

Project 3

Career Decision Making

1. PROJECT CONNECTION

- ▶ **Teaching Components; Project Summary; Instructional Focus; Rigor/Relevance Framework/Project SPS**

2. STUDENT ENGAGEMENT AND PRESENTATION CONNECTION

- ▶ **Who Am I?**

3. PREREADING CONNECTION

- ▶ **Career Choices**

4. READING CONNECTION

- ▶ **Debunking Career Myths**

5. WRITING CONNECTION

- ▶ **Career Comparisons**

6. MATH CONNECTION

- ▶ **College Costs Comparisons**

7. SCIENCE CONNECTION

- ▶ **Adolescent Slowdown**

8. CROSSWALKS

- ▶ **Outcomes/SPS and FCAT/Essential Work Skills**

PROJECT CONNECTION

Title:	Career Decision Making
Program Area:	Research and Critical Thinking
Course Title:	Career Research and Decision Making - 1700380
Timeline for Use:	First Semester
Grade Level:	9th
Duration of Project:	10-12 Hours
Submitted By:	Becky Lindhorst and Kristen Dumet

Lesson Summary

Students will

- create a collage reflecting their personality, values and interests.
- identify careers that they would like and not like.
- apply FCAT note-taking strategies while reading articles.
- use CHOICES to generate a comparison of two careers and write a compare/contrast extended response.
- use CHOICES to research college costs and answer FCAT short response math questions.

Instructional Focus

Lesson Topic:	Career Decision Making
Language Arts Strands:	Reading; Writing; Listening, Viewing and Speaking
Math Strands:	Number Sense and Concepts, Measurement; Data Analysis and Probability
Science Strands:	The Process of Life; The Nature of Science

Rigor/Relevance Framework

**K
N
O
W
L
E
D
G
E**

**T
A
X
O
N
O
M
Y**

Evaluation	6
Synthesis	5
Analysis	4
Application	3
Comprehension	2
Awareness	1

		C		D	
		Assimilation		Adaptation	
		A		B	
		Acquisition		Application	

1 2 3 4 5

Knowledge
in one
discipline

Apply in
discipline

Apply
across
disciplines

Apply to
real world
predictable
situations

Apply to
real world
unpredictable
situations

Career Decision Making/Project Three Student Performance Standards

Outcome # 01.0 IDENTIFY AND DEMONSTRATE USE OF THE STEPS OF SYSTEMATIC GOAL-SETTING AND DECISION-MAKING PROCESSES.

Performance Task# 01.01

Total SPS Addressed

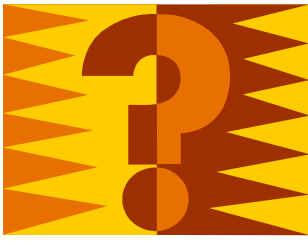
1

Bibliography

CHOICES Software
ScienceNetLinks.com
U.S. Bureau of Labor Statistics

STUDENT ENGAGEMENT AND PRESENTATION CONNECTION

Title:	Who Am I?
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	LA.C 1.4.3; LA.C 3.4.1; LA.C 3.4.2; LA.C 3.4.3; LA.C 3.4.4
Essential Skills (e, m, and s):	e03; e10; e47; e59; e70; e32; e92; e56; e68
Rigor and Relevance (quadrant):	B – Application
Instructions to Teacher: Distribute the assignment sheet entitled “Who Am I?” to each student. Discuss project requirements.	
Instructions to Students: Complete and present “Who Am I?” assignment.	
Instructions for Learning Styles Modifications: Teachers can also have students create a PowerPoint presentation instead of or in addition to the collage depending on their resources.	
Assessment for Activity: Oral Presentations Rubric, Posters Rubric	
Approximate Length of Time for Activity: 3-5 hours	
Materials Needed: Poster board, pens, pencils, markers, scissors, glue	
Resources Needed: Magazines, newspapers, Internet access	
Activity: Have students create a poster board collage entitled “Who Am I?” and present their boards to the class.	
Attachments: “Who Am I?” assignment sheet, Oral Presentations Rubric, Posters Rubric	



Assignment: Who Am I?

1. Create a poster board collage about yourself.
2. You will present your boards to the class at the end of the assignment for a presentation grade. Make sure you dress appropriately.
3. You may use magazine pictures, newspapers, drawings, copies from books, or the Internet to describe yourself.
4. You will need: poster board, pens, pencils, markers, glue, scissors, magazines, newspapers, books, and Internet access.
5. Please include the following topics on your boards:
 - a. What would your dream house look like?
 - b. What would your dream car look like?
 - c. What is your dream job? What salary would you like to make?
 - d. What is your dream family? Do you plan on getting married or staying single? At what age will you decide to get married? Do you plan to have children? If so, how many children?
 - e. What is your ideal geographical location? Where do you want to live?
 - f. What kind of hobbies, interests, and activities do you like to do?
 - g. What would be your dream vacation?
 - h. Will you have pets? If so, what kind and how many?
 - i. Will you go to a four-year college, a two-year college, a technical school, the military, or directly into a job?

Oral Presentations Rubric

Teacher Name: _____ Student Name _____ Date _____

CATEGORY	5	4	3	2	1
1. The topic of the presentation meets the requirements of the assignment.	Strong	Moderately Strong	Average	Moderately Weak	Weak
2. The presentation appears to be well researched.	Strong	Moderately Strong	Average	Moderately Weak	Weak
3. The presentation is well organized and cohesive.	Strong	Moderately Strong	Average	Moderately Weak	Weak
4. The presenter is adequately prepared for the presentation.	Strong	Moderately Strong	Average	Moderately Weak	Weak
5. The presentation indicates an understanding of the topic presented.	Strong	Moderately Strong	Average	Moderately Weak	Weak
6. The presenter employs a speaking and delivery style appropriate to the presentation topic.	Strong	Moderately Strong	Average	Moderately Weak	Weak
7. The presenter delivers ideas in a clear and concise fashion, without too much reliance on notes.	Strong	Moderately Strong	Average	Moderately Weak	Weak
8. The presenter speaks loudly and clearly enough to be heard by the audience.	Strong	Moderately Strong	Average	Moderately Weak	Weak
9. The presenter maintains eye contact with the audience.	Strong	Moderately Strong	Average	Moderately Weak	Weak
10. Overall, the work represents the presenter's full potential.	Strong	Moderately Strong	Average	Moderately Weak	Weak
Totals					

Score: _____

Date created: 2003-07-21

Copyright. © 2002, 2001, 2000, 1999, 1998, 1997 ALTec, the University of Kansas

Development of this resource was supported, in part, by the US Department of Education awards to ALTec (Advanced Learning Technologies) at the University of Kansas Center for Research on Learning. These include Regional Technology in Education Consortium 1995-2002, awards #R302A50008 and #R302A000015. This resource does not necessarily reflect the policies of the US Department of Education.

