

Lake and Peninsula School District

Employability Level 10

Assessment and Activities Guide



Please send comments or suggestions for changes to Kasie Luke (kluke@lpsd.com)

EM 10.1 Develop a post secondary plan that includes skills, abilities, strengths, weaknesses, values, and interests.

Developing	Proficient	Advanced
<input type="checkbox"/> Expresses difficulty in determining work values, interests, strengths and weaknesses. <input type="checkbox"/> Does not understand relation of values, interests, strengths and weaknesses to career choices.	<input type="checkbox"/> Participates in activities to discover strengths, weaknesses, interests, and values. <input type="checkbox"/> Assesses own values, interests, strengths and weaknesses and connects to life choices. <input type="checkbox"/> Explores post-secondary education options.	<input type="checkbox"/> Analyzes values, interests, strengths and weaknesses effectively. <input type="checkbox"/> Uses information to set goals.

My Career Plan

Name _____

Date _____

Expected Graduation Date _____

A Career Plan helps you decide where you are going after graduation and how you are going to get there. These are important questions worth thinking about.

About Me

You are unique with specific characteristics that will impact your choice of a career. Think about your characteristics and complete the following:

Three of my strengths are

Three of my weaknesses are

Three of my values are

Three of my skills are

Career Explorations

In many ways you have already explored a variety of careers.
Review these careers and list below:

Careers suggested by an interest inventory:
A recommended interest Inventory is Occupation Sort on AKCIS.

Jobs that I have had already are _____.

Careers that I have job shadowed are

_____.

A career I daydream about is _____.

My family wants me to _____.

Career Choice

Put all the career information together and focus on one career to answer the following:

The career I would choose to pursue is

_____.

The skills required for this career are

_____.

The WorkKeys score for this career is

_____.

My career choice is compatible with my strengths, weakness, values, and skills because _____.

This is how my career choice is compatible with what my family wants me to do:

Post Secondary Education and/or Training

When considering a career, it is important to also consider the education and/or training needed.

Consider the following:

The career I would like to pursue is

_____.

I will need this degree, certificate, or license for this career.

_____.

These places offer the education and/or training that I will need for this career.

The place I would like to get education /training for my career is

_____.

I will need _____ years of education/training for my career.

Calculate the cost of this education and/or training for one year:

Tuition _____

Room and Board _____

Books/supplies _____

Transportation _____

Clothes _____

Personal items _____

Other _____

Other _____

Other _____

Total _____

The cost of this education/training is _____ each year.

The total cost of my education/training is _____.

Financial Aid

Financial aid is about getting money to pay for your education and/or training. How will you pay for your education and/or training?

The financial aid I expect to receive is

Amount	Source
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total _____	

I will need these other sources of income to meet the costs of my education/training.

Amount	Source
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total _____	

The obstacles to reaching my career goals are

Making it Happen

Those who plan are more likely to reach their goals. The plan should be clear, concise, have a measurable end, and a date to be completed. Begin your planning below.

These are the steps to reaching my career. (Add or delete the number of steps if necessary.)

Step 1 _____ Date _____

Step 2 _____ Date _____

Step 3 _____ Date _____

Step 4 _____ Date _____

Step 5 _____ Date _____

Step 6 _____ Date _____

This is what I can do now to prepare myself for this career.

I have also considered this career as my second choice.

This is who I can talk to about My Career Plan.

Signature

Date

EM 10.2 Updates resume, cover letter, list of references and gathers three letters of recommendation.

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Fails to update resume. <input type="checkbox"/> Fails to update cover letter. <input type="checkbox"/> Fails to acquire three letters of recommendation. <input type="checkbox"/> Fails to list references. 	<ul style="list-style-type: none"> <input type="checkbox"/> Updates resume. <input type="checkbox"/> Updates cover letter <input type="checkbox"/> Updates list of references <input type="checkbox"/> Gathers three letters of recommendation 	<ul style="list-style-type: none"> <input type="checkbox"/> Resume contains facts and information that indicate high quality employability skills. <input type="checkbox"/> Gathers three or more letters of recommendation in a timely fashion by following up with those who were asked to produce the letter <input type="checkbox"/> Cover letter is tailored towards an actual cover letter needed for scholarship use, or for another purpose to this standard. <input type="checkbox"/> Updates list of references by evaluating who would be the best references to use.

EM 10.3 Applies and interviews for a specific job using updated resume, cover letter, list of references and letters of recommendation.

