

Greenville Middle Academy Program Criteria Abstract

Greenville Middle Academy takes pride in focusing on our students and preparing them to be successful in the future. Our magnet focus has been reading and writing across the curriculum for the past 10 years. An expansion in our magnet program has shifted our focus to include Global Studies to serve our student population. This change also includes the addition of several foreign languages; Spanish, French and plans to add Chinese.

Our program provides a system of evaluating student results by providing pre- and post- activities for students participating in career activities. This allows measurement of the effectiveness of each activity. All career activities culminate in an Individual Graduation Plan conference for all 8th grade students. We observe the progression of their career interests during 6th and 7th grades. Career interests are documented during the IGP conference.

We provide feedback to our stakeholders. We provide weekly accountability reports to district level career specialists and the director of Education & Economic Development Alliance for Greenville. These reports provide detailed information on all career activities accomplished for the week. Each report provides information for the state accountability report due in January and May of each year. Also, the school principal receives weekly updates on career activities and guidance initiatives that work in conjunction with the yearly calendar provided at the onset of the school year.

Career guidance activities are integrated across the curriculum for all grade levels. Career professionals are invited into the classrooms to provide real world example of what students are learning. In some instances, the career professionals lead the lesson. For example, 7th graders participate in Junior Achievement. This program is a series of lessons on the global marketplace through Social Studies classes presented by business professionals. Also, 6th graders focus on editing their short stories with the help of professional editors that visit the classrooms. Eighth grade students participate in Discover "E" week where engineers share a lesson through math and science classes. Guidance facilitates bringing the real world to the classroom.

Skilled-based activities are designed for the students according to the standards and competencies outlined by the SC Career Guidance Model. Standard 1 addresses the need for students to understand relationships among personal qualities, education and training and the world of work. Our students identify their interests and abilities at the beginning of each school year followed by an introduction or refresher on career clusters. All students have the opportunity to take career assessments on SCOIS and KUDER to explore careers and learn more about the career clusters.

Standard 2 addresses decision making, goal setting, and problem solving and communication skills. Character education lessons on decision making help students understand how important decisions they make now can affect the future. Interpretation of the SCOIS and KUDER assessments allows students to identify careers that match their interests and abilities. Eighth grade students participate in their IGP conference with their parents, guidance counselor and career specialist. During this conference, students choose a career cluster of interest to further study in high school. Seventh grade students participate in junior achievement lessons titled Economics for Success. These lessons allow students to explore personal finance, education and career options based on their skills, interests, and values.

Standard 3 states that students will explore careers and the connection of school-to-work. Seventh and eighth grade students job shadow with local businesses. This allows students to experience the world of

work first-hand. After job shadowing, students participate in our district level Groundhog Job Shadow Essay contest. This allows students to reflect on what they learned from the experience. Students also participate in a tour and information sessions at our local career and technology education center.

Standard 4 states that students will demonstrate a positive attitude toward work and the ability to work together. Character education starts at the onset of the school year. Students focus on having good character, making good decision-making and showing respect. They work in teams to provide examples of these character traits.

Standard 5 addresses how community awareness relates to work. Students participate in junior achievement “Global Marketplace” lessons. These lessons provide practical information about the key aspects of the global economy, what makes world trade work, and how trade affects students’ daily lives. All competencies in each standard are covered through many and varied activities.

The core of our career exploration begins with advisor/advisee time set aside for the entire student body. Students are exposed to career concepts at least twice per month. The advisor/advisee time period is approximately 20 minutes. A lesson is passed to all teachers by the guidance department. Teachers facilitate the lesson at the beginning of each day with one week to complete the assignments. Students take each lesson home to review with their parents. Students participate in activities that review the sixteen career clusters and learn about various types of careers. All students also have an opportunity to complete a career assessment using SCOIS or KUDER. Our autistic students are given paper assessments with assistance from their teachers and the career specialist. Career lessons are also incorporated into the classroom based on grade level standards. We have classroom lessons led by career professionals. For example, professional editors from the community assist students with editing their short stories and they relate their career to what the students are learning. We have assemblies that provide information about various careers. During National Career Development Week, students participate in career trivia, career dress up, and a doorway to the future contest. Also, our annual career fair highlights over 30 different careers with an opportunity for students to ask questions in a small setting. Our 8th grade students visit the J. Harley Bonds Career Center for a tour and information sessions.

