

Lake and Peninsula School District

Employability Level 7

Assessment and Activities Guide



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

EM 7.1 Identify possible strengths and weaknesses of people in general.

Developing	Proficient	Advanced
<input type="checkbox"/> Begins to assess strengths & weaknesses.	<input type="checkbox"/> Has a clear understanding of the possible strengths people could possess. <input type="checkbox"/> Has a clear understanding of the possible weaknesses people could possess.	<input type="checkbox"/> Clearly understand possible strengths and weaknesses among people and can identify some in themselves and those around them.

What are some examples of a person's strengths?

What are some examples of a person's weaknesses?

EM 7.2 Identify personal learning styles and develops strategies for more successful learning.

Developing	Proficient	Advanced
<input type="checkbox"/> Limited understanding of learning styles and their impact on learning. <input type="checkbox"/> Limited understanding of strategies to use for successful learning.	<input type="checkbox"/> Takes a learning styles inventory. <input type="checkbox"/> Understands the result of a learning styles inventory. <input type="checkbox"/> Develops a strategy based on the results of the learning style inventory.	<input type="checkbox"/> Strategy includes multiple options for learning. <input type="checkbox"/> Implements strategy for successful learning. <input type="checkbox"/> Revises strategy as necessary.

Locate a learning style inventory. Cite your source.

Take the learning style inventory.

What is your learning style?

Write a definition of this learning style.

Considering your learning style, what can you do to be a more successful learner? Write below your strategies for more successful learning.

EM 7.3 Practice customer service skills

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates willingness to learn but lacks an understanding of purpose. <input type="checkbox"/> Awkward in dealing with customers. <input type="checkbox"/> Does not appreciate benefits of good customer service skills. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies customer service skills. <input type="checkbox"/> Observes and critiques customer service skills. <input type="checkbox"/> Demonstrates the following customer service skills. <ul style="list-style-type: none"> <input type="checkbox"/> Smiles. <input type="checkbox"/> Greets customers. <input type="checkbox"/> Listens to customers. <input type="checkbox"/> Responds appropriately. <input type="checkbox"/> Records info accurately. <input type="checkbox"/> Handles difficult customers. <input type="checkbox"/> Practices phone etiquette. <input type="checkbox"/> Dresses appropriately for the job. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently models good customer service skills while participating in a site based enterprise/activity. <input type="checkbox"/> Without hesitation, performs good customer service skills.

Locate and read a resource about customer service skills. Cite your resource.

Possible ways to practice could include:

- Serving at a potluck or community event
- Participates in student government store sales

EM 7.4 Articulate and demonstrate why good attendance and being on time are important

Developing	Proficient	Advanced
<input type="checkbox"/> Late sometimes. <input type="checkbox"/> Prompting is necessary. <input type="checkbox"/> Unprepared sometimes. <input type="checkbox"/> 3 tardies last quarter.	<input type="checkbox"/> On time most of the time. <input type="checkbox"/> Mostly prepared for activities. <input type="checkbox"/> 2 tardies last quarter.	<input type="checkbox"/> Always on time. <input type="checkbox"/> Always prepared. <input type="checkbox"/> No more than one tardy or absent last quarter

Discuss with your teacher why it is important to come to school everyday on time.

Write a paragraph in your own words why you think good attendance and being on time are important.

What are the consequences at your school for being late or absent from school?

What are the consequences in LPSD for being late or absent from school? (e.i. sports eligibility, traveling, etc.)

EM 7.5 Display good manners, positive attitude and best effort in various situations.