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Fails to use updated resume. <input type="checkbox"/> Fails to use updated cover letter. <input type="checkbox"/> Fails to use three letters of recommendation. <input type="checkbox"/> Fails to list references with resume. <input type="checkbox"/> Completes an application that contains errors and/or omissions. <input type="checkbox"/> Interview skills indicate lack of practice. <input type="checkbox"/> Is on time most of the time. <input type="checkbox"/> Is prepared with most necessary materials. <input type="checkbox"/> Uses poor eye contact with interviewer or shows lack of interest. <input type="checkbox"/> Attempts to ask questions but is unclear or asks questions which have already been answered. <input type="checkbox"/> Does not wear professional attire for the job interview. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses an updated resume. <input type="checkbox"/> Uses an updated cover letter <input type="checkbox"/> Includes list of references on resume <input type="checkbox"/> Offers three letters of recommendation to job interviewer <input type="checkbox"/> Completes an application that is neat, correct, and reflects best effort.. <input type="checkbox"/> Practices good interview skills. <input type="checkbox"/> Has questions ready to after interview <input type="checkbox"/> Has materials ready (pen, paper, questions, etc.) <input type="checkbox"/> Asks thoughtful, relevant questions to interviewer. <input type="checkbox"/> Displays appropriate manners and is a good representative of LPSD. <input type="checkbox"/> Conveys interest in site and positive attitude (eye contact, smile, affirmations, and respectful comments). <input type="checkbox"/> Displays good communication skills. <input type="checkbox"/> Wears somewhat appropriate attire for a job interview 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes an application that showcases skills and talents. <input type="checkbox"/> Interview skills indicate self-confidence and knowledge of own skills and talents. <input type="checkbox"/> Seeks additional information on site by researching and/or asking in-depth questions. <input type="checkbox"/> Asks all prepared questions articulately and with interest, expanding when appropriate. <input type="checkbox"/> Has all necessary materials for the interview <input type="checkbox"/> Is well put together with professional attire.

Interview Skills

Locate and read a resource on job interviewing skills. The AKCIS internet site is a good resource, www.akcis.org. See attached reference sheet for “How to Find Job Interviewing Skills”.

Practice job interviewing skills. Role play with your teacher or a peer.

Evaluate your interview skills. Which skills need improvement?

How can you improve your interview skills?

Job Application

Locate and complete a job application. Give this to your teacher for review.

Interview for a simulated job using your interview skills, application, and resume. Reflect on your interview and how you can improve.

EM 10.4 Demonstrates and independently uses professional communication skills (firm hand shake, eye contact, appropriate introductions, cold calling businesses, etc.)

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Fails to demonstrate appropriate eye contact <input type="checkbox"/> Fails to demonstrate ability to give a proper hand shake <input type="checkbox"/> Fails to acknowledge when appropriate introductions are necessary <input type="checkbox"/> Fails to independently cold call a business 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate eye contact <input type="checkbox"/> Demonstrates proper hand shake and uses it regularly <input type="checkbox"/> Demonstrates appropriate introductions regularly <input type="checkbox"/> Independently cold calls a business 	<ul style="list-style-type: none"> <input type="checkbox"/> Role models appropriate eye contact <input type="checkbox"/> Role models correct use and technique of a hand shake <input type="checkbox"/> Role models appropriate introductions <input type="checkbox"/> Independently cold calls several businesses

Describe two situations where you have demonstrated professional communication skills.

EM 10.5 Applies skills for creating and maintaining healthy social and professional relationships (use tact, manners and communication skills)

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond to verbal or physical cues in communication. <input type="checkbox"/> Lacks appropriate manners with peers and adults. <input type="checkbox"/> Respect and manners are inconsistently present. <input type="checkbox"/> Learning what is acceptable in different places and situations. <input type="checkbox"/> Sometimes displays a negative attitude. <input type="checkbox"/> Sometimes display negative body language. <input type="checkbox"/> Learning what is acceptable in different situations. <input type="checkbox"/> Sometimes displays a negative attitude. <input type="checkbox"/> Sometimes displays a negative body language. 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates appropriate manners with adults <input type="checkbox"/> Demonstrates appropriate manners with peers <input type="checkbox"/> Uses appropriate tone of voice to show respect <input type="checkbox"/> Chooses words that show respect <input type="checkbox"/> Uses words that convey the intended meaning <input type="checkbox"/> Listens to others to understand meaning. <input type="checkbox"/> Doesn't use harsh words. <input type="checkbox"/> Thoughtful of others. <input type="checkbox"/> Has a friendly presence. <input type="checkbox"/> Doesn't brag or boast about their accomplishments. <input type="checkbox"/> Uses humor appropriately in various situations, makes people feel comfortable, emphasizes a point, gets attention, relaxes people. 	<ul style="list-style-type: none"> <input type="checkbox"/> Vocabulary and body language convey maturity. <input type="checkbox"/> Kindness is effortless. <input type="checkbox"/> Presence is humble. <input type="checkbox"/> Use of humor is effective.

