

EM 8.1 - Assess personal 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.	<input type="checkbox"/> Can assess own values, interests, strengths and weaknesses. <input type="checkbox"/> Can explain how their values, interests, strengths and weaknesses relate to career choices.	<input type="checkbox"/> Analyzes values, interests, strengths and weaknesses effectively. <input type="checkbox"/> Uses information to set goals.

Locate and complete an interests and values inventory, or see example on moodle.

Define what a personal value is.

List 6 of your strengths and 6 of your weaknesses.

Strengths	Weaknesses
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EM 8.2 Creates a resume, cover letter, and list of references.

Cover Letter Rubric

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Flow seems rigid, like the writer was following a certain example – not smooth. <input type="checkbox"/> Organization of paragraphs is not clear. <input type="checkbox"/> Some errors exist or language could be made more professional. <input type="checkbox"/> One or more mistakes in correct business letter format are made. <input type="checkbox"/> Too much or too little on page, unbalanced paragraphs, or uneven margins. <input type="checkbox"/> Letter does not provide a positive introduction of the applicant. <input type="checkbox"/> Contents are inappropriate to the purpose of the letter. <input type="checkbox"/> “Voice” lacks confidence. <input type="checkbox"/> A generic feeling leaves the reader feeling unimportant or like this letter is a “form” letter 	<ul style="list-style-type: none"> <input type="checkbox"/> Page is well aligned, balanced, neat, pleasing to eye. <input type="checkbox"/> Correct format for business letters is used. <input type="checkbox"/> Professional language is used. <input type="checkbox"/> Fonts, paper, and style matches that of the resume. <input type="checkbox"/> Good introduction (why the letter is written). <input type="checkbox"/> Applicable experience is highlighted and “why I am best for the position” is explained. <input type="checkbox"/> Sentences start in various ways. <input type="checkbox"/> Enclosed attachments are referred to. <input type="checkbox"/> Cover letter specifically targets the purpose of the letter. <input type="checkbox"/> The addressee believes the applicant is really enthusiastic and qualified. 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional style. <input type="checkbox"/> A small use of color highlight is used. <input type="checkbox"/> Product stands out as exceptional. <input type="checkbox"/> Special stationary paper is used. <input type="checkbox"/> Picture included. <input type="checkbox"/> Excellent use of professional, articulate language throughout letter. <input type="checkbox"/> Cover letter is an energetic and engaging introduction of the student and his/her attachments. <input type="checkbox"/> The letter and attachments compliment each other, i.e. information does not overlap but gives a complete picture of the applicant.

Attach a copy of your letter for assessment by teacher.

See the attached example.

February 11, 2015

Linda Johnson Memorial Scholarship
Attn: Jenny Myhand
PO Box 498
King Salmon, AK 99613
(907) 246 – 4280 ext. 307

Dear Linda Johnson Memorial Scholarship Committee,

I am seeking assistance with the expenses of my college education through the Linda Johnson Memorial Scholarship opportunity. This application is one of three scholarship applications I have submitted thus far in my hope to secure financial aide. The other scholarships I have applied for are the Harvey Samuelson Scholarship Trust Fund, Alert Scholarship, and the Jennifer E. Hornberger Jones Scholarship.

As a student of the Lake and Peninsula School District I have been given the opportunity to apply for the Linda Johnson Memorial Scholarship as well as the others listed above. I am striving to gain as much financial assistance for my future education plans because the expense of a college education is high. Currently I am financially responsible for my post secondary education and am working hard to avoid student loans if possible.

With this scholarship, I am one step closer to meeting my financial needs when paying for college. As a young adult, I've worked hard to meet my goals, and this is just one more goal to reach to better my future and assure that I have some money to help pay for my poste secondary education.

Sincerely,

(be sure to sign your letter here after printing it)

Robert Aniak
100 West Drive
Village, Alaska 99345
(907) 123-4567
raniak@gmail.com

Resume Rubric

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <input type="checkbox"/> Spacing is inconsistent. <input type="checkbox"/> Document has too much space or is crammed. <input type="checkbox"/> Font size is too large or too small. <input type="checkbox"/> Appearance of document is not balanced – not pleasant to the eye. <input type="checkbox"/> Sections of document are out of logical order. <input type="checkbox"/> Appears unorganized. <input type="checkbox"/> Information under each heading is not listed from most recent to most past. <input type="checkbox"/> Flow of document is not easy to follow. <input type="checkbox"/> Misspellings and grammatical errors are evident. <input type="checkbox"/> Vital information is missing. <input type="checkbox"/> Action words are not used. <input type="checkbox"/> Incorrect format. <input type="checkbox"/> Lacks a clearly defined career objective. <input type="checkbox"/> Abbreviations and/or unprofessional language are used. <input type="checkbox"/> Exhibits lack of pride in work or does not understand the purpose or correct layout of a resume. <input type="checkbox"/> Will not be asked for an interview. 	<ul style="list-style-type: none"> <input type="checkbox"/> Titles are appropriately and consistently set apart from other text. <input type="checkbox"/> Font is easily read. <input type="checkbox"/> Information is balanced between one or two pages. <input type="checkbox"/> Identification information is at the top of the page. <input type="checkbox"/> Name is highlighted. <input type="checkbox"/> Experience and/or activities are listed most recent to most past. <input type="checkbox"/> Sections are in logical order. <input type="checkbox"/> A career objective or goal is well worded, if included. <input type="checkbox"/> Spelling and grammar are perfect. <input type="checkbox"/> Dates are included and consistently written in the same format. <input type="checkbox"/> References are complete and correct. <input type="checkbox"/> Language used is consistent and professional. <input type="checkbox"/> Represents student well and true to his/her abilities. <input type="checkbox"/> Would most likely be asked for an interview if qualified. 	<ul style="list-style-type: none"> <input type="checkbox"/> Document is one or two balanced pages. <input type="checkbox"/> Resume is printed on professional paper. <input type="checkbox"/> Outline format is used to separate information by category or importance. <input type="checkbox"/> Transferable skills are emphasized and show what he/she is <u>capable</u> of doing, not just what he/she has done in the past. <input type="checkbox"/> Highlights talents. <input type="checkbox"/> A wide range of vocabulary is used. <input type="checkbox"/> Represents student as highly motivated, well rounded, fit for the position, and responsible. <input type="checkbox"/> Would definitely be asked for an interview if qualified.

Login to AKCIS.ORG with your personal account. Reference the “How To Register for AKCIS” page at the end of this packet

Reference the “How to find Resume Creator” at the end of this packet for the next activity. Your Resume needs to be one FULL page. Example Attached.

JONATHAN STUDENT

jonathan.student@gmail.com
1500 School Road, Village, AK 99999
907-999-9999

Comment [1]: The email you put on your resume should appear professional. Hotlips52@yahoo.com or imtheman479@msn.com are not professional. Create a new email if necessary.

EDUCATION

Village School

Projected Graduation 2020 High School Diploma

- Cumulative GPA: 3.3
- Vice President Student Government
- Member National Honor Society

Comment [2]: Include the area code on the phone number.

Comment [3]: If you plan on receiving an honors diploma, then you can include that here.

EXPERIENCE

Village Store | 111 Store Rd., Village, AK 99999

Clerk 05/14 – present

- Maintain and restock inventory
- Operate computerized cash register
- Provide customer service

Comment [4]: Include your most recent relevant experience. List them in order with the most recent.

Child Care

Child Care 03/13 – 05/14

- Provide childcare for several families after school and on weekends
- Create fun learning activities for children

Comment [5]: Use creative language and strong action verbs to describe your duties.

Comment [6]: List anything that highlights how great you are. Awards, recognition, scholarships, etc.

ACHIEVEMENTS

- Most Valuable Player LPSD Volleyball 2013
- Student of the Month – February 2014

Comment [7]: List things you do to help out.

