

Opinionnaire

Careers

Directions: Read each statement and decide if you strongly agree (SA), agree (A), disagree (D), or strongly disagree (SD). In each blank, mark your opinion.

1. ____ A job and a career are very different things.
2. ____ I know how to get a career in the future.
3. ____ I currently know what I want to be when I grow up.
4. ____ Careers are easy to find.
5. ____ You have to go to college to have a career.
6. ____ A career is necessary for a good life.
7. ____ I think I will keep the same career for my whole life.
8. ____ I know my own strengths and weaknesses.
9. ____ I know how to find available jobs/careers.
10. ____ I have goals for my life beyond school.

RESEARCH

<p><u>Why Research?</u></p>	<p><u>Sources</u></p>
<p><u>How to Research?</u></p>	<p><u>Cite Your Source</u></p>

RESEARCH

<p style="text-align: center;"><u>Why Research?</u></p> <p>Web: Why research?</p> <ul style="list-style-type: none"> • To gain information • To learn from experts • To know what's true and factual • To gather information from multiple sources • To check the credibility of the information you find or believe 	<p style="text-align: center;"><u>Sources</u></p> <p>Source: A person, resource, etc. that gives information</p> <p>Examples of Sources:</p> <ul style="list-style-type: none"> -books -magazines/ articles -Newspapers/ news -Reference books -WORLD WIDE WEB -Dictionary/ thesaurus -school (teachers/ professors)
<p style="text-align: center;"><u>How to Research?</u></p> <p><u>Print Source:</u></p> <ul style="list-style-type: none"> • Find source on topic • Closely read information • Record important information that answers your questions <p><u>Digital Source:</u></p> <ul style="list-style-type: none"> • Ask a good question about your topic • Choose a credible cite • Closely read information • Record important information that answers your questions 	<p style="text-align: center;"><u>Cite Your Source</u></p> <p><u>Print Source:</u></p> <ul style="list-style-type: none"> • Title • Author • Page Number <p><u>Digital Source:</u></p> <ul style="list-style-type: none"> • Title • Author • Web Address

Reliable Sources:

reliable: Real information, trust it,
can be checked in several places - info.
✓ (checks out as the same)

⊘ Wikipedia

How can you ✓ reliability?

1. check several places
2. copyright / last updated
3. Who created the site? Credentials?
4. .org / .net / .gov / .com / .edu
5. Would you put the site in your bibliography?
6. Layout / Design
7. Bias
8. User-friendly

CLASS RESEARCH ACTIVITY

Topic: Olympics

What are the Olympics? _____

When did the Olympics start? _____

What do the five Olympic rings represent? _____

What are some of the events in the summer Olympics?

What are some of the events in the winter Olympics?

Where are the Olympics taking place this year? _____

When and where are the next Olympics? _____

Who has won the most medals in history? _____

How many? _____ For what? _____

What is one question you have about the Olympics?

Answer: _____



RESEARCHING A CAREER

Career Category: _____

Chosen Career: _____

Definition: _____

Job Responsibilities: _____

Employment Qualifications/Education: _____

Salary: _____

Interesting Facts:

1. _____

2. _____

3. _____

4. _____

A Question Left Unanswered: _____

INTERVIEW—Person to interview: _____

Question 1: _____

Answer 1: _____

Question 2: _____

Answer 2: _____

Question 3: _____

Answer 3: _____

Question 4: _____

Answer 4: _____

Question 5: _____

Answer 5: _____

Prezi Presentation Project

For this project, students will have the opportunity to create a digital slideshow via Prezi, an online presentation application. Students will first research a career of their choice. After reading about their chosen career, they will create an outline including a title, author, 3 headings with information to teach others about their career, and a conclusion. Students will then transfer this information to a Prezi presentation in the computer lab to share what they have learned.



Students will follow the “Prezi Presentation” instruction sheet to create their Prezis. After including the necessary information, students will have the opportunity to experiment with various colors and fonts for their writing, insert images and/or YouTube videos, and create a path for storytelling. Finally, students will need to review and revise their presentations to be ready for publication.

In addition to creating the Prezi presentations in the computer lab, students will also write a research paper complete with headings and main idea/detail paragraphs to show a deep understanding of the career they have chosen to explore. This piece of writing will be graded separately and is not reflected in the rubric below. I hope you use this project as an opportunity to research about a career that interests you and to learn more about how technology can be used to present your learning/knowledge.

