Career Awareness and Preparation

A. Relate careers to individual interests, abilities and aptitudes.
B. Relate careers to personal interests, abilities and aptitudes.
C. Explain how both traditional and nontraditional roles offer or hinder career opportunities.
D. Explain the relationship between career training programs and employment opportunities.
E. Analyze the economic factors that impact employment opportunities such as, but not limited to: competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, salaries/benefits, and unemployment.
F. Analyze the role of school subjects, extracurricular activities and community experiences in career preparation.
G. Create an individualized career plan including, but not limited to: assessment and continued development of career portfolio, career goals, cluster/pathway opportunities, individual interests and abilities, training/education requirements, and financing.
H. Choose personal electives and extracurricular activities based on personal career interests, abilities and academic strengths.

Career Acquisition

A. Identify effective speaking and listening skills used in a job interview.
B. Evaluate resources available in researching job opportunities such as, but limited to: PA CareerLink, Internet, networking, newspapers, professional associations, resource books [Occupational Outlook Handbook, PA Career Guide].
C. Prepare a draft of career acquisition documents such as, but not limited to: job application, letter of appreciation following an interview, letter of introduction, request or letter of recommendation, and resume.
D. Develop an individualized career portfolio including these components: achievements, awards/recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work and self-inventories.
E. Explain, in the career acquisition process, the importance of the essential workplace skills/knowledge such as, but not limited to: commitment, communication, dependability, health/safety, laws and regulations [Americans with Disabilities Act, Child Labor Law, Fair Labor Standards Act, OSHA, Material Safety Data Sheets], personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, and technology.
Career Retention and Advancement

A. Determine attitudes and work habits that support career retention and advancement.
B. Analyze the role of each participant’s contribution in a team setting.
C. Explain and demonstrate conflict resolution skills: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, and problem solving.
D. Analyze budgets and pay statements such as, but not limited to: charitable contributions, expenses, gross pay, net pay, other income, savings, and taxes.
E. Identify and apply time management strategies as they relate to both personal and work situations.
F. Identify characteristics of the changing workplace, including Americans with Disabilities Act accommodations, and explain their impact on jobs and employment.
G. Identify formal and informal lifelong opportunities that support career retention and advancement.

Entrepreneurship

A. Compare and contrast entrepreneurship to traditional employment such as, but not limited to: benefits, job security, operating costs, and wages.
B. Evaluate how entrepreneurial character traits influence career opportunities.
C. Identify and describe the basic components of a business plan such as, but not limited to: business idea, competitive analysis, daily operations, finances/budget, marketing, productive resources (human, capital, natural), and sales forecasting.
Career Awareness and Preparation

8th Grade ■ Career Awareness and Preparation ■ English, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.1.8A Relate career to individual interests, abilities and aptitudes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>One class period</td>
</tr>
<tr>
<td>Materials</td>
<td>Internet access for EducationPlanner website, one computer per student</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will take the Career Clusters Activity to relate their interests with careers</td>
</tr>
</tbody>
</table>

Procedure:

1. Students go to EducationPlanner.org.
2. Select the "Students" tab at the top.
4. Select the "Find Careers" link.
5. Complete either the Career Clusters Activity and/or the Which Careers Match Your Skills exercise.
6. Results show careers relating to their answers. At this time, students can begin to further explore the Find Careers section, looking into educational requirements, skills needed and salary data.
8th Grade ● Career Awareness and Preparation ● English, Computer

**Competency**
13.1.8B Relate careers to personal interests, abilities and aptitudes

**Lesson Topic**
My career

**Subject**
English, Computer

**Length**
One class period or homework assignment

**Materials**
*My Career* worksheet and pencil, if activity is done in class. A computer lab should be used for research purposes.

**Evaluation**
Students will take a more in-depth look at a career that interests them (from 13.1.8A) to develop a better understanding of career exploration.

**Procedure:**

1. The teacher explains how a student’s interests, abilities and hobbies can help in making decisions on what they may want to do after high school.

2. The teacher distributes the *My Career* worksheet and refers students to the Student section on EducationPlanner.org.

3. Students complete the worksheet and turn in the assignment for a grade.
My Career

Name: ________________________________________________

Career: ________________________________________________

I am interested in becoming a/an: ____________________________

Annual Salary: $ ________________________________

Education required:

☐ High school diploma

☐ Technical/trade school

☐ Associate’s degree [2 years]

☐ Bachelor’s degree [4 years]

☐ Master’s degree [6 years]

☐ Doctorate [8 years and beyond]

Describe your job.

What do you think you would like the most about this job? ________________________________

____________________________________________________________________________________

What do you think you would not like about this job? ________________________________

____________________________________________________________________________________

Where could you look for more information on this and other jobs? ________________________________

____________________________________________________________________________________

PHEAA
Pennsylvania Higher Education Assistance Agency
Competency: 13.1.8C Explain how traditional and nontraditional roles offer or hinder career opportunities.

Lesson Topic: Traditional or nontraditional careers

Subject: English, Social Studies

Length: One class period

Materials: Student participation

Evaluation: Students will discuss the pros and cons associated with traditional and nontraditional careers.

Procedure:

1. Teacher has students sit in a circle.
2. Ask students to list careers that are usually/traditionally considered male.
3. Ask students to list careers that are usually/traditionally considered female.
4. Ask students to list careers that are nontraditional for males.
5. Ask students to list careers that are nontraditional for females.
6. Discuss how traditional and nontraditional roles can help people with career opportunities, as well as hurt people in their careers.
7. Ask students if they know anyone who has a nontraditional career. Who are they? What do they do?
# Career Awareness and Preparation

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.1.8D Explain the relationship between career training programs and employment opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Training programs and employment</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>One class period</td>
</tr>
<tr>
<td>Materials</td>
<td>Computer lab, internet search capability</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will identify different types of career training and how they assist with employment opportunities.</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Teacher explains what a career training program is and asks students how they think it can help in finding employment.
2. Teacher asks students to research local training programs in their community via the internet.
3. Teacher also guides students to the local CareerLink website, to the local Career and Technology Center, and to apprenticeship opportunities in the community.
4. This activity helps to show that there are other options besides the traditional 4-year college options.
8th Grade | Career Awareness and Preparation | English, Social Studies

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.1.8E Analyze economic factors that impact employment opportunities such as, but not limited to, competition, geographic location, global influences, job growth, job openings, labor supply, potential advancement, potential earnings, salaries, unemployment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Employment and the economy</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Social Studies</td>
</tr>
<tr>
<td>Length</td>
<td>Homework assignment, one class period for discussion</td>
</tr>
<tr>
<td>Materials</td>
<td>Employment and the Economy worksheet, pencil</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will better understand the terminology associated with employment opportunities and the economy.</td>
</tr>
</tbody>
</table>

Procedure:
1. Teacher provides students with the Employment and the Economy worksheet for homework.
2. Teacher explains that sometimes jobs are plentiful and sometimes jobs are hard scarce because of things that happen in the economy.
3. Students complete the assignment for homework.
4. Teacher and students discuss the homework assignment.
Employment & the Economy

Name: __________________________________________________________

Explain the following terms and answer the question below.