VOLUNTEER EXPERIENCE

- Earth Day Litter Pick Up
- Weekly wood deliveries for elders

TECHNOLOGY SKILLS

- Advanced word processing skills (Microsoft Word, Excel, Powerpoint)
- Typing Skills 60 wpm
- Social Media Advertising

Comment [8]: Look for things in your everyday life that might make you more marketable

EM 8.3 Understands and practices interviewing skills and dressing appropriately for interviews.

Interview Skills Rubric

	Developing	Proficient	Advanced
<i>First Impression</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows up late for the interview, <input type="checkbox"/> Does not shake hands. <input type="checkbox"/> Chews gum. <input type="checkbox"/> Does not bring a copy of the resume or references. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows up on time for the interview. <input type="checkbox"/> Shakes hand. <input type="checkbox"/> Has a copy of the resume in hand. 	<ul style="list-style-type: none"> <input type="checkbox"/> Shows up early for the interview with an <u>updated</u> copy of the resume in hand.
<i>Preparation</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Knows nothing about the company. <input type="checkbox"/> Seems to make up information as he/she goes along. 	<ul style="list-style-type: none"> <input type="checkbox"/> Knows some general information about the company and/or its purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Has researched the company and the position thoroughly and this is apparent by answers given in response to questions.
<i>Personal Attributes</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Overbearing. <input type="checkbox"/> Overaggressive. <input type="checkbox"/> Egotistical. <input type="checkbox"/> Shy, reserved, and/or overly nervous. <input type="checkbox"/> Does not make eye contact. <input type="checkbox"/> Speaks too loudly or too softly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Somewhat nervous. <input type="checkbox"/> Some lapses in eye contact. <input type="checkbox"/> Speaks in a normal voice that can be heard. <input type="checkbox"/> Some gaps in confidence. 	<ul style="list-style-type: none"> <input type="checkbox"/> Good eye contact. <input type="checkbox"/> Maintains poise during interview. <input type="checkbox"/> Confident.
<i>General Attitude</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of interest and enthusiasm. <input type="checkbox"/> Passive and indifferent. <input type="checkbox"/> Overly enthusiastic. 	<ul style="list-style-type: none"> <input type="checkbox"/> Seems interested in the position. <input type="checkbox"/> Could be better prepared or informed on certain topics. 	<ul style="list-style-type: none"> <input type="checkbox"/> Interested in the position. <input type="checkbox"/> Enthusiastic about the interview.
<i>Personal Appearance</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Dressed way below what is expected for someone in that position. <input type="checkbox"/> "Overdoes it" (too much makeup, jewelry, cologne, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> Dressed similar to what employees in that position would wear. <input type="checkbox"/> Dressed in business casual clothes. 	<ul style="list-style-type: none"> <input type="checkbox"/> Dressed in appropriate business attire (no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.)

<i>Responses</i>	<input type="checkbox"/> Answers with "yes" or "no" and fails to elaborate or explain. <input type="checkbox"/> Talks negatively about past employers.	<input type="checkbox"/> Sometimes sounds rehearsed or unsure. <input type="checkbox"/> Gives good general responses.	<input type="checkbox"/> Gives well-constructed, confident responses that are genuine.
------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------

Go to AKCIS.ORG and review interview skills. Reference the “How to find the Job Interview Skills” page at the end of this packet.

Seek out an itinerant, your principal, or a member of the community to complete a mock interview with.

You will be role-playing, but practice your skills as if you were in need of this job.

If possible, record your interview to review later with your teacher.

Identify appropriate dress according to reputable sources (i.e. list clothing items you would consider wearing below.)

EM 8.4 - Can identify and describe professional communication skills (firm hand shake, eye contact, appropriate introductions, cold-calling businesses, etc.)

Developing	Proficient	Advanced
<input type="checkbox"/> Limited understanding of professional communication skills <input type="checkbox"/> Difficulty identifying communication skills	<input type="checkbox"/> Identifies and describes professional communication skills	<input type="checkbox"/> Identifies and describes a multitude of professional communication skills and utilizes them regularly

Why is giving an appropriate hand shake important in professional communication?

What impression are you giving if you avoid eye contact in a professional situation?

Why is it important to make appropriate eye contact?

Give two examples of appropriate professional introductions.

What does "cold calling" a business mean?

When would cold calling a business be appropriate?

EM 8.5 – Lists five post secondary options and the pros and cons of each.

Developing	Proficient	Advanced
<input type="checkbox"/> Lists less than 5 <input type="checkbox"/> List some pros and cons for some of the options.	<input type="checkbox"/> List 5 options <input type="checkbox"/> Lists a comprehensive ideas for pros and cons.	<input type="checkbox"/> Lists more than 5

Brainstorm a list of possible post-high school options with your teacher or peers. Come up with five or more pros and cons of each option. List them on the board and complete a discussion.

EM 8.6: Explores three rural careers, three urban careers, and three possibilities for small businesses.

Developing	Proficient	Advanced
<input type="checkbox"/> Career research activities are incomplete.	<input type="checkbox"/> Explores at least three urban and three rural careers thoroughly by completing research. <input type="checkbox"/> Participates in visits to rural businesses to support research.	<input type="checkbox"/> Requests additional opportunities to explore careers.

Login to AKCIS.

Use the username *lakeandpen* and the password *4Student* or your own personal username and password. Reference the “How to Create a AKCIS Portfolio” at the end of this packet.

Answer the following questions about Alaska careers using AKCIS.

Rural Career

Write the title of a career that is found in rural Alaska that is of interest to you.

1. Overview (What is the job description?)
2. Work Conditions (How many hours does a person in this job work? Do they work inside or outside?)

3. Skills and Abilities (What are the important skills and abilities for this job?)
4. Wages (How much does this job pay?)
5. Preparation (What kind of education or training will you need for this job?)
6. Educational programs or licensing (Where can you get training for this job?)

Urban Career

Write the title of the career that is found in urban Alaska and is of interest to you.

1. Overview (What is the job description?)
2. Work Conditions (How many hours does a person in this job work? Do they work inside or outside?)
3. Skills and Abilities (What are the important skills and abilities for this job?)
4. Wages (How much does this job pay?)
5. Preparation (What kind of education or training will you need for this job?)
6. Educational programs or licensing (Where can you get training for this job?)

Answer the following questions about small businesses.

Small Business

What is a small business?

Define entrepreneurship:

Give 3 examples of small businesses.

EM 8.7 Understands the need for equality, diversity, civility, and fairness.

	Developing	Proficient	Advanced
<i>Equality</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows disrespect for others at times. <input type="checkbox"/> Sometimes does not include everyone. 	<ul style="list-style-type: none"> <input type="checkbox"/> Treats others with respect. <input type="checkbox"/> Includes everyone. <input type="checkbox"/> Helps others. <input type="checkbox"/> Demonstrates understanding of equality. <input type="checkbox"/> Can describe equality and impact on self and others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and encourages respect among others.
<i>Diversity</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands somewhat concept of diversity. <input type="checkbox"/> Understands diversity but does not always exhibit respect in actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and appreciates differences among others. <input type="checkbox"/> Applies respect for diversity in daily living. <input type="checkbox"/> Listens to diverse opinions. <input type="checkbox"/> Demonstrates understanding of diversity.. <input type="checkbox"/> Can describe diversity and impact on self and others. <input type="checkbox"/> Can identify with the history and background that drives another person's diversity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages others to appreciate differences among all diverse groups. <input type="checkbox"/> Consistently shows respect for diversity in daily situations.
<i>Civility</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks courteous behavior toward others. <input type="checkbox"/> Sometimes rude and impolite. <input type="checkbox"/> Lacks manners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands the concept of civility. <input type="checkbox"/> Displays courtesy and manners toward others. <input type="checkbox"/> Is polite to others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes out of way to be courteous to others. <input type="checkbox"/> Models courtesy and manners. <input type="checkbox"/> Encourages others to be courteous and to use manners.

