

# Lake and Peninsula School District

## Employability Standard Level 9

### Assessments and Activities Packet



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

**EM 9.1 Assess personal strengths, weaknesses, and values and create strategies to improve.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Cannot assess personal strengths, weaknesses, and values.</li> <li><input type="checkbox"/> Does not invest time into strategies for improvement.</li> <li><input type="checkbox"/> Does not connect relevance of personal assessment to career choices.</li> <li><input type="checkbox"/> Expresses difficulty in determining values, strengths, or weaknesses.</li> <li><input type="checkbox"/> Does not understand relation of values, strengths, or weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in surveys and inventories to determine strengths, weaknesses, and values.</li> <li><input type="checkbox"/> Can identify own strengths, weaknesses, and values.</li> <li><input type="checkbox"/> Develops a strategy that addresses ways to improve strengths and weaknesses.</li> <li><input type="checkbox"/> Develops a strategy that assesses own values and reflects on possible changes to values.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Effectively analyzes values, strengths, and weaknesses.</li> <li><input type="checkbox"/> Uses analysis of values, strengths, and weaknesses to set goals.</li> <li><input type="checkbox"/> Demonstrates an understanding of the connection between strengths, weaknesses, values, and career choices.</li> <li><input type="checkbox"/> Strategy for improvement/change is realistic and has a timeline.</li> <li><input type="checkbox"/> Strategy is implemented.</li> </ul>

List your strengths and weaknesses below.

Strengths

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Weaknesses

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How can you improve your strengths and/or weaknesses? Develop a strategy that will allow you to improve your strengths and weaknesses.

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Complete the AKCIS survey that will measure your values (Work Importance Locator). List 4 values that are most important to you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Are there values you would like to change? If so, list the value(s).

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Develop a strategy to change this value. Write your strategy below.

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How will you implement the strategies for improving your strengths and/or weaknesses, and/or changing your values?

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List 3 occupations that are compatible with your values.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## EM 9.2 Updates resume and list of references

<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Fails to update resume.</li><li><input type="checkbox"/> Fails to list references.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Updates resume.</li><li><input type="checkbox"/> Updates list of references</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Resume contains facts and information that indicate high quality employability skills.</li><li><input type="checkbox"/> Updates list of references by evaluating who would be the best references to use.</li></ul>

**EM 9.3 Using various resources, demonstrate skills to locate and use information about careers, jobs, and post-secondary options.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks and understanding of the connection between expenses.</li> <li><input type="checkbox"/> Has difficulty in understanding the connection between values, skills, and interests to careers.</li> <li><input type="checkbox"/> Lacks ability to research careers and obtain important information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Cites 3 resources for obtaining career information.</li> <li><input type="checkbox"/> Uses a variety of surveys, tests, and questionnaires to identify compatible careers.</li> <li><input type="checkbox"/> Understands that careers can satisfy individual interests, skills, and values.</li> <li><input type="checkbox"/> Identifies and researches a variety of facts about careers to include salary, qualifications, and outlook.</li> <li><input type="checkbox"/> Understands requirements for careers.</li> <li><input type="checkbox"/> Identifies places to obtain education and/or training for selected careers.</li> <li><input type="checkbox"/> Uses resources to locate jobs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Successfully matches interests, values, and skills to careers.</li> <li><input type="checkbox"/> Demonstrates an understanding of the connection between lifestyle, education and/or training, and careers.</li> </ul>

*If you do not already have an AKCIS account, log on to AKCIS, [www.akcis.org](http://www.akcis.org) and set up your Electronic Portfolio. Save all work in your Electronic Portfolio in AKCIS. This Standard requires you to complete the Reality Check on AKCIS.*

Reality Check

Before you begin the Reality Check on AKCIS, list 3 careers that interest you and the salary you estimate for each.

Career	Estimated Salary	Actual Salary
1.		
2.		
3.		

Complete the Reality Check on AKCIS, [www.akcis.org](http://www.akcis.org)

Complete the table below using the information from the Reality Check.