Competition: ____________________________________________________

Economy: ________________________________________________________

Geographic location: ______________________________________________

Global influences: _________________________________________________

Job growth: ______________________________________________________

Job openings: _____________________________________________________

Labor supply: ____________________________________________________

Potential advancement: ____________________________________________

Potential earnings: _______________________________________________

Unemployment: __________________________________________________

Ask someone you live with if the job market in your community is good or bad. Why?

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

8th Grade ■ Career Awareness and Preparation ■ English

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.1.8F Analyze the relationship of school subjects, extracurricular activities, and community experience to career preparation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>From classes to careers</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Length</td>
<td>One class period-and-a-half class periods</td>
</tr>
<tr>
<td>Materials</td>
<td>Career and Classes worksheet, pencil</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Student will brainstorm career preparation with regard to classes, activities and community involvement.</td>
</tr>
</tbody>
</table>

Procedure:

1. Teacher leads discussion on why certain classes in school are required and what they may be used for in the world of work.
2. Teacher provides students with the Career and Classes worksheet to complete.
3. Students brainstorm the listed careers and try to determine what school subjects, extracurricular activities and community/volunteer experience they may need to obtain that career.
4. Teacher and students discuss results.
Name: __________________________________________________________

Look at the following careers. What subject(s), extracurricular activities or community experience do you think you may need to get a job?

Carpenter: _________________________________________________________

Teacher: __________________________________________________________

Cosmetologist: _____________________________________________________

Nurse: _____________________________________________________________

Singer: _____________________________________________________________

Lawyer: ____________________________________________________________

Crime Scene Investigator: _____________________________________________

Mechanic: __________________________________________________________

Welder: _____________________________________________________________

Writer: _____________________________________________________________

Sports Announcer: ___________________________________________________

Police Officer: _______________________________________________________

Pilot: _______________________________________________________________
# Career Awareness and Preparation

8th Grade  ■  Career Awareness and Preparation  ■  English, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.1.8G Create an individualized career plan including, but not limited to, assessment and continued development of career portfolio, career goals, cluster/pathways opportunities, individual interests and abilities, training/education requirements, and financing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>My planner</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>One class period and ongoing</td>
</tr>
<tr>
<td>Materials</td>
<td>Internet access, a computer for each student. Additional materials are available on <a href="http://EducationPlanner.org">EducationPlanner.org</a>.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will explore a career plan, including career goals, interests, abilities, and training.</td>
</tr>
</tbody>
</table>

**Procedure:**

1. Students go to [EducationPlanner.org](http://EducationPlanner.org).
2. Select the “Students” tab.
3. Select “Career Planning” on the left.
4. Select the “Find Careers” link.
5. Complete either the Career Clusters Activity and/or the Which Careers Match Your Skills exercise.
6. Results will show careers that match their answers. At this time, students can begin to further explore the Find Careers section, looking into educational requirements, skills needed and salary data.
8th Grade ■ Career Awareness and Preparation ■ English

Competency 13.1.8H Choose personal electives and extracurricular activities based on personal career interests, abilities and academic strength.

Lesson Topic All about me

Subject English

Length Homework, one-half class period

Materials Electives and Activities worksheet, next school year course selection booklet, listing of high school extracurricular activities, pencil

Evaluation Students will be able to better understand personal electives and after-school activities, based on their likes and dislikes.

TIP: This lesson plan should be used in conjunction with course selection for the 9th grade. Students will be able to better select the appropriate classes to take as electives and can begin exploring the extracurricular activities before entering high school.

Procedure:

1. Teacher provides students with the Electives and Activities worksheet, next school year course selection booklet, and the listing of high school extracurricular activities.

2. Students complete the worksheet by answering the questions about themselves.

3. Students explore the course selection booklet and extracurricular activities.

4. Teacher recommends students share the Electives and Activities worksheet with a guidance counselor before making their final selection.
Electives & Activities

Name: __________________________________________________________

Look at the following careers. What subject(s), extracurricular activities or community experience do you think you may need to get a job?

Things I like to do in my spare time: __________________________________________________________

_____________________________________________________________________________________

Classes that I like in school: ______________________________________________________________

_____________________________________________________________________________________

Classes I do not like in school: _____________________________________________________________

_____________________________________________________________________________________

When I have nothing to do, I find myself doing this: ________________________________________

_____________________________________________________________________________________

Some of the things I like to do outdoors are: ________________________________________________

_____________________________________________________________________________________

My plans after high school are: ____________________________________________________________

_____________________________________________________________________________________
Career Acquisition

8th Grade □ Career Acquisition □ English

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.2.8A Compose and compare a business letter and a personal letter.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>How to speak and listen, too!</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Length</td>
<td>One class period</td>
</tr>
<tr>
<td>Materials</td>
<td>Speak &amp; Listen Interview worksheet, pencil</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will be able to recognize appropriate speaking and listening skills.</td>
</tr>
</tbody>
</table>

Procedure:

1. Teacher leads a classroom discussion on what to do and what not to do at a job interview.
2. Discussion is interactive, and answers are recorded on the board under two columns: Do and Don’t.

Examples of answers:

**Do:**
- Introduce yourself to the receptionist or secretary and state the reason why you are there.
- Greet the interviewer by name.
- Smile.
- Sit quietly until the interviewer begins the interview.
- Maintain a good posture.
- Maintain eye contact with the interviewer.
- Listen carefully.
- Show that you are interested in the job.
- Use good manners!
- Be brief, positive and honest when answering questions.
- Wait until the end of the interview to ask questions.
13.2.8A continued

Don’t

- Use slang words or offensive language.
- Interrupt the interviewer.
- Show how nervous you are!
- Move around in your seat or play with your fingernails.
- Chew gum or candy.
- Look away when the interviewer is looking at you.
- Speak too quietly or too loudly.