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Learning what is acceptable in different situations & places. <input type="checkbox"/> Apologetic for lack of good manners, willing to try. <input type="checkbox"/> Awkward behavior. <input type="checkbox"/> Prompting is necessary for appropriate manners in some situations. <input type="checkbox"/> Follows most rules. <input type="checkbox"/> Some assignments incomplete. <input type="checkbox"/> Best effort is not always evident. <input type="checkbox"/> Sometimes displays negative attitude. <input type="checkbox"/> Seeks assistance sometimes. <input type="checkbox"/> Body language is negative. 	<ul style="list-style-type: none"> <input type="checkbox"/> Aware of how their actions affect others. <input type="checkbox"/> Acts in an acceptable manner/is polite. <input type="checkbox"/> Reciprocates others' efforts. <input type="checkbox"/> Demonstrates appropriate manners with adults. <input type="checkbox"/> Demonstrates appropriate body language with adults. <input type="checkbox"/> Follows all rules. <input type="checkbox"/> Completes assignments on time. <input type="checkbox"/> Regularly seeks assistance if needed. <input type="checkbox"/> Displays enthusiasm. <input type="checkbox"/> Demonstrates persistence in working on a task to completion. <input type="checkbox"/> Avoids negativism. 	<ul style="list-style-type: none"> <input type="checkbox"/> Expects politeness from others in return. <input type="checkbox"/> Demonstrates ability to act in an acceptable manner in a variety of settings with a variety of people. <input type="checkbox"/> Encourages others to follow rules. <input type="checkbox"/> Takes pride in work completed. <input type="checkbox"/> Positive attitude encourages others.

What does it mean to have good manners?

Give 3 examples of good manners.

What does it mean to have a positive attitude?

Give an example of having a positive attitude.

What would prevent you from having a positive attitude?

What does it mean to give your best effort?

Give an example of when you gave your best effort.

What would prevent you from giving your best effort?

“Good, Better, Best.

Never Let It Rest,

Until Good Is Better, And Better Is Best!”

-Tim Duncan

EM 7.6 Understand equality and respect for others.

Developing	Proficient	Advanced
<input type="checkbox"/> Is reluctant to get to know or accept other members of the group. <input type="checkbox"/> Laughs at others sometimes. <input type="checkbox"/> Disrespectful sometimes.	<input type="checkbox"/> Accepts other members of a group without prejudice. <input type="checkbox"/> Listens to all ideas. <input type="checkbox"/> Open to group actions without displaying negative judgment. <input type="checkbox"/> Does not laugh at others.	<input type="checkbox"/> Actively seeks ways to make all members of the group feel accepted. <input type="checkbox"/> Respects authority.

Read a resource on equality. Cite your resource.

Define these terms and give an example of each:

Prejudice

Bias

Discrimination

Diversity

Gender Equity

Race

Ethnicity

Heritage

Describe what makes you different from others.

Write what 'respect for others' means to you.

EM 7.7 Uses strategies to deal with shyness, embarrassment, boredom and peer pressure.

Developing	Proficient	Advanced
<input type="checkbox"/> Sometimes gets embarrassed. <input type="checkbox"/> Acts shy or bored. <input type="checkbox"/> Allows peers to negatively influence.	<input type="checkbox"/> States strategy to deal with shyness, embarrassment, and/or boredom. <input type="checkbox"/> Rarely shows embarrassment, shyness or boredom. <input type="checkbox"/> States strategy for dealing with peer pressure. <input type="checkbox"/> Does not allow peers to exert negative influence.	<input type="checkbox"/> Never allows embarrassment, shyness, boredom or peer pressure to hinder them.

Give an example of a time that you felt shy.

How can you help someone to overcome shyness?

Describe the most embarrassing moment in your life.

How did you deal with the embarrassment?

Make a list of activities that are most boring to you.

Make a list of things to do when bored.

Read a resource about peer pressure. Cite your resource.

Can peer pressure sometimes be positive? Give an example.

Think of a time you felt peer pressure to do something you didn't want to do. Write about it.

List 3 ways to deal with peer pressure.

EM 7.8 Employs skills to be a team player (e.g., cooperation, acceptance of roles, sportsmanship.

Developing	Proficient	Advanced
<input type="checkbox"/> Sometimes works well with others. <input type="checkbox"/> Is unsure of role in group but is willing to contribute/participate. <input type="checkbox"/> Needs encouragement to participate in the group. <input type="checkbox"/> Participates in limited ways. <input type="checkbox"/> Sometimes helps others. <input type="checkbox"/> Lacks ability to sense conflict among team members.	<input type="checkbox"/> Cooperates with others most of the time. <input type="checkbox"/> Willingly takes on a role in a group. <input type="checkbox"/> Encourages others. <input type="checkbox"/> Participates in team activities. <input type="checkbox"/> Consistently seeks ways to help other team members. <input type="checkbox"/> Sense conflict among team members and attempts to resolve it.	<input type="checkbox"/> Always cooperative with others. <input type="checkbox"/> Takes on a leadership role in groups. <input type="checkbox"/> Encourages others to participate and helps to develop their skills. <input type="checkbox"/> Practices concept of 'Pay it Forward.' <input type="checkbox"/> Senses conflict among team members and resolves it.