Skills such as conflict resolution, tact, respect, and communication need to be demonstrated during job shadows and during daily interactions with others.

Define tact

Give an example of how you used tact at your job shadows.

Give an example of how you used manners at your job shadows.

Give an example of how you used communication skills at your job shadows.

EM 10.6 Demonstrate responsibility and accept consequences of one’s choices and actions.

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Does not respond positively to rules or expectations. <input type="checkbox"/> Responds defensively to criticism or guidance. <input type="checkbox"/> Difficulty with accepting consequences. <input type="checkbox"/> Sometimes unaware of consequences of choices. <input type="checkbox"/> Does not accept consequences of choices. <input type="checkbox"/> Blames others for consequences. <input type="checkbox"/> Sometimes unaware of consequences of choices. 	<ul style="list-style-type: none"> <input type="checkbox"/> Follows rules. <input type="checkbox"/> Follows schedule. <input type="checkbox"/> Completes chores and/or tasks. <input type="checkbox"/> Accepts advice, guidance, and criticism. <input type="checkbox"/> Understands consequences of choices. <input type="checkbox"/> Accepts consequences of choices in a positive manner. <input type="checkbox"/> Prepared for tasks. 	<ul style="list-style-type: none"> <input type="checkbox"/> Takes ownership of personal actions. <input type="checkbox"/> Responds appropriately to mistakes and acknowledgements. <input type="checkbox"/> Integrates experiences into personal ethic growth. <input type="checkbox"/> Encourages others to take responsibility for their actions. <input type="checkbox"/> Level of responsibility far exceeds what is normally expected. <input type="checkbox"/> Works through both positive and negative consequences to reach a successful and beneficial conclusion.

These skills need to be demonstrated while adhering to daily schedule, rules, and guidelines.

List 5 positions of responsibility that you have held.

Position	Responsibilities	Consequence of not Fulfilling Responsibilities
1.		
2.		
3.		
4.		
5.		

EM 10.7 Revises education map

Developing	Proficient	Advanced
<input type="checkbox"/> Does not revise education map.	<input type="checkbox"/> Shows understanding of process to complete an education map <input type="checkbox"/> Completes education map with some help from teacher/counselor/principal <input type="checkbox"/> Has a plan to complete graduation requirements in so many semesters.	<input type="checkbox"/> Completes most of education map independently. <input type="checkbox"/> Demonstrates accurate understanding of what he/she is responsible for regarding his/her academics during this year and for the duration of their high school career.

Lake and Peninsula School District Education Action Map

Student _____ School _____ Year _____

My progress to date:

	A=Advanced P=Proficient W=Working CT=Credit Transfer						
Subjects (Credits Required)	L6	L7	L8	L9	L10	L11	L12
Reading (2)							
Writing (2)							
Math (3)							
Science (2)							
Social Studies (3)							
Technology (2.5)							
Cult. Aware. (1.5)							
Employability (5)							
Table Key	Credit Bearing		Minimum Graduation Level		Advanced Opportunities		
Diploma Graduation Requirements—General Education Students							
12 Credits in Core Subject Areas + 9 credits in Elective Subject Areas = 21 credits							
Core Subject Areas							
	Credits	*Mathematics: must complete Level 10 or higher					
Reading	2	*Students scheduled to graduate in FY15, FY16, or FY17 to receive credit for MA 07 (Integrated Math).					
Writing	2	*Social Studies: must earn 3 credits from Levels 8-11. 0.5 credits must be in Alaska Studies (AK Govt unit of SS 08 or approved online course).					
Mathematics	3	*Honors Diploma: Completion of a minimum of 6 credits over and above graduation levels with a minimum 3.00 GPA.					
Social Studies	3						
Science	2						
Elective Subject Areas							
Technology	2.5						
Cultural Awareness	1.5						
Employability	5						
Total: 21							

The following table is a map of desired progression.

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Reading										
Writing										
Math										
Science										
Social Studies										
Technology										
Cult. Aware										
Employability										

I want to reach graduation requirements in ____ semesters. I will follow this education map to the best of my abilities, and I will keep it updated as needed.