<i>Fairness</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Sometimes is not honest in relations to others. <input type="checkbox"/> Disregards rules. <input type="checkbox"/> Sometimes 'bends the rules' to win. <input type="checkbox"/> Listens to others but does not consider their ideas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Treats people the way they want to be treated. <input type="checkbox"/> Follows rules. <input type="checkbox"/> Listens to authorities. <input type="checkbox"/> Gives others a chance. <input type="checkbox"/> Plays by the rules. <input type="checkbox"/> Thinks about how their actions affect others. <input type="checkbox"/> Listens to others with an open mind. 	<ul style="list-style-type: none"> <input type="checkbox"/> Goes above ordinary efforts to be fair to others. <input type="checkbox"/> Does more than own share. <input type="checkbox"/> Encourages others to have an open mind. <input type="checkbox"/> Thinks about their actions and how these actions affect others.
-----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Read resources on diversity and equality.

Cite at least two resources. _____

Summarize the content in a paragraph.

List 3 types of diversity. (Ex: gender)

What does it mean to 'walk a mile in someone's shoes'?

List 3 ways in which an Alaska Native ethnic group differ (contrast) from other ethnic groups. (Example: How are Aleuts diverse from Cherokee Indians?)

List 3 ways the same ethnic groups above are similar.

Compare and contrast the two ethnic groups and present your findings to your class.

Define civility.

Define fairness.

Give an example of fairness during a sporting event.

Give an example of fairness in your classroom.

EM 8.8 Explores and practices a variety of conflict resolution strategies

Developing	Proficient	Advanced
<ul style="list-style-type: none"><input type="checkbox"/> Articulates only 1 conflict resolution skill.<input type="checkbox"/> Applies skills inconsistently.	<ul style="list-style-type: none"><input type="checkbox"/> Articulates 2 or more conflict resolution skills.<input type="checkbox"/> Consistently applies 2 or more conflict resolution skills.<input type="checkbox"/> Able to ignore teasing, taunting, or giving argumentative behavior.<input type="checkbox"/> Able to articulate 'win-win' situations.<input type="checkbox"/> Deals with conflict in a constructive manner.<input type="checkbox"/> Avoids conflicts.	<ul style="list-style-type: none"><input type="checkbox"/> Articulates 3 or more conflict resolution skills.<input type="checkbox"/> Encourages others to resolve conflicts.<input type="checkbox"/> Acts as a mediator during conflicts.<input type="checkbox"/> Able to diffuse tension.

Read a resource about conflict resolution.

Cite the resource. _____

Summarize the information below.

Conflict is a situation where 2 or more individuals have different viewpoints, ideas, needs, or interests.

There are 5 basic styles to resolve conflicts:

1. *Hammer Approach.* Threats, force, or authority are used by one person. The others submit. This approach often results in strained relationships and anger.
2. *Compromise.* Areas of agreement and disagreement are identified. Each person volunteers to give up something of importance in order to reach a decision. There may be some strained feelings using this method.
3. *Consensus.* Free, open, full communication occurs. Uncommitted people are persuaded and agreement is eventually reached.
4. *Mediation.* A person not involved is called in to act as a referee. Sometimes the mediator is asked to make the decision.
5. *Creative.* Alternative solutions are developed through brainstorming. Ideas are developed that are acceptable to everyone.

Describe to your teacher the style of conflict resolution you use and why.
Write about a situation in which you used this style of conflict resolution. Be specific.

What does it mean to 'agree to disagree'?

Read a resource about critical thinking.

Cite the resource. _____

Write how you use critical thinking while hunting, fishing, or berry picking and then discuss this with your teacher.

Write how you can use critical thinking in school and discuss with your teacher.

EM 8.9 Consistently demonstrates a strong personal ethic (punctuality, attendance, best effort, good attitude, honesty, trustworthy, stands up for beliefs, positive attitude, appropriate dress, personal ethic).

	Developing	Proficient	Advanced
<i>Punctuality</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Not punctual most of the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Punctual most of the time. <input type="checkbox"/> Sometimes needs prompting to be punctual. <input type="checkbox"/> Makes a strong effort to be punctual all the time. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently punctual without prompting. <input type="checkbox"/> Models punctuality. <input type="checkbox"/> Encourages others to be punctual.
<i>Attendance</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Lacks understanding of the need for good attendance. <input type="checkbox"/> Behavior demonstrates poor attendance. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can state the need for good attendance. <input type="checkbox"/> At site, 95% attendance during quarter. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models good attendance to others. <input type="checkbox"/> At site, 100% attendance during last quarter.
<i>Best Effort</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Depends on others to complete task. <input type="checkbox"/> Does not finish task. <input type="checkbox"/> Tasks are completed inconsistently. <input type="checkbox"/> Not always willing to do tasks. <input type="checkbox"/> Activities suggest little pride in accomplishing a good job. <input type="checkbox"/> Hesitates to participate in group. <input type="checkbox"/> Sometimes not prepared. <input type="checkbox"/> Understands commitment but does not show consistently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Tasks are completed entirely. <input type="checkbox"/> Tasks are completed on time. <input type="checkbox"/> Is prepared for tasks <input type="checkbox"/> Takes pride in doing a good job. <input type="checkbox"/> When prompted, assists others. <input type="checkbox"/> Actively participates. <input type="checkbox"/> Demonstrates a commitment to learning. <input type="checkbox"/> Participates in group discussions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Without prompting, helps others to complete tasks. <input type="checkbox"/> Looks for ways to assist others. <input type="checkbox"/> Encourages others to do their best. <input type="checkbox"/> Models best effort for others. <input type="checkbox"/> Exhibits self direction and self motivation in learning. <input type="checkbox"/> Contributes significantly to group.
<i>Good Attitude</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Expresses negativism frequently. <input type="checkbox"/> Fails to see positive side of situations. <input type="checkbox"/> Avoids learning. <input type="checkbox"/> Avoids some tasks. <input type="checkbox"/> Seeks the easy way rather than the right way. 	<ul style="list-style-type: none"> <input type="checkbox"/> Ready to learn. <input type="checkbox"/> Listens to others' ideas. <input type="checkbox"/> Smiles. <input type="checkbox"/> Accepts tasks willingly. <input type="checkbox"/> Expresses opinions in a respectful manner. <input type="checkbox"/> See the positive side of most situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks enrichment in education. <input type="checkbox"/> Positive attitude is contagious to others. <input type="checkbox"/> Sees positive side of situations and is able to convey this view to others.

<i>Honesty</i>	<input type="checkbox"/> Dishonest. <input type="checkbox"/> Difficulty with showing responsibility for mistakes.	<input type="checkbox"/> Speaks honestly at all times. <input type="checkbox"/> Can be relied upon to tell the truth. <input type="checkbox"/> Is honest with themselves and others. <input type="checkbox"/> Shows personal integrity.	<input type="checkbox"/> Models honesty. <input type="checkbox"/> Encourages others to be honest.
<i>Trustworthy</i>	<input type="checkbox"/> Cannot be trusted. <input type="checkbox"/> Disregards rules.	<input type="checkbox"/> Acts in a way that demonstrates they can be trusted. <input type="checkbox"/> Displays trust in others.	<input type="checkbox"/> Models trustworthiness. <input type="checkbox"/> Encourages others to be trustworthy.
<i>Stands up for Beliefs</i>	<input type="checkbox"/> Lacks beliefs. <input type="checkbox"/> Unsure of beliefs. <input type="checkbox"/> Cannot defend beliefs. <input type="checkbox"/> Does not value beliefs	<input type="checkbox"/> Knows own beliefs. <input type="checkbox"/> When challenged, can defend beliefs. <input type="checkbox"/> Shows courage.	<input type="checkbox"/> Models standing up for own beliefs. <input type="checkbox"/> Encourages others to stand up for their beliefs.
<i>Appropriate Dress</i>	<input type="checkbox"/> Clothing is mostly clean and neat. <input type="checkbox"/> Clothing not appropriate for occasion.	<input type="checkbox"/> Clothing is neat and clean.	<input type="checkbox"/> Clothing is neat, clean, and appropriate for work setting.
<i>Positive Behavior</i>	<input type="checkbox"/> Frequently displays negative behavior. <input type="checkbox"/> Frequently displays inappropriate behavior. <input type="checkbox"/> Use of manners is inconsistent.	<input type="checkbox"/> Behavior is appropriate in a variety of situations. <input type="checkbox"/> Displays manners.	<input type="checkbox"/> Influences others to act in a positive manner. <input type="checkbox"/> Models positive behavior consistently. <input type="checkbox"/> Helpful to others.
<i>Personal Ethic</i>	<input type="checkbox"/> Activities suggest personal ethic not important. <input type="checkbox"/> Does not appear to understand personal values. <input type="checkbox"/> Disregards impact of their choices. <input type="checkbox"/> Sometimes choices are not responsible.	<input type="checkbox"/> Understands their values. <input type="checkbox"/> Bases personal decision on personal values. <input type="checkbox"/> Understands the impact of their choices on their self and others. <input type="checkbox"/> Acts responsibly. <input type="checkbox"/> Makes good choices in relation to self and others.	<input type="checkbox"/> Displays consistent, excellent personal ethic. <input type="checkbox"/> Models ethics to others. <input type="checkbox"/> Looks for opportunities to teach ethics to others. <input type="checkbox"/> Conveys personal values to others.