<b>Item</b>	<b>What you want?</b>	<b>What does it cost?</b>
Housing		
Utilities		
Food		
Transportation		
Communication		
Student Loans		
Clothes		
Health Care		
Entertainment		
Personal		
Misc		
Savings		
Monthly Total		
Annual Expenses (monthlyx12)		
Taxes (25%of annual expenses)		
Total Annual Salary Needed		

List 3 occupations that provide the salary you need according to the Reality Check.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now return to the table above and enter the actual salary for the 3 careers you listed. You may have to research for these salaries.

IDEAS

Complete the AKCIS survey that will measure your interests, IDEAS. Save the results of IDEAS to your Portfolio. Print a copy of the results and attach.

Write your scores below:

- Realistic \_\_\_\_\_
- Investigative \_\_\_\_\_
- Artistic \_\_\_\_\_
- Social \_\_\_\_\_
- Enterprising \_\_\_\_\_
- Conventional \_\_\_\_\_

What are your interests as identified by IDEAS?

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According to IDEAS, what is your strongest area of interest?

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List 3 careers that are suggested by IDEAS.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

SKILLS

Complete the AKCIS survey SKILLS. Save the results of the SKILLS to your Portfolio. Print a copy of the results and attach.

List your top 3 skills for each category.

Very Satisfying Skills

- 1.
- 2.
- 3.

Moderately Satisfying Skills

- 1.
- 2.
- 3.

Somewhat Satisfying Skills

- 1.
- 2.
- 3.

List 3 careers suggested by SKILLS.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Work Importance Locator

If you have not already, complete the Work Importance Locator. Save the results of the Work Importance Locator to your Portfolio. Print a copy of the results and attach.

What are your 3 highest Work Values as identified by the Work Importance Locator?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write the definition of your highest work value.

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List 3 careers suggested by the Work Importance Locator.

1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- 

### Summary

List careers that are consistent between the Work Importance Locator, IDEAS, and SKILLS,

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### Career Information

Locate career info about 2 careers using 2 different resources. One recommended website is the AKCIS. Cite your resources.

Career 1 \_\_\_\_\_

Career 2 \_\_\_\_\_

Write down the important info about one career below:

What is the career?

\_\_\_\_\_

What is the career description?

\_\_\_\_\_

What are the important skills and abilities for this career?

\_\_\_\_\_

How much does this career pay?

\_\_\_\_\_ What are the Workkeys levels needed for this career? Refer to the Alaska Career Ready handouts.

Reading \_\_\_\_\_

Math \_\_\_\_\_

Locating Information \_\_\_\_\_

Is the demand for this career growing or declining?

\_\_\_\_\_

What kind of education or training will you need for this career?

\_\_\_\_\_

Where can you get training for this career?

\_\_\_\_\_

Compare the information about the careers to your strengths, weaknesses, interests and values. Which career is most compatible?

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Post Secondary Education/Training

Select the one career that interests you the most. Using AKCIS, locate 2 places where you can obtain education and training for this career. This information can be found under "Related Information" at "Programs of Study". Under "Related Information" click on "Alaska Schools" Career \_\_\_\_\_

Places to obtain education and/or training.

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Job Search

Using a job website, find 2 jobs that are related to the career you have selected. Cite your resource. Possible websites are <http://Alaska.helpwanted.com> or [www.careerbuilder.com](http://www.careerbuilder.com) Another recommended site is the Alaska Job Center, ALEXSYS. You will need to register to use this website.

List the 2 jobs you found, the salary, and the location of the job.

<b>Job</b>	<b>Salary</b>	<b>Location</b>
1.		
2.		

Continue to explore the job website and find a job that:

1. Works with public \_\_\_\_\_
2. Has evening hours \_\_\_\_\_
3. Requires college \_\_\_\_\_
4. Has health benefits \_\_\_\_\_
5. Pays more than \$15 an hour \_\_\_\_\_
6. You can do at home \_\_\_\_\_

## EM 9.4 Interviews one person from a career of personal interest

Developing	Proficient	Advanced
<input type="checkbox"/> Interviewing and communication skills need improvement.	<input type="checkbox"/> Uses acceptable interviewing skills. <input type="checkbox"/> Uses good communication skills.	<input type="checkbox"/> Poised and articulate during interview.