3. Students will participate in a job interview role-play.
4. Students are paired. The teacher assigns one student as the interviewer, the other as the applicant. Students should be prepared to switch roles at the end.
5. The teacher assigns a job title, company name and some information about the job for the interview.
6. Teacher provides students with the Speak and Listen Interview worksheet. When students switch roles, another sheet is distributed.
7. Students interview their partner by asking questions about themselves and the job for which they are applying.
8. Once the interview is complete, based on available time, the interviewer will evaluate the applicant using the Speak and Listen Interview worksheet.
9. After students have switched roles, they will share the completed worksheet with each other.
# Speak & Listen Interview

**WORKSHEET**

Applicant’s Name: ______________________________________________

Interviewer’s Name: _____________________________________________

Circle yes or no about the person who you interviewed.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did they shake your hand and greet you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they introduce themselves?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they sit down when asked?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were they nervous?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were they polite and nice?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they answer your questions?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they interrupt?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they avoid giving all yes and no answers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did they move around in their seat?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer the following questions about yourself.

Was it hard to be the applicant? Why? ________________________________

Was it hard to be the interviewer? Why? ______________________________

What should you do at the end of an interview as both the applicant and the interviewer?

_____________________________________________________________________________________
## Career Acquisition

### 8th Grade ■ Career Acquisition ■ English, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.2.8B Evaluate resources available in researching job opportunities such as, but not limited to CareerLink, internet, networking, newspapers, professional associations, resource books.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Job search</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>One class period</td>
</tr>
<tr>
<td>Materials</td>
<td>Internet access, Job Search worksheet, pencil</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Evaluation Students will research a job using the internet and newspaper classified ads.</td>
</tr>
</tbody>
</table>

### Procedure:

1. Teacher provides students with the Job Search worksheet, internet access and newspaper classified ads.

2. For the internet, the teacher should write a list of websites for job seekers on the board; these can include CareerLink, newspaper websites, Monster, etc.

3. Students research internet and newspaper postings and complete the questions on the Job Search worksheet.

4. Answers are shared with the group at the end of class.
Job Search

WORKSHEET

Name: __________________________________________________________

Answer the questions below.

1. Where was it easiest for you to find information about jobs in your community? Why?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

2. Which internet job search site did you like the best?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

3. Which Internet job search site did you not like? Why?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

4. Where can you find information on jobs in other states?
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

5. During your search, was the career listed that you are interested in pursuing? If so, describe the position and details in the ad. If not, choose any job and describe the position and details of the ad below.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
# Career Acquisition

## 8th Grade ■ Career Acquisition ■ English, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.2.8C Prepare a draft of career acquisition documents such as, but not limited to, job application, letter of appreciation following an interview, letter of introduction, request for letter of recommendation, resume.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Items needed to apply for a job/college</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>Five class periods or more as needed</td>
</tr>
</tbody>
</table>
| Materials   | Class period 1: Job Application worksheet  
Class period 2: Thank You Letter worksheet  
Class period 3: Cover Letter worksheet  
Class period 4: Letter of Recommendation worksheet  
Class period 5: Resume Writing worksheet |
| Evaluation  | Students will be able to describe some of the planning they do at home and at school. |

## Procedure:

### Class Period 1: Job Application

1. Teacher discusses the importance of being able to prepare and complete documents needed for employment.

2. Teacher provides students with the Job Application worksheet and Job Application Tips.

3. Students complete the application as a homework assignment and are advised they can use volunteer work, clubs, sports, or babysitting jobs for employment information. If students do not have any of these items to list, they can create places they have worked by looking up businesses in the local newspaper or phone book.

4. Teacher collects assignment for credit.
13.2.8C continued

Class Period 2: Thank You Letter
(This can be two class periods in length, with one class in the computer lab typing a thank you letter.)

1. Teacher explains that after applying and interviewing for a job, it is customary to send a thank you letter to the employer.

2. Teacher explains that, although an employer may provide an email address, it is a common courtesy to mail a thank you letter.

3. Teachers distribute the Thank You Letter worksheet to students to complete.

4. Discuss thank you letter tips.
   - Take the opportunity to highlight strengths and to add anything you did not answer well or forgot to mention during the interview.
   - Shows continued interest and excitement for the position and the company and shows that you look forward to accepting the opportunity.
   - Create each thank you letter so the interviewer/recruiter remembers who you are, which will help you stand out.
   - Be genuine and sincere.
   - Send a thank you letter immediately after an interview. Mail it as soon as possible so it is received before the hiring decision is made.
   - Get each interviewer’s business card at the interview, so you have their contact details for the thank you letter and for following up.
13.2.8C continued

Class Period 3: Cover Letter
(This can be two class periods in length, with one class in the computer lab typing a cover letter.)

1. The teacher asks the class what a cover letter is and why it is useful in applying for a job.
2. The teacher briefly lists the reasons a cover letter is helpful:
   - Provides a summary of how much you want to work at the organization
   - Shows qualifications for the position
   - Gets the attention of the employer
   - Most employers require a cover letter and will not consider applications without one.
3. Have students cut a help wanted ad out of the classifieds section of the local newspaper (you may need to save papers for a week or two to have enough for the entire class).
4. Students must write a cover letter for the job using both the Cover Letter Tips and the Cover Letter worksheet.

Class Period 4: Request for Letter of Recommendation

1. Teacher starts a class discussion on what a letter of recommendation is and why employers request the information.
2. Teacher can assign the Letter of Recommendation worksheet as homework for credit.
13.2.8C continued

Class Period 5: Resume

(This activity can take place at the end of a class period with a homework assignment, with another class period taking place in a computer lab that involves the actual creation of an electronic version of a student resume.)

1. Teacher discusses resumes and the important role they play in the application, interview and hiring process.

   Discussion points:
   - Resumes are often required in addition to applications, and many times, employers ask for a resume without an application.
   - A resume represents you (the student) and your accomplishments.
   - Use correct spelling, punctuation, capitalization, and grammar.
   - Someone should always review your resume and the job description to see if they sound alike.

2. Teacher assigns homework of Resume Writing worksheet.

Next Day: Two Options

Teacher reviews Resume Writing worksheets and makes another assignment in one of two ways:

1. Computer lab work (in class)—With the teacher’s guidance, students create both an electronic and printed version of their resume. This can be used for their file and can be passed on to the Guidance Department.

2. Homework (weekend assignment to allow for time if students do not have a home computer or a printer and need to go to the library or elsewhere)—Students create both an electronic and printed version of their resume and hand this in for credit. These resumes can be passed on to the Guidance Office for their permanent files.
Job Application Tips

Employers require many documents when applying for a job, including a job application. This is used to determine if you are neat, accurate, honest, and able to follow directions and spell!

Some employers will not let you take an application out of the office or out of the job center. To avoid making multiple trips, always have the necessary information with you.