Name: _____

Prezi Presentation Project

1. The Prezi presentation is complete and ready for presentation on the final day.				
1 Smattering of Applause	2	3 Round of Applause	4	5 Standing Ovation
2. The Prezi presentation follows the outline and includes a title, author, 3 headings with information about the chosen career, and a conclusion.				
1 Smattering of Applause	2	3 Round of Applause	4	5 Standing Ovation
3. The Prezi presentation includes unique and accurate information and shows deep understanding and research of the chosen career.				
1 Smattering of Applause	2	3 Round of Applause	4	5 Standing Ovation
4. The Prezi presentation includes at least one picture and a slideshow route; shows thought, effort, and creativity; and is aesthetically pleasing.				
1 Smattering of Applause	2	3 Round of Applause	4	5 Standing Ovation
5. The Prezi presentation has been published free of errors in spelling, capitalization, punctuation, and grammar.				
1 Smattering of Applause	2	3 Round of Applause	4	5 Standing Ovation

Total score: _____ X 2 = _____

Prezi Presentation

Go to www.prezi.com

Type in this e-mail and password:

E-mail:

Password:

Click on "New Prezi." Type in the following information:

Title: _____

Description:

Click "New Prezi"

Click on "Explain a Topic"

Click "Preview"

Click "Start Editing"

Double click on text to make the text box appear. Delete current text. Type your text.

Title: _____

Subtitle: _____

Heading 1: _____

Facts: _____

Heading 2: _____

Facts: _____

Heading 3: _____

Facts: _____

Heading 4: Conclusion

Conclusion: _____

Extras (For when you have finished and checked in with your teacher. ☺)

- Click on "Colors and Fonts" and select a color scheme
- Click on "Path" and add a path by clicking on where you want the show to zoom in first.
- Click on "Insert" and add an image or YouTube video. (To do this you may need to get some help from your teacher or another student.)

Review/Revise your show to make it ready for publishing

Prezi Presentation

Go to www.prezi.com

Type in this e-mail and password:

E-mail:

Password:

Click on "New Prezi." Type in the following information:

Title: *Making A Prezi Presentation*

Description: This Prezi presents the steps to making a Prezi presentation.

Click "New Prezi"

Click on "Explain a Topic"

Click "Preview"

Click "Start Editing"

Double click on text to make the text box appear. Delete current text. Type your text.

Title: **Making A Prezi Presentation**

Subtitle: **The Steps to Make a Prezi Presentation**

Heading 1: **Step 1**

Facts: **Open a "New Prezi" and add titles, headings, and facts to each of the frames. Each frame should represent a different topic and have a heading that helps to explain what the frame is about.**

Heading 2: **Step 2**

Facts: **Decide on a color and font scheme and insert pictures or YouTube videos that go with your presentation and give valuable information.**

Heading 3: **Step 3**

Facts: **Add a path to your Prezi presentation that makes the presentation flow together in a particular sequence.**

Heading 4: **Conclusion**

Conclusion: **Review/Revise your show to make it ready for publishing.**

Extras (For when you have finished and checked in with your teacher. ☺)

- Click on "Colors and Fonts" and select a color scheme
- Click on "Path" and add a path by clicking on where you want the show to zoom in first.
- Click on "Insert" and add an image or YouTube video. (To do this you may need to get some help from your teacher or another student.)

Review/Revise your show to make it ready for publishing

Prezi Presentation

Title: _____

Description: _____

Title: _____

Subtitle: _____

Heading 1: _____

Info.: _____

Heading 2: _____

Info.: _____

Heading 3: _____

Info.: _____

Heading 4: Conclusion

Info.: _____

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Total score: _____ X 2 = _____

Name: _____

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Performance Task Template

Grade Level: 4th Grade

Title: Want A Career?

<p>Claims:</p> <p>Claim 1: Read a variety of texts closely to determine pertinent information Claim 2: Writing Informational Claim 4: Research, integration, and presentation of information</p>	
<p>Common Core Focus Standards (list only the ones you will be measuring in this task):</p> <p>Claim 1 RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. Claim 2 W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Claim 4: RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	
<p>Stimuli (up to 5 for high school)</p> <p>Visual Texts:</p> <p>Video: “Why Do We Need Common Core? I Choose C.” Video: “How to Choose the Right Career” Written Texts (excerpts from literature, poems, information texts, essays, etc.)</p> <p>“7 Steps to Choosing a Career” “How to Get a Job”</p>	<p style="text-align: center;">Specifics of Task</p> <p>Product/Performance: Informational Brochure Topic: How to get a career Audience: People who are trying to get a job Purpose: Express different qualifications a person needs to improve their chances of gaining a career Speaker/Role: Career Center Employee (Worker)</p>

Task Overview (list any student supports you will provide)

Classroom Activity/Introduction (time estimate=20 min.)

Read the book *When I Grow Up* by Al Yakovich & discuss the term “career” and compare/contrast this with the term “job.” Brainstorm various careers and how one might go about gaining such a career.

Clearly explain the activity and introduce the two parts as well as discuss how the constructed response items will be assessed and the rubric for the informational writing in Part II. Answer any questions students may have regarding Part I or Part II of this performance task.