### Interview

Interview your job shadow host using the questions below.  
Write your host's responses in the space provided.

1. How would you describe a typical day at your job?
2. What do you like most about your work?
3. What do you like least?
4. What education and training do you need for this job?
5. What is the salary range for this job?
6. How has technology affected this job?
7. How do you think this job will change in the next five years?

**EM 9.5 Understands the connection between education and career opportunities**

Developing	Proficient	Advanced
<input type="checkbox"/> Lacks and understanding of the connection between expenses. <input type="checkbox"/> Has difficulty in understanding the connection between values, skills, and interests to careers. <input type="checkbox"/> Lacks ability to research careers and obtain important information.	<input type="checkbox"/> Cites 3 resources for obtaining career information. <input type="checkbox"/> Uses a variety of surveys, tests, and questionnaires to identify compatible careers. <input type="checkbox"/> Understands that careers can satisfy individual interests, skills, and values. <input type="checkbox"/> Identifies and researches a variety of facts about careers to include salary, qualifications, and outlook. <input type="checkbox"/> Understands requirements for careers. <input type="checkbox"/> Identifies places to obtain education and/or training for selected careers. <input type="checkbox"/> Uses resources to locate jobs.	<input type="checkbox"/> Successfully matches interests, values, and skills to careers. <input type="checkbox"/> Demonstrates an understanding of the connection between lifestyle, education and/or training, and careers.

To begin, “Create a Profile” on AKCIS by following these instructions:

Log into this website:[WWW.AKCIS.ORG](http://WWW.AKCIS.ORG) using your account.

Choose “Career Cluster Inventory.”

Read the directions carefully and work through the inventory.

Once you have finished, AKCIS will provide you with a set of scores relating to Career Clusters.

Choose your highest scoring career cluster and click into it by clicking on its name.

Which career sounds most interesting to you? \_\_\_\_\_

Using your AKCIS Career Interest Inventory results as a reference complete the following activity.

In the table below, list 2 careers that are of interest to you.

For each career, list 2 places where education and/or training can be obtained for the career.

List the length of training needed and the cost for each career.

Career	Place of Education/Training	Length of Education/Training	Cost of Education/Training

**EM 9.6 Understand the connection between career choice and resultant lifestyle.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Limited understanding of lifestyle and its components.</li> <li><input type="checkbox"/> Limited ability to locate information about careers, salary, and benefits.</li> <li><input type="checkbox"/> Some understanding of connection between careers and salary to lifestyle.</li> <li><input type="checkbox"/> Lacks understanding of a disconnection between careers and lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifies a potential future career, salary range, and other possible benefits.</li> <li><input type="checkbox"/> Identifies components of desired future lifestyle, to include location, family, dwelling, possessions, travel, and financial security.</li> <li><input type="checkbox"/> Compares salary and benefits of future career to the acquisition of the components of desired future lifestyle.</li> <li><input type="checkbox"/> Identifies gaps between desired future career and future lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analyzes gaps and considers other options for careers and for lifestyles.</li> </ul>

Think about the way you want to live in the future. This is your future lifestyle.

Do the following activity in ACKISJR to begin.

Use your personal login and password and be sure to save your work.

Go to “Where am I going?” Choose “Reality Check” and then “Get a Reality Check.” Work through the activity considering each expense carefully.

Which occupations would financially support your ideal lifestyle?

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Answer the following questions about your future lifestyle.

Where will you live (location)? \_\_\_\_\_

Will you marry and have children? \_\_\_\_\_ How many children? \_\_\_\_\_

What will you own? Vehicles? Boats? RVs? Vacation Homes? Jewlery? Snowmobiles?

List everything you would like to own?

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How much money would you have to earn each month to pay for your lifestyle?

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List a career that is of interest to you.

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What is the monthly salary? \_\_\_\_\_

Will this salary be enough to pay for the lifestyle you want?

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If not, what are some of the solutions?