Student _____ Date _____

Teacher _____ Date _____

EM 10.8 Initiates, coordinates, implements and evaluates a community service project

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Data not gathered. <input type="checkbox"/> Need not identified. <input type="checkbox"/> Plan is missing information. <input type="checkbox"/> Problems are not addressed. <input type="checkbox"/> Implementation not documented. <input type="checkbox"/> Doesn't see benefit of project. <input type="checkbox"/> Doesn't evaluate project. 	<ul style="list-style-type: none"> <input type="checkbox"/> Gathers data to determine need for project. <input type="checkbox"/> Data supports need for project. <input type="checkbox"/> Identifies goal, mentor and time line. <input type="checkbox"/> Student documents planning. <input type="checkbox"/> Exhibits problem solving and decision making skills. <input type="checkbox"/> Documents implementation of project. <input type="checkbox"/> Describes the impact of the project on self and those who participated. <input type="checkbox"/> Evaluates project fairly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Gathers more than one type of data to determine need for project. <input type="checkbox"/> All data supports need for project. <input type="checkbox"/> Plan is detailed and written without mistakes. <input type="checkbox"/> Implements plan flawlessly. <input type="checkbox"/> Connects the impact of this project beyond self and those who participated. <input type="checkbox"/> Evaluates and offers revisions as necessary. <input type="checkbox"/> Proficiently presents project to an audience.

Identify a Need

(a) Ask around the school and community to identify needs. Choose a technique to collect and analyze data. Document your work. Examples of needs: school spirit, homework help, community clean up, elder assistance, cultural heritage

(b) Write a goal that is specific, measurable, achievable, relevant, and has a timeline.

Decide on a Project

(a) Brainstorm possible projects that would meet the need selected.

(b) Identify a mentor.

(c) Select a project.

Coordinates a Project

(a) Discuss the goal of this project with appropriate adults.

(b) Identify the tasks, who will be responsible for the tasks, and when will the tasks be completed.

(c) Consider any costs.

(d) Make specific assignments.

(e) Determine how the project will be documented and assessed.

(f) Begin work.

Evaluates own Performance of Project

(a) Discuss own performance with your mentor. Discuss the "ripple" effect of positive actions.

(b) Discuss what was learned from the project, including specific skills or insights.

(c) Discuss the strengths and weaknesses of the project

(d) Write a one page evaluation of own performance in completing the project. Include any refinements that you would incorporate in the next project.

(e) Write thank you letters.

Present your Project

(a) Select an audience to which you can present your project.

(b) Using various media, present your project.

EM 10.9 Maintain an updated Personal Wellness and Safety Plan

Level 10 Personal Wellness and Safety Plan Activities

Wellness

A. Student will practice good hygiene.

Clean self, clothing and personal space

Contribute to the cleanliness of common space

Appear groomed

B. Student will demonstrate behaviors of a healthy lifestyle.

Practice good nutrition

Read and learn about the Nutrition Facts on food labels. Cite your resources.

Plan a menu for one week (use a simple weekly calendar to record your menu). Many websites contain menus that can help with planning. Consider what you've learned about nutrition in preparing your menu.

Keep a log of what you actually eat (including snacks) for the week.

Compare your log with your menu and reflect on how closely you followed your menu. If there is room for improvement, explain any changes you would need to make to meet your nutritional goals.

Share your menu and your log with your teacher. Discuss areas of improvement.

Participate regularly in exercise

Locate a height and weight chart and determine your healthy weight. Calculate your Body Mass Index.

Review information about the benefits of exercise.

Set exercise goals, print a weekly calendar and plan an exercise schedule for one week. Include type of exercise (aerobic and strength) and duration of each.

Keep a log of the activities you actually do.

Reflect on whether you met your goals, and explain why or why not. Share your goals, your log and your reflection with your teacher.

How would things be different if you were not involved in P.E. or exercise in your future?

Understand the importance of healthy leisure activities

Give an example of a leisure activity that would fall under each of these categories:

Educational

Cultural

Sports

Physical

Relaxation

Why are healthy leisure activities important?

Identify the attributes of a healthy person

Research the attributes of a healthy person.

Explain what you currently do to promote and maintain your own good health. If you feel there is room for improvement, reflect on what changes you could make.

Explain your plan for maintaining your health over your lifetime.

Identify positive ways to cope with personal stress

Everyone experiences stress, but different events are stressful to different degrees for different people. What stresses others may not be a stressor for you. Review the definition and signs of stress.

