

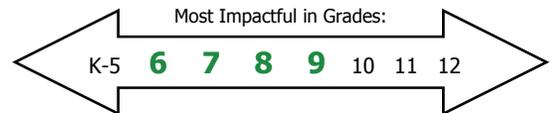


Family Interviews

Overview:

Family interviews, a career awareness activity, are informational question and answer dialogue designed to provide students with an opportunity to examine familial/community ties to industry and human capital within their homes, communities and family structures. Students interview a family or community member and obtain information about their career paths including educational preparations. Students will demonstrate knowledge in the areas of basic interviewing, development and application of interviewing techniques, ability to analyze familial and community resources.

Grade Level: 6-12
Ratio: 1 Partner to 1 Student
Length: Up to 1 Hour



	Preparation	During the Activity	Follow-Up
Student	Student works with teacher to identify and select interviewee. Once identified, student researches organization, prepares questions and learns how to demonstrate professionalism.	Student actively listens to interviewee, asks detailed questions, and take notes. Student demonstrates "21st Century Skills" and professionalism through dress and demeanor.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to professional partner.
Teacher	Teacher assists in bringing in, identifying and selecting interviewee. Teacher coaches interviewee on activity expectations and helps to coordinate the logistics of the interview.	Teacher is not present during interview.	Teacher de-briefs and reflects on experience with interviewee and student.
Community	Family/community partners reviews activity expectations with teacher; readies their workspace to accommodate the interview.	Family/community members responds to student questions, provides pertinent materials and models professionalism.	Family/community members reflects on experience and provides feedback to student and teacher.



Learning to Interview

Common Core College and Career Anchor Standards	Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric Writing 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CTE Anchor Standards	2.0 Communications 8.0 Ethics and Legal Responsibilities.
OUSD Graduate Profile	Essential Communicators Civically and Career Engaged



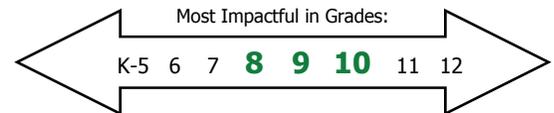


Guest Speaker

Overview:

Guest speaking, a career awareness activity, occurs when a volunteer from the business or community is invited to speak with a group of students during the school day. Students listen to the presentation and ask questions. Student will know how to interact with a professional, facts about a career or industry and be able to connect how their schoolwork links to that career. Students will apply what they have learned to their own career aspirations.

Grade Level: K-12
Ratio: 1 Partner to 30 Students
Length: 1 Hour



	Preparation	During the Activity	Follow-Up
Student	Students researches organization or industry and prepares questions. Students participate in curriculum to prepare for guest speaker expectations, learn how to demonstrate professionalism and practice "21st Century Skills".	Students actively listens to guest speaker, ask detailed questions, and take notes. Students demonstrate "21st Century Skills" and professionalism through dress and demeanor.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to guest speaker.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on guest speaker expectations, professionalism and "21st Century Skills". Teacher assists in identifying, selecting and preparing guest speaker.	Teacher participates in guest speaker lesson and facilitates discussion between student and speaker to obtain objective of lesson.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and guest speaker and provides speaker with a survey to complete.
Community	Guest speaker confirms schedule with teacher and prepares talking points, student activities, and materials.	Guest speaker responds to student questions, provides pertinent materials and models professionalism. Guest speaker gives student accessible examples of their day to day work activities and career path information.	Guest speaker reflects on experience and provides feedback to teacher.



Learning about Career Options

Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
OUSD Graduate Profile	Essential Communicators Civically and Career Engaged



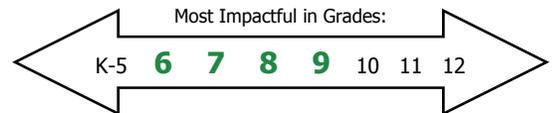


Workplace Tour

Overview:

Workplace tour, a career awareness activity, is a worksite visit where students learn about the structure, product, daily activities and workflow of an organization directly from employees on-site. During this organized tour, students are encouraged to ask detailed questions in order to gain industry-specific knowledge and become more comfortable interacting professionally. Students will expand their awareness of careers and work environments, make connections, and observe how employees apply job-specific skills.