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**EM 9.7 Understand that businesses and corporations have a hierarchal structure and have a chain of command.**

Developing	Proficient	Advanced
<input type="checkbox"/> Does not appear to understand chain of command. <input type="checkbox"/> Cannot read an organizational chart.	<input type="checkbox"/> Understands the purpose of an organization chart of a business. <input type="checkbox"/> Using an organization chart, can explain the hierarchal structure for a business or corporation with more than 10 employees. <input type="checkbox"/> Using the organization chart, can trace the path for communication within the business or corporation.	<input type="checkbox"/> Presents 2 or more organization charts and traces the path of communication and responsibility.

Locate an organization with more than 25 employees. Your teacher can give you suggestions. (ie .BBAHC, BBNA, LPSD, Conoco, GCI)

Which organization did you choose? \_\_\_\_\_

Contact the organization and request an 'organization chart'.  
 You may find an organization chart on the organization's website.

When you have the organization chart, identify the lowest and the highest positions on the chart.

What is the lowest position? \_\_\_\_\_

What is the highest position? \_\_\_\_\_

Identify the path an employee would have to take in order to officially communicate with the highest position. Describe the communication path to your teacher.

Trace the appropriate communication path on the chart and write it here.

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Explain why a 'communication path' is important to an organization.

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Explain why this path is also called a 'chain of command'.

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**EM 9.8 Understand that both employees and employers have legal rights and responsibilities.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Does not understand equality.</li> <li><input type="checkbox"/> Lacks understanding of the importance of equal opportunity and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Can define discrimination.</li> <li><input type="checkbox"/> Can define equal opportunity.</li> <li><input type="checkbox"/> Can state 3 employee rights that could affect future employment.</li> <li><input type="checkbox"/> Can name 3 employer rights that can affect future employment.</li> <li><input type="checkbox"/> Knows procedure for reporting violations of employee rights.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Displays evidence of an in-depth understanding of discrimination and how it affects self.</li> <li><input type="checkbox"/> Displays evidence of an in-depth understanding of employee and employer rights.</li> <li><input type="checkbox"/> Can identify multiple procedures for reporting violations of employee rights.</li> </ul>

Locate Federal Posting Requirements in your school or visit the website at [www.osha.gov](http://www.osha.gov) and print the poster. Attach the poster.

Read the Federal Posting Requirements for understanding of employer rights and employee rights.

Locate a website that provides information about employer rights and employee rights. Cite the resource.

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Write the definition of discrimination.

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Give 3 examples of discrimination and how it could affect you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write your definition of equal opportunity.

\_\_\_\_\_

List 3 employee rights that could affect your future employment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List 3 employer rights that can affect your future employment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe how to report violations of employee rights.

\_\_\_\_\_

Read the paragraphs below and write a response based on the research of employability rights.

You are playing basketball on the weekend and you are injured. Your doctor informs you that you need surgery, and will need to be off work for one month for recovery. When you inform your boss of two years, he/she tells you that they will have to find a permanent replacement for you. Why is this illegal?

\_\_\_\_\_

Fred gets a job working for AAA Construction Company. He is offered \$5.00 per hour by the company. Why is this illegal?

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Sara decides she will only hire people who are under the age of 25 to work for the store. Why is this illegal?

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A woman is fired by her boss because she is pregnant. Why is this illegal?

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Al will not hire Sally because she is a woman and he is worried that she will not be able to perform the tasks of the VPSO. What is illegal about this situation?

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Mary is 7 months pregnant and interviewing for a ticket agent with an airline. The interviewer states, I see you are expecting a child, I don't feel you will be able to perform the required duties. Why is the illegal?

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Juan is informed in an interview that he cannot be hired because there is no wheel chair access, and he will not be able to gain access to the building. Why is this illegal?

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The following qualifications are listed for a secretarial job; typing skills, phone etiquette, computer skills, female, previous experience. What is wrong with this list of qualifications?

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Jeanie interviewed for a position as a waitress in a German restaurant. The owner informed Jeanie that he could not hire her because she didn't have blonde hair and blue eyes. What is illegal with this?