Answer the following questions and then have the teacher answer the questions.
Discuss each question and your answers.

Do you complete your assignments to the best of your ability? ____
Does the student complete his/her assignments to the best of their ability? ____

Do you make the best use of your time by staying on task? ____
Does the student make use of his/her time by staying on task? ____

When you have completed a task or assignment, you look for other tasks or assignments to complete? _____

When the student has completed a task or assignment, he/she will look for other tasks or assignments to complete? _____

Do you come to school everyday on time? _____

Does the student come to school everyday on time? _____

Do you consistently produce work that meets proficiency level or beyond? _____

Does the student consistently produce work that meets proficiency level or beyond? _____

Are you trustworthy and do you take pride in being honest? _____

Is the student trustworthy and does he/she take pride in being honest? _____

Do you frequently discuss your academic and personal growth with your teacher? _____

Does the student frequently discuss his/her academic and personal growth with you? _____

Think about the qualities that make up a strong personal ethic – punctuality, quality task completion, best effort, honesty, appropriate dress, etc.

Role-play a character who has a strong personal ethic and then a character who does not.

Perform this role-play for your class. At the end of the role-play, explain your own personal ethic and which character you are more like.

8.10 Performs basic life skills (plans day, follows schedule, solves everyday problems)

	Developing	Proficient	Advanced
<i>Planning</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning is limited. <input type="checkbox"/> Time is not always used effectively. <input type="checkbox"/> Time is not always used efficiently. 	<ul style="list-style-type: none"> <input type="checkbox"/> Daily makes short and long term plans. <input type="checkbox"/> Uses time efficiently and effectively. <input type="checkbox"/> Uses a process to plan, i.e. PDER 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches a process for reaching goals. <input type="checkbox"/> Leads group in making short and long term plans.
<i>Following Schedule</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Not always prepared. <input type="checkbox"/> Does not refer to schedule. <input type="checkbox"/> Does not follow schedule. <input type="checkbox"/> Unaware of the importance of a schedule. <input type="checkbox"/> Does not understand the need for a schedule. 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can explain the importance of a schedule. <input type="checkbox"/> Refers to schedule and complies. <input type="checkbox"/> Is prepared for activities as scheduled. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages others to follow schedule.
<i>Problem Solving</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Senses when problems exist. <input type="checkbox"/> Uncomfortable with responsibility. <input type="checkbox"/> Sometimes suggestions are unrealistic. <input type="checkbox"/> Uncomfortable with solutions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluates pros and cons of possible outcomes that impact decisions. <input type="checkbox"/> Accepts consequences of choice. <input type="checkbox"/> Ability to generate several solutions to given problem. <input type="checkbox"/> Selects reasonable solution. <input type="checkbox"/> Problem solving strategies are evident. 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks further information to weigh pros and cons. <input type="checkbox"/> Takes ownership of choices. <input type="checkbox"/> Selects best possible solution (proven by positive outcome).
<i>Setting Goals</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Unsure which goals to select. <input type="checkbox"/> Timeline is not always reasonable or applied. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sets goals as part of planning. <input type="checkbox"/> Uses a process to achieve goals, ie PDER. <input type="checkbox"/> Goals set are measurable and realistic. <input type="checkbox"/> Creates a reasonable timeline. <input type="checkbox"/> Meets most goals. <input type="checkbox"/> Makes short and long term goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sets challenging, reachable goals. <input type="checkbox"/> Evaluates progress. <input type="checkbox"/> Carries out timeline as planned. <input type="checkbox"/> Meets or exceeds goals.

<i>Cleanliness</i>	<input type="checkbox"/> Appears unkept and dirty. <input type="checkbox"/> Mostly cleans up after self.	<input type="checkbox"/> Appears cleaned and groomed daily. <input type="checkbox"/> Consistently cleans up after self.	<input type="checkbox"/> Makes an extra effort to appear well groomed. <input type="checkbox"/> Consistently cleans up after self and reminds others to do so.
<i>Chores</i>	<input type="checkbox"/> Does not complete chores willingly. <input type="checkbox"/> Hesitates to participate in chores.	<input type="checkbox"/> Willingly participates in household chores.	<input type="checkbox"/> Looks for opportunities to assist in chores.

List 3 goals you have for today.

1. _____
2. _____
3. _____

List one goal you have for the next month.

List one goal you have for the next year.

Make a schedule for 7 days beginning with 'Sunday'. Include chores and responsibilities at home, school, and in community. Attach the schedule.

Assess your basic life skills using the self column below.

Place an 'A' if you think you do this particular behavior "all the time."

Place an 'S' if you think you do this particular behavior "sometimes."

Place an 'R' if you think you do this particular behavior "rarely."

Life Skills	Self	Parent	Teacher
Plans Day			
Follows Schedule			
Problem Solves			
Sets Goals			
Good Hygiene			
Complete chores			
Desk area is clean			
Picks up after self			
Healthy leisure activities			
Organized Student Binder			
Leads in group planning			
Evaluates options to a problem			
Proactive in personal growth			
Practices conflict/resolution			

Ask your teacher and your parent/guardian to assess your basic life skills on the chart above. If there are any differences between your assessment and your teacher and/or parents/guardian, then write why you think there is a difference below.

Describe a problem you have had recently, and at least 3 solutions you had to that problem.

Problem _____

Solution #1 _____

Solution #2 _____

Solution #3 _____

Which solution did you chose and why?

In the chart below, list the advantages and disadvantages of your solution.

Advantages	Disadvantages

EM 8.11 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 _____

Teacher _____

Year _____

My progress to date:

Subjects (Credits Required)	A=Advanced P=Proficient W=Working CT=Credit Transfer						
	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 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
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 8.12 Independently volunteers for six 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 six hours <input type="checkbox"/> Completes activity log <input type="checkbox"/> Completes reflection	<input type="checkbox"/> Volunteers for more than six hours <input type="checkbox"/> Completes activity log with many details <input type="checkbox"/> Reflection is detailed

Date	Volunteer Activity	Hours

EM 8.13 Maintains an updated personal Wellness and Safety Plan

1. Wellness

A. Student will practice good hygiene.

Clean self and clothing

Appear groomed

B. Student will demonstrate behavior of a healthy lifestyle.

Practice good nutrition

Activity:

Review the Food Pyramid and the recommended number of servings.

Determine the amount of calories you need daily. Cite your resource

Refer to resources to determine if the number of servings needed meets your calorie needs.

Cite your resource. _____

Know what counts as one serving size for each food group.