Copyright 1995-2003 ALTec, the University of Kansas.

Posters Rubric

Teacher Name: _____ **Student Name** _____ **Date** _____

CATEGORY	5	4	3	2	1
1. The poster contains appropriate items and information.	Strong	Moderately Strong	Average	Moderately Weak	Weak
2The poster is clean and neat, and the information on it is well organized.	Strong	Moderately Strong	Average	Moderately Weak	Weak
3. The poster is colorful and creative.	Strong	Moderately Strong	Average	Moderately Weak	Weak
4 The spelling, punctuation, and grammar of any text on the poster are accurate.	Strong	Moderately Strong	Average	Moderately Weak	Weak
5. Any artwork on the poster is appropriate and carefully executed.	Strong	Moderately Strong	Average	Moderately Weak	Weak
6. The information on the poster is appropriate to the topic.	Strong	Moderately Strong	Average	Moderately Weak	Weak
7. The poster shows an understanding of the topic and related concepts.	Strong	Moderately Strong	Average	Moderately Weak	Weak
8. The poster fulfills the requirements of the assignment.	Strong	Moderately Strong	Average	Moderately Weak	Weak
9. The student or group did a good job presenting the poster to the class.	Strong	Moderately Strong	Average	Moderately Weak	Weak
10. Overall, the final result represents the student's or group's full potential.	Strong	Moderately Strong	Average	Moderately Weak	Weak
Totals					

Score: _____

Date created: 2003-07-21

Copyright. © 2002, 2001, 2000, 1999, 1998, 1997 ALTec, the University of Kansas

Development of this resource was supported, in part, by the US Department of Education awards to ALTec (Advanced Learning Technologies) at the University of Kansas Center for Research on Learning. These include Regional Technology in Education Consortium 1995-2002, awards #R302A50008 and #R302A000015. This resource does not necessarily reflect the policies of the US Department of Education.

Copyright 1995-2003 ALTec, the University of Kansas.

PREREADING CONNECTION

Title:	Career Choices
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	LA.A 1.4.1
Essential Skills (e, m, and s):	e53; e50
Rigor and Relevance (quadrant):	A – Acquisition
Instructions to Teacher: Ask students to complete the handout – Career Choices: Careers I Would Like/Careers I Would NOT Like.	
Instructions to Students: Complete the handout – Career Choices: Careers I Would Like/Careers I Would NOT Like.	
Instructions for Learning Styles Modifications: Assist students with career names and spelling; students can use CHOICES or other materials for career ideas.	
Assessment for Activity: FCAT Pre-reading Rubric	
Approximate Length of Time for Activity: 1 class period	
Materials Needed: Pencils, pens	
Resources Needed: CHOICES, other career materials	
Activity: Students list careers that they would like/not like.	
Attachments: Handout – Career Choices: Careers I Would Like/Careers I Would NOT Like, FCAT Pre-reading Rubric	



Career Choices

List 5 careers that you would enjoy doing and two reasons why you would like to do each one.

Careers I Would Like and Why		
Career	1st reason	2nd reason
Careers I Would <u>NOT</u> Like and Why		
Career	1st reason	2nd reason

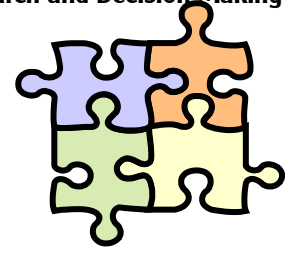
RUBRIC - FCAT Pre-Reading

Score	Description
<p style="text-align: center;">2</p>	<p>The response indicates that the student has a <i>complete understanding</i> of the pre-reading concept embodied in the task. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included.</p>
<p style="text-align: center;">1</p>	<p>The response indicates that the student has a <i>partial understanding</i> of the pre-reading concept embodied in the task. The student has provided a response that includes information that is essentially correct, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.</p>
<p style="text-align: center;">0</p>	<p>The response is <i>inaccurate</i>, confused, and/or irrelevant, or the student has failed to respond to the task.</p>

READING CONNECTION

Title:	Debunking Career Myths
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	LA.A 1.4.1; LA.A 1.4.4; LA.B 2.4.1; LA.B 2.4.2
Essential Skills (e, m, and s):	e80; e50; e49; e53; e60; e15; e24; e54
Rigor and Relevance (quadrant):	B – Application
Instructions to Teacher: Distribute copies of “Career myths and how to debunk them.” Ask students to read the article using the popcorn reading method while other students take notes using the included handout. Be sure to pause periodically and check to see that the class understands the material. After students have read the article, distribute copies of the FCAT Multiple Choice questions and allow the students time to complete them. Collect the questions afterwards.	
Instructions to Students: Read the article and complete the FCAT Multiple Choice questions that follow.	
Instructions for Learning Styles Modifications: Teacher could read article aloud and model note-taking on the board.	
Assessment for Activity: Completed Note-Taking worksheets, FCAT Multiple Choice Answer Key	
Approximate Length of Time for Activity: One class period	
Materials Needed: Pens, pencils	
Resources Needed:	
Activity: Students read article while taking notes and then answer multiple choice questions.	
Attachments: “Career myths and how to debunk them” article, Note-Taking worksheet, FCAT Multiple Choice questions and Answer Key	

NOTE-TAKING



TITLE: _____

Main Ideas/Key Words/Questions/Drawings

I Learned:

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

FCAT Multiple Choice

1. Where do people get impressions about different careers?
 - A. From what friends and family say about the work.
 - B. From television and movies.
 - C. From people they see with the jobs.
 - D. All of the above.