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You work 60 hours per week. Your boss says you will be paid regular time because he can't afford overtime. Why is this illegal?

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**EM 9.9 Display dependability by exhibiting commitment, follow-through and strong work ethic.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Reluctant to contribute to group discussions.</li> <li><input type="checkbox"/> Comments are limited.</li> <li><input type="checkbox"/> Comments are out of context.</li> <li><input type="checkbox"/> Comments reflect a lack of understanding of what was learned.</li> <li><input type="checkbox"/> Assignments are incomplete, late, or not to best of ability.</li> <li><input type="checkbox"/> Lacks skills to work well with others.</li> <li><input type="checkbox"/> Needs prompting to work with others.</li> <li><input type="checkbox"/> Lacks dependability to follow rules.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adds positive, thoughtful, and relevant comments during group discussions.</li> <li><input type="checkbox"/> Comments reflect what was learned.</li> <li><input type="checkbox"/> Completes assignments on time.</li> <li><input type="checkbox"/> Completes assignments to the best of ability.</li> <li><input type="checkbox"/> Works well with others.</li> <li><input type="checkbox"/> Appropriately assists others.</li> <li><input type="checkbox"/> Seeks out opportunities to develop themselves as a leader.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages others to participate in group discussions.</li> <li><input type="checkbox"/> Demonstrates in-depth understanding of what was learned.</li> <li><input type="checkbox"/> Encourages others to work as a team.</li> <li><input type="checkbox"/> Sometimes takes on a leadership role.</li> <li><input type="checkbox"/> Initiates discussions/assignments.</li> <li><input type="checkbox"/> Assists others as they seek to enhance skills and learning.</li> </ul>

Define commitment, follow-through and strong work ethic.

Commitment

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Follow-through

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Work ethic

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Practice the skills of commitment, follow-through and strong work ethic by performing duties assigned and fulfilling responsibilities in the classroom, community, and your home.

Write how you demonstrated these skills:

Commitment

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Follow-through

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Work ethic

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Describe a situation where you met a deadline for schoolwork or an application.

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Describe 2 instances when you have assisted another person.

1.

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2.

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**EM 9.10 Demonstrate flexibility, adaptability and resiliency while maintaining a positive attitude (through perseverance, acceptance, problem solving, and patience).**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of problem solving skills are incomplete or inconsistent.</li> <li><input type="checkbox"/> Humor used inappropriately.</li> <li><input type="checkbox"/> Manners are inappropriate at times.</li> <li><input type="checkbox"/> Does not select appropriate solutions.</li> <li><input type="checkbox"/> Respect for others is not always present.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognizes times when changes are required or desired.</li> <li><input type="checkbox"/> Understands <i>rescheduling</i> to accommodate changes.</li> <li><input type="checkbox"/> Can develop several solutions to resolve problems.</li> <li><input type="checkbox"/> Can weigh pros and cons of possible solutions.</li> <li><input type="checkbox"/> Selects appropriate solutions and implements.</li> <li><input type="checkbox"/> Uses sense of humor appropriately.</li> <li><input type="checkbox"/> Demonstrates appropriate manners/behavior in various situations/settings.</li> <li><input type="checkbox"/> Respect to others is obvious through appropriate words, tone, and body language.</li> <li><input type="checkbox"/> Maintains a positive attitude when confronted with adversity.</li> <li><input type="checkbox"/> Uses coping skills when confronted with adversity.</li> <li><input type="checkbox"/> Solves problems creatively.</li> <li><input type="checkbox"/> Uses available resources to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages others to display appropriate manners.</li> <li><input type="checkbox"/> Encourages others to problem solve.</li> </ul>

Define flexibility, adaptability, and resiliency.

Flexibility

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Adaptability

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Resiliency

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Practice the skills of flexibility, adaptability, and resiliency by performing duties assigned and fulfilling responsibilities.

Write how you have demonstrated these skills.

Flexibility

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Adaptability

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Resiliency

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When interacting with adults, what 2 manners are most important?

1. \_\_\_\_\_
2. \_\_\_\_\_

Practice manners everyday.

