
- [www.job-hunt.org](http://www.job-hunt.org) (job search)

**Suggested Schedule:**

- Week #1 – "The Career" = pre – project survey, introduction to project, career inventory test, selection of career (post careers in class so no duplicates)
- Week #2 - "The Skills" = students will spend this week researching the career they have decided to profile (research due week #2). Students will conduct an interview (in person or by phone) with a person with this career as part of their research. (interview due by end of week #3)
- Week #3 - "The Hunt" = students will hunt for their job in the classified section of the newspaper and/or internet and gather (cut out) at least 5 "want ads" - reflect on the experience. Interviews due at the end of the week.
- Week #4 – "The Resume" = students will be given a resume form to complete for their job search
- Week #4 - "The Hiring Process" = a speaker from Human Resources (discuss what a company looks for in a worker and how people get hired)- reflect on the speaker
- Week #5 - "The Feedback" = students will turn in their completed projects and evaluations. (Reflections will be written into the report), "The Report" due, optional presentations to class, sharing of projects, post project survey

**Sample Calendar:**

Time is left so classroom lessons can still take place during the project. Opening problems can come from “Math in the Workplace”. This will allow learning of math concepts to continue during the project. It will also lend itself to discussing how math is used in the workplace.

Students can also designate in which careers math concepts are used during your lessons. (Reinforce that learning math is important in your search for a future job)

OPTIONAL: On some days of class lessons, insert a career speaker (invite someone in to discuss what they do, how they got there, and how math relates to their job), or read a pre-staged interview from: [www.cdr.state.tx.us/students/whystudythis/index.html](http://www.cdr.state.tx.us/students/whystudythis/index.html), or watch a career video from: [www.careervoyages.gov/](http://www.careervoyages.gov/)

|         | Monday  | Tuesday  | Wednesday  | Thursday   | Friday  |
|---------|---|--|--|--|---|
| Week #1 | Introduction to project (power point presentation)<br>Pre-project survey (need computer for cost of life quiz)<br>HW: Review assignment | Computer day<br>Career inventory<br>HW: Review assignment        | Computer day<br>Career inventory (day 2 as needed)<br>Post careers<br>Class lesson: Opening: workplace problem<br>HW | Post careers<br>Class lesson: Opening: workplace problem<br>HW             | Post careers<br>“The Career” due<br>Class lesson<br>Opening: workplace problem<br>HW  |
| Week #2 | Class lesson: Opening: workplace problem<br>HW  | Class lesson: Opening: workplace problem<br>HW                   | Class lesson: Opening: workplace problem<br>HW   | “The Research” due<br>Class lesson: Opening: workplace problem<br>HW       | Class lesson: Opening: workplace problem<br>HW  |
| Week #3 | The hunt – classified hunt in class<br>HW: Finish WS  | “The Hunt” due<br>Class lesson: Opening: workplace problem<br>HW | Class lesson: Opening: workplace problem<br>HW   | Class lesson: Opening: workplace problem<br>HW                             | “The Skills” : Interview & Math Examples due<br>Class discussion about interviews & examples<br>Review what is a resume<br>HW: Finish resume WS |
| Week #4 | “The Resume” due<br>Class lesson: Opening: workplace problem<br>HW  | Class lesson: Opening: workplace problem<br>HW                   | Speaker<br>HW: Speaker WS  | “The Hiring Process” due<br>Class lesson: Opening: workplace problem<br>HW | QUIZ<br>Work on project in class<br>HW: Finish report   |
| Week #5 | “The Report” due<br>Presentations/Share out<br>HW: Post project survey  |  |  |  |   |

**Preparation:**

- 1) Reserve time and location for guest speaker (preferably from human resources)
- 2) Make arrangements to have computers available for classroom use (reserve computer cart or computer room)
- 3) Copy all necessary worksheets & prepare poster paper
- 4) Collect classified section of the newspaper from the last few weeks
- 5) Make sure you have access to student scissors, glue sticks, tape for classroom use
- 6) Create an area for the report folders so students can access them easily.
- 7) Make sure classroom is set up for overhead demonstrations and presentations (LCD projector & computer)