Part I—Claim 1 or 4 (time estimate= 40 min.)

Part I—Claim 1 & 4: Students will independently view two videos, one about a failed job interview and one in which employers share what they are looking for in employees (firsthand account), and read two how-to articles (secondhand accounts), reading closely and taking notes on each of these sources. They will be allowed to review and reread videos and articles as necessary.

Scorable Products: Student responses to the selected response and constructed response questions. Questions will ask students to cite evidence to demonstrate knowledge of different qualifications a person needs to improve their chances of gaining a career, and how the firsthand and secondhand account resembled/differed from one another. Students will also turn in their annotated notes to show that they have “read” closely the various sources.

Part II—Claim 2 or 3 (time estimate=90 min.)

Part II—Claim 2: Student

Students will work individually to plan, write, and revise an informational brochure about how to get a career.

Scorable Products: Student informational piece

Part 1:

Source 1: Video: “Why Do We Need Common Core? I Choose C.”

Source 2: Video: “How to Choose the Right Career”

Source 3: “7 Steps to Choosing a Career”

Source 4: “How to Get a Job”

Constructed Response Questions:

Compare and contrast the two types of accounts (the interviews and the how-to articles) and identify at least one similarity and one difference you can support with evidence from the texts.

A two-point response provides at least one similarity and one difference among the two types of accounts. Each of these is backed with evidence from the source. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

One similarity and one difference between the two types of texts, both of which are supported with evidence

Sample One-Point Response:

One similarity or one difference between the two types of texts, supported with evidence

Sample Zero-Point Response:

Unrelated response or response that fails to address similarities or differences or doesn't provide textual evidence

After reading and viewing the sources, make a claim about what qualification is most important in gaining a career, according to one or more of the authors/texts. Be sure to support this claim with relevant and significant evidence from the text(s).

A two-point response states a relevant claim and provides at least two pieces of evidence to support the claim. Although the author may use background knowledge, at least one of these pieces of evidence needs to come from a text. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

Claim and at least two pieces of evidence to support the claim (one of these pieces of evidence coming from a source)

Sample One-Point Response:

Claim and one piece of evidence to support the claim (this piece of evidence must come from the text)

Sample Zero-Point Response:

Unrelated response or response that fails to include a claim or fails to include supporting evidence

Which source would be most beneficial in helping a person know how to gain a career? Make an argument and cite at least two pieces of evidence from the source you have chosen to support your claim.

A two-point response makes an argument about which source is most beneficial for this purpose and provides at least two piece of evidence from the source to support the claim. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample Two-Point Response:

Claim and at least two pieces of evidence from the chosen source to support the claim

Sample One-Point Response:

Claim and one piece of evidence from the chosen source to support the claim

Sample Zero-Point Response:

Unrelated response or response that fails to include a claim or fails to include supporting evidence

Student Directions for Part 2:

Now that you have closely read and annotated the texts, plan, draft, revise, edit, and publish your informational brochure. Read your assignment and the information about how your brochure will be scored; then begin your work.

Your assignment:

You work at a career center and your job is to help others get a job/career. Write an informational brochure to unemployed individuals about how to gain a career. Your how-to brochure will be read by a variety of job-seeking individuals who need your advice and thorough explanations. Many of these people have never had a career or haven't had a career in a long time, and may not know how to go about getting one. Your how-to piece should have a purpose and include important steps and with concrete details for the career-seeker. The information included should be clearly organized and include evidence from the sources using your own words. Be sure to use the writing process to plan, draft, revise, edit, and publish your piece.

REMEMBER: A well-written informational piece:

- Has a clear main idea
- Is well-organized and stays on the topic
- Uses expository text features (headings, subheadings, graphics, etc.)
- Uses details from the sources to support your ideas
- Develops ideas clearly
- Uses clear language
- Follows rules of writing (spelling, punctuation, and grammar)

Now begin work on your informational brochure. Manage your time carefully, so that you can:

1. Plan your informational brochure
2. Write your informational brochure
3. Revise and edit your informational brochure

4. Publish your informational brochure

*Rubric: Informational Text-Based Writing Rubric

Text Complexity Analysis of *When I Grow Up*

Author: Al Yankovich

Publication Date: Feb. 2011

Origin: English

Type of Text Fictional Short Story/Picture Book

Qualitative Measures

Levels of Meaning/Purpose

When I Grow Up has relatively low complexity. There is one level of meaning focused on what Billy wants to be when he grows up. The purpose is clear as Billy explores potential future careers and shares his ideas during show-and-tell.

Structure

The book follows the typical narrative text structure with a beginning, middle, and end. It primarily uses description as Billy presents all the potential careers he could pursue in the future.