An example of one definition of Sportsmanship –

Alaska School Activities Association SPORTSMANSHIP CREED - "ASAA and it's corporate sponsors appreciate your attendance at this game. This contest is being played under the authority of the Alaska School Activities Association. ASAA rules provide for fair play and good sportsmanship among everyone involved. All participants and coaches are expected to exhibit the highest level of respect for their opponent and the officials. We also expect fans will eagerly support their favorite team by applauding fair play while refraining from negative words and behaviors. *Be Loud...Be Proud...but Be Positive.*"

What does it mean to be a good team player? Give an example.

What is sportsmanship? Give an example.

EM 7.9 Performs basic life skills (e.g., cleaning up, organizing, planning daily activities)

Developing	Proficient	Advanced
<input type="checkbox"/> Avoids participation. <input type="checkbox"/> Reluctantly participates when asked. <input type="checkbox"/> Completes chores poorly. <input type="checkbox"/> Chooses to avoid chores. <input type="checkbox"/> Avoids helping others with chores.	<input type="checkbox"/> Participates equally in completing daily activities. <input type="checkbox"/> Participates equally in planning daily activities. <input type="checkbox"/> Participates equally in organizing daily activities. <input type="checkbox"/> Maintains a clean workplace. <input type="checkbox"/> Maintains a clean living space. <input type="checkbox"/> Takes responsibility for tasks. <input type="checkbox"/> Manages time efficiently and effectively. <input type="checkbox"/> Takes pride in doing a good job. <input type="checkbox"/> Helps others	<input type="checkbox"/> Looks for ways to assist others. <input type="checkbox"/> Always helpful. <input type="checkbox"/> Does more than their share. <input type="checkbox"/> Assumes responsibility for group.

List chores you have at home.

1. _____
2. _____
3. _____

List responsibilities that you have at school.

1. _____
2. _____
3. _____

Write a paragraph about a time when you did not meet a responsibility.

What was the impact of not meeting this responsibility?

EM 7.10 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.

The attached education map is simply an example of an education map. Can also be found on Moodle under Employability Resources.

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						
Reading	2	*Mathematics: must complete Level 10 or higher *Students scheduled to graduate in FY15, FY16, or FY17 to receive credit for MA 07 (Integrated Math). *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). *Honors Diploma: Completion of a minimum of 6 credits over and above graduation levels with a minimum 3.00 GPA.					
Writing	2						
Mathematics	3						
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 7.11 Recognizes and discusses potential negative consequences due to lack of service and volunteerism.

Developing	Proficient	Advanced
<input type="checkbox"/> Lacks understanding of service and volunteerism. <input type="checkbox"/> Limited understanding of benefits of service and volunteerism.	<input type="checkbox"/> Participates in discussion. <input type="checkbox"/> Understands impact of service and volunteerism on others. <input type="checkbox"/> Understands impact of service and volunteerism on self.	<input type="checkbox"/> Discussion reveals an understanding of the impact of service and volunteerism locally, nationally, and globally, both short term and long term.

Discuss with a teacher, draw a picture, or write out an example of a time you have volunteered or offered a service to someone else without being paid.

Answer these questions:

What is the service? What are you doing? Who else is in the picture or your story?

Imagine you are not in this picture or in the story.

Below write about the impact of you not doing this service for others?

EM 7.12 Volunteers for three hours and keeps a log of volunteer activities, including a reflection.

Developing	Proficient	Advanced
<input type="checkbox"/> Does not volunteer for three hours <input type="checkbox"/> Does not complete activity log <input type="checkbox"/> Does not complete reflection	<input type="checkbox"/> Volunteers for three hours <input type="checkbox"/> Completes activity log <input type="checkbox"/> Completes reflection	<input type="checkbox"/> Volunteers for more than three hours <input type="checkbox"/> Completes activity log with many details <input type="checkbox"/> Reflection is detailed

Reflection can be a conversation with your teacher, or a completed self-reflection paper answering the following questions.

1. Who did you help by completing these three hours of volunteering?
2. How do you think you made that person/s feel?
3. What did you gain from the experience?