## Plan:

### WEEK #1

#### Monday - Introduction of project

- 1) Prepare students and explain what is expected from them throughout this project. Present the purpose and project outline via a Power Point Presentation. (see attached). Explain that all assignments will be stored in their report folders. Pre-designate a location in the classroom, so students do not need to take these folders home (Until the last week, to organize them)
- 2) After explaining each part of the project, have the students take the pre-project survey to assess their attitude about the future and knowledge before the project. (This will be compared to a similar survey at the end of the project to examine growth as well as attitude about the future). Students will need access to the internet to complete their pre-project survey. They will be visiting a web site (<http://teen.educationpays.org/costoflife/> ) to take the “cost of life” quiz. This quiz will assess their style of living and tell them how much money they will need to make in order to sustain their cost of living. (Students can take turns on the computer, the quiz takes less than 10 minutes to complete and record their results).
- 3) If time permits, good discussion points include:
  - Does the amount of education you receive increase your earning potential?
  - Is there a relationship between years of education and earnings?
  - Should salary determine what type of work you do? What other factors are there?
  - Do you have to attend college to get a job? What kind of “colleges” are there?
  - Visit [www.educationpays.org](http://www.educationpays.org) for more information
- 4) Tonight’s assignment is a classroom review.

#### Tuesday (& Wednesday, if needed) – Career Inventory Test

\*If there are not enough computers the class can be broken up into groups. Each group can take turns using the computers, while the other group works on a review assignment.

- 1) Demonstrate how to access the web site: [www.ncsu.edu/careerkey/](http://www.ncsu.edu/careerkey/) and how to get started on the career inventory
- 2) Split class into two groups if needed. Give students approximately 30 minutes to work on completing the career inventory and browsing the career choices. Be sure each student records their information on “The Career” worksheet.
- 3) Students who have internet access at home can continue researching tonight, those who do not have access, make computers available for them to do further research at lunch, after-school, or before school. (By having students come in to use the computer, you will also have a chance to start a conversation with the students about their futures and help steer them in the decision making process. They may also come in with personal questions that they are too shy about asking in class. Allow them the opportunity to talk to you outside of class.)

#### Wednesday (unless a second computer day is needed) – “Math in the Workplace” problems

- 1) Explain that as part of the project, students will be able to explore the mathematics used in different careers.
- 2) Present (as a class opener/warm up) the first “Math in the Workplace” problem  
Teachers may select problems suited to their grade level and content from:  
[www.micron.com/k12/math/](http://www.micron.com/k12/math/). If possible (ideally) tie in to current lesson.

- 3) Allow students 5-10 minutes to work on this and discuss solution as a class.
- 4) Continue with a class(text) lesson, homework from text

#### Thursday – post careers

- 1) Write down each student's name on a sheet of poster paper (before students come in).
- 2) Set up your career poster on the wall to keep track of which careers the students have chosen to focus on.
- 3) Remind students to write down which career they have chosen to focus on (one per person, no repeats in a class, first come, first serve).
- 4) All students must fill out a career by Friday, end of class or they will be assigned one by the teacher (this should encourage students to select their own).
- 5) Allow 5-10 minutes for students to work on another opener from "Math in the Workplace" while other students go up one by one to fill in the poster.
- 6) Discuss opener and solution.
- 7) Continue with a class(text) lesson, homework from text

#### Friday – "The Career" due

- 1) Put another opener up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace" while other students continue to go up one by one to fill in the poster.
- 3) Collect "The Career" Worksheet.
- 4) Discuss opener and solution.
- 5) Continue with a class (text) lesson, homework from text (or assign research as homework).
- 6) Before the end of class today: Make sure every student has a career to focus on. Remind students to begin researching and interviewing. Distribute research sheet and interview sheets. Research sheets due on Thursday, next week. Interviews and math examples due Friday of week #3.

### WEEK #2 – Research and Interviews

#### Monday, Tuesday, Wednesday – regular class days

- 1) Put another opener up for students to work on. (While students are working, circulate the room and check on the student's project status. Check to see if they have questions, need resources, or need help with their interviews - Students have two weeks to conduct and write up their interviews. Return the first worksheet and have students place them in their report folders - to be kept in the classroom. You may want to designate a place to keep them in the classroom)
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace".
- 3) Discuss opener and solution.
- 4) Continue with a class (text) lesson, homework from text.

