

Unit 1 Title: Getting a Job	
Lesson Title: Career Portfolio	Lesson: 1 of 5
Grade Level: 9	
Length of Lesson: 55-70 minutes	
Missouri Comprehensive School Counseling Big Idea: CD.9: Applying Skills for College and Career Readiness and Success	
Grade Level Expectations (GLEs): CD.9.A.09: Identify situations which would compromise ethical habits in school or work situations. CD.9.B.09: Identify and refine the job seeking skills needed to apply for volunteer or part-time jobs in the community.	
American School Counselor Association (ASCA) Mindsets and Behaviors: Career Development	

Materials (include activity sheets and/ or supporting resources)

Career portfolio format for each student. This may be within a computer program or a format created by the counselor.

Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: Gather, analyze and apply information and ideas 2. Conduct research to answer questions and evaluate information and ideas 8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation.
	Goal 2: Communicate effectively within and beyond the classroom
	Goal 3: Recognize and solve problems
	Goal 4: Make decisions and act as responsible members of society

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X	Communication Arts 1. Speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization)
	Mathematics
	Social Studies
	Science
	Health/Physical Education
	Fine Arts

Enduring Life Skill(s)

X	Perseverance		Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect		Goal Setting		

Lesson Measurable Learning Objectives:

The student will gather five items for a portfolio to be used in job seeking.

Lesson Formative Assessment (acceptable evidence):

Assessment should relate to the performance outcome for goals, objectives and GLEs. Assessment can be question answer, performance activity, etc.

Students will create a list of materials needed for career portfolio, and collect the information on their lists. Students will personalize their portfolios by identifying and organizing the categories and their “filing/retrieval system” in a way that fits individual learning styles. (Students are more likely to use a system that fits their unique style than they are to use a system developed by someone who approaches organization with a different style.)

Lesson Preparation

Essential Questions:
 What is a portfolio? What are the benefits of having a portfolio?
 How do people share their strengths and skills with others?

Engagement (Hook):
 Show students an example of a portfolio or counselor’s portfolio.

Procedures

Instructor Procedures/Instructional Strategies:	Student Involvement/Instructional Activities:
<ol style="list-style-type: none"> Counselor shows his/her portfolio or an example of one. Students are instructed to list items that they need to include in their career portfolio. Suggested items (not a comprehensive list): <ol style="list-style-type: none"> Personal Plan of Study Personal mission statement(s) Evidence of skill development Reflection papers Post-secondary education training options and there are many more ... Students are instructed to determine a method for collecting and organizing the information, e.g.: file box with dividers and 	<ol style="list-style-type: none"> Students observe the components of a portfolio. Students will brainstorm a list of materials they need to include in their portfolio. Students put a copy of their Personal Plan of Study plan in the portfolio and any other information they have already

<p>folders; a cardboard box, loose-leaf binders for each subject or an electronic file. Counselor instructs students to bring portfolio to be stored in a central location</p> <p>4. Students are instructed to begin writing their personal mission statement(s). Project example of Stephen R. Covey’s personal mission statement: “To inspire, lift and provide tools for change and growth of individuals and organizations throughout the world to significantly increase their performance capability in order to achieve worthwhile purposes through understanding and living principle-centered leadership.”</p> <p>5. Students are instructed to continue to collect information for their portfolio as they continue through high school. Classroom guidance lessons will include processes and products that will be included; however, the portfolio is developed “By the Student—For the Student” and will require the students to think creatively about how best to represent themselves.</p>	<p>collected.</p> <p>4. Students begin writing their personal mission statement(s).</p> <p>5. Students will keep their portfolio in a central location (home room or counselor’s office).</p>
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Teacher Follow-Up Activities

Check with students and help them identify items to put into their portfolio as they continue through high school.

Counselor reflection notes (completed after the lesson)