Language Conventionality and Clarity

This book uses contemporary language, somewhere between conversational and academic language. Some of the vocabulary is rather complex, seeing as the author, Al Yankovich needed to ensure that the final words of the clauses would rhyme as the book is written in poetic form with stanzas and a rhyme scheme. Words like "oration," "vocation," and several others would be difficult for fourth graders; however, the pictures and description in the book could help students maintain understanding.

Knowledge Demands

The book requires students to grapple with some of the vocabulary; however, readers can determine the meaning of some of the words based on context. Readers with more background knowledge will have an easier time understanding the vocabulary and the vocations Billy considers.

Quantitative Measures

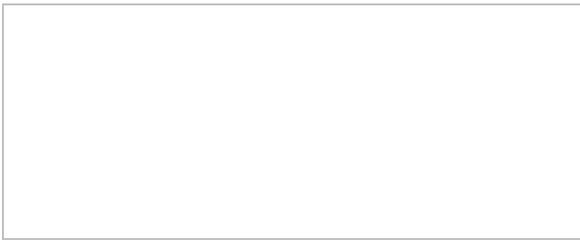
Lexile: 930L

Guided Reading: P

Accelerated Reader: 4.8

Reader and Task Considerations

When I Grow Up could be a valuable text for 4th graders in most locations. However, it would be helpful to scaffold the vocabulary and to talk about the various vocations addressed. Many students will struggle with the vocabulary, and language learners will need extra assistance in determining the meanings of unknown words to contribute to their overall understanding. Otherwise, the book is pretty straightforward with a typical narrative structure with which most students will be familiar.



Representation at Grade Level

Other texts like this:

I Can Be Anything By: Jerry Spinelli

When I Grow Up: A Young Person's Guide to Interesting and Unusual Careers By: Jessica Loy

Who's Hat Is This?: A Look At Hats Workers Wear—Hard, Tall, and Shiny By: Sharon Katz Cooper

Who's Tools Are These?: A Look At Tools Workers Use—Big, Sharp, and Smooth By: Sharon Katz Cooper

Who's Vehicle Is This?: A Look At Vehicles Workers Drive—Fast, Loud, and Bright By: Sharon Katz Cooper

Texts that can be used as scaffolds for it:

Texts with information about careers, such as *Career Day* By: Anne Rockwell

Texts with poetry such as *Where the Sidewalk Ends* By: Shel Silverstein

When I Grow Up

By: Al Yankovic

I waited so long for the hours to pass,
But soon it was noon there in Mrs. Krupp's class.
And Thursday at noon, as I'm sure you know well,
Is the time of the week when we do show-and-tell.

And this week the subject—so special to me—
Was "When I group up, what am I gonna be?"
That's something I'd really been thinking about,
And just couldn't wait to let all those thoughts out.

So when Mrs. Krupp said, "Who's ready to share?"
You can guess who was there with his hand in the air!
I raised both my hands just as high as they'd go,
And I bounced up and down and then—what do you know?
Well, Mrs. Krupp picked me—yes, me—to go first!
Oh, I was so happy I thought I would burst!

I proudly stood up and began my oration
Concerning my choice for a future vocation.
"Esteemed friends and colleagues and dear Mrs. Krupp,
I know what I'm gonna be when I grow up...

Why, I'll be the best chef you've ever seen.
The world will go crazy for my haute cuisine!
I'll tantalize taste buds with my rigatoni
Sautéed with black truffles and pickled baloney
Surrounded by kumquats and candied pigs' feet
Topped with shrimp-flavored lollipops—bon appétit!

My walls will be filled with awards that I've gotten
For toast-on-a-stick and my Twinkies au gratin.
My kitchen will be the most famous in France,
So make reservations twelve years in advance!
There's no doubt about it—I'm certain, you see—
A world-renowned chef is what I'm gonna be."
"That's very nice, Billy," sweet Mrs. Krupp said.
"Who wants to be next, maybe Suzie or Fred?"
I said, "Hold the phone now, I haven't departed.

Hang on to your seats, 'cause I'm just getting started!

See, maybe instead I could be a snail trainer!
Man, that would be awesome! Why, that's a no-brainer!
I'll teach my snails to do really neat tricks:
They'll play dead, roll over, and even fetch sticks!
Of course, all the sticks will come back two years later...
But working with snails—I mean, what could be greater?
They'll do any stunt that I like—holy moley!—
I'll train 'em to pedal a bike really slowwwly,
Then jump (I mean ooze) through a huge ring of fire,
And crawl at a snail's pace across a high wire,
Then finish by writing my name with their trails!
That's right, I'll be Billy: The Master of Snails!

Or else, maybe I'll be the lathe operator
Who makes the hydraulic torque wrench calibrator
Which fine-tunes the wrench that's specifically made
To retighten the nuts on the lateral blade
That's directly beneath the main radial sockets
Inside the cooling system on X-14 rockets—
And since this profession's as cool as can be,
Well, who would be better to do it than me?