#### Thursday – "The Research" due

- 1) Put another opener up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace".
- 3) Collect "The Research" Worksheet.
- 4) Discuss opener and solution. (Verbally check on students' status on their interviews.)
- 5) Continue with a class (text) lesson, homework from text.

Friday – regular class day

- 1) Put another opener up for students to work on. (While students are working, circulate the room and check on the student's project status. Check to see if they have questions, need resources, or need help with their interviews. Return the second worksheet and have students place them in their report folders)
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace".
- 3) Discuss opener and solution.
- 4) Continue with a class (text) lesson, homework from text.

WEEK #3

Monday – "The Hunt" in class

- 1) Prepare before class: Collect and bring in classified sections from local newspapers (If possible, arrange to have computers available for use as well.). Make sure you have a class set of "The Hunt" Worksheets, tape, glue sticks, and a class set of scissors.
- 2) Explain to students that they will be job hunting today. Distribute "The Hunt" Worksheet.
- 3) The goal today is for students to look through the classified section and hunt for their job, (or best fit). If they do not find their job listed, they can access job searches on the internet (if available). If they still cannot locate their job, search for a comparable position. (Be sure to reflect on the frustration of not being able to find a job on the reflection section today.)
- 4) Students are to cut out 5 of their most promising job postings and attach it to their worksheet. Then complete the reflection section. (This can be left for homework tonight.) The worksheet is due tomorrow.

Tuesday – "The Hunt" due

- 1) Put another opener up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace"
- 3) Collect "The Hunt" Worksheet. Circulate the room to check on the status of each student's interview.
- 4) Discuss opener and solution.
- 5) Discuss "The Hunt". Did students face any frustrations? Did they find anything similar/different as they looked through job postings?
- 6) Continue with a class (text) lesson, homework from text (or assign research as homework). Remind students the interview and math examples are due tomorrow.

Wednesday, Thursday – regular class days

- 1) Put another opener up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener from "Math in the Workplace" (Circulate the classroom to check on students' status)
- 3) Discuss opener and solution
- 4) Continue with a class (text) lesson, homework from text (or assign research as homework). Remind students the interview and math examples are due Friday.

Friday – "The Skills": Interview & Math Examples due /Resume discussion

- 1) Collect "The Skills": Interview and Math Examples

- 2) Discussion: What did you learn? Did you discover anything interesting? Share some math examples
  - Transition: In order to apply for a job, you will need a resume. Explain: What is a resume, how do you make one. Show examples in class (see web site sources: [www.jobstar.org/tools/resume/](http://www.jobstar.org/tools/resume/) or [www.resume.monster.com](http://www.resume.monster.com)).
- 3) Distribute “The Resume” Worksheet. Allow students the opportunity to begin on this in class today. Finish as their homework assignment. Emphasize – a resume is a first impression, it should be neat and thorough!

#### WEEK #4

##### Monday – “The Resume” due

- 1) Put another opener (or select a student’s math example from the previous assignment) up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener
- 3) Collect “The Resume” Worksheet
- 4) Discuss opener and solution.
- 5) Discuss “The Resume”. Did students face any frustrations? What were their thoughts as they completed their resumes?
- 6) Continue with a class (text) lesson, homework from text (or assign research as homework). Remind students their will be a guest speaker later this week.

##### Tuesday – regular class day

- 1) Put another opener (or select a student’s math example from the previous assignment) up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener (Return Interview & Math Examples & “The Resume” worksheets)
- 3) Discuss opener and solution.
- 4) Continue with a class (text) lesson, homework from text (or assign research as homework).
- 5) Prepare students for guest speaker. (Explain courteous behavior and listening to the presentation. Let students know they will be required to take notes during the presentation.)

##### Wednesday (or another day) - guest speaker

- 1) Distribute “The Hiring Process” worksheet.
- 2) Introduce guest speaker. Remind students to be on their best behavior.
- 3) Guest speaker....
- 4) Leave time for students to ask questions
- 5) Thank the guest speaker
- 6) End of class: Remind students to turn in worksheet tomorrow.

##### Thursday – “The Hiring Process” due

- 1) Put another opener (or select a student’s math example from the previous assignment) up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener
- 3) Collect “The Hiring Process” worksheet.
- 4) Discuss opener and solution.