Grade Level: K-12
Ratio: 2 Partners to 25 Students
Length: 60 to 90 Minutes



	Preparation	During the Activity	Follow-Up
Student	Students research organization and prepare questions. Students participate in curriculum to prepare for workplace tour expectations, learn how to demonstrate professionalism and practice "21st Century Skills".	Students demonstrates "21st Century Skills" and professionalism through dress and demeanor. Students actively listen to worksite host and asks detailed questions.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to worksite hosts.
Teacher	Teacher guides students through researching organization and preparing questions. Teacher facilitates student lessons on workplace tour expectations, professionalism and "21st Century Skills". Teacher coaches professional partners on workplace tour expectations.	Teacher participates in workplace tour and facilitates discussion between student and worksite host.	Teacher guides students through reflection activity. Teacher assists students with thank you note. Teacher debriefs and reflects on experience with students and worksite hosts, and provides partners with a survey to complete.
Community	Worksite hosts reviews activity expectations with teacher and "Guide for Hosts". Hosts confirm schedule with teacher and prepares talking points, student activities, and materials. Hosts ready their worksite and collaborate with colleagues as needed.	Worksite hosts follow expectations described in the "Guide for Hosts". Worksite hosts respond to student questions, provide pertinent materials and model professionalism.	Worksite hosts reflect on experience and provide feedback to student and teacher. Hosts complete surveys.



Touring a Professional Worksite



Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
CTE Anchor Standards	7.0 Responsibility and Flexibility 8.0 Ethics and Legal Responsibilities
OUSD Graduate Profile	Civically and Career Engaged

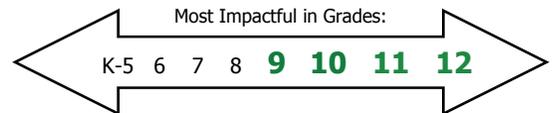


Informational Interview

Overview:

Informational interview, a career awareness activity, is an interview conducted by a student with a professional partner to gain industry specific and career path knowledge. The student comes prepared with interview questions to help guide the interview with the professional partner; hosted at the partner’s work-site. Students will demonstrate knowledge about the career path; including awareness of academic, technical and “21st Century Skills” required.

Grade Level: 8-12
Ratio: 1 Partner to 1 Student
Length: Varies



	Preparation	During the Activity	Follow-Up
Student	Student works with teacher to identify and select interviewee. Once identified, student researches organization, prepares questions and learns how to demonstrate professionalism .	Student actively listens to interviewee and asks detailed questions. Student demonstrates “21st Century Skills” and professionalism through dress and demeanor	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to professional partner.
Teacher	Teacher assists in bringing in, identifying and selecting interviewee. Teacher coaches interviewee on activity expectations and helps to coordinate the logistics of the interview.	Teacher is not present during interview.	Teacher de-briefs and reflects on experience with interviewee and student.
Community	Interviewee reviews activity expectations with teacher; readies their workspace to accommodate the interview.	Interviewee responds to student questions, provides pertinent materials and models professionalism.	Interviewee reflects on experience and provides feedback to student and teacher.



Interviewing Skills



Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
OUSD Graduate Profile	Academically Proficient Socially, Emotionally and Physically Thriving

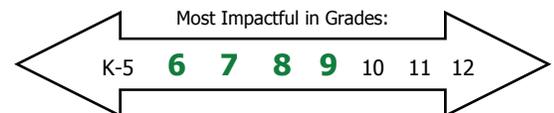


Career Day

Overview:

Career Day, a career awareness activity, occurs when career professionals speak with students about their careers and career paths. Students will listen to career professionals share about their career and career path at the school site. Student have the opportunity to ask questions and engage with presenters. Students will be able to compare and contrast different careers, list the steps needed to achieve those careers, and apply what they have learned to their own career aspirations.