Find a resource that benefits of each type of food group?

Complete the chart below

Type of Food	Foods	Benefits

Maintain a food log for 5 days. Your goal is to eat the number of servings you are supposed to and remain with your calorie needs.

Locate a resource about the 3 types of foods that provide energy, and the recommended percent of calories.

Food Type

Percent of Daily Calories

Participate regularly in exercise

Activity:

Review the basics of exercise from Level 4.

Locate a resource about the appropriate heart rate for aerobic exercises. Cite your resource.

Locate and take a fitness test. Practice taking your heart rate.

Set goals and plan an exercise program that includes aerobic exercise, strength training and taking a heart rate.

Maintain a log of exercise for 5 days. Did you reach your goal? Why or why not? What adjustments need to be made?

Participate in leisure activities

Activity:

Define leisure vs a hobby.

Select an unfamiliar hobby, locate a resource and learn more about it. Record your findings. Cite your resource.

State the benefits of the hobby.

Are there any difficulties associated with this hobby? If so, what are they?

Share this hobby with others through a class presentation.

Healthy versus Unhealthy people

Think of someone you know that has a healthy lifestyle.
Write a 250 word essay describing their healthy lifestyle.
Review with your teacher.

Understand the concept of AIDS/STD prevention and steps to take

What is HIV? _____

What is AIDS? _____

What are STDs? _____

Explain 3 ways you can protect yourself from any of these viruses or infections.

Name two ways you could take care of your health, if you became infected with HIV or an STD.

Understand and implement steps needed to manage stress

What is stress? _____

What are 3 ways people can manage stress?

What are 3 ways in which you manage your own stress?

2. Safety

A. Student will practice strategies to avoid harmful substances.

State the strategies used to avoid the following:

Alcohol Abuse

Drug Abuse

Inhalant Abuse

Activity:
Define alcohol abuse.

Define drug abuse.

List 2 ways you can avoid use of alcohol, drugs, and inhalants.

List 2 Alaska statistics regarding alcohol, drugs, or inhalants.

Be drug and alcohol free.

B. Student will demonstrate safety skills.

Demonstrate/role play safety procedures for each of the following:

- Gun Safety**
- Water Safety**
- Fire Safety**
- Boating Safety**
- Cold Weather Safety**

Give an example of gun safety.

Give an example of water safety.

Give an example of boating safety.

Give an example of cold weather safety.

Demonstrate/role play basic First Aid for the following:

Hypothermia

Frostbite

Bleeding

Shock

How would you help a person who has hypothermia?

What are the steps to treating frostbite?

What do you do stop excessive bleeding?

How do you help someone who is in shock?

C. Student will demonstrate personal safety skills.

Recognize and report sexual, physical, and verbal abuse

Activity:

Review information about abuse from EM Level 4.

List 3 indicators of abuse.

Define sexual abuse.

Define physical abuse.

Define verbal abuse.

How do you reduce your risk of being abused?

List the steps you would take to report abuse. Include names and phone numbers of persons you would contact.

How to Create an Account on AKCIS

1. Go to www.AKCIS.org. Once you are there, go to the bottom left and type in the username and password.

Username: lakeandpen

Password: 4Student

State of Alaska myAlaska | Resident | Business in Alaska | Visiting Alaska | State Employees

ABOUT US MY ACCOUNT FINANCIAL AID **PLANNING** REPORTS

Alaska Commission on Postsecondary Education

AKCIS PLANNING > Education Planning > AKCIS

AKCIS Login

Username:

Password:

Login

Log In with your Zip Code
Forgot Username or Password?

Get your Portfolio!

Help Center: 800-441-2962 option #3 or e-mail akcis@alaska.gov

Education Planning

- > Success Center
- > AKCIS
- > AK College & Career Advising Corps
- > College Goal Alaska
- > K-8 Programs

Money Smarts

AKCIS Help Center
(800) 441-2962 option 3

2. In the Red Banner on the right click "Create Profile"

Adult Banner

AK Resident Go To

AKCIS Alaska Career Information System

Text Only Version Log Out

Assessments Occupations Education Employment My Portfolio

Search

Focus in on your CAREER!

Create My Portfolio

Put your best foot forward.
Be interview ready!

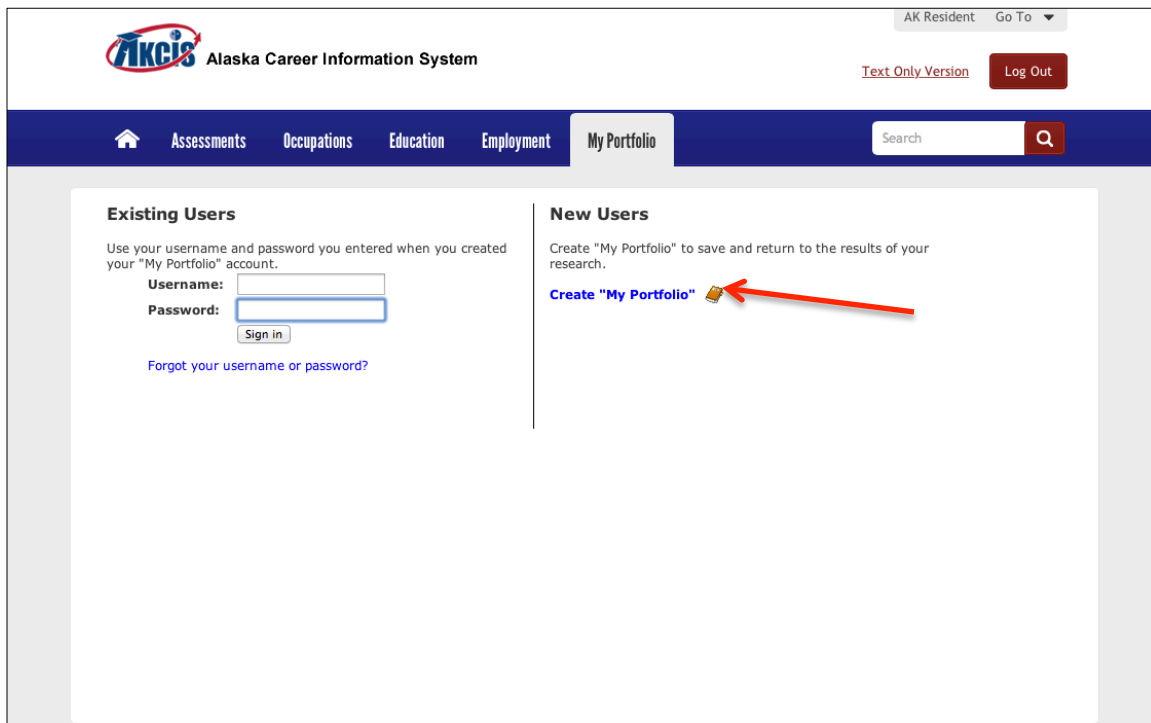
Get Started

Create a personal account, called a portfolio, to save and manage personal career plans and access more CIS tools. Start here to create a portfolio and career plan.
[View](#)