- 5) Discuss guest speaker's message. What were student's reactions to what the guest speaker had to say?
- 6) Continue with a class (text) lesson, homework from text (or assign research as homework).

#### Friday – "The Feedback"

- 1) Put another opener (or select a student's math example from the previous assignment) up for students to work on.
- 2) Allow 5-10 minutes for students to work on the opener
- 3) Return "The Hiring Process" Worksheet
- 4) Discuss opener and solution
- 5) Return report folders to students
- 6) Discuss project and students thoughts and attitudes
- 7) Distribute "The Feedback" Worksheet. Allow students the rest of the class period to work on their feedback and organizing their reports to turn in on Monday.

#### WEEK #5

##### Monday – "The Report"

- 1) Collect reports
- 2) Any student who opted for an extra credit presentation may give their presentations today to share their experiences with the class. (If no presentations, allow students time to share their reports with each other. OPTIONAL: Peer rating/evaluation of projects)
- 3) HW: Post project survey

#### Assessment:

Student reports can be graded using the included grading sheet and rubric. 200 points possible (30 of which are for turning in assignments on time) and there are opportunities for extra credit points (20 points for an oral presentation and 20 points for quality of work)

Assessment of the effectiveness of this project can be attained through student responses: surveys, reflection, and feedback essay. A comparison can be made between the attitude of the students before and after the project by using the pre and post survey. Note if more students have thought about their futures (question #1 on both surveys). Compare the number of students and their educational aspirations (question #6 on both surveys). Check to see if students have learned some basic terminology (questions #3, 4, 5 on both surveys)

# Power Point Presentation Project Outline/Introduction

# **What's In My Future?**

## **A Career Exploration Project**

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### **Purpose**

- To explore personal interests and begin thinking about the future
- To learn about different careers
- To experience a job search
- To learn how math is used in the workplace

# **Project outline**

- 1) The Career**
- 2) The Research**
- 3) The Skills**
- 4) The Hunt**
- 5) The Resume**
- 6) The Hiring Process**
- 7) The Feedback**
- 8) The Report**
- 9) The Presentation\***

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## **The Career**

- Complete the interest inventory test online: [www.ncsu.edu/careerkey/](http://www.ncsu.edu/careerkey/)
- Complete the worksheet that accompanies the computer work
- Decide on which career you would like to explore
- Record your career on the classroom poster (no repeats)

# The Research

- Find out about the career you are exploring
  - What level of education do you need
  - What skills are required
  - What is the work environment
  - What is the salary range
- Use different resources in your research: computer, books, people

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# The Skills

- “The Skills” consists of two parts:
  - An Interview:
    - Interview someone with the career you are exploring.
    - Record the questions you will be asking on the worksheet provided.
    - Complete the interview worksheet.
  - A Math search:
    - Record two examples and solutions of how math can be used in your career

# The Hunt

- Look for job postings
  - Find openings posted in the classified section of your local newspaper
  - Visit websites that post job openings
- Collect sample job postings to include on your worksheet

# The Resume

- To apply for a job, you will need a resume
  - "A resume is a document that outlines your skills and experiences so an employer can see what you can contribute to the employer's workplace." (from [www.jobstar.org](http://www.jobstar.org))
- Complete the resume worksheet to find out what your resume looks like

# The Hiring Process

- Listen to the guest speaker's presentation
- Find out what companies look for when they hire employees
- Note what their advice is to a job seeker

# The Feedback

- Complete the feedback worksheet to let your teacher know about your experience

## The Report

- Compile all of the worksheets you have completed as part of this project
- Organize it into a report
- Include a cover and a table of contents
- Place your grade sheet at the end of your report

## The Total

- This project is worth 200 test points
- 30 points of which can be earned for turning in your work on time
- 170 points comes from the content of each worksheet

# The EXTRA CREDIT

You can earn extra points in two ways:

- The Presentation
- The Quality of Work

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## The Presentation

- You can earn 20 extra points by orally presenting your project to the class
  - Take the class through your experiences and your thoughts and feelings as you worked on this project
  - What do you see in your future

# The Quality of Work

- You can earn an additional 20 points (2 extra points for each worksheet) for exceptional work
  - Great writing
  - Great presentation
  - Neatness
  - Clarity

**GOOD LUCK**

Good luck on your search...  
what is in your future?