2. Which of the following information about careers is not available through the U.S. Bureau of Labor Statistics?
 - F. Projected earnings.
 - G. Work conditions.
 - H. Job openings.
 - I. Necessary education for a career.

3. True or False? A job that does not use all of your talents is not worth pursuing.
 - A. True
 - B. False

4. You can learn more about a career by...
 - F. Choosing it as your major in college.
 - G. Asking your parents.
 - H. Working in the field.
 - I. Using informational interviewing, volunteering or job shadowing, and using information from the U.S. Bureau of Labor Statistics.

1 (A) (B) (C) (D)

2 (F) (G) (H) (I)

3 (A) (B) (C) (D)

4 (F) (G) (H) (I)

Answer Key – FCAT Multiple Choice

1. A
2. H
3. B
4. I



Career myths and how to debunk them

by Olivia Crosby

Most people make assumptions about careers.

Often, these assumptions are based on impressions they get from relatives and friends, from television shows, and from workers and jobs that they see in their daily lives.

Impressions are a good place to start when looking for a career because they help people to identify possibilities. But at the same time, impressions can be misleading. They show only a small portion of reality, or worse: no reality at all. That's when career impressions become career myths.

People make all kinds of false assumptions—about an occupation's working conditions, job duties, educational requirements, employment prospects, and more—because they have limited information. For example, many people think that there are no opportunities in the manufacturing trades, that all high-paying jobs require a college degree, and that most teachers earn below-average salaries. None of these myths is true. And believing myths like these limits career choices unnecessarily.

Chances are that you harbor myths and stereotypes about careers. And you might not even realize that you do. Some myths are easily dismissed; others interfere with your ability to develop career goals. (See the box, "Career myths that stop people cold," on page 5.)

You can keep myths from derailing your career search by learning to confirm your beliefs or expose your

misconceptions for what they are. Expand your options and uncover the truth about each career. Reality tools—including statistics, expert advice, and real-world experiences—can supply the facts.

Moving beyond myths: Expand your career options

Career myths can cause you to overlook many possibilities. Sometimes, people don't realize that a career exists; art majors might not be aware that they have an excellent background for industrial design or medical photography, for example. Other times, people exclude a known career based on false impressions. Librarians' reputation for being quiet and studious, for example, belies the fast-paced, high-tech environment of modern libraries.

Don't let myths get in the way when you're trying to pinpoint your ideal career. Instead, look beyond your first thoughts to expand and explore the possibilities.

Identify more possibilities

How can you keep misconceptions from limiting your options? For starters, seek guidance from objective sources to increase the number and type of occupations that you consider.

Assessment tests—offered online, in career guidance books, and in career centers—help you to identify potential careers, based on your answers to specific questions. Some tests measure how closely your answers match those of workers who are already in an occupation. Other

You think you know, but you could be wrong. Don't be a victim of your own misconceptions. Here's how to uncover the truth about careers.

tests match occupations to your personality type, skills, or interests. (See the “Getting help” section at the end of this article for links to online assessment resources.)

Even those tests can narrow career choices unnecessarily, however. Comprehensive guides, such as the *Occupational Outlook Handbook*, profile many occupations of all types. Skimming these guides can jog interest in a career that you might not have considered.

Other career guides, books, and articles describe careers that relate to an interest, skill, or hobby—such as baking pastries, caring for pets, or programming computers. Reading these resources can help people learn about occupations and lesser-known specialties.

Investigate—don't eliminate—options

When developing a list of possibilities, don't dismiss occupations too quickly. Career counselors say that many people eliminate good choices before considering them. And usually the reasons for doing so are based on what these people *think* they know about a career, instead of on what they actually know.

For example, students who are looking for high-paying work without going to college might overlook construction trades if they think that all of those jobs require physical strength. But technology now allows machines, not muscles, to tackle heavy jobs—and besides, plenty of occupations (electrician, drafter, and cost estimator, to name a few) offer high pay without requiring significant physical exertion. Similarly, students who have an interest in acting often reject it as a career if they

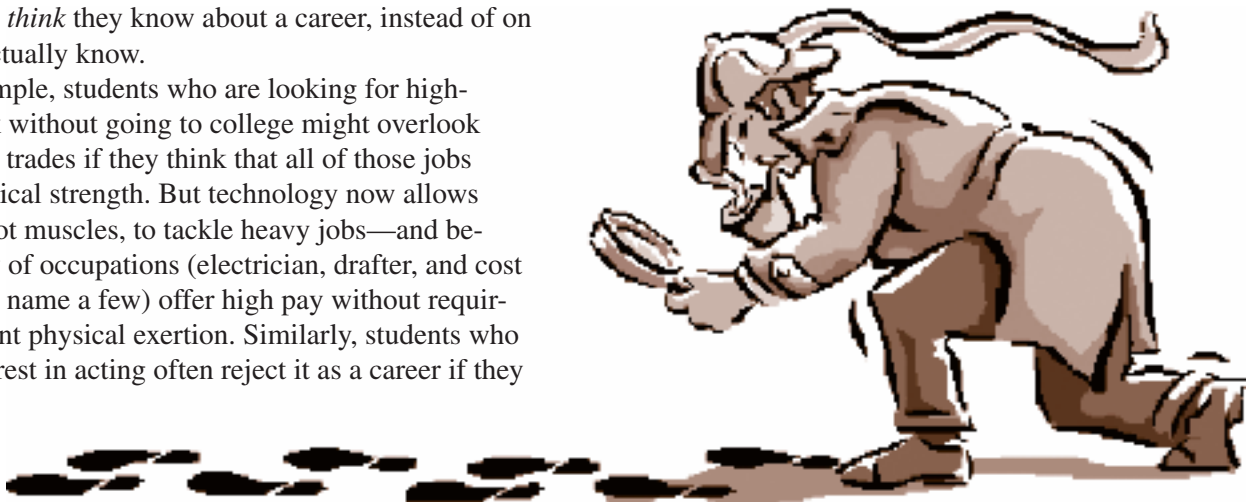
don't want to move to California, not realizing that about 60 percent of acting jobs are in other cities.