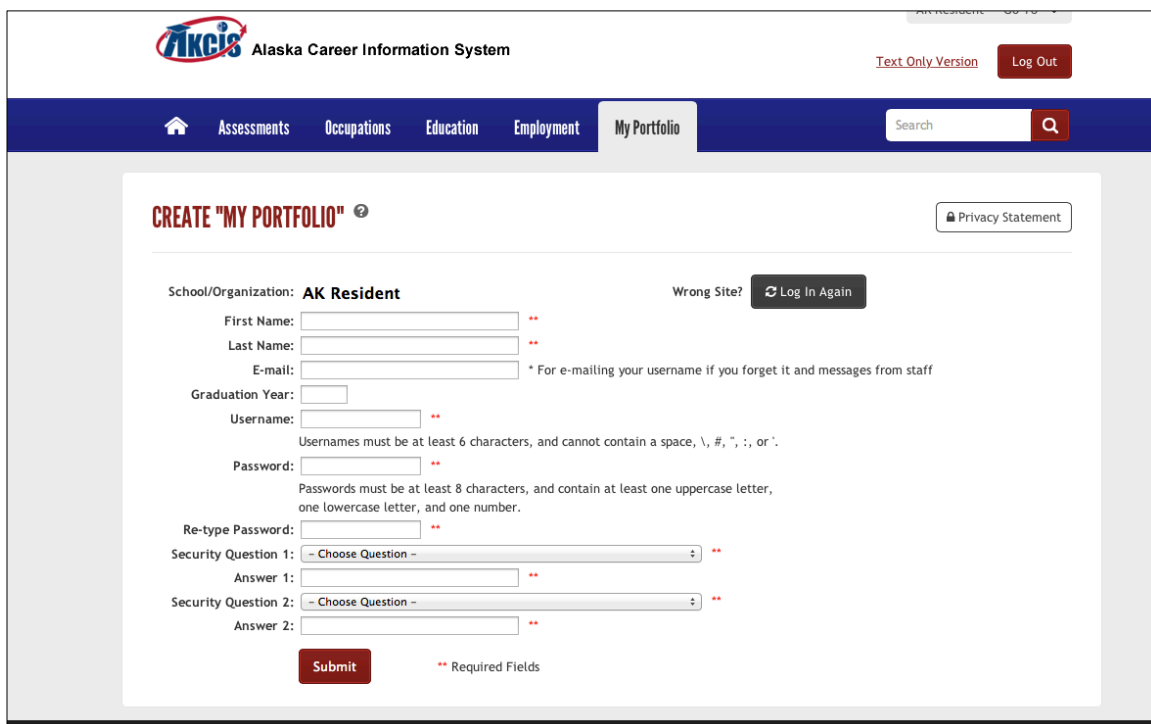
Create Resumes and Search for Jobs

- Create a résumé.
- Save important documents for your job search and applications.
- Learn how to apply and interview for jobs.

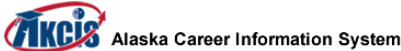
3. Click on Create "My Profile", which is on the right of the page under New Users.



4. Fill out all the required information (**) and hit Submit.



5. Once completed the registration you need to pick if you want to share your information with your counselor or not.


My Portfolio

Portfolio Access

A major advantage of creating a personal portfolio within CIS is to save the results of your research. You can save your answers to the various assessments and sorts in case you can't finish in one visit or to restore the results and continue your exploration. You can create your own bookmarks and easily return to the information you find valuable. Beyond simply saving links to results and information, you have the opportunity to enter personal notes regarding what you learn about yourself, the occupation and education opportunities you discover, and the career goals you create.

You are not required to save any information, but if you do we respect your privacy. Please review our Privacy Policy. Your personal comments ("My Thoughts") will not be shared by anyone without your permission. If you want your counselor to have access to your comments, click on the "Yes" option below. You may want to discuss this option with your counselor first to ask him or her how they will use the information to help you develop and refine your career goals. The choice is yours.

Yes, it is ok for the school counselor to view my comments.
 No, I do not want anybody to view my comments.

6. After completing the registration you will be directed back to your home page.



AK Resident Go To ▾

[Text Only Version](#)

tim
0 Messages
Log Out

Assessments
Occupations
Education
Employment
My Portfolio

Focus in
on your
CAREER!

Get Started +

Create a personal account, called a portfolio, to save and manage personal career plans and access more CIS tools. Start here to create a portfolio and career plan.

[View](#)

Create Resumes and Search for Jobs +

- Create a résumé.
- Save important documents for your job search and applications.
- Learn how to apply and interview for jobs.



tim
[My Portfolio >>](#)

Edit Image

Put your best foot forward.

Be interview ready!



1 2 3

September 15, 2015

34

How to find/use Resume Creator

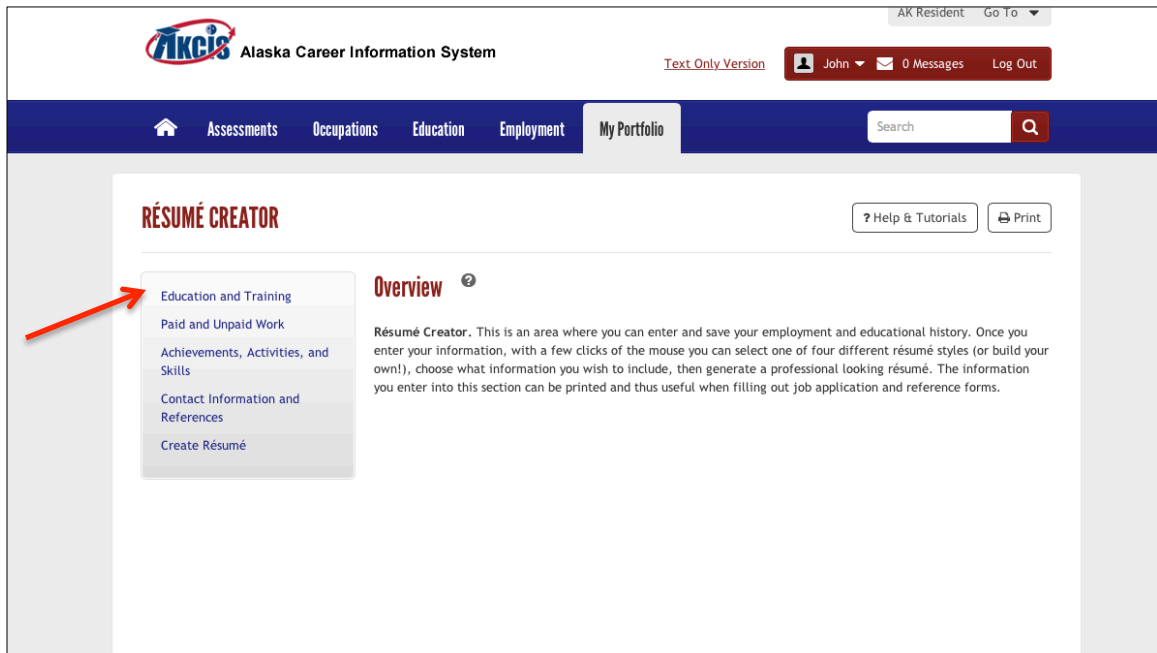
1. Go to www.AKCIS.org. Once you are there go to the bottom left and log in:

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 right. Below the navigation bar, there is a banner for AKCIS with a "Get your Portfolio!" button. A red arrow points to the "AKCIS Login" section, which contains a login form with fields for Username and Password, and a "Login" button. Below the login form, there are links for "Log in with your Zip Code" and "Forgot Username or Password?". A red arrow points to the "Login" button with the text "Log In here".