# Pre & Post Project Surveys

What's In My Future?  
Pre - Project Survey

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_ PER: \_\_\_\_\_

Be honest. Answer the following questions as best as you can.

- 1) Have you thought about what you'd like to do in the future? (i.e. Career/College)  
(Circle one)      Yes                      No
- 2) If you answered "yes" to number 1, what career are you thinking about? (What would you like to study?)

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3) What is a "degree"? (i.e. Associate's, Bachelor's, Master's, Doctorate, Professional) and what are the differences between them?

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4) What is a "resume"?

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5) What is a "salary"?

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6) Circle ONE answer below to answer this sentence:

I see myself ...

...not finishing high school

...finishing high school (High school diploma)

...finishing my studies at a community college or trade school (2 year degree)

...finishing my studies at a college or university (4 year degree)

...completing further studies (Master's)

...completing further studies (Doctorate)

...completing further studies (Professional degree – i.e. Law degree, etc)

7) Take the "Cost of Life" Quiz at: <http://teen.educationpays.org/costoflife/>

Record your findings:

Monthly: \_\_\_\_\_

Annual: \_\_\_\_\_

What's In My Future?  
Post - Project Survey

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ PER: \_\_\_\_\_

Be honest. Answer the following questions as best as you can.

1) Has your mind changed about what you'd like to do in the future? (i.e. Career/College)  
(Circle one)      Yes                      No

2) If you answered "yes" to number 1, how did your mind change? (from what to what)

3) What is a "degree"? (i.e. Associate's, Bachelor's, Master's, Doctorate, Professional)  
and what are the differences between them?

4) What is a "resume"?

5) What is a "salary"?

6) Circle ONE answer below to answer this sentence:

I see myself ...

...not finishing high school

...finishing high school (High school diploma)

...finishing my studies at a community college or trade school (2 year degree)

...finishing my studies at a college or university (4 year degree)

...completing further studies (Master's)

...completing further studies (Doctorate)

...completing further studies (Professional degree – i.e. Law degree, etc)

7) List 3 things you feel are important in order to have a good career and why

# Career Project Worksheets & Grading Rubric

### The Career:

Your Career Interest Inventory Results from: [www.ncsu.edu/careerkey/](http://www.ncsu.edu/careerkey/)

My Scores:

1) Realistic: \_\_\_\_\_

2) Social: \_\_\_\_\_

3) Investigative: \_\_\_\_\_

4) Enterprising: \_\_\_\_\_

5) Artistic: \_\_\_\_\_

6) Conventional: \_\_\_\_\_

My Workgroups:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

My Top 5 career choices for workgroup #1:

My Top 5 career choices for workgroup #2:

1) \_\_\_\_\_

1) \_\_\_\_\_

2) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

4) \_\_\_\_\_

5) \_\_\_\_\_

5) \_\_\_\_\_

**Selection and Reflection:** Complete the sentence below. Then write 4 – 5 sentences on why you chose to focus on this career.

I am going to focus my career exploration on: \_\_\_\_\_.

I decided to focus on this career because (what influenced your decision? Explain. Salary, parents, education, skills?) \_\_\_\_\_

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## The Research:

Your summary of Career Information

(Be sure include a bibliography on the back of this sheet)

Career Title: \_\_\_\_\_

Career Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Educational Background Preferred (degrees/ additional coursework): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Required Skills: \_\_\_\_\_

\_\_\_\_\_

Special Skills: \_\_\_\_\_

Special Requirements: \_\_\_\_\_

Work Environment/Work Conditions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Base Salary/ Salary Range: \_\_\_\_\_

Reflection: What additional information did you learn about this career? Is there any information that surprised you?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### The Skills:

Your interview of a person with this career

Name: \_\_\_\_\_ Company: \_\_\_\_\_

Job Title: \_\_\_\_\_

Job Description: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Educational Background (school attended/ degrees earned/ additional coursework): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Interview Summary: (see back of this sheet for sample questions)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

Contact Information:

Phone Number: (\_\_\_\_) \_\_\_\_\_ Best time to call: \_\_\_\_\_

E- Mail address: \_\_\_\_\_

**Sample Interview questions:**

- 1) How long have you worked at this job?
- 2) Do you enjoy your work? Do you have any interesting stories to share?
- 3) What type of training did you need?
- 4) How did you get into the job you have now?
- 5) What kinds of Math do you use in your job?
- 6) How do you use math?
- 7) What kinds of Math courses may be helpful?
- 8) Why did you decided on pursuing this career?
- 9) What advice would you give for any one interested in pursuing this career?