As examples like these show, there might be ways to pursue a career even if part of that career seems unappealing. If you like enough parts of an occupation, don't let one aspect of it dissuade you too quickly from exploring it further. Look into how the occupation varies in different work settings or in different industries.

Getting to the truth

Getting to the truth of career myths requires that you find accurate information from reliable sources. In other words, you need to do a little sleuth work.

Look in more than one place to get an accurate picture of a career. Statistics about occupations and industries give facts about earnings, employment, and other numeric issues. Employment projections give



insight into the future. Informational interviewing reveals the benefits, drawbacks, and job options in an occupation. And getting experience provides hands-on understanding of what it's like to do a job.

Each of these methods yields myth-busting information, but each has limitations.

Career statistics

How much do fish and game wardens earn in Minnesota? How safe is it to be a nursing aide? How many flight attendants have a college degree? These and other questions are answered by survey data, which provide objective insight into occupations you're considering.

Statistics are the best place to look for concrete facts about workers' earnings, average hours of work, education levels, and rates of on-the-job injuries, as well as the number of jobs in an area and the types of work settings that are available.

If you want to be a teacher but don't relish the idea of managing a traditional classroom, for example, statistics will show that 22,000 elementary school teachers worked outside of schools in 2004; if you're worried about their earnings, you'll discover that 10 percent of elementary school teachers earned more than \$67,930. And although most lawyers keep long hours, statistics show that more than 25 percent worked 40 or fewer hours a week in 2004.

Don't be fooled. Statistics might not lie, but they can be misleading. The accuracy of surveys depends on how they were conducted. A survey that gathers information from a random group of people in a scientific way is more accurate than a Web-based survey that accepts answers from anyone who happens to respond. Also, consider the size of the sample—the more people surveyed, the more reliable the results. Surveys from the Federal Government tend to be larger and more scientific, and thus more accurate, than smaller, private surveys.

But surveys are limited by their use of averages. They

usually report average earnings or hours, for example, even though people earn or work more or less than the average.



How to find statistics. The U.S. Bureau of Labor Statistics (BLS) is the most comprehensive source of career-related statistics. For earnings and employment information by occupation, industry, and geographic area, check the BLS Occupational Employment Statistics survey, online at www.bls.gov/oes. The National Compensation Survey (www.bls.gov/ncs) offers additional data about earnings by job complexity and responsibility level, but this survey covers fewer geographic areas and occupations.

For information about educational attainment, self-employment, and work hours, see the BLS Current Population Survey, online at www.bls.gov/cps. And for information about on-the-job injuries and fatalities, get data from the BLS Injuries, Illnesses, and Fatalities program, online at www.bls.gov/iif.

Many other organizations publish career-related statistics. The National Association of Colleges and Employers, for example, gathers data on entry-level salaries of college graduates by major and industry. Professional associations conduct or sponsor surveys of the occupations or industries that they serve, but be sure to check their sample sizes.

Career projections

When choosing a career, many people want to know about its future prospects. Reliable career projections give an objective view of which occupations could offer the most job openings over time. For example, BLS projects more than 200,000 new jobs for accountants and auditors between 2002 and 2012.

But myths abound about job prospects. Rumors of worker shortages, of occupations that are guaranteed to provide jobs, and of imminent job loss in an occupation can mislead people. Some people worry, for example, that all computer programming and telemarketing jobs will be outsourced abroad in the next few years. But in reality, BLS projects that many new jobs in these occupations will be created for U.S. workers in the coming decade. Changes in employment usually are gradual and relatively small.

Don't be fooled. Projections are estimates about the future. But things change, often in unpredictable ways. And, like career statistics, projections are only as good as the methods used to produce them. Pay attention to the

(Continued on page 6)

Career myths that stop people cold

Some career myths are less about occupations than about the working world in general. Myths like these can derail a career search and sap motivation. Here are five common myths, and realities, about careers.

Myth: There is one perfect job for me.

Reality: There are many occupations—and many jobs—that you would enjoy. Focusing on finding a single, perfect career is not only intimidating, it's limiting. If you're like most people, you will have several jobs and careers in your life, and each will have positive and negative aspects to it.

Furthermore, your job preferences are apt to change over time as you gain experience, skill, and self-knowledge. Keeping your options open is a position of strength, not weakness.

Myth: I will use all of my talents and abilities in this job.

Reality: No one job uses all of your talents. And trying to find one that does will derail your job search. Learning a variety of tasks helps you to sharpen abilities that might not be needed in one job but could be invaluable in another. Especially at the start of your career, you should expect to spend time acquiring experience and skills.

This is one reality about careers that, career counselors say, many new graduates fail to grasp. Counselors remind jobseekers to be patient. New workers should expect to start in entry-level positions and be willing to do routine tasks as they gain experience.

Myth: My job has to match my college major or vocational training.

Reality: You need not restrict your job search to careers related to your degree or training. Most jobs do not specify which college major is needed, even if they require that workers have a college degree. Many computer specialist positions, for example, are filled by workers whose degree is in a subject unrelated to computers.

Vocational training is often more closely related to specific occupations. But even this kind of training can open the door to a wider array of jobs than people think. Consider that electrical technicians are now repairing fuel cells, for example, or that veterinary technicians become pharmaceutical sales workers. Often, technical skills are applicable to many settings—and most workers learn the specifics of an occupation on the job.

Myth: No one will hire me because I lack experience, have low grades, have gaps in my work history, etc.

Reality: People overcome all kinds of challenges to find satisfying work. Experts say that how you handle adversity is a good indicator of your ability to persevere. Need experience? Get it! Volunteer, work in a related occupation, or focus on school projects that are relevant to your desired career. Low grades are the problem? Highlight other parts of your resume, and remember that grades usually matter only for that first job after graduation. Gaps in your work history? Overcome them with a well-designed resume that focuses on skills rather than chronology, and then get a little interviewing practice.