Say, here's an idea—perhaps just for laughs
I might make my living by milking giraffes!
It's oh-so-cliché to get milk from a cow,
And I bet all those cows need a break anyhow.
Imagine me milking my way up in the air!
I'd use a tall ladder instead of a chair—"

"What? Milking giraffes?" Mrs. Krupp said. "Oh, please!"
I countered, "How else could we make giraffe cheese?
Now don't interrupt me, I'm not really through yet,
There's still lots of stuff that I'm planning to do yet!
'Cause maybe I'll be a gorilla masseuse...
Or an artist who sculpts out of chocolate mousse
Or a rodeo clown or a movie director
Or maybe a professional pickle inspector
Or big sumo wrestler or hedge-fund investor
Or smelly pit-sniffing deodorant tester

Or I'll be an expert on nuclear fission
Or else a foot model or friendly mortician
Or waiter or skater or master debater
Or dinosaur-dusting museum curator
Or TV repairman or sidewalk sign waver
Or part-time assistant tarantula shaver—"

And that's about when Mrs. Krupp said, "Now, Billy.
Please make up your mind—this is getting quite silly!
Which one of those things are you going to choose?"
I shuffled around, and I looked at my shoes...

And finally I said, "My great-grandfather Bob's
Been a whole lot of things, had a whole bunch of jobs:
A butcher, a baker, a bellman, a bouncer,
A telephone psychic and bingo announcer.
You know what? He just turned a hundred and three,
And he's still not quite sure what he wants to be!

See, I'm only eight now, so frankly I'm hopin'
You'll cut me some slack if I leave options open.
Let's just wait and find out what my future brings—
Hey, I might have time to do all of those things!"

And then the bell rang and we all went to lunch,
And as I was sipping my pineapple punch,
I pondered profession that I'd like to enter
Like brave firefighter or crazy inventor...

Or maybe—just maybe now—when I grow up,
I can be a great teacher like dear Mrs. Krupp.

Part 1 of 4: Build Your Qualifications



1.

Revise your resume. Before you start job hunting, make sure that your resume is as complete and up-to-date as possible. Your resume is an important distillation of who you are, where you come from, and what you can offer.

Develop your personal elevator pitch. Many structured interviews, particularly those at large companies, start with a question like "Tell me about yourself." The interviewer doesn't really want you to go back to grade school and talk about your childhood. This is a specific question with a right answer: in two minutes or so, the interviewer wants to get you to relax and loosen out your vocal cords, understand your background, your accomplishments, why you want to work at XYZ company and what your future goals are. Keep it short — between 30 seconds and two minutes.



Make a list of work-related skills you'd like to learn. Your employer will be interested in hearing about how you intend to become a better employee. Think about which skills will make you more competent in the position you're applying for. Find some books and upcoming conferences that would significantly improve your abilities. In an interview, tell the employer what you're reading and learning, and that you'd like to continue doing so. Here is a list of some of the most important job skills, wanted by employers, that a job-seeker must have to be sure of landing a good job and just as importantly, keeping it.

Part 2 of 4: Do Your Homework

Prepare for a behavioral interview. You might be asked to describe problems you've encountered in the past and how you handled them, or you'll be given a hypothetical situation and asked what you would do. They'll basically want to know how you'll perform when faced with obstacles in the position you're interviewing for. Be able to give honest, detailed examples from your past, even if the question is hypothetical (e.g. "I would contact the customer directly, based on my past experience in a different situation in which the customer was very pleased to receive a phone call from the supervisor"). You might find yourself listing facts — if so, remember that in this kind of interview, you need to *tell a story*. Some questions you might be asked are:



Research the company. Don't just do an Internet search, memorize their mission, and be done with it. Remember that you're competing with lots of other candidates for a single position. You may not be able to change your natural intelligence, or the skills that you come to the job with, but you can always

change your work ethic. Work harder than everyone else by researching the company or companies you wish to work for like your life depended on it.

Part 3 of 4: Pound the Pavement

Do informational interviews. An informational interview is when you invite a contact or a professional out to lunch or coffee, and ask them questions without the expectation of getting a job. Informational interviews are a great way to network, expand your list of contacts, and find out tips and tricks from professionals who are on the ground.

- Have lots of questions prepared — "What's a normal day like for you?" "What are the advantages of your job?" "What might you have done differently?" are all great — but be mindful of their time.



Network. The best companies to work for tend to rely heavily on employee referrals. Make a list of all of your friends, relatives, and acquaintances. Contact them one by one and ask them if they know of any openings for which they could

recommend you. Don't be too humble or apologetic. Tell them what you're looking for, but let them know you're flexible and open to suggestions. This is not the time to be picky about jobs; a connection can get your foot in the door, and you can negotiate pay or switch positions once you've gained experience and established your reputation.