- Be prepared.
  » Take a pen with you, not a pencil.
  » Take a copy of your resume.
  » Have addresses, phone numbers, dates, and contact information for all the places you have worked.
- Read the application form before you begin filling it out.
- Follow the directions.
- Write neatly.
- Give short but descriptive answers.
- Be honest.
- Answer all of the questions the best that you can.
- Do not cross things out or put X’s through them.
- When asked about salary, answer openly; many employers already have a salary amount for the position.
- Check and recheck your application once it is complete.
  » Did you spell everything correctly?
  » Do you have phone numbers for all of your references?
  » Does it look neat and readable?
  » Did you list a phone number where you can be reached?
- Leave your resume or send you resume along with your application when applying.

Special tip: Your voicemail message can be fun and cool, but when applying for jobs, take the music off and speak clearly, so the employer knows they reached the right person. You would not want to miss out on a job because of an inappropriate song or comment you left on your voicemail message.
Job Application

Name (Print): ______________________________________________________

Mailing Address: ______________________________________________________

City: __________________________ State: ___________ Zip: ___________

Phone Number: __________________________ Birth Date: _____/_____/______

Highest Grade Completed: ____________________________________________

U.S. Citizen: √ Yes   √ No

Complete all items below for each job that you had during the last 24 months (2 years). Start with the last job you held. Do not leave any items blank.

Company Name: ______________________________________________________

Address: ____________________________________________________________

City: __________________________ State: ___________ Zip: ___________

Phone Number: __________________________ Reason for Leaving: __________________________

Dates Worked: From: _____/_____ Through: _____/_____ 

Salary: __________________________

Job Title: __________________________ Supervisor Name: __________________________

Job Duties: ____________________________________________________________

Company Name: ______________________________________________________

Address: ____________________________________________________________

City: __________________________ State: ___________ Zip: ___________

Phone Number: __________________________ Reason for Leaving: __________________________

Dates Worked: From: _____/_____ Through: _____/_____ 

Salary: __________________________

Job Title: __________________________ Supervisor Name: __________________________

Job Duties: ____________________________________________________________
Job Application continued

Company Name: ________________________________________________________________

Address: _____________________________________________________________________

City: ______________________________________ State: __________ Zip: __________

Phone Number: ___________________________ Reason for Leaving: ____________________

Dates Worked: From: _____ / ______ Through: _____ / ______

Salary: ________________________________

Job Title: ______________________________ Supervisor Name: _____________________

Job Duties: ________________________________________________________________

List schooling or any special hobbies, clubs or activities below: ________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________
Thank You Letter

Part 1:

Name: 

Title: 

Organization: 

Address: 

Part 2:

Dear Mr./Ms. Last Name,

Part 3: Paragraph 1

Thank the person you interviewed with for meeting with you. Note that you are very interested in the position with that organization. Provide your example here:

Part 4: Paragraph 2

Explain the reasons why you are an excellent candidate for the job. Provide examples or specific skills you have that make you the best person for the job:

Part 5: Paragraph 3

Did you forget to mention something at the interview that you would like the employer to know? State it here. If you don’t have anything to add, move on to Paragraph #4.

Part 6: Paragraph 4

Tell the interviewer again how thankful you are for the interview and you look forward to hearing from someone soon. Provide your example here:

Part 7: Closing

Sincerely,

Part 8: Signature

[Your Signature]

Your Typed Name
Cover Letter Tips

1. How should the letter look?
   - It should be typed neatly.
   - Print on one side of plain white paper (nothing fancy or fragranced).
   - It should not contain any smudge marks (drink rings or pen marks).
   - Use spell check! Make sure you check your spelling, capitalization and punctuation.
   - Make sure you are sending it to the correct person and that you spelled their name correctly.
   - Include the date at the top of the letter.
   - Even though you have typed your letter, sign it at the end, too.

2. What should the letter say?
   - Mention the job you are applying for.
   - Mention where you found or heard about the job.
   - Explain why you would like to have the job (not just for the money, though!).
   - Summarize the main points on your resume that are similar to the job responsibilities.
   - Request an interview and provide how you can be reached (include a phone number and an email address).

3. How should the letter end? (Examples)
   - I look forward to hearing from you.
   - Thank you for your time in reviewing my qualifications.
   - If you would like to further discuss my skills, I can be reached at [provide a phone number].

4. What else should be done?
   - Close the letter with “Sincerely.”
   - Sign your name in cursive writing.
   - Type your name at the end.
Cover Letter

Part 1:           ↓
Your Name
Your Address
Your City, State, Zip Code
Your Phone Number
Your Email Address

Part 2:           ↓
Date

Part 3:           ↓
Employer Contact Name
Title
Organization
Address
City, State, Zip Code

Part 4:           ↓
Dear Mr./Ms. Last Name

Part 5: Paragraph 1  ↓
Include the reason why you are writing. State the position you are applying for and where you found the position listed. Provide your example here:

Part 6: Paragraph 2  ↓
Make the reader want to give you an interview or appointment. Show strong connections between your skills and what they are asking for in the job listing. Use a few small paragraphs to explain yourself instead of one big one. Provide your example here:

Part 7: Paragraph 3  ↓
End the letter by thanking the employer for considering you for the position, note that you hope to hear something soon, and include how you can be reached. Provide your example here:

Part 8: Closing  ↓
Sincerely,

Part 8: Signature  ↓
(Your Signature)
Your Typed Name
Letter of Recommendation

Today’s Date: ________________________________________________

Recipient’s Contact Information

Name: _________________________________________________________

Title: _________________________________________________________

Company: _____________________________________________________

Address: ______________________________________________________

City, State, Zip Code: __________________________________________

Greeting

Thank you for writing a letter of recommendation for me. I would appreciate you writing the letter as early as your schedule allows; however, I will pick it up on ______________ (provide a date and stick to it).

Personal Background

Educational background (schools and special classes relating to desired job): __________________________

____________________________________________________________________________________

____________________________________________________________________________________

Job or volunteer experience: __________________________

____________________________________________________________________________________

____________________________________________________________________________________

Awards/achievements/honors/scholarships: __________________________

____________________________________________________________________________________

____________________________________________________________________________________
Letter of Recommendation continued

Clubs, activities, sports, and/or student government participation: __________________________

____________________________________________________________________________________

____________________________________________________________________________________

Interests and/or community service (hobbies, clubs, volunteer work, sports, church, etc.): ______

____________________________________________________________________________________

____________________________________________________________________________________

Personal and professional life goals: __________________________

____________________________________________________________________________________

____________________________________________________________________________________

Something special or unique about me that I would like to have mentioned in the letter: ______

____________________________________________________________________________________

____________________________________________________________________________________

Job Background

The job I am applying for is: __________________________

The person to whom you should write the letter: __________________________

Title/position: __________________________

Business address: __________________________

Phone: __________________________
Letter of Recommendation

Letter of Recommendation continued

Why I feel I am qualified for the job (skills, experience, personal qualities):

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Thank the writer.
Thank you for your assistance.