<u>Date of Volunteerism</u>	<u>How many minutes/hours</u>	<u>What did you do to volunteer?</u>

EM 7.13 Creates a personal Wellness and Safety Plan

Developing	Proficient	Advanced
<input type="checkbox"/> Plan is incomplete. <input type="checkbox"/> Plan does not reflect best effort	<input type="checkbox"/> Plan is complete <input type="checkbox"/> Plan indicates an understanding of personal wellness. <input type="checkbox"/> Plan indicates an understanding of personal safety. <input type="checkbox"/> Plan reflects best effort.	<input type="checkbox"/> Plan is clearly implemented.

Level 7 Personal Wellness and Safety Plan Activities

Wellness

A. Student will practice good hygiene.

Clean self, clothing and personal space

State the benefits of personal cleanliness.

Explain how to maintain personal cleanliness.

State the benefits of having clean clothes.

Explain how to maintain clean clothes.

Give examples of your own personal space at home and/or at school.

State the benefits of maintaining a clean personal space.

Describe how you keep your personal space clean.

Appear groomed

Describe what it means to be well groomed.

Explain what you do to be well groomed every day.

Reflect on your own personal hygiene. If you feel that there is room for improvement, list the steps you can take.

B. Student will demonstrate behaviors of a healthy lifestyle.

Practice good nutrition

Locate three resources to learn about the major food groups and good nutrition. Cite your resources (hint: choosemyplate.gov and cdc.gov/nutrition are two good resources).

What are the five major food groups, and how many servings of each group are recommended per day for your age and activity level?

List everything on the menu for your school lunch for three days. Include the number of servings from each food group that were offered each day.

Participate regularly in exercise

Locate and cite a resource about exercise.

List the benefits of regular daily exercise.

Define unhealthy behaviors that affect individuals and families

List some unhealthy behaviors and explain how they could affect individuals and families.

Understand how to recognize and cope with anger

Anger is a natural emotion everyone experiences to some degree. List some of the signs that tell you when you are feeling angry.

Think about a time when you felt angry. What events, either internal or external, caused you to feel this way?

There are both healthy and unhealthy ways to cope with anger. A pattern of unhealthy coping strategies can take their toll, causing physical or emotional problems through the years. What are some unhealthy ways of handling anger?

Describe some productive, healthy ways to handle anger.

Reflect on how you can change your behavior to handle problems or conflicts that cause anger, using healthy strategies.

Define the attributes of emotional well-being

Define emotional well-being.

List strategies for improving emotional health.

Safety

A. Student will have knowledge of harmful substances.

State the steps to take in response to the following:

Medication Overdose

Locate and read a resource about medications overdose. Cite your resource.

Describe four common medications located in or around your house, and tell how each can be harmful.

Locate and read any warning labels found on these medications. Write one warning below.

List the steps you would take to respond to a medication overdose.

Household/School Items Poisoning

Locate and read a resource about household or school items poisoning. Cite your resource.

Describe four common potentially poisonous items located in or around your house or school, and tell how each can be harmful.

Locate and read any warning labels found on these household/school items. Write one warning label below.

List the steps you would take to respond to a household/school items poisoning.

Fuel/gas Inhalation

Locate and read a resource about the dangers of fuel, gas and other inhalants. Cite your resource.

Describe four common sources of inhalants located in or around your house, and tell how each can be harmful.

Locate and read any warning labels found on possible inhalants. Write one warning label below.

List the steps you would take to respond to someone who has inhaled a harmful substance.

Alcohol Use

What are the affects of alcohol on your body?

List the steps you would take to respond to someone who has consumed excessive amounts of alcohol.

Drug Use

What are the affects of drugs on your body?

List the steps you would take to respond to someone who has taken an overdose of drugs.

B. Student will understand safety skills.

Recognize risk behaviors that could lead to injury or harm

List five behaviors related to your health that could be considered harmful to you or others.

Why do people engage in risk behaviors?

Is it possible to be safe and still have fun? Why or why not?

Identify ways to respond to bullying

Define bullying

List the ways to respond to bullying:

As the one who is bullying:

As the one being bullied:

As a bystander:

Recognize and know how to report physical, sexual and verbal abuse

Define physical, sexual and verbal abuse.

List the signs of abuse.

Why is abuse sometimes not reported?

List the steps you would take to report abuse.

Know steps for avoiding abuse

How can you reduce your risk of being abused?