Volunteer. If you aren't already, start volunteering for an organization that focuses on something you're passionate about. You may start out doing boring or easy work, but as you stick around and demonstrate your commitment, you'll be given more responsibilities. Not only will you be helping others, but you'll also be gaining references. Emphasize your volunteer experience on your resume, as companies that treat their employees well tend to favor candidates who help the community somehow.

Cold call. Locate a specific person who can help you (usually the human resources or hiring manager at a company or organization you're interested in). Call that person and ask if they are hiring, but do not become discouraged if they are not. Ask what kind of qualifications they look for or if they have apprentice or government-sponsored work programs. Ask if you can send your resume indicating what field you want to go into. Indicate whether you would accept a lesser job and work up.

Part 4 of 4: Tweak Your Mentality



Change your attitude. There's a difference between making phone calls and going to interviews thinking "I'm looking for a job" versus "I'm here to do the work you need to have done".^[1] When you're looking to *get* a job, you're expecting someone to *give* something to you, so you focus on impressing them. Yes, it's important to make a good impression, but it's even more important to *demonstrate your desire and ability to help*. Everything that you write and say should be preceded silently by the statement "This is how I can help your business succeed."

Settle down. If you've moved around a lot, be prepared to offer a good reason for it. Otherwise, you'll need to make a good case for why you want to stick around in the area where the job is located. A company doesn't want to hire someone with wanderlust who still wants to relocate.

Fit the job to the skills rather than the other way around. Many people search for jobs, then try to see how they can tweak the way they present their own skills and experiences to fit the job description. Instead, try something different. Instead of this top-down approach, start from the bottom up.

<http://www.wikihow.com/Get-a-Job>

Research Writing Unit

Close Reading

- Text Selection: “7 Steps to Take Before Choosing a Career;”

Author Unknown
- Reason for Choosing Text: In this unit I will be asking students to research a career of their choice. However, this text will provide a common introduction for all students and help them to think about what they should consider prior to choosing their career to research.
- Close Reading Strategy:
 - 1st Read: Students will read through the text to gain an overall understanding of what the text says.
 - 2nd Read: Students will read the text using their text-coding bookmarks and mark important or interesting ideas as well as questions/wonderings.
 - 3rd Read: Students will read to answer the text-dependent questions.

Text-Dependent Questions

1. What kind/genre of text is this and what evidence do you have to support this claim?
2. Why are certain sections of the text bolded? What does the bold print signify about these parts of the text?
3. What would be an alternative sub-heading for each of the steps in this article?
4. What text structures does the author employ in this article?
5. Why does the author introduce these seven ideas in steps? What would happen if these steps were conducted without paying attention to the order in which they are written?
6. When the text says to “assess yourself” what is it referring to and how does it suggest you might go about doing this?
7. Why does the author suggest you should “assess yourself” prior to making a list of potential careers?
8. According to the author what is the purpose of starting with a broad list of careers and narrowing it down to a few specific careers?
9. What do the words “apprentice” and “internship” mean? Are they referring to the same idea? Why is this step important?
10. What is a career action plan?

7 Steps To Take Before Choosing A Career

Learn about the job responsibilities, employment opportunities, and training or education requirements prior to pursuing a specific career. Follow these steps to narrow potential career options:

1. Assess yourself - Each individual has different goals, talents, interests, and values. In other words, there are certain careers each individual should not pursue and others where they'd excel and be satisfied. Determine what you would enjoy and excel at by taking career assessments, receiving career counseling, and conducting thorough self-evaluation.

2. Make a list of potential occupations - After conducting some self-assessment, it should be apparent the types of careers you should pursue. It is not possible to pursue each one, so the list should be used to determine where to begin your career search. Select 5 or 10 careers and create a new list with these choices. When making your choices, select jobs that interest you, are recommended following career assessment tests, and ones matching your skill set.

3. Explore the options - Learn about each potential career after narrowing your list. Be sure to learn about educational or training requirements, job duties, employment outlook, annual earnings, and promotion opportunities. Information can be obtained from the Internet, but try to meet with a professional in each field to obtain in-depth details about each profession. If you not know professionals in these fields, contact willing participants and schedule informational interviews. However, you will probably find that you have relatives, colleagues, and school mates currently working in fields that interest you. During an informational interview, collect details about annual salary, employment prospects, and entry-level employment requirements. It's not recommended to request employment during these interviews, but take advantage of networking opportunities.

4. Narrow down your list - Eliminate careers that no longer interest you after thoroughly reviewing each one. Many people become dissuaded from pursuing a career after learning about education requirements, annual earnings, and declining industry growth. Once you've become acquainted with each career, narrow your list to 1-2 options.