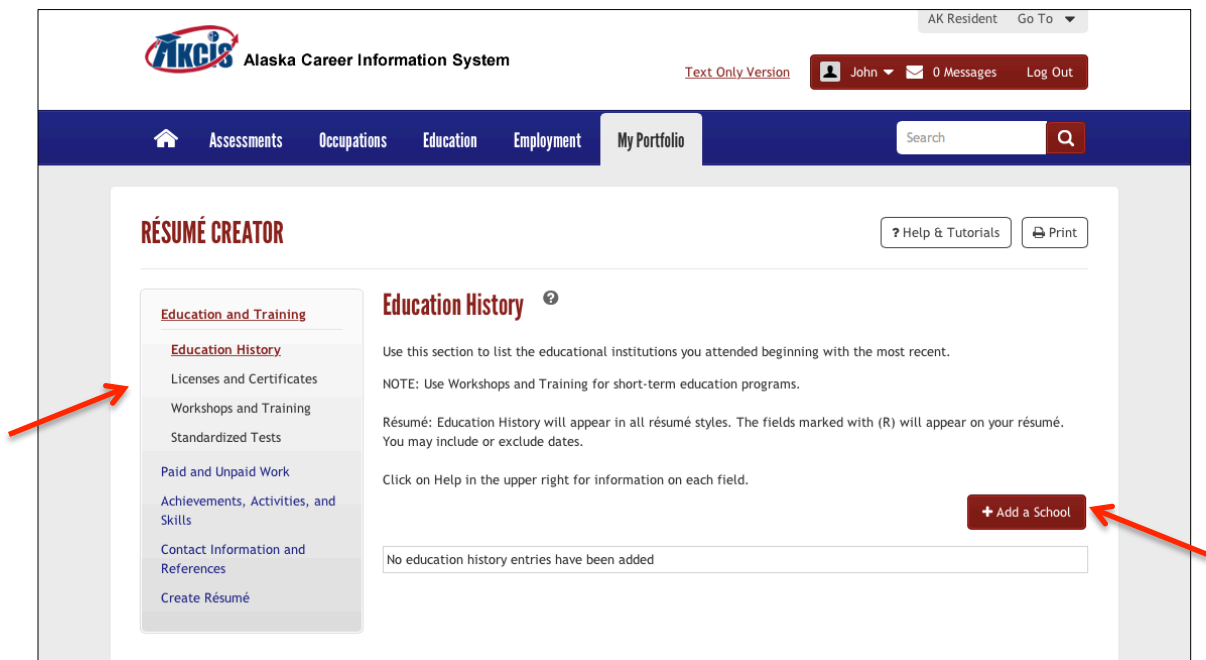
2. Once logged in, hover over the "Employment" tab and click on "Resume Creator".

The screenshot shows the AKCIS website after logging in. The user is logged in as "John" and has 0 messages. The "Employment" tab is selected in the navigation bar. A red box highlights the "Employment" section, which contains several options: "Create a resume.", "Learn how to apply and interview for jobs.", "Find ways to succeed on your job.", "Learn more", "How do I look for and find a job?", "Job Search", "Résumé Creator", "Saved and Uploaded Résumés", "Where can I save important documents?", "Stored Files and Links", "How can I be successful in my job?", "Job Success", "How can I learn about working for myself?", "Self-Employment", "Entrepreneurial Career Assessment Form", "What is military employment like?", "About the Military", "Are there materials to help with my search?", "Job Search Action Plan", and "Informational Interview Questions". A red arrow points to the "Résumé Creator" option.

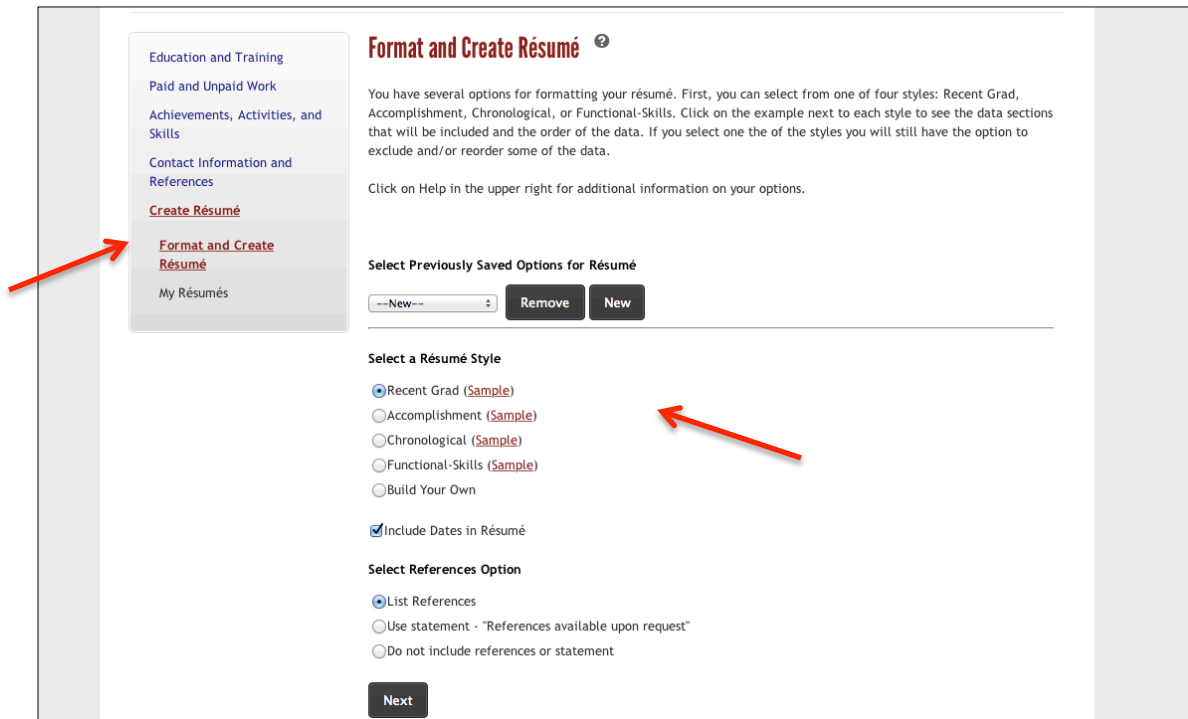
3. Opening up the Resume Creator page you will notice different topics in a box on the left. Each topic will help you with your resume. Clicking on each one it will take you to a different page to add things to your resume.



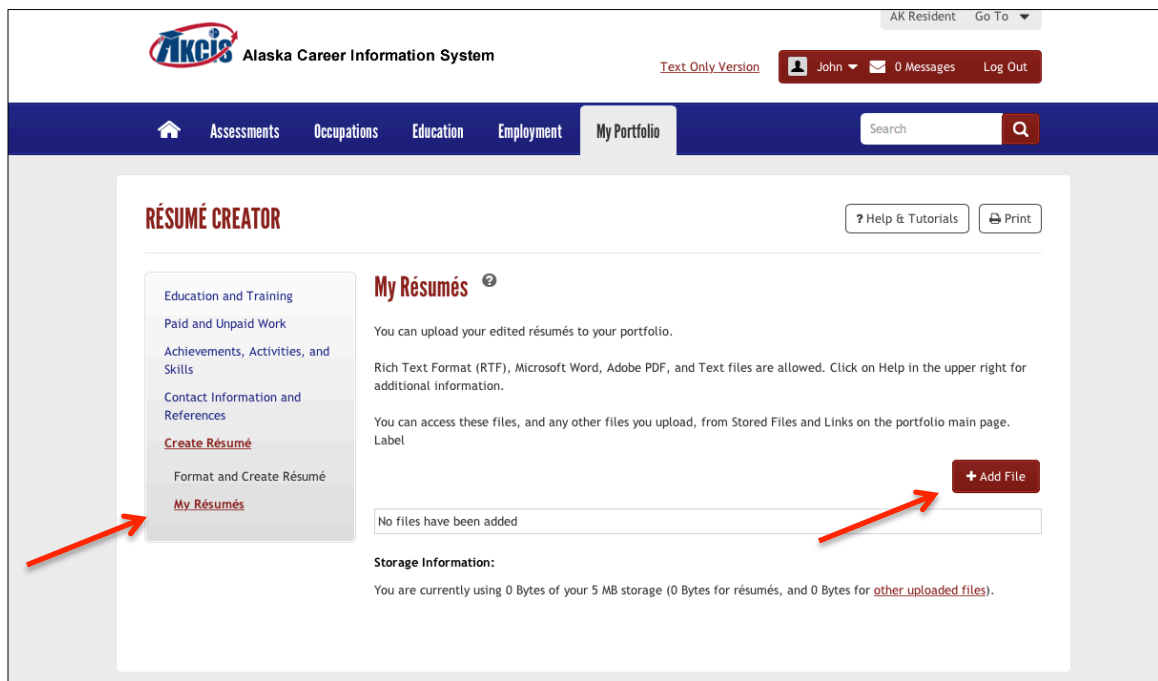
4. Clicking on a topic will take you to that page to add to your resume. Each topic has different sub-topics where you can add more to your resume. To add information your resume you will click on the red box with a “+” sign.