Identify a position (i.e. student government officer, team captain) or a job (ie summer youth employment) that you currently hold or will hold, or identify a project (ie service project) that you can complete. The position/job/project must be of a minimum duration of one month. Write the name of the position/job/project and the dates you were a part.

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Demonstrate skills of flexibility, adaptability, and resiliency by performing the duties and fulfilling the responsibilities in the job/position/project.

List the skills you used and how these skills were demonstrated.

Flexibility \_\_\_\_\_

Adapability \_\_\_\_\_

Resiliency \_\_\_\_\_

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Ask your teacher/mentor/employer to assess your performance in completing your duties and meeting your responsibilities. Have them record their feedback here.

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**EM 9.11 Consistently applies non-violent conflict resolution strategies.**

Developing	Proficient	Advanced
<input type="checkbox"/> Does not demonstrate ability to resolve conflict appropriately.	<input type="checkbox"/> Recognizes conflict. <input type="checkbox"/> Weights pros and cons of conflict resolution strategies. <input type="checkbox"/> Takes responsibility to resolve conflict. <input type="checkbox"/> Speaks effectively to resolve conflict.	<input type="checkbox"/> Models conflict resolution skills. <input type="checkbox"/> Demonstrates ability to implement multiple conflict resolution strategies concurrently. <input type="checkbox"/> Uses techniques to avoid conflicts.

List 3 ways you can resolve conflicts.

1.

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2.

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3.

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Describe 2 conflicts that you may have had and how they were resolved.

1.

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2.

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## EM 9.12 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
<b>Reading (2)</b>							
<b>Writing (2)</b>							
<b>Math (3)</b>							
<b>Science (2)</b>							
<b>Social Studies (3)</b>							
<b>Technology (2.5)</b>							
<b>Cult. Aware. (1.5)</b>							
<b>Employability (5)</b>							
Table Key	Credit Bearing		Minimum Graduation Level		Advanced Opportunities		
<b>Diploma Graduation Requirements—General Education Students</b>							
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						
<b>Total: 21</b>							

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 9.13 Completes team service project following these steps: name three examples of possible service projects, complete needs assessment, evaluate the impact of various projects, design project, complete and evaluate.**

Developing	Proficient	Advanced
<ul style="list-style-type: none"> <li><input type="checkbox"/> Needs prompting to plan project.</li> <li><input type="checkbox"/> Data does not indicate need for project.</li> <li><input type="checkbox"/> Needs prompting to complete project.</li> <li><input type="checkbox"/> Problem solving and decision making skills are not evident.</li> <li><input type="checkbox"/> Documentation is incomplete or missing.</li> <li><input type="checkbox"/> Evaluation is incomplete.</li> <li><input type="checkbox"/> Reflection is incomplete.</li> <li><input type="checkbox"/> Does not see benefit of project.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gathers data to determine need for project.</li> <li><input type="checkbox"/> Data supports need for project.</li> <li><input type="checkbox"/> Identifies goal, mentor and time line.</li> <li><input type="checkbox"/> Documents planning.</li> <li><input type="checkbox"/> Exhibits problem solving and decision making skills.</li> <li><input type="checkbox"/> Documents implementation of project.</li> <li><input type="checkbox"/> Describes the impact of the project on self and those who participated.</li> <li><input type="checkbox"/> Evaluates project fairly.</li> <li><input type="checkbox"/> Readily participates.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gathers more than one type of data to determine need for project.</li> <li><input type="checkbox"/> Data supports need for project.</li> <li><input type="checkbox"/> Plan is detailed and written without mistakes.</li> <li><input type="checkbox"/> Implements plan without substantial errors.</li> <li><input type="checkbox"/> Connects the impact of this project beyond self and those who participated.</li> <li><input type="checkbox"/> Evaluates and revises as necessary.</li> </ul>

1. Brainstorm possible service projects.

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2. Select, design, and document a project to include goal, mentor, timeline, and impact of the project.

Goal \_\_\_\_\_

Mentor \_\_\_\_\_

Timeline \_\_\_\_\_

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Impact of Project

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Identify and document the tasks, who will be responsible for the tasks, and when will the tasks be completed.