Closing:
Sincerely,

(Your Signature)
Your Typed Name
### Resume Writing Guide

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Name:</td>
<td>It is important to include your full name on your resume. You do not want the employer wondering if you are a male or female. For example, the name Alex can be used for both males and females; Alexander and Alexandria are more specific.</td>
</tr>
<tr>
<td>Address, City, Zip:</td>
<td>Make sure you use the address and phone number where you can be reached. If you use your cell phone, you may want to make sure the song and message is not offensive or too long.</td>
</tr>
<tr>
<td>Objective:</td>
<td>This area is to explain the kind of work you would like to do.</td>
</tr>
<tr>
<td>Qualifications:</td>
<td>Use this area to explain why you are a strong candidate for the job. Use strong action words to describe your background, strengths and accomplishments.</td>
</tr>
<tr>
<td>Education:</td>
<td>Although you are still in school, you can list the grades you have completed and even list your elementary or middle school. It is also appropriate to list your future plans; for example, maybe you plan on taking a college prep course or attending a career and technology center.</td>
</tr>
<tr>
<td>Skills:</td>
<td>Take note of the skills the job description is asking for; do you have any of these skills? If so, give an example of how your skills would be beneficial in the job position.</td>
</tr>
<tr>
<td>Work History:</td>
<td>Do you think, because you are still in school, that none of your past work experience matters? Not true. Maybe you have babysat, been a dog walker, mowed grass, or shoveled snow; these are all services and jobs that you can list on your resume.</td>
</tr>
<tr>
<td>Volunteer Experience:</td>
<td>You may find that you do not have any work history but have helped coach a team, helped at a community organization, or even volunteered at your church. Employers find this information to be very important because it helps them to know a bit about your “character.” A person’s character is a set of qualities that make somebody stand out.</td>
</tr>
<tr>
<td>Honors and Awards:</td>
<td>Include any recognition that you have received from school, church or your community. This can include grades, sports, music, and art.</td>
</tr>
</tbody>
</table>

---

Career Education & Work Standards Lesson Plans - Grade 8

Pennsylvania Higher Education Assistance Agency
Resume Writing

Your Name: ________________________________________________________________

Your Address: ______________________________________________________________

Your City, State, Zip Code: _________________________________________________

Your Phone Number: _______________________________________________________

Your Email Address: _______________________________________________________

Objective: _________________________________________________________________

Qualifications: _____________________________________________________________

Education: _________________________________________________________________

Skills: _________________________________________________________________
Resume Writing continued

Work History: ____________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Volunteer Experience: ____________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Honors and Awards: ______________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
13.2.8D Develop an individualized career portfolio including, but not limited to, achievements, awards/recognitions, career exploration results, career plans, community service involvement/projects, interests/hobbies, personal career goals, selected school work, self-inventories.

Lesson Topic: Career portfolio

Subject: English, Computer

Length: Two class periods

Materials:
Class period 1: All About Me worksheet, pencil
Class period 2: You and your guidance counselor

Evaluation: Students will learn parts of a career portfolio through self-exploration exercises.

Procedure:

Class Period 1
1. Teacher provides students with the All About Me worksheet and explains that all of the things that they do at home, at school and in the community are important.

2. Students record the results from their learning styles quiz and list their achievements, sports and activities on the worksheet.

3. The teacher explains the reason for this lesson is because throughout school students will need to complete a career portfolio for college, employment and volunteering in the community.

4. The teacher has the option of keeping these worksheets and passing them on the Guidance Office for record retention.
13.2.8D **continued**

**Class Period 2**
(This class should be in cooperation with your Guidance Department staff and counselors.)

1. Guidance counselor explains the importance in developing a career portfolio and the benefits of this tool in school, after high school, and in finding employment.

2. Guidance counselor explain each part of the career portfolio including, but not limited to:
   - Achievements
   - Awards/recognition
   - Career exploration results
   - Career plans
   - Community service involvement/projects
   - Interests/hobbies
   - Personal career goals
   - Selected school work
   - Self-inventories

3. Guidance counselor reminds students of the support and services that are available at the Guidance Office.
All About Me

Name: ________________________________ Date: ________________

Fill in the information below using experiences from home, from school or in your community!

List any awards or honors you have received: ________________________________________________
_____________________________________________________________________________________

Are you involved in community service activities? If so, what? __________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are your interests or hobbies? _______________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What are your favorite subjects in school? __________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Are you on any sports teams? Do you help with any sports teams? _____________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What do you want to do after high school? Why? ____________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Career Education & Work Standards Lesson Plans - Grade 8
Pennsylvania Higher Education Assistance Agency
8th Grade ■ Career Acquisition ■ English

**Competency**

13.2.8E Explain the career acquisition process and the importance of essential workplace skills/knowledge such as, but not limited to, commitment, communication, dependability, health/safety, laws and regulations, personal initiative, self-advocacy, scheduling/time management, team building, technical literacy, technology.

**Lesson Topic**

Career lingo

**Subject**

English

**Length**

One class period

**Materials**

Vocabulary words (listed below), dictionary, paper, pencil

**Evaluation**

Students will learn definitions to the words associated with the career acquisition process.

**Procedure:**

**Class Period 1**

1. The teacher writes the following words on the board for students:

- Commitment
- Communication
- Dependability
- Health/safety
- Laws and regulations
- Personal initiative
- Self-advocacy
- Scheduling/time management
- Team building
- Technical literacy
- Technology
13.2.8E *continued*

2. On paper, students define the above-listed words, using a dictionary or computer (if available). Students must also use the word in a sentence along with their own name. If there is not enough time left in class, students can complete the assignment for homework.

3. Answers are shared aloud with the class.

4. If desired, these words can be used for a vocabulary test.
Career Retention and Advancement

8th Grade ■ Career Retention and Advancement ■ English

Competency

13.3.8A Determine attitudes and work habits that support career retention and advancement.

Lesson Topic

How not to be a good employee

Subject

English

Length

One class period

Materials

Board, chalk, student participation

Evaluation

Students will learn about the attitudes and work habits of good and successful employees.

Procedure:

1. During this interactive class period, students explore the difference between bad employees and good employees.

2. The teacher divides the classroom into two groups; one group is labeled “bad employees,” while the other group is labeled “good employees.”

3. Students have 15 minutes to develop a list of the attitudes and work habits of the employee group to which they have been assigned.