For most entry-level jobs, employers are looking for general attributes such as communication skills, interpersonal abilities, and enthusiasm. See “Getting back to work:

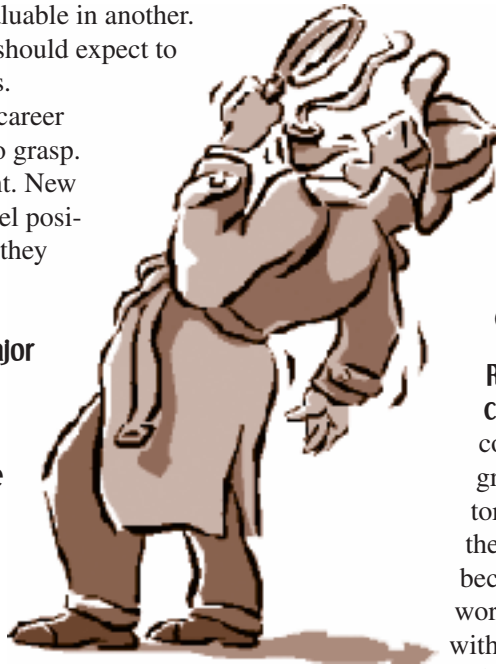
Returning to the labor force after an absence” in the winter 2004-05 *Quarterly*, online at www.bls.gov/opub/ooq/2004/winter/art03.pdf, for specific advice about conquering difficulties related to your employability.

Myth: It's too late to change my career.

Reality: It's never too late to change careers. Workers who change careers come from many backgrounds, age groups, and situations. There's the doctor who decided she'd rather be a chef, the retiree who enrolled in college to become an accountant, the construction worker who wanted a steadier income without moving to a warmer climate. For each of these workers, the desire for job

satisfaction outweighed the desire for status quo.

To make the change easier, look at your past work and education to see what skills relate to the job you want. Most jobs' entry requirements are more flexible than people think. Gain needed skills with volunteer work, internships, or a class, and don't be afraid to start at the bottom to get the career you want. If you are out of school and want expert advice, consider a local One-Stop Career Center or the counseling center at a nearby school.





(Continued from page 4)

source of projections, as well as to the years and locations for which they were developed.

And remember that future job openings are not the final word when it comes to opportunity: whether there are 50,000 or 500 projected job openings, all you need is one to start your career. The fewer openings there are, the harder it might be to find a job, but there are no guarantees for any jobseeker. Even job openings for nurses, which are projected to be the most numerous, won't simply fall out of the sky. The process of finding, and getting, a job is the same for everyone—regardless of the occupation's projection.

How to find projections. Every 2 years, BLS develops nationally focused employment projections for a 10-year period; you can learn more about the Occupational Statistics and Employment Projections program online at www.bls.gov/emp. (For State occupational projections, see www.projectionscentral.com.) In addition to government-produced projections, many professional organizations produce shorter-term projections based on surveys of their members.

Informational Interviewing

Talking to people about their work is one of the best ways to get accurate information about what a career is like. After all, who would know better about what it takes to do a job well or what a job's benefits and drawbacks are than someone who's already working in it?

Having conversations about work as part of a systematic search for information is called informational interviewing. The goal is to get the facts about an occupation.

And workers usually are eager to correct misconceptions about their occupations. Flight attendants serve

snacks, but they can also describe how they've been trained to deal with emergency situations, and they can tell you what it's really like to deal with unruly passengers or to cope with their unusual work schedules.

Use the informational interview as your chance to challenge any aspect of an occupation that you dislike—or, for that matter, find appealing. Ask about things you've heard, read, or assumed about an occupation or career field. A paramedic, for example, is in the best position to tell you if the job is as exciting as television shows make it seem.

Ask general questions, too, about what a typical day is like, what tasks the job involves, what the worker likes and dislikes about the job, and what skills and personality traits are assets. You might learn, for example, that scientists spend more time than you thought writing reports and grant proposals, that machinists use mathematics every day and that social workers often teach life-skills classes.

Don't be fooled. One person's experience is not universal. Whether a worker talks glowingly or disparagingly about his or her job, another worker in the same occupation almost surely disagrees. Jobs and workers vary. To use informational interviewing well, you will need to speak with more than one person and verify the perspectives with career articles, statistics, and other research.

How to interview for information. The best people to interview are those who already have a job in the occupation that you think you might want to have. Try to find workers, rather than upper-level managers and human resources specialists, to talk to directly. Look for interview subjects by contacting career centers, alumni groups, and professional associations, all of which might have lists of people who are willing to be interviewed. Contacting local employers and people you already know is another option.

To set up your interviews, make telephone calls or write letters, letting the workers know that you are looking for information—not a job. Do some research so that you can ask good questions, but be flexible in your approach.

Learn more about informational interviewing, including how to set up and prepare for an interview, by reading "Informational interviewing: Get the inside scoop on careers" in the summer 2002 *Quarterly* (online at www.bls.gov/opub/ooq/2002/summer/art03.pdf).

Getting experience

Arguably, the best way to get a feel for what a career would be like is to get work experience in it. A physical therapist learns through experience, for example, that pediatric clients require a different temperament and more one-on-one interaction than geriatric clients do. On-the-job experience helps engineers to discover whether the slow progress of laboratory research suits them better than the faster pace of product development.

Of course, it takes awhile to get solid, relevant experience, but internships, volunteer work, and entry-level jobs provide a start. Employers value the skills learned through experience. But another benefit to employers is what experienced workers do *not* bring to the job: unfounded expectations. A worker who has experience in an occupation is less likely to be swayed by career myths that may surround it than someone who has no experience.

Don't be fooled. Your own experiences are the least likely to fool you. Base your career perceptions on these. In an internship or entry-level job, you'll be starting at the bottom—but that's where most workers begin. Even if you don't start in the job you want, view these opportunities as a chance to get an inside track on the career you covet. Observe the people who are in the job you want. Listen. Learn. All experience can work in your favor.

How to get experience. Internships and entry-level jobs are two of the best ways to get hands-on exposure to potential careers. Internships provide short-term experiences and are available primarily to college students and recent graduates. Entry-level jobs are open to jobseekers who meet the qualifications specified by the employer.