Junior Achievement is accomplished through Social Studies classes. Students learn the economics for success, and they learn about key aspects of the global economy. Students are invited on career field trips (college visits, Bradshaw Automotive Career Day, etc.) and job shadowing based on their career cluster interests. We also provide virtual job shadowing via various websites and with our subscription to Virtualjobshadow.com. This website has access to many careers and a “Mentor Me” program in which students can correspond with business professionals via e-mail.

The vision of our career program, “GoalMine,” is for all students to be exposed to various careers, to be aware of what the future can hold, and to be equipped with the necessary tools or achieve success in life. Students understand this pun on words to mean that setting your own goals is important in being successful. Also, the future is exploding with opportunities, but in order for students to grab the opportunities, they identify and set goals. Our administration and entire staff are committed to including career awareness in all aspects of the school. Planning and collaboration with administration and teachers is constant throughout the school year. Parents and business representatives participate in the development and delivery of the program.

Greenville Middle School Guidance Program 2007-2008

1) GUIDANCE CURRICULUM

- a) Classroom Guidance
 - i) Career Lessons
 - (1) Career Cluster Intro and Review (August - May)
 - (2) Career Assessments (October - December)
 - (3) Junior Achievement (October - December)
 - (4) Career Assessments with Professional Editors (October)
 - (5) Career Fair (November)
 - (6) Career Unit (Keyboarding) (December - May)
 - (7) Discover "E" Week (February)
 - (8) Virtual Job Shadowing (February - May)
- b) Character Education
 - i) Character Ed Lessons (August-September)
 - ii) Bulling Prevention Computer Program with 7th/8th Graders (October)
- c) Small Group Guidance
 - i) Academic Interventions (Quarterly)
 - ii) College Field Trip (October)
 - iii) Groundhog Job Shadowing (February)
 - iv) Automotive Career Day with Pre and Post Activities (April)
- d) Parent Education
 - i) Parent Education Night- Presentation on IGPs, Career Clusters, High School Registration (November 2007)

2) INDIVIDUAL PLANNING

- a) Individual Assessment
 - i) Academic Intervention Plan- (individual) On-going (Spring 2008)
 - ii) A-Team Achievement, Ability Screenings-On-going
 - iii) Coordination/ Review of all Academic Plans for students below basic on PACT
- b) Individual Advisement
 - i) Participation/ coordination of 504/IEP conferences
- c) Placement
 - i) Transitioning/Registration/Conferencing with students, parents, teachers- (Spring 2008)
 - ii) Vertical planning with feeder elementary and high schools

3) RESPONSIVE SERVICES

- a) Individual Counseling-on going throughout the year
- b) Small Group Counseling
 - i) Anger Management- Weekly (Spring 2008)
- c) Consultation
 - i) IGP meetings with all 8th graders (Spring 2008)
- d) Referrals- on going as needed
- e) Crisis Counseling- on going as needed

4) SYSTEM SUPPORT

- a) Program Planning and Evaluation-Yearly planning, needs assessments, surveys
- b) Staff and Community Relations
 - i) Teacher Trainings/ Consultations as needed
 - ii) Coordination of Parent/Teacher Conferences
- c) Advisory
 - i) Monthly Guidance Advisory Meetings
- d) Professional Development
 - i) Monthly Counselor/CDF Meetings
 - ii) Business Summit (Summer 2007)
 - iii) Regional Guidance Workshop (Fall 2007)
 - iv) State Education Economic Development Act Training
 - v) Participation in professional development opportunities at school, district level – on going
- e) Information Center
 - i) Distribute memos, newsletters throughout the year
 - ii) Guidance Resource Area displayed in guidance office- available for visitors, parents, students
 - iii) Frequent Communication with parents via phone, conference, or email