<b>Task</b>	<b>Responsible Person</b>	<b>Completion Date</b>
1.		
2.		
3.		
4.		
5.		
6.		

Consider any costs. Explain here.

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Complete and document project.

Evaluate project. Write a reflection about the project here.

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Discuss the "ripple" effect of positive actions.

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Discuss what was learned from the project, including specific skills or insights, and any changes you would make for the future.

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Share the strengths and weaknesses of the project.

Strengths

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Weaknesses

## Level 9 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**

Locate a resource about the three types of foods that provide energy (carbohydrates, proteins and fats). List the percentage of daily calories that are recommended to come from each, and give examples of foods that fall under each category.

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Read about nutrients contained in food (vitamins and minerals). List the recommended daily amounts of each nutrient, and foods that contain the nutrients:

Vitamins:

B1

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B2

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A

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C

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D

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Minerals:

Calcium

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Iron

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Potassium

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Magnesium

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How much water should you drink daily?

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What are some reasons to drink more water?

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**Participate regularly in exercise**

What is aerobic exercise, and what are its benefits?

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Describe an aerobic activity that you can do.

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What is strength exercise, and what are its benefits?

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Describe a strength activity that you can do.

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Participate in P.E. class at least 80% of the time.

**Define stress and understand steps needed to manage stress**

Define stress, and list some of the physical and emotional signs of stress.

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Some stress can be motivating (helps us perform better), but too much stress can have harmful affects. Learning to manage stress can help you think more clearly and make decisions that benefit your life. List the steps people can take to manage stress.

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**Understand the difference between healthy and unhealthy relationships**

List types of relationships in which people engage.

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What does a healthy relationship look like, sound like and feel like?

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What are the traits of a healthy friendship or intimate relationship?

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What does an unhealthy relationship look like, sound like and feel like?

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List some of the traits of an unhealthy relationship.

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Explain why someone might stay in an unhealthy relationship.

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What steps can someone take to leave an unhealthy relationship (friendship or intimate)?

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## **Safety**

### **A. Student will have knowledge of harmful substances.**

#### **Understand factors that influence decisions to abuse harmful substances**

What are factors that might influence someone's decision to abuse or not abuse alcohol, drugs, tobacco and other harmful substances?

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#### **Identify internal and external protective factors for avoiding substance abuse**

What internal qualities do many people possess that allows them to avoid abusing harmful substances?

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What are some external factors that influence people not to abuse substances?

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Name some decision-making strategies that healthy people use when confronted with choices about abusing harmful substances.

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**B. Student will understand safety skills.**

**Explain basic outdoor survival skills based on location**

Find resources to learn about basic outdoor survival skills. Cite your sources.

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Choose an emergency scenario (e.g., getting lost while hunting or snow machining, going down in a plane, capsizing a boat and swimming to shore). List the steps you would take to survive and get help.

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**Review basic First Aid and CPR**

**Understand what to do in the event of an emergency**

**Review and update emergency contact list**

**Recognize and know how to report different types of sexual assault**

Locate a resource on sexual assault.

Define the different types of sexual assault.

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How can you reduce the risk of being sexually assaulted?

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List the steps you would take if you or someone you knew were sexually assaulted.

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Make a list of phone numbers for reporting sexual assault and add to your emergency contact list.

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**Identify resources to support those who are dealing with depression or thoughts of suicide**

Review the symptoms of depression and suicide.

Locate a resource to help you know what to do when faced with someone who is depressed or considering suicide (e.g., QPR, SafeTalk, etc.). List the steps you would take when dealing with someone who is depressed or suicidal.

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Identify an adult to whom you could make a referral if necessary.

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Make a list of suicide prevention hotlines and add to your emergency contact list.

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**Recognize behaviors leading to self-harm (e.g., cutting, anorexia)**

Locate a resource on self-harming behaviors. Cite your resource.

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Define self-harm.

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List different types of self-harm, and some of the possible reasons behind destructive behaviors.

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Identify the steps you could take to help a victim of self-harm.

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Identify an adult to whom you could make a referral.

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