5. Set goals - After your list has been narrowed, establish attainable goals. You should be informed enough to establish short and long term goals. Typically, short-term goals can be met between 1-3 years and long-term between 3-5 years. It will not be easy reaching each goal, so be prepared to work hard, make adjustments when necessary, and remain committed. Goals are typically achievable when they're defined, flexible, realistic, and attainable within a specified time period.

6. Create a career action plan - Once you've established career goals, begin developing a career action plan consisting of goals and specific steps to reach them. Additionally, career action plans contain possible obstacles, steps to address them, and resources that can be utilized when assistance is needed. This plan will clearly define how you will receive required training or education, obtain employment, and develop professionally once you've begun your career.

7. Obtain training - Obtaining required career training will probably consume the majority of your time and efforts as you pursue a career. Depending on the profession, you may be required to earn a college degree, complete vocational training, learn new skills, or complete an apprentice or internship.
<http://www.careerprofiles.info/choosing-a-career-steps.html>

“7 Steps to Choosing a Career”

1. What kind/genre of text is this and what evidence do you have to support this claim?
2. Why are certain sections of the text bolded? What does the bold print signify about these parts of the text?
3. What would be an alternative sub-heading for each of the steps in this article?
4. What text structures does the author employ in this article?
5. Why does the author introduce these seven ideas in steps? What would happen if these steps were conducted without paying attention to the order in which they are written?
6. When the text says to “assess yourself” what is it referring to and how does it suggest you might go about doing this?
7. Why does the author suggest you should “assess yourself” prior to making a list of potential careers?
8. According to the author what is the purpose of starting with a broad list of careers and narrowing it down to a few specific careers?
9. What do the words “apprentice” and “internship” mean? Are they referring to the same idea? Why is this step important?
10. What is a career action plan?

“Want A Career?” Performance Task Part 1

1. Compare and contrast the two types of accounts (the interviews and the how-to articles) and identify at least one similarity and one difference you can support with evidence from the texts.

2. After reading and viewing the sources, make a claim about what qualification is most important in gaining a career, according to one or more of the authors/texts. Be sure to support this claim with relevant and significant evidence from the text(s).

3. Which source would be most beneficial in helping a person know how to gain a career? Make an argument and cite at least two pieces of evidence from the source you have chosen to support your claim.

“Want a Career?” Informational Performance Task Part 1 Rubric

<u>Question</u>	<u>2 Point Response</u>	<u>1 Point Response</u>	<u>0 Point Response</u>
Compare and contrast the two types of accounts and identify at least one similarity and one difference you can support with evidence from the texts.	One similarity and one difference between the two types of texts, both of which are supported with evidence	One similarity or one difference between the two types of texts, supported with evidence	Unrelated response or response that fails to address similarities or differences or doesn't provide textual evidence
After reading and viewing the sources, make a claim about what qualification is most important in gaining a career. Be sure to support this claim with relevant and significant evidence from the text(s).	Claim and at least two pieces of evidence to support the claim (one of these pieces of evidence coming from a source)	Claim and one piece of evidence to support the claim (this piece of evidence must come from the text)	Unrelated response or response that fails to include a claim or fails to include supporting evidence
Which source would be most beneficial in helping a person know how to gain a career? Make an argument and cite at least two pieces of evidence from the source you have chosen to support your claim.	Claim and at least two pieces of evidence from the chosen source to support the claim	Claim and one piece of evidence from the chosen source to support the claim	Unrelated response or response that fails to include a claim or fails to include supporting evidence

Total Score: _____

How To Get A Career

Introduction:

Step 1:

- Evidence:
- Explanation (Why is this important?):

Step 2:

- Evidence:
- Explanation (Why is this important?):

Step 3:

- Evidence:
- Explanation (Why is this important?):

Step 4:

- Evidence:
- Explanation (Why is this important?):

Conclusion:

Research Writing

Optional: This research writing is an optional alternative culminating project to creating a Prezi presentation. This would be a good option if the students needed practice with more formal research writing.

Introduction

Students will write a paragraph introduction about the topic they have researched. Students may use the description on their first green card or from their Prezi presentation as part of their introduction, but they will need to add details to form a well-developed introductory paragraph.

Heading 1

Students will write a paragraph about the topic they have chosen for heading one. The first yellow card should be their main idea and the subsequent red cards their details. Students may also use the information they have written in their Prezi presentation but may need to add details to form a well-developed paragraph. Students may need to do some additional research prior to writing their paragraphs to ensure they know enough on the subtopic they have chosen. The paragraph will be well developed with a main idea and supporting details.