Careers 07-08 Monthly Activity Plan ~ Greenville Middle Academy ~ Marsha Leamon

Grade	August	September	October	November	December	January	February	March	April	May
Major Events/Extended Learning	Intro/ Refresh Career Clusters, Character Ed.	Intro to Career Clusters, Character Ed.	Intro to Career Clusters, Character Ed., Assessments JA	National Career Development Week Career Contests Career Fair	8 th Grade Trip to Bonds Career Center Career Exploration (computer)	Ground-hog Prep JA	Groundhog Job Shadowing IGP Prep.	IGP Conferences	Bradshaw Career Day College Fair	Wrap-Up
6	Character Ed: Good Character Traits	Career Classroom Speakers (appropriate to curriculum) Interest Inventories	EWOW Booklets Career Classroom Speakers (appropriate to curriculum)	SCOIS Career Assessments Career Fair	Career Classroom Speakers appropriate to curriculum Virtual Job Shadowing	Career Lessons	Virtual Job Shadowing		Career Classroom Speakers (appropriate to curriculum) Career Unit in Keyboarding	Career Lessons/ Games
7	Career Cluster Refresh	Career Cluster Refresh Interest Inventories	Making Decisions/ Choices Activ. Junior Achievement Career Classroom Speakers (appropriate to curriculum)	KUDER Career Assessments Career Fair Junior Achievement	Career Classroom Speakers appropriate to curriculum Virtual Job Shadowing	Career Lessons Junior Achievement	On-site Job Shadowing Junior Achievement		Career Classroom Speakers (appropriate to curriculum) Career Unit in Keyboarding	Career Lessons/ Games
8	Career Cluster Refresh	Character Ed: Respect Interest Inventories	What is an IGP? KUDER Career Assessments College Tour Career EXPO	Classroom Speakers (integrated into curriculum) Career EXPO	Field Trip to Bonds Career Center	Career Lessons IGP Prep Career EXPO	On-site Job Shadowing IGP Conferences Career EXPO	IGP Conferences High School Registration Career EXPO	Bradshaw Automotive Career Day College Fair Career Unit in Keyboarding	On-site Job Shadowing Career Jeopardy

Other Duties (Ongoing)	Faculty Meetings by grade level/department (Refresh on EEDA, planning, etc.)	PTA Meeting/ Parent Workshops						IEP Transition Meetings	Feeder Elementary & High Schools
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**CAREER DEVELOPMENT FACILITATION
CAREER LESSON / ACTIVITY**

TITLE: "Me At 23" (Career Project)

**SUBJECT: Guidance Activity through
keyboarding class**

GRADE LEVELS (S): 6, 7, 8

SC Career Guidance Standard/Competency

Learning to Work: Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Competency 2.1. Identify strategies for managing personal resources to achieve career goals.

Competency 2.4. Identify secondary and post-secondary opportunities in local community.

Lesson/Activity Objectives

1. Students will demonstrate an understanding how to use search engines via the internet to research careers and explore colleges.
2. Students will identify several occupations in which they might have an interest.
3. Students will demonstrate an understanding of how to use Microsoft PowerPoint and Microsoft Word using keyboarding skills.
4. Students will demonstrate an understanding of how to calculate a simple car payment.
5. Students will demonstrate an understanding of how to calculate a simple house payment.
6. Students will identify interview strategies and interview skills.
7. Students will use presentation skills.
8. Students will describe future aspirations.

Assessment

1. Students will track progress of activity on the "Me At 23 Checklist" worksheet.
2. Students will complete the following worksheets: *Career A to Z, Holland Interest Inventory Checklist, Buy A Car, My College and Figuring the Cost of Your House.*
3. Students will complete an interview with a family member and type a summary of the interview.
4. Students will create a Microsoft PowerPoint presentation about their life at the age of 23 titled "Me at 23" that contains at least 7 slides.
5. Students will present their PowerPoint presentation to the class and visitors.

Preparation

Prior Learning – Interest inventory, unit on Microsoft PowerPoint, career assessments, post assessment career assessment activity, key boarding units, job shadowing, and journal reflection of career activities completed during the school year.

Handouts/Worksheets - Career A to Z worksheet, Holland Interest Inventory Checklist, Investigating Careers worksheet, Buy A Car worksheet, My College worksheet and Figuring the Cost of Your House worksheet.