\* Don't forget to introduce yourself to the person you are interviewing. Let the person know that you are working on a school project. Smile. Be yourself and ask lots of questions. If conducting a phone interview, be sure to talk clearly and make sure you are in a room free of other distractions.

**Your interview questions:**

\* Prepare your questions ahead of time. Also prepare some back up questions in case your interviewee cannot answer some of your questions. It will save lots of time for you and your interviewee.

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_
- 7) \_\_\_\_\_
- 8) \_\_\_\_\_
- 9) \_\_\_\_\_
- 10) \_\_\_\_\_
- 11) \_\_\_\_\_
- 12) \_\_\_\_\_



### The Hunt:

Your findings from the classified section.

Find at least FIVE want ads for the career you are focusing on. Paste them below.

**Reflection:** Do you notice any similarities/differences in the ads? What did you notice as you filtered through the classified section? What were your thoughts and feelings?

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Worksheet Due: \_\_\_\_\_

NAME: \_\_\_\_\_

### The Resume:

Your sample resume.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_

Contact Preference: \_\_\_\_\_

OBJECTIVE: \_\_\_\_\_

\_\_\_\_\_

### EXPERIENCE:

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### EDUCATION:

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### SKILLS:

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### LANGUAGES:

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### ADDITIONAL INFORMATION:

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# “What’s In My Future?” – A Career Exploration Project

## Content Scoring Sheet

- 1) The Career .....10pts + .....3pts (on time)
- 2) The Research.....20pts + .....3pts (on time)
- 3) The Skills:
  - Interview .....50pts + .....3pts (on time)
  - How Math is Used.....20pts + .....3pts (on time)
- 4) The Hunt.....10pts + .....3pts (on time)
- 5) The Resume.....10pts + .....3pts (on time)
- 6) The Hiring Process.....20pts + .....3pts (on time)
- 7) The Feedback.....20pts + .....3pts (on time)
- 8) The Report (Organization).....10pts + .....6pts (on time)

The Total.....170pts +.....30pts (on time)

The Extra Credit:

- 9)\* The Presentation (optional).....20pts EXCR

The Grand Total:.....200pts

Teacher’s Comments:

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# “What’s In My Future?” – A Career Exploration Project

## Content Scoring Rubrics

Rubric for use with:

Career WS, Research WS, Skills (Interview) WS, Hunt WS, Resume WS, Hiring Process WS & Feedback WS

For each assignment: Extra 2 points can be earned for a **completed** assignment that is typed or submitted early

| Percent of points               | Presentation                              | Completion of task  | Quality of writing   | Depth of reflection (if applicable)   |
|---------------------------------|---|---|--|---|
| 100%<br>10/10<br>20/20<br>50/50 | Neatly hand written.                      | Complete  | Exceptional. Complete sentences. Grammatically correct. No spelling errors.    | Demonstrates profound/ in depth self reflection. Includes more than four sentences. |
| 90%<br>9/10<br>18/20<br>45/50   | Neatly hand written.                      | Complete  | Complete sentences. One or two grammar errors or spelling errors.              | Demonstrates adequate reflection. Includes three to four good sentences             |
| 80%<br>8/10<br>16/20<br>40/50   | Neatly hand written.                      | Mostly complete. May be missing one section.                          | Complete sentences. Some grammar errors and some spelling errors.              | Demonstrates adequate reflection. Includes two to three good sentences.             |
| 70%<br>7/10<br>14/20<br>35/50   | Messy.                                    | Missing some sections. (More than half of task was attempted)         | Some complete sentences. Many grammar errors. Many spelling errors.            | Reflection evident. Responds in two or three short sentences.                       |
| 60%<br>6/10<br>12/20<br>30/50   | Messy, may be hard to read.               | Missing some sections. (More than half of task was attempted)         | Incomplete sentences. Many grammar errors. Many spelling errors. Hard to read. | Some reflection. Responds in short sentences. Has trouble communicating thoughts.   |
| 50%<br>5/10<br>10/20<br>25/50   | Messy, hard to read.                      | Missing many sections. (At least attempted to complete half of task.) | Incomplete sentences. Many grammar errors. Many spelling errors. Hard to read. | Lacks reflection; Makes no sense. Incomplete  |
| 30%<br>3/10<br>6/20<br>15/50    | Paper turned in, may be messy, illegible. | Only one or two parts complete  | Incomplete sentences. Copied straight from the source.                         | Lacks reflection, incomplete.   |
| 0%(0/10, 0/20, 0/50)            | NOT DONE                                  | NOT DONE  | NOT DONE   | NOT DONE  |