4. The group shares their answers with the class. Examples:

   **Good employees**
   - Dependable
   - Good at taking direction
   - Trustworthy
   - Respect confidentiality
   - Participative
   - Attitude

   **Bad employees**
   - Tardy
   - Disrespectful
   - Argumentative
   - Not open
   - Difficult
Career Retention and Advancement

13.3.8B

8th Grade ■ Career Retention and Advancement ■ English, Gym, Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.3.8B Analyze the role of each participant’s contribution in a team setting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Team-building</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Gym, Health</td>
</tr>
<tr>
<td>Length</td>
<td>One class period</td>
</tr>
<tr>
<td>Materials</td>
<td>Student participation, multiple rolls of toilet paper (one per group), toilet paper roll team-building game guide</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will be able to describe how they cooperate with one another in a team-building activity.</td>
</tr>
</tbody>
</table>

Procedure:

This activity encourages sharing and teaches the importance of sharing in a team setting.

1. Teacher defines and describes what cooperation means and provides examples.
2. Ask students if they participate on a team now. It can be dance, sports or a club.
3. Students take part in the toilet paper roll team-building game.
4. Teacher breaks students into groups of three to five, depending on the size of the classroom.
5. Use the toilet paper roll team-building game guide.
13.3.8B continued

Toilet Paper Roll Team-building Game Guide

- Divide students into groups of three to five participants.

- Give a roll of toilet paper to one of the students and tell them to tear off as many sheets as they normally use.

- Do NOT explain the reason for this activity. You may get quite a few silly looks and weird faces, too.

- Next, students pass the roll to each other until every member of the group has toilet paper. (Some may take a few pieces, some may take a ton!)

- Explain that for each piece of toilet paper the student has torn off, they have to reveal one fact about themselves.
**Career Retention and Advancement**

**13.3.8C**

8th Grade  ■ Career Retention and Advancement  ■ English

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.3.8C Explain and demonstrate conflict resolution skills: constructive criticism, group dynamics, managing/leadership, mediation, negotiation, problem solving.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Role-playing and conflict resolution</td>
</tr>
<tr>
<td>Subject</td>
<td>English</td>
</tr>
<tr>
<td>Length</td>
<td>Two class periods</td>
</tr>
<tr>
<td>Materials</td>
<td>Student participation</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will take part in various role-playing activities, designed by them, to learn about the skills associated with conflict resolution.</td>
</tr>
</tbody>
</table>

**Procedure:**

**Class Period 1**

1. The teacher discusses the following terms associated with conflict resolution skills:
   - Constructive criticism
   - Group dynamics
   - Managing/leadership
   - Negotiation
   - Problem solving

2. Students divide into groups of two and are asked to create a role-playing activity for each of the five terms.

3. Role-playing activities should include a conflict and a resolution skill being portrayed.

**Class Period 2**

1. Students take turns showcasing their conflict resolution skills by role-playing the assignment in front of the classroom.
8th Grade ▪ Career Retention and Advancement ▪ Math

**Competency**

13.3.8D Analyze budgets and pay statements, such as, but not limited to, charitable contributions, expenses, gross pay, net pay, other income, savings, taxes.

**Lesson Topic**

What happened to my paycheck?

**Subject**

Math

**Length**

One class period, homework assignment

**Materials**

Where Did My Paycheck Go worksheet, Budget worksheet

**Evaluation**

Students will learn how to read and understand a pay stub and budget.

**Procedure:**

1. The teacher has students take part in a group discussion on recognizing the difference between needs and wants.
2. The teacher can help students understand what a need and a want is by asking for examples from students.
3. After this discussion, students receive the Where Did My Paycheck Go worksheet and the Budget worksheet.
4. Students and the teacher explore the pay stub and discuss the terms associated with paying taxes.
5. Teacher assigns the Budget worksheet for homework. (This assignment hopefully gives the caregivers and student and opportunity to talk)
Where Did My Paycheck Go?

WORKSHEET

<table>
<thead>
<tr>
<th>Employer Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Street Address</td>
</tr>
<tr>
<td>City, State</td>
</tr>
<tr>
<td>Zip</td>
</tr>
</tbody>
</table>

Pay Stub #1987

<table>
<thead>
<tr>
<th>Employee #</th>
<th>Employee Name</th>
<th>Social Security #</th>
<th>Week Beg.</th>
<th>Week End</th>
<th>Check Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>012345</td>
<td>John Smith</td>
<td>XXX-XX-0000</td>
<td>09/8/2014</td>
<td>09/14/2014</td>
<td>09/22/2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Earnings</th>
<th>Hours Worked</th>
<th>Rate</th>
<th>Gross Amount</th>
<th>Withholdings/Deductions</th>
<th>Current Amount</th>
<th>Year to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular Pay</td>
<td>40</td>
<td>$8.00</td>
<td>$320.00</td>
<td>FICA</td>
<td>$24.48</td>
<td>$24.48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Federal</td>
<td>$41.00</td>
<td>$41.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>State</td>
<td>$20.00</td>
<td>$20.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fed/med</td>
<td>$5.28</td>
<td>$5.28</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fed/OASD</td>
<td>$19.84</td>
<td>$19.84</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gross Amount</th>
<th>Total Deductions</th>
<th>Net Pay</th>
<th>Year to Date Net Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>$320.00</td>
<td>$110.60</td>
<td>$209.40</td>
<td>$209.40</td>
</tr>
</tbody>
</table>

When you get paid from an employer, attached to your check is a pay stub. Your pay stubs show exactly where all of your money has gone. Below is an explanation in more detail about what all of these items are.

The Details

1. **Employer name** – This area shows your employer’s name and sometimes the address.
2. **Week ending date** – Employer pay schedules differ. Some employers pay you at the end of each week, some pay every 2 weeks, and some pay once a month. Always make sure you ask what the pay schedule is when you accept a job.
3. **Number of hours worked** – This shows you how many hours you worked during the week ending date.
4. **Pay rate** – This is the agreed upon dollar amount that you receive for each hour worked.
5. **Gross** – This is the total pay amount before taxes and deductions.
6. **FICA** – This stands for Federal Insurance Contribution Act and is the money that is deducted from your pay for Social Security. Your employer is required to match your contribution.
7. **Federal** – This is the amount of federal income tax you pay to the government. When it is time to file your income tax return, you may be eligible to get some of the money back.
8. **State** – This is the amount of money you pay to the state.
9. **Fed/med** – This is payment for Medicare for when you are older.
10. **Fed/OASD** – This is payment for Social Security when you are older.
Where Did My Paycheck Go? *continued*

11. **Total deductions** – This is the total amount of money subtracted from your pay.