Both internships and entry-level jobs often are considered stepping stones to a permanent career. But they need not be. Either one is a good test of what you actually do in a particular occupation—insights, hopes, and myths aside. You might pursue an internship with reservations, only to discover that those reservations were based on myth. Or you might enter a new job expecting to find a career and face a reality convincing you to keep looking.

Getting help

As this article explains, the best way to bust career myths is to get the facts. Information in the *Quarterly* (www.bls.gov/opub/ooq/ooqhome.htm) covers a variety

of career topics. One article related to the topic of career myths, “As seen on TV: Reality vs. fantasy in occupational portrayals on the small screen,” online at www.bls.gov/opub/ooq/2003/fall/art01.pdf, explores how occupations are often different from how they are depicted on television. Another *Quarterly* article, “Matching yourself with the world of work: 2004,” online at www.bls.gov/opub/ooq/2004/fall/art01.pdf, helps you to match your skills and interests with careers that might interest you.

For more information, for personal assistance, or to find a career counselor, visit a One-Stop Career Center. You can find a local One-Stop center and other services for which you might be eligible by calling toll-free, 1 (877) 348-0502 or TTY toll-free, 1 (877) 348-0501, or visiting online at www.servicelocator.org.

America's Career InfoNet, online at www.acinet.org, lists free online assessment tests to help jobseekers identify occupations that match their skills and interests. The O*NET (Occupational Information Network) skills search, like the InfoNet's skills profiler, matches your interests to hundreds of occupations. Try it online at <http://onetcenter.org/skills>. O*NET provides detailed information about the skills required in hundreds of occupations via <http://online.onetcenter.org>. ∞∞



WRITING CONNECTION

Title:	Career Comparisons
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	LA.B 1.4.1; LA.B 2.4.1
Essential Skills (e, m, and s):	e34; e12; e14; e03; e50
Rigor and Relevance (quadrant):	D – Adaptation
<p>Instructions to Teacher: Ask students to complete a comparison of their top two careers using CHOICES software (not the Internet version):</p> <ul style="list-style-type: none"> • Open CHOICES • Select Databases – Occupations with Post Secondary Schools • Students should find and highlight their first career – enter • Select the Compare button at the bottom left of the screen – the first career should be in the left column • Click on Occupations again • Select 2nd occupation • Click on the down arrow in the 2nd column of the compare two occupations section • Click print • Enter student’s name where it says User Name and make sure compare two occupations is checked • Click Print <p>On the FL WRITES/Writing Form, have students answer the following prompt: Using the printout that you generated in CHOICES, compare and contrast the two careers as they relate to your personality, abilities, values, goals, and interests. Based on your comparison, select the best career for you.</p>	
<p>Instructions to Students: Using the CHOICES software program, print out a comparison between your top two career options. Answer the writing prompt.</p>	
<p>Instructions for Learning Styles Modifications:</p>	
<p>Assessment for Activity: FL WRITES/Writing Rubric</p>	
<p>Approximate Length of Time for Activity: 1-2 hours</p>	
<p>Materials Needed: Pens, pencils</p>	
<p>Resources Needed: CHOICES software program, printer</p>	
<p>Activity: Students will complete a comparison of their top two careers using CHOICES software and then answer a writing prompt.</p>	
<p>Attachments: FL WRITES/Writing Form and Rubric</p>	

RUBRIC – FL WRITES/Writing

Score	Description
6	The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.
5	The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.
4	The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.
3	The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.
2	The writing is related to the topic but include extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.
1	The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled.
0	<p>The paper is unscorable because:</p> <ul style="list-style-type: none"> • the response is not related to what that prompt requested the student to do. • the response is simply a rewording of the prompt. • the response is a copy of a published work • the student refused to write • the response is illegible • the response is incomprehensible (words, but no meaning) • the response contains an insufficient amount of writing to determine if the student was attempting to address the prompt. • the writing folder is blank

MATH CONNECTION

Title:	College Costs Comparison
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	MA.A 3.4.1; MA.A 3.4.3; MA.B 3.4.1; MA.E 1.4.1
Essential Skills (e, m, and s):	m01; m05; m33
Rigor and Relevance (quadrant):	B – Application
Instructions to Teacher: Distribute College Costs Comparison worksheet and ask students to complete the table using CHOICES or whatever materials you provide. Students should then answer the FCAT Math/Short Response questions.	
Instructions to Students: Using CHOICES, complete the worksheet and answer the questions.	
Instructions for Learning Styles Modifications: Assist students with research. Lesson could be completed using cooperative learning.	
Assessment for Activity: College Costs Comparison Answer Key, FCAT Math/Short Response Rubric	
Approximate Length of Time for Activity: 2 class periods	
Materials Needed: Pencils, pens	
Resources Needed: CHOICES software	
Activity: Students research and compare college costs using the CHOICES software, select a college and estimate the cost of getting their degree, and complete FCAT response questions.	
Attachments: College Costs Comparison worksheet and Answer Key, FCAT Math/Short Response Form and Rubric	

College Costs Comparison

Using CHOICES or other approved resources, research the following:

	Daytona Beach Community College	Florida State University	Ohio State University	Full Sail Real World Education	Harvard University	Embry Riddle Aeronautical University	Stetson University	Bethune-Cookman College
Type of school	Public	Public	Public	Private	Private	Private	Private	Private
Resident tuition								
Out-of-state tuition								
Full-time annual fees								
Room and board								
Room only								
Estimate for books and supplies								
Tuition waiver								

What explanation(s) can you give for the difference in tuition costs among the schools? (Answer on the FCAT response sheet provided.)

Some schools charge more for out-of-state tuition and others do not. What reasons can you suggest? (Answer on the FCAT response sheet provided.)

In addition to tuition costs, for what other kinds of expenses does a student need to plan? (Answer on the FCAT response sheet provided.)

Research a school you would like to attend and estimate how much you think it will cost to get your degree. Be sure to include amounts for all of the categories on the chart above as well as the type of degree (certificate, 2 year, 4 year). If your school does not have anything listed for a category, estimate how much you think it will cost. Show all of your work on the back of this sheet.