5. Once you are all done you will click on “Create Resume” to finalize your layout and format. After you choose your style you will hit “Next” and this will create your resume.



6. To upload a file of a resume that you already created before you will click on "My Resume" instead of "Format and Create Resume". As the page loads you will see another "+" box where you can click add upload your file.



7. To access your files that you have uploaded you will go back to the "Employment" tab and click on "Saved and Uploaded Resumes."

Employment

Create a resume.

Learn how to apply and interview for jobs.

Find ways to succeed on your job.

[Learn more](#)

How do I look for and find a job?

Job Search

Résumé Creator

Saved and Uploaded Résumés

Where can I save important documents?

Stored Files and Links

How can I be successful in my job?

Job Success

How can I learn about working for myself?

Self-Employment

Entrepreneurial Career Assessment Form

What is military employment like?

About the Military

Are there materials to help with my search?

Job Search Action Plan

Informational Interview Questions

Get Started

Create a personal account, called a portfolio, to save and manage personal career plans and access more CIS tools. Start here to create a portfolio and career plan.

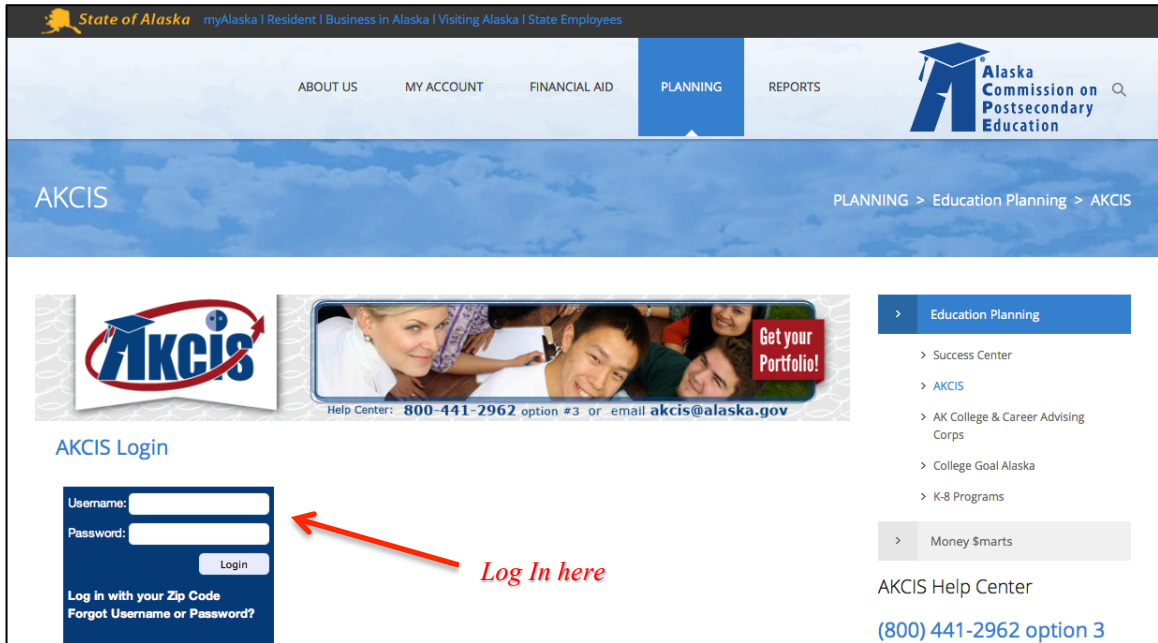
[View](#)

Create Resumes and Search for Jobs



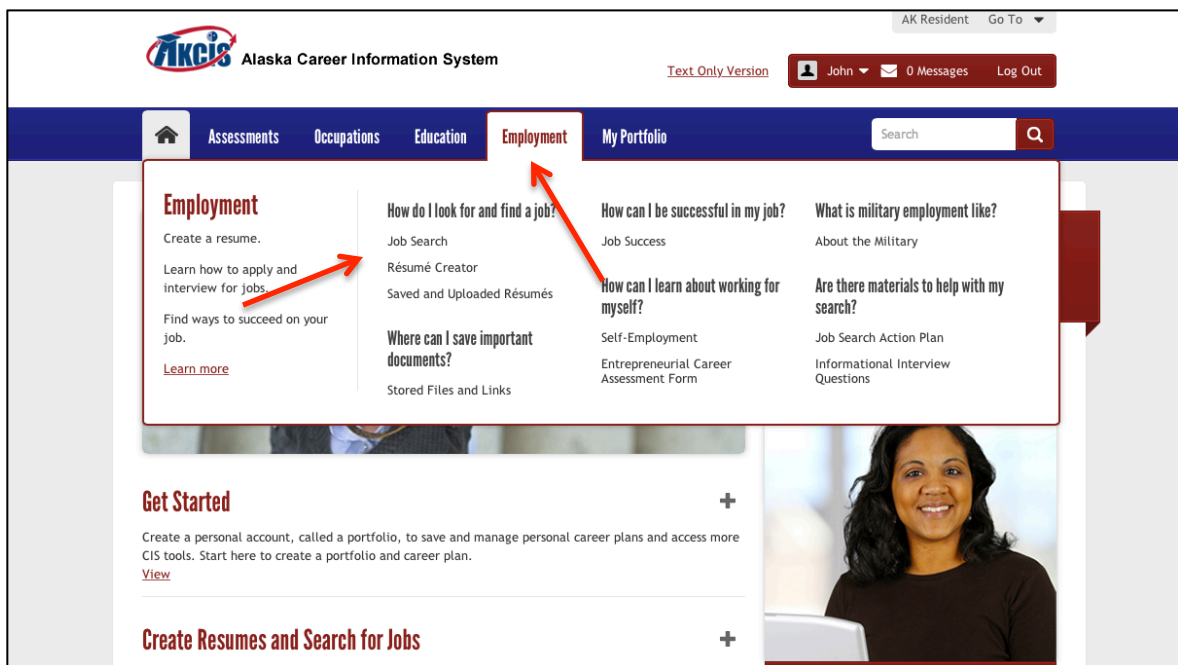
How to find Job Interviewing Skills

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 (highlighted), and REPORTS. The Alaska Commission on Postsecondary Education logo is on the right. Below the navigation bar, the AKCIS logo is on the left, and a banner image with the text "Get your Portfolio!" is in the center. A red arrow points to the "AKCIS Login" section, which includes a "Username:" field, a "Password:" field, and a "Login" button. Below the login fields, there are links for "Log in with your Zip Code" and "Forgot Username or Password?". To the right of the login section, there is a "Log In here" text with a red arrow pointing to the login button. Further right, there is a "Education Planning" menu with sub-items: Success Center, AKCIS, AK College & Career Advising Corps, College Goal Alaska, K-8 Programs, and Money \$marts. At the bottom right, there is a link for "AKCIS Help Center (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 identified as "John" with 0 messages. The "Employment" tab is highlighted in the navigation bar. A dropdown menu is open under "Employment", showing several options: "Create a resume.", "Learn how to apply and interview for jobs.", "Find ways to succeed on your job.", "Learn more", "How do I look for and find a job?", "Job Search", "Résumé Creator", "Saved and Uploaded Résumés", "Where can I save important documents?", "Stored Files and Links", "How can I be successful in my job?", "Job Success", "How can I learn about working for myself?", "Self-Employment", "Entrepreneurial Career Assessment Form", "What is military employment like?", "About the Military", "Are there materials to help with my search?", "Job Search Action Plan", and "Informational Interview Questions". A red arrow points to the "Job Search" option. Below the dropdown menu, there is a "Get Started" section with a plus sign and a "View" link. At the bottom, there is a "Create Resumes and Search for Jobs" section with a plus sign and a photo of a smiling woman.

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.