12. **Net pay** – This is your take home pay (the amount of money left after deductions and taxes).
Ask the person who pays the bills in your house to help you with this assignment. Fill in the cost per month of each item. If there is no cost, fill in a zero.

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent / mortgage</td>
<td>$</td>
</tr>
<tr>
<td>Heat</td>
<td>$</td>
</tr>
<tr>
<td>Water</td>
<td>$</td>
</tr>
<tr>
<td>Sewage</td>
<td>$</td>
</tr>
<tr>
<td>Electric</td>
<td>$</td>
</tr>
<tr>
<td>House phone</td>
<td>$</td>
</tr>
<tr>
<td>Cell phone</td>
<td>$</td>
</tr>
<tr>
<td>Internet</td>
<td>$</td>
</tr>
<tr>
<td>Garbage</td>
<td>$</td>
</tr>
<tr>
<td>Food</td>
<td>$</td>
</tr>
<tr>
<td>Car payments</td>
<td>$</td>
</tr>
<tr>
<td>Car insurance</td>
<td>$</td>
</tr>
<tr>
<td>Gasoline</td>
<td>$</td>
</tr>
<tr>
<td>Clothing</td>
<td>$</td>
</tr>
<tr>
<td>Animal care</td>
<td>$</td>
</tr>
<tr>
<td>Entertainment</td>
<td>$</td>
</tr>
<tr>
<td>Savings</td>
<td>$</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$</td>
</tr>
</tbody>
</table>

Using the pay stub shown on the Where Did My Paycheck Go worksheet, can you pay all of these expenses this month?

If not, what would you get rid of to afford your needs?
### 8th Grade ■ Career Retention and Advancement ■ English, Health

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.3.8E Identify and apply time management strategies as they relate to both personal and work situations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Time management</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Health</td>
</tr>
<tr>
<td>Length</td>
<td>Two class periods</td>
</tr>
<tr>
<td>Materials</td>
<td>Time Management worksheet</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will be able to identify time management strategies.</td>
</tr>
</tbody>
</table>

**Procedure:**

**Class Period 1**

6. Teacher discusses how time is used in school and at home.

7. Ask the students to take the Time Management worksheet home and mark all the things that they do starting at 8:00 AM and ending at 10:00 PM. The activity should be started on a Sunday and end on a Saturday.
13.3.8E continued

Class Period 2

1. Lead a class discussion on the results from the time charts and have students suggest ways to plan their time more effectively in order to have time to accomplish what they “need” to do and what they “want” to do.

2. The teacher asks the class who else may need to use a time management chart or schedule and records the answers on the board. Examples include:
   - Parents
   - Teachers
   - Celebrities (sport stars, singers, actors)
   - Doctors
   - Lawyers

Basically, everyone needs to manage their time to accomplish the things they would like to get done.
# Time Management

Write down all the things you do for the week, include text messaging, too!

<table>
<thead>
<tr>
<th>Sun</th>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
<th>Sat</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
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<tr>
<td>9:00 AM</td>
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<td>10:00 AM</td>
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</table>
8th Grade ■ Career Retention and Advancement ■ English, Social Studies, Health, Computer

**13.3.8F** Identify characteristics of the changing workplace, including Americans with Disabilities Act (ADA) accommodations, and explain their impact on jobs and employment.

**Lesson Topic**
ADA compliance

**Subject**
English, Social Studies, Health, Computer

**Length**
One class period

**Materials**
A computer for each student, blank paper, pencil

**Evaluation**
Students will investigate the ADA and show how it changed the workplace.

**Procedure:**

1. Teacher pairs up students to research the ADA.
2. On the paper provided, students write about the ADA, what it has done for people with disabilities in the workplace, and how it employs these individuals.
3. Students share their answers with the class in a group discussion.

Examples of ADA in the workplace include:

- Wheelchair accessible
- TTY (teletype) phone
- Large print
- Elevators in buildings
- Wheelchair ramps
8th Grade ▪ Career Retention and Advancement ▪ English, Social Studies

**Competency**

**13.3.8G** Identify formal and informal lifelong learning opportunities that support career retention and advancement.

**Lesson Topic**

Learning takes a lifetime

**Subject**

English, Social Studies

**Length**

One class period

**Materials**

Student participation, board

**Evaluation**

Through exploration, students will learn the importance of lifelong learning.

**Procedure:**

1. Define what lifelong learning means and provide examples of why it is important to continue to learn in school, home and the community.

2. Teacher explains that lifelong learning means it is never too soon or too late for learning. You should be open to new ideas, skills, behaviors, and choices. New occupations, careers and technology are being created every day. Teacher can provide examples, including:

   - **Construction**
     - Metal stud framers
     - Epoxy floor installers
   - **Health Services**
     - Tissue and eye bank technicians
     - Schedulers for surgical cases
   - **Education**
     - Distance learning coordinators
     - Poison information specialist
     - Home-school liaison
     - Athletic compliance coordinator
13.3.8G continued

• Social Services
  » Energy auditor
  » Disaster preparedness staff
  » Bill review nurse
  » HazMat drivers

• Engineering Services and Manufacturing
  » Hazardous material engineer
  » Neon glass bender
  » Glue mixer
  » Laser engineer

• Service
  » Surveillance person
  » Divers-underwater inspectors
  » Interactive media planner
  » Matchmakers
  » Translators

3. Have students answer the following questions aloud:
   • Why is lifelong learning important in the workplace?
   • Why is lifelong learning important in everyday life?
   • Provide examples of technology that require lifelong learning.
Entrepreneurship

8th Grade  ■  Entrepreneurship  ■  English

| Competency | 13.4.8A Compare and contrast entrepreneurship to traditional employment such as, but not limited to, benefits, job security, operating costs, wages. |
| Lesson Topic | What is an entrepreneur? |
| Subject | English |
| Length | One class period [This activity should be followed up with 13.4.8B] |
| Materials | Paper, pencil |
| Evaluation | Teacher and students will take part in defining and discussing the term “entrepreneur” and provide examples of famous entrepreneurs. |

Procedure:

1. Teacher first asks students if anyone knows the difference between entrepreneurship and traditional employment.

2. Teacher defines the word “entrepreneur” to students. **Entrepreneur** – A person who organizes, manages and assumes the risk of business. A person or group who starts a business on their own based on an idea, product or skill.