College Costs Comparison - ANSWER KEY

Using CHOICES or other approved resources, research the following:

	Daytona Beach Community College	Florida State University	Ohio State University	Full Sail Real World Education	Harvard University	Embry Riddle Aeronautical University	Stetson University	Bethune-Cookman College
Type of school	Public	Public	Public	Private	Private	Private	Private	Private
Resident tuition	\$1,825	\$3,038	\$7,479	\$40,005 to \$69,460 Contact school for details.	\$27,448	\$22,820	\$22,730	\$10,610
Out-of-state tuition	\$6,850	\$15,544	\$18,066	\$40,005 to \$69,460 Contact school for details.	\$27,448	\$22,820	\$22,730	\$10,610
Full-time annual fees	\$40				\$3,172	\$680	\$1,405	
Room and board		\$7,208	\$6,909		\$9,260	\$6,936	\$7,060	\$6,374
Room only		\$4,170			\$4,974	\$2,800	\$3,960	
Estimate for books and supplies		\$750	\$1,044			\$920	\$800	\$790
Tuition waiver	employees or their family	employees or their family	employees or their family senior citizens				employees or their family	employees or their family

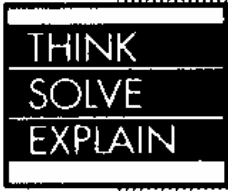
What explanation(s) can you give for the difference in tuition costs among the schools? (Answer on the FCAT response sheet provided.)

Some schools charge more for out-of-state tuition and others do not. What reasons can you suggest? (Answer on the FCAT response sheet provided.)

In addition to tuition costs, for what other kinds of expenses does a student need to plan? (Answer on the FCAT response sheet provided.)

Research a school you would like to attend and estimate how much you think it will cost to get your degree. Be sure to include amounts for all of the categories on the chart above as well as the type of degree (certificate, 2 year, 4 year). If your school does not have anything listed for a category, estimate how much you think it will cost. Show all of your work on the back of this sheet.

FORM - FCAT Math/Short Response



Short Response questions should require up to 5 minutes to answer. A complete answer is worth 2 points, and a partial answer is worth 1 point.

What explanation(s) can you give for the difference in tuition costs among the schools?

Some schools charge more for out-of-state tuition and others do not. What reasons can you suggest?

In addition to tuition costs, for what other kinds of expenses does a student need to plan?

RUBRIC - FCAT Math/Short Response

Score	Description
2	The response indicates that the student demonstrates a <i>thorough understanding</i> of the mathematics concepts and/or procedures embodied in the task. The student has completed the task correctly, in a mathematically sound manner. When required, student explanations and/or interpretations are clear and complete. The response may contain minor flaws that do not detract from the demonstration of a thorough understanding.
1	The response indicates that the student provides a response that is only <i>partially correct</i> . For example, the student may provide a correct solution, but may demonstrate some misunderstanding of the underlying mathematical concepts or procedures. Conversely, a student may provide a computationally incorrect solution but could have applied appropriate and mathematically sound procedures, or the student's explanation could indicate an understanding of the task, despite the error.
0	The response indicates that the student provides a <i>completely incorrect</i> solution or uninterpretable response, or no response at all.

SCIENCE CONNECTION

Title:	Adolescent Slowdown
Performance Tasks:	01.01
Sunshine State Standards (LA, MA, and SC):	SC.F 1.4.1; SC.F 1.4.6; SC.H 1.4.1; SC.H 1.4.3
Essential Skills (e, m, and s):	s02; s45; s42; s116
Rigor and Relevance (quadrant):	D – Adaptation
<p>Instructions to Teacher: Write the following opinion on the board:</p> <ul style="list-style-type: none"> • Teenagers should be allowed to make their own decisions. <p>Students should read the article “Adolescent Slowdown.” Divide class into equal groups and assign pro and con positions. Have students discuss the issue for 2-5 minutes. Have a whole class discussion and then answer the FCAT formatted response question.</p>	
<p>Instructions to Students: Read the article “Adolescent Slowdown.” In your group, discuss your position for 2-5 minutes. Participate in class discussion and complete the FCAT formatted response question.</p>	
<p>Instructions for Learning Styles Modifications:</p>	
<p>Assessment for Activity: FCAT Science/Extended Response Rubric</p>	
<p>Approximate Length of Time for Activity: One class period</p>	
<p>Materials Needed: Pencils, pens</p>	
<p>Resources Needed:</p>	
<p>Activity: Students read a scientific article and participate in a small and large group discussion, then complete an FCAT formatted response question.</p>	
<p>Attachments: “Adolescent Slowdown” article, FCAT Science/Extended Response Form and Rubric</p>	

Adolescent Slowdown

Transcript

Explaining the terrible teens. I'm Bob Hirshon and this is Science Update.

Scientists have discovered one more reason puberty can be such a drag: in addition to acne and voice changes, it seems the kids' brains may slow down.

That's according to Bob McGivern, a psychologist at San Diego State University. In a recent study, he and his colleagues tested the ability of young kids, preteens, and young adults to process emotional information.

McGivern:

What we told the kids was, we're going to show you a picture on the computer screen of a person's face. The expression's going to be happy, it's going to be angry, sad, or just a neutral expression. We want you to make a decision about whether the face is happy as quickly as you can.

Most of them answered the questions correctly. But those just entering puberty took ten to twenty percent longer to decide on an answer. McGivern believes the surge of hormones this age-group experiences can interfere with the decision-making areas of their brains.

McGivern:

What that really means, don't know for sure, but it does suggest that we perhaps ought to be a little more sensitive to teenage behavior, and perhaps give them a break from the fact that their brain may actually be undergoing a little bit of reorganization that's not under their control.

For the American Association for the Advancement of Science, I'm Bob Hirshon.

Making Sense of the Research

Listening to this report, you might have thought the adolescents were really in a fog (how hard can it be to decide whether or not a face is happy)? But keep in mind that during the experiment, the pictures of faces were flashed on a screen for only a tenth of a second, and the researchers recorded the speed of each subject's response down to the millisecond (one one-thousandth of a second). The difference between the slowest adolescents and the quickest kids and young adults was only about three-tenths of a second. So the pre-teens weren't exactly hopeless.