What are some “triggers” that cause you to feel stressed?

What are some of your physical and emotional reactions to stress?

Describe the steps you take to manage stress.

If these steps are not working for you, explain what else you can do.

Recognize and develop healthy relationships

Review the traits of a healthy relationship.

Give an example of a healthy relationship that you have seen, and explain why it would be considered healthy.

Which qualities are most important to you in your relationships?

Which of these qualities do you bring to your relationships?

Which quality would you most like to work on?

Assertiveness means standing up for yourself while simultaneously respecting the rights of others. It helps you maintain your boundaries and values while getting your needs met. Why is assertiveness important in close relationships?

Safety

A. Student will have knowledge of harmful substances.

Develop a personal plan to avoid the following:

Alcohol Abuse

Drug Abuse

Tobacco Abuse

Give one Alaska statistic regarding young people and each of the following: alcohol, drugs and tobacco.

State the strategies you would use to avoid alcohol, drugs and tobacco.

How can you help your friends avoid alcohol?

What can you do if your underage friends use alcohol?

B. Student will understand safety skills.

Understand the concept of urban safety and steps needed to be safe

What are some of the potential safety concerns you might encounter in an urban setting that are different from safety issues in your village?

What are some steps you can take to help keep yourself safe in the city?

If you encounter problems, what can you do to seek help?

Review basic First Aid and CPR

Update emergency contact list

Develop a personal plan for preventing, recognizing and reporting rape

What is the legal definition of rape?

What is the legal definition of consent?

Locate and write about four recent statistics on rape.

List the signs that someone has been raped.

How can a person reduce the risk of being raped?

What are some reasons that rape is not reported?

List the steps a person would take if he or she were raped.

Identify resources to support victims of rape

Research and compile a list of resources that you could contact in the event of a rape. Add the phone numbers to your emergency contact list.