3. Divide students into groups of three or four.

4. Students brainstorm the difference between entrepreneurship and traditional employment.

5. Ideas for students to consider:
   - Benefits (include vacation time, sick time and health benefits)
   - Job security
   - Operating costs
   - Wages
   - Hours worked
   - Job assistance
Entrepreneurship

8th Grade ■ Entrepreneurship ■ English, Social Studies, History, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.4.8B Evaluate how entrepreneurial character traits influence career opportunities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Traits of an entrepreneur</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Social Studies, History, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>Homework, one class period</td>
</tr>
<tr>
<td>Materials</td>
<td>To Become an Entrepreneur worksheet</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Through internet research of famous entrepreneurs, students will learn how their character traits helped them to succeed.</td>
</tr>
</tbody>
</table>

Procedure:

1. Teacher explains the six character traits of an entrepreneur and requests that students take notes:
   - Adaptability – The ability to change or be changed
   - Creative thinking – Creating something new or original
   - Ethical behavior – Doing the right thing
   - Leadership – The ability to get others to follow
   - Positive attitude – Certainty in feelings, beliefs and values
   - Risk taking – The willingness to make mistakes and go after or try to fix things/items that are difficult

2. Teacher provides students with the To Become an Entrepreneur worksheet for homework.

3. This homework assignment lists names of famous entrepreneurs and has students research how they became famous and what they did to become successful. (This could be a product, idea, etc.)
To Become an Entrepreneur

Research the names of these famous entrepreneurs. How did they become famous and for what are they famous?

Walt Disney ____________________________
Henry Ford ____________________________
Ben Cohen and Jerry Greenfield ____________
Simon Cowell ____________________________
Debbie Fields _____________________________
Wayne Huizenga __________________________
Madame C.J. Walker _______________________
Coco Chanel _____________________________
Jerry Yang _______________________________
Donald and Doris Fisher ____________________
Ray Kroc _________________________________
Pierre Omidyar __________________________
Dave Thomas ______________________________
Sam Walton _______________________________
Anita Roddick ____________________________

Why do you think these entrepreneurs were able to become so successful? ____________________________

Which of these entrepreneurs interests you the most and why? ____________________________
To Become an Entrepreneur

Walt Disney ................................................................. Disney

Henry Ford ................................................................. Ford Motor Company

Ben Cohen and Jerry Greenfield .............................. Ben & Jerry’s ice cream

Simon Cowell ............................................................... American Idol judge; record producer; executive of BMG UK Records

Debbie Fields ............................................................... Mrs. Fields Cookies

Wayne Huizenga .......................................................... Blockbuster; owner of the Miami Dolphins football team

Madame C.J. Walker ...................................................... First female African-American millionaire

Coco Chanel ................................................................. Clothing and perfume designer

Jerry Yang ................................................................. Yahoo founder

Donald and Doris Fisher .............................................. Gap Inc.

Ray Kroc ................................................................. McDonald’s

Pierre Omidyar ............................................................ eBay

Dave Thomas ............................................................. Wendy’s restaurant

Sam Walton ................................................................. Wal-Mart

Anita Roddick ............................................................. The Body Shop
Entrepreneurship

8th Grade ■ Entrepreneurship ■ English, Social Studies, Math, Computer

<table>
<thead>
<tr>
<th>Competency</th>
<th>13.4.8C Identify and describe the basic components of a business plan such as, but not limited to, business idea, competitive analysis, daily operations, finances/budget, marketing, productive resources, sales forecasting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Topic</td>
<td>Getting down to business project</td>
</tr>
<tr>
<td>Subject</td>
<td>English, Social Studies, Math, Computer</td>
</tr>
<tr>
<td>Length</td>
<td>One class period for discussion, project due date</td>
</tr>
<tr>
<td>Materials</td>
<td>Business Plan Project worksheet</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Students will learn about a business plan model through exploring and researching a company.</td>
</tr>
</tbody>
</table>

Procedure:

1. Teacher provides students with the Business Plan Project worksheet and discusses the terms listed on it.

2. Students must research a company of their choice and provide the concepts of the company’s business plan in a project format. Students can be creative by providing samples, charts, marketing materials, etc.

3. The teacher assigns the Business Plan Project worksheet to students and can make assignments however they choose to do so. Suggestions include:
   - Individual or group project
   - PowerPoint presentation
   - Poster board presentation with report

4. Teacher provides classroom time for research and assigns the project due date.

5. Projects can be presented to the class and graded on presentation and content.

6. Projects can also be displayed, if desired.
A business plan is a set of goals that a business wishes to achieve. It can include the reasons why the business can be successful and the plan for reaching the goals.

It is made up of things such as:

<table>
<thead>
<tr>
<th>Business Idea:</th>
<th>A business idea can come from looking at the world and seeing what is needed or can be something accidentally discovered.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competitive Analysis:</td>
<td>In business, you must identify your competitors and evaluate their strategies to determine their strengths and weaknesses relative to your own product.</td>
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<tr>
<td>Daily Operations:</td>
<td>This is how the entire business works each and every day.</td>
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<tr>
<td>Finances/Budget:</td>
<td>A business sets aside a certain amount of money to operate and determines how the money is going to be used.</td>
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<tr>
<td>Marketing:</td>
<td>Businesses must do marketing to get their product in the hands of customers. Marketing can include things such as printed materials, commercials, sales, pricing, packaging, and distribution.</td>
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<tr>
<td>Productive Resources:</td>
<td>Natural, human and capital resources are used to produce goods and services. Natural resources are the gifts from nature and the earth. Human resources are the people who work to produce the goods or service. Capital resources are goods produced and used to make other goods or services.</td>
</tr>
<tr>
<td>Sales Forecasting:</td>
<td>Based on past sales, a business may be able to predict how much money they will make in the future.</td>
</tr>
</tbody>
</table>
Research a company’s business plan and report on the terms listed above. In addition, answer the following questions.

1. What is the business idea? ________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

2. Who are their competitors? _______________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

3. How do they operate? _________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

4. What is the company’s budget? ___________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

5. How do they market their product? _______________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________
   ___________________________________________________________________________________

Be creative and have fun! You can add pictures, samples, graphs, charts, or drawings.
Created in 1963 by the Pennsylvania General Assembly, the Pennsylvania Higher Education Assistance Agency (PHEAA) has evolved into one of the nation’s leading student aid organizations. Today, PHEAA is a national provider of student financial aid services, serving millions of students and thousands of schools through its loan guaranty, loan servicing, financial aid processing, outreach and other student aid programs.

PHEAA’s earnings are used to support its public service mission and to pay its operating costs, including administration of the Pennsylvania State Grant and other state-funded student aid programs. PHEAA continues to devote its energy, resources and imagination to developing innovative ways to ease the financial burden of higher education for students, families, schools, and taxpayers. PHEAA conducts its student loan servicing activities nationally as American Education Services (AES) and FedLoan Servicing.

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Pennsylvania Higher Education Assistance Agency

1200 North Seventh Street, Harrisburg, PA 17102-1444

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