**“How Math is used” Scoring Rubric:**

Extra 2 points: completed assignment; early submission; diagrams in explanation; typed

| Completion | Problem  | Solution  |
|------------|--|---|
| Complete   | 5 points for each (up to 2) appropriate workplace related math problem | 5 points for each (up to 2) correct solution      |
| Attempted  | 3 points for attempt at creating a workplace related math problem      | 3 points for each (attempted) incorrect solutions |

**“Report”: Scoring Rubric:**

| Points         | Presentation  | Organization   |
|----------------|---|--|
| Extra 2 points | Typed/Decorated cover page & table of contents or early submission; neat presentation                 | highly organized; all assignments accounted for ; papers in order and aligned  |
| 10points       | Neatly handwritten/ decorated cover page & table of contents; neat presentation                       | highly organized; all assignments accounted for ; papers in order and aligned  |
| 9 points       | Neatly handwritten cover page & table of contents; neat presentation                                  | Organized; all assignments accounted for; papers not completely in order, one or two papers switched; papers not aligned |
| 8 points       | Handwritten cover page & table of contents; good overall presentation                                 | Organized; missing one assignment; papers not completely in order, one or two papers switched; papers not aligned        |
| 7 points       | Handwritten cover page & table of contents (may be missing one or the other); lacks good presentation | Not organized; missing up to 2 assignments; papers folded & messy  |
| 6 points       | Handwritten cover page & table of contents (may be missing both); poor presentation                   | Not organized; missing up to 3 assignments; papers folded & messy  |
| 5 points       | Handwritten cover page & table of contents (may be missing both); poor presentation                   | Not organized; missing up to 4 assignments; papers folded & messy  |
| 3 points       | Handwritten cover page & table of contents (may be missing both); poor presentation                   | Not organized; missing up to 6 assignments; papers folded & messy  |
| 0 points       | No cover page, no table of contents, not turned in  | No assignments turned in   |

**“Presentation”: Scoring Rubric (ALL EXTRA CREDIT POINTS)**

|  | 3 points  | 2 points  | 1 point  |
|--|---|---|--|
| Explained why & how career was selected                  | Full Explanation<br>Clear and detailed  | Explained how & why but explanation unclear                                       | Explained how but not why career was selected (or vice versa)      |
| Summary of Interview & reflection                        | Full explanation (introduced everyone to interviewee and details of interview) and reflection           | Missing elements of interview, reflection short and unsubstantial                 | Satisfactory summary of interview; Missing reflection              |
| Reflection of Hunt & Resume                              | Explained thoughts and feelings about the job hunt and resume writing                                   | Reflection unsubstantial; lacking personal insight                                | Explained one but not the other; lacked details                    |
| Reflection and summary of Hiring Process (Guest Speaker) | Explained who speaker was and the message the speaker delivered; included personal observation/thoughts | Summarized speaker's message; own reflection lacking                              | Attempted a summary of speaker's message 7 personal reflection     |
| Summary of Feedback Essay                                | Good summary; explained why for or against project ; good argument points                               | Explained for or against; points unclear or weak                                  | Attempted; Lacking argument points                                 |
|  | 5 points  | 3 points  | 1 point  |
| Oral Presentation  | Good speaking skills; Eye contact; Engaging the audience; Not reading off the paper                     | Over all good speaking skills; some attempt at eye contact; reading off the paper | Reading off a script; no involvement, not engaging in presentation |