Heading 2

Students will write a paragraph about the topic they have chosen for heading two. The second yellow card should be their main idea and the subsequent red cards their details. Students may also use the information they have written in their Prezi presentation but may need to add details to form a well-developed paragraph. Students may need to do some additional research prior to writing their paragraphs to ensure they know enough on the subtopic they have chosen. The paragraph will be well developed with a main idea and supporting details.

Heading 3

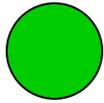
Students will write a paragraph about the topic they have chosen for heading three. The third yellow card should be their main idea and the subsequent red cards their details. Students may also use the information they have written in their Prezi presentation but may need to add details to form a well-developed paragraph. Students may need to do some additional research prior to writing their paragraphs to ensure they know enough on the subtopic they have chosen. The paragraph will be well developed with a main idea and supporting details.

Conclusion

Students will write a paragraph conclusion about the topic they have researched. Students may use their conclusion from the second green card or information from their Prezi presentation as part of this conclusion paragraph, but they will need to add details to form a well-developed concluding paragraph.

Expository Writing Planning Outline

*Stoplight outline based on *Step Up To Writing*



Introduction = _____



Main Idea = _____

▲ Detail = _____

▲ Detail = _____

▲ Detail = _____



Main Idea = _____

▲ Detail = _____

▲ Detail = _____

▲ Detail = _____



Main Idea = _____

▲ Detail = _____

▲ Detail = _____

▲ Detail = _____

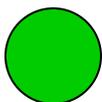


Main Idea = _____

▲ Detail = _____

▲ Detail = _____

▲ Detail = _____



Conclusion = _____

Student Friendly Guide—6 Traits Writing

Research Writing

	Advanced 4	Proficient 3	Developing 2	Minimal 1
5 Paragraph Research Paper <ul style="list-style-type: none"> ➤ 5 complete paragraphs arranged by topic ➤ Introduction and conclusion provide overview ➤ Body paragraphs inform audience and provide topical information 	<ul style="list-style-type: none"> • Well developed/unforgettable introduction and conclusion • Each paragraph provides valuable information on a particular topic • All 5 paragraphs are complete and flow smoothly together creating a well-developed composition 	<ul style="list-style-type: none"> • Strong introduction and conclusion • All 5 paragraphs are complete and inform the audience • Writing is connected with transitions 	<ul style="list-style-type: none"> • Missing or weak introduction and/or conclusion • Missing, weak, or jumbled paragraphs • Paragraphs provide little information or lack organization and evidence of understanding • Few connections 	<ul style="list-style-type: none"> • Missing introduction, conclusion, and/or paragraphs • Paragraphs lack factual information • Ideas scrambled and jumbled • Composition is incomplete
Research <ul style="list-style-type: none"> ➤ Research is evident ➤ Resources are clearly cited within paragraphs ➤ Internal citations include author and page number 	<ul style="list-style-type: none"> • Each paragraph includes evidence of significant research • Uncommon knowledge is clearly cited using the author's last name, page number, and appropriate format • Multiple citations are included in each paragraph 	<ul style="list-style-type: none"> • Each paragraph includes some evidence of research • Uncommon knowledge is clearly cited using the author's last name, page number, and appropriate format • All paragraphs include at least one citation 	<ul style="list-style-type: none"> • Some paragraphs include evidence of research • Citations are evident but may not be entirely correct • Some research is cited but other research is not • Limited research 	<ul style="list-style-type: none"> • Limited to no research evident • Minimal to no citations included within paragraphs • Research seems apparent but there is no evidence of where the material came from (No credit given to the appropriate author)
Ideas Main Idea/Detail <ul style="list-style-type: none"> ➤ Strong main idea ➤ A clear picture ➤ Thumbs-up details ➤ No filler 	<ul style="list-style-type: none"> • Main idea in each paragraph is crystal clear • I know this topic inside and out • Full of interesting, unusual details 	<ul style="list-style-type: none"> • Clear main idea in each paragraph • Knowledge of topic • Many interesting details • Easy to follow 	<ul style="list-style-type: none"> • Reader has to guess the main idea for some paragraphs • Need more information and details • Need to narrow my topic 	<ul style="list-style-type: none"> • Lacking main idea in most/all paragraphs • Need more details
Conventions <ul style="list-style-type: none"> ➤ Clean, easy to read copy ➤ Edited top to bottom ➤ Error-free (or close!) ➤ Ready to publish 	<ul style="list-style-type: none"> • No errors that I can see • Citations follow correct format • Outstanding spelling, punctuation, and grammar 	<ul style="list-style-type: none"> • Few errors • Mostly correct spelling, punctuation, and grammar • Mostly correct citations • Ready to publish 	<ul style="list-style-type: none"> • Too many errors • Needs a lot of editing • Citations are not clear • Not ready to publish 	<ul style="list-style-type: none"> • Too many errors in spelling, punctuation, and grammar • Citations done incorrectly