But they were consistently slower—slow enough that the difference is very unlikely to be the result of chance alone. (Scientists call that **statistically significant**.) What's more, girls tended to be slowest at around 11 years old, while boys were slowest around 12. And those ages match up with the typical start of puberty in each gender. So something about adolescence does seem to get in the way of a kid's thinking.

Based on previous research, McGivern thinks two main areas of the brain might be affected. The first is the **limbic system**, the part of our brain that handles basic emotions. Studies from animals show that the hormones that surge during puberty (mainly **estrogen** and **testosterone**) directly affect the limbic system, and its connections to other parts of the brain.

The second part of the brain that seems to be involved is the **prefrontal cortex**, the area that deals with higher thinking, reasoning, and decision-making. The prefrontal cortex also governs our social behavior. Previous research suggests that the prefrontal cortex undergoes some "re-modeling" during adolescence: the brain cells (called **neurons**) are re-wired to prepare the brain for more efficient and sophisticated kinds of thinking. But just like re-modeling a house or improving a street makes things messy for a while, the re-organization of the brain during puberty seems to create some snags and delays.

The exercise performed by the kids in this experiment relies on both the limbic system and the prefrontal cortex, since it involves making decisions about emotions. So it makes sense that kids who were in the thick of puberty ran into problems with it. In the future, McGivern and his colleagues hope to find out if adolescence also gets in the way of other kinds of thinking.

Other scientists who participated in this study include Julie Andersen, Desiree Byrd, Kandis Mutter, and Judy Reilly.

RUBRIC - FCAT Science/Extended Response

Score	Description
<p style="text-align: center;">4</p>	<p>The response indicates that the student demonstrates a <i>thorough understanding</i> of the scientific concepts and/or procedures embodied in the task. The student has completed the task correctly, used scientifically sound procedures, and provided clear and complete explanations and interpretations.</p> <p>The response may contain minor flaws that do not detract from a demonstration of a thorough understanding.</p>
<p style="text-align: center;">3</p>	<p>The response indicates that the student demonstrates an <i>understanding</i> of the scientific concepts and/or procedures embodied in the task. The student's response to the task is essentially correct, but the scientific procedures, explanations, and/or interpretations provided are not thorough.</p> <p>The response may contain minor flaws that reflect inattentiveness or indicate some misunderstanding of the underlying scientific concepts and/or procedures.</p>
<p style="text-align: center;">2</p>	<p>The response indicates that the student demonstrates only a <i>partial understanding</i> of the scientific concepts and/or procedures embodied in the task. Although the student may have arrived at an acceptable conclusion or provided an adequate interpretation of the task, the student's work lacks an essential understanding of the underlying scientific concepts and/or procedures.</p> <p>The response may contain errors related to misunderstanding important aspects of the task, misuse of scientific procedures/processes, or faulty interpretations of results.</p>
<p style="text-align: center;">1</p>	<p>The response indicates that the student demonstrates a <i>very limited understanding</i> of the scientific concepts and/or the procedures embodied in the task. The student's response is incomplete and exhibits many flaws. Although the student's response has addressed some of the conditions of the task, the student has reached an inadequate conclusion and/or provided reasoning that is faulty or incomplete.</p> <p>The response exhibits many flaws or may be incomplete.</p>
<p style="text-align: center;">0</p>	<p>The response indicates that the student provides a <i>completely incorrect</i> solution or uninterpretable response, or no response at all.</p>

CROSSWALKS

Project Three SPS Crosswalks

Career Research and Decision Making

1700380

Outcome # 01.0 IDENTIFY AND DEMONSTRATE USE OF THE STEPS OF SYSTEMATIC GOAL-SETTING AND DECISION-MAKING PROCESSES.

Performance Task# 01.01

SSS Strand: Reading		Essential Work Skills		
LA.A 1.4.1	L	Selects and uses prereading strategies that are appropriate to the text, such as discussion, making predictions, brainstorming, generating questions, and previewing, to anticipate content, purpose, and organization of a reading selection.	e52	Preview textbooks for informational text to anticipate content.
			e80	Understand ways an author uses language and text characteristics to aid comprehension.
			e09	Know how to decipher unfamiliar words using such strategies as context cues, word structure analysis, letter sound relationships, and word histories.
LA.A 1.4.3	L	Refines vocabulary for interpersonal, academic, and workplace situations, including figurative, idiomatic, and technical meanings.	e30	Understand the nature and purpose of and be able to word process a variety of formats including essays, business letters, memos, instructions, policy statements, technical proposals, user manuals, lab reports, etc.
			e49	Read for main idea first and then read for detail.
			e15	Discriminate important ideas from unimportant ideas while reading.
LA.A 2.4.1	H	Determines the main idea and identifies relevant details, methods of development, and their effectiveness in a variety of types of written materi	e24	Summarize, synthesize and organize information while reading.
			e46	Apply, extend, and expand on information while reading
			e03	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
LA.A 2.4.4	H	Locates, gathers, analyzes, and evaluates written information for a variety of purposes, including research projects, real-world tasks, and self-improvement.	e03	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.
LA.A 2.4.6	L	Selects and uses appropriate study and research skills and tools according t the type of information being gathered or organized, including almanacs, government publications, microfiche, news sources, and information services.	e03	Gather information from a variety of sources, including electronic sources, and summarize, analyze, and evaluate its use for a report.

SSS Strand: Writing		Essential Work Skills		
LA.B 1.4.2	H	Drafts and revises writing that: is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; has few, if any, convention errors in mechanics, usage, punctuation and spelling.	e12	Draft a report that engages an audience and is concise, clear, well organized, accurate, and informative.
			e14	Use editing and revising skills to improve effectiveness and accuracy of drafts.
			e27	Define a position on a controversial topic and write a persuasive essay or make an oral presentation likely to persuade a specific audience to change an opinion or take a particular action.
			e54	Organize supporting detail in logical and convincing patterns.