Resources/Materials – Access to computer and the internet, guests speakers from human resources and realtor career areas, acinet.org, www.bls.gov/k12/azlist.htm, www.realtor.com, automart.com.

Time Required – Approx. 4 weeks (every class period during the week – 2 class periods per lesson) and homework

Procedures

**Present two lessons each week with time included for students to complete research, worksheets and to create the PowerPoint presentation. Also allow time for any guest speaker to share with the students.*

Introduction

- Through this activity students will share information about what their future may be like. They will gain career information and life skills along the way.
- Introduce the activity by having the students daydream about what their lives will be like when they are 23. Explain that they will share a presentation with the class about this at the end of the 4 week activity. The presentation will have information about the college they will attend, the career they will have, the type of house they will have and they type of car they will have. Encourage them to make the presentation interesting by sharing great facts in each of the categories and sharing any additional information.
- Give each student a *Me At 23 Checklist* and explain that each item on the checklist should equal at least one slide in their presentation. Explain that their presentations should contain at least 7 slides.

Lessons

1. College

- Have students research the internet to find out more about the college they are interested in attending. Hand out the *My College* worksheet for them to complete. During this lesson generate discussion about various types of college. This would be a great opportunity to have a college recruiter come in to share some information. Instruct the students to create at least one powerpoint slide with the information that they find. Assist students with research and using powerpoint.

2. Careers

- Give a simple explanation of the Holland Theory to the students. Hand out the Holland Interest Inventory and provide instructions on how to complete it. Explain the Holland code. Initiate discussion on how students may have many interests and they should keep several in mind. Instruct students to research the internet to find information on 1 or 2 careers that they are interested in. Hand out the *Investigating Careers* worksheet for them to complete. During this lesson generate discussion about what you need to know about careers. Encourage students to find information like education required, salary, etc.). Instruct the students to create at least one powerpoint slide with the information that they find. Assist students with research and using powerpoint.

3. Interview Skills & Conducting an Interview

- Introduce this lesson by explaining that you must interview well to get great jobs. Invite a representative from the human resource field to discuss how they conduct interviews and what they look for in the people they interview. Have students brainstorm and create their own interview questions for a family member. The homework assignment is to interview a family member about their career and type a summary from the interview. Provide details on how the summary should be formatted. Provide time for the students to type the summary of the interview in class.

4. House

- Introduce this lesson by explaining that you will need somewhere to live when you become an adult with your new career. Remind the student of the amount of money that they will make in the career. Ask them what kind of house they can afford. Hand out the *Figuring the Cost of Your House* worksheet. Provide an example of the worksheet to show the students how to calculate the monthly house payment. Have the students research the internet to find a house they would like to buy. This would be a great opportunity to have a realtor visit the class and share information about their career and buying a house. Assist students with calculating the house payment. Instruct the students to create at least one powerpoint slide with the information that they find. Assist students with research and using powerpoint.

5. Car

- Introduce this lesson by explaining that you will need a car to get to your job each day. Remind the student of the amount of money that they will make in the career. Ask them what kind of car they can afford. Hand out the *Buying a Car* worksheet. Provide an example of the worksheet to show the students how to calculate the monthly car payment. Have the students research the internet to find a car they would like to buy. This would be a great opportunity to have a car salesman visit the class and share information about their career and buying a house. Assist students with calculating the car payment. Instruct the students to create at least one powerpoint slide with the information that they find. Assist students with research and using powerpoint. If students have extra time, they may also choose a teen car to include in the presentation. Have the compare the teen car and the car they will have as adults.

6. PowerPoint Presentations

- Introduce this lesson by reviewing powerpoint skills (how to create a new slide, how to place text on the slide, how to animate slides, how to bring color to slides, etc.) Allow students to work on their presentations. This will also be time for students to catch up on worksheets and building their presentations.
- Share useful presentation tips with the students. Have a mock presentation using the students or invite a trainer in to share their career and present information to the students. Have the students critique the professional that comes in.
- Have each student present their presentation to the class. Invite career professionals who participated in the previous lessons to hear the presentations.