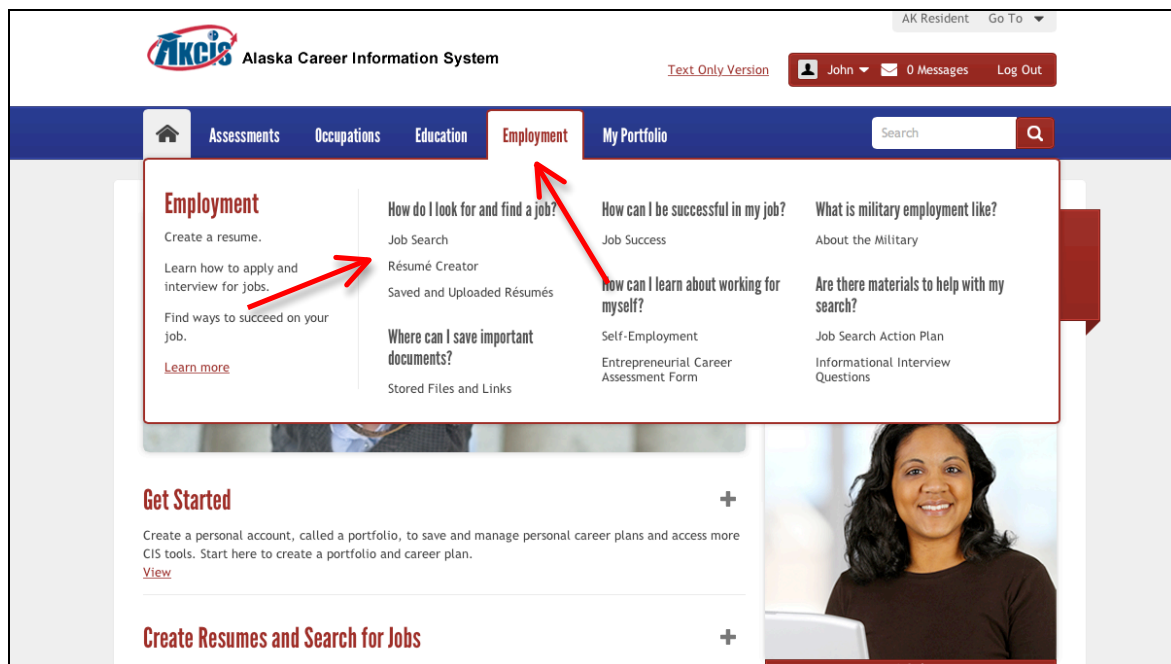
How to find Job Interviewing Skills

1. Go to www.AKCIS.org. Once you are there go to the bottom left and log in:



The screenshot shows the AKCIS website homepage. At the top, there is a navigation bar with links for ABOUT US, MY ACCOUNT, FINANCIAL AID, PLANNING, and REPORTS. The AKCIS logo is on the left, and the Alaska Commission on Postsecondary Education logo is on the right. Below the navigation bar, there is a banner with the AKCIS logo and a "Log In here" label. A red arrow points to the "Log In here" label. Below the banner, there is a "Get your Portfolio!" button. To the right, there is a sidebar with a "Education Planning" menu. Below the banner, there is a "AKCIS Login" section with a "Username:" field, a "Password:" field, and a "Login" button. A red arrow points to the "Login" button. Below the login fields, there is a "Log in with your Zip Code" link and a "Forgot Username or Password?" link. At the bottom right, there is a "AKCIS Help Center" link and a phone number: (800) 441-2962 option 3.

2. Once logged in, hover over the "Employment" tab and click on "Job Search".



The screenshot shows the AKCIS website after logging in. The user is logged in as "John" and has 0 messages. The navigation bar includes "Assessments", "Occupations", "Education", "Employment", and "My Portfolio". The "Employment" tab is highlighted, and a red arrow points to it. Below the navigation bar, there is a search bar. The "Employment" sub-menu is open, showing several options: "How do I look for and find a job?" (with sub-links: Job Search, Résumé Creator, Saved and Uploaded Résumés), "Where can I save important documents?" (with sub-link: Stored Files and Links), "How can I be successful in my job?" (with sub-link: Job Success), "What is military employment like?" (with sub-link: About the Military), "How can I learn about working for myself?" (with sub-links: Self-Employment, Entrepreneurial Career Assessment Form), and "Are there materials to help with my search?" (with sub-links: Job Search Action Plan, Informational Interview Questions). A red arrow points to the "Job Search" link. Below the sub-menu, there is a "Get Started" section with a plus sign and a "Create Resumes and Search for Jobs" section with a plus sign. A photo of a woman is visible on the right side of the page.

3. Once loaded, click on "Job Interviews". This will take you to the different links for Job Interviewing Skills: Prepare, Dress for Success, Practice, The Interview, and Follow Up.

AK Resident Go To

AKCIS Alaska Career Information System [Text Only Version](#) John 0 Messages Log Out

Home Assessments Occupations Education **Employment** My Portfolio Search

Job Search Job Search Search

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Overview

- [Before Your Search](#)
- [Start Your Search](#)
- [Applications & Résumés](#)
- [Job Interviews](#)
- [Job Offers](#)
- [Employment Laws](#)
- [Resources](#)
- [Section Map](#)

Overview

It can take a lot of time and energy to find a satisfying job. You must plan, stay organized and motivated, and make decisions. Above all, you need to be positive and focused. It may take some hard work to find the job you want – and get it.

Employers are looking for the best applicants to fill positions in their organizations. It's up to you to sell your abilities and who you are. Your goal is to convince them that you are the best person for the position.

There are several steps to getting a fulfilling job, outlined below. Through all of these steps, remember to be patient and positive. Searching and applying for jobs isn't easy, but is worth the investment of time and energy.

Before Your Search

It is easier to look for a job if you know what occupations you might be good at or are interested in.

Start Your Search

Get organized, set goals, and stay positive. It may take hard work to

Job Interviews

Learn how to present yourself well, answer difficult questions, and leave a good impression. Be confident and prepared.

Job Offers

You got the job – now what? Can

Quick Tips

The links in this box contain information for people with unique circumstances. If any of the titles below apply to you, use this box on each page to get specialized tips:

- [High School Students](#)
- [College Students](#)
- [Veterans](#)
- [People with Disabilities](#)

Home Assessments Occupations Education **Employment** My Portfolio Search

Job Search Job Search Search

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Overview

- [Before Your Search](#)
- [Start Your Search](#)
- [Applications & Résumés](#)
- [Job Interviews](#)
- [Job Offers](#)
- [Employment Laws](#)
- [Resources](#)
- [Section Map](#)

Job Interviews

If you've landed a job interview, congratulations. You need to prepare yourself to make the interview a success and make a good impression. To get started, watch the interview below.

Quick Tips

- [High School Students](#)
- [Veterans](#)
- [Workers with Disabilities](#)
- [Unemployed](#)
- [Ex-Offenders](#)
- [Re-Entering/Retirees](#)

Video Transcripts

- [What Went Wrong?](#)
- [What Went Right?](#)