Grade Level: 6-12
Ratio: 1 Partner to 30 Students
Length: 60 Minutes or More



	Preparation	During the Activity	Follow-Up
Student	Students researches the individuals or organizations and prepares questions. Student participates in curriculum to prepare for career day expectations, learn how to demonstrate professionalism and practice "21st Century Skills".	Students actively listens to career day speaker asks detailed questions, and take notes.	Students reflect on experience through written assignment and/or discussion. Students write thank you notes to speakers either individually or as a class.
Teacher	Teacher guides student through re-searching organization and preparing questions. Teacher facilitates student lessons on career day expectations, professionalism and "21st Century Skills". Teacher assists in identifying, selecting and preparing career day speakers.	Teacher participates in career day lesson and facilitates discussion between student and speaker to obtain objective of lesson.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and career day speakers and provides speakers with a survey.
Community	Career Day speaker confirms schedule with teacher and prepares talking points, student activities, and materials including: business cards, work samples and tools.	Career Day speaker responds to student questions, provides pertinent materials and models professionalism.	Career Day speaker reflects on experience and provides feedback to teacher.



Asking Questions to Career Day Panel



Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Language 3: Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
OUSD Graduate Profile	Essential Communicators Culturally Disciplined

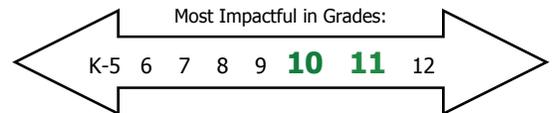


Career Exploration Visit

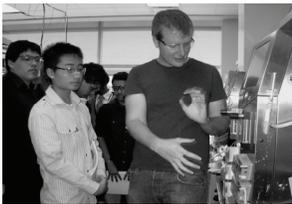
Overview:

A Career Exploration Visit (CEV) is a structured tour that includes an overview of the organization, a walking tour of the facility and small group discussions with employees. Students are actively engaged in the visit asking questions and visiting with employees either one-on-one or in small groups to discuss career paths. Students will identify different careers related to the organization's industry. Students will recognize and practice "21st Century Skills for Success".

Grade Level: 9-12
Ratio: 1 Partner to 10 Students
Length: 2 Hours or More



	Preparation	During the Activity	Follow-Up
Student	Students research organization and prepares questions. Students participate in curriculum to prepare for CEV expectations, learn how to demonstrate professionalism and practice "21st Century Skills".	Students take note of and demonstrate "21st Century Skills" and professionalism through dress and demeanor. Student actively listens to host asks detailed questions, and take notes.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to CEV host.
Teacher	Teacher guides students through researching organization and preparing questions. Teacher facilitates student lessons on CEV expectations, professionalism and "21st Century Skills".	Teacher participates in CEV and facilitates discussion between students and CEV hosts.	Teacher guides student through reflection activity. Teacher assists students with thank you note. Teacher de-briefs and reflects on experience with student and CEV host and provides host with a survey to complete.
Community	Host reviews CEV expectations with teacher and "Guide for Hosts". Host reads their worksite and collaborate with colleagues as needed particularly around small group interviews.	Host follows expectations described in the "Guide for Hosts" including shaking students hands, giving them walking tour of worksite and providing them with materials about company.	Host reflects on experience and provides feedback to teacher. Host completes survey.



Exploring a Job Site



Common Core College and Career Anchor Standards	Speaking & Listening 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally Speaking & Listening 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 5.0 Problem Solving and Critical Thinking
OUSD Graduate Profile	Essential Communicators Post High School Plan in Hand

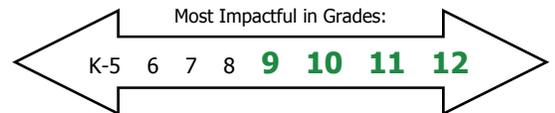


Job Shadow

Overview:

Job shadow, a career exploration activity, is an organized visit in which students observe the workday of a professional at his/her worksite. Throughout the day, students get a "day in the life" perspective through interacting with clients or customers, as well as attending meetings and other appointments with the host. Students will expand their awareness of careers and work environments, make connections and observe how employees apply job-specific skills.

Grade Level: 8-12
Ratio: 1 Partner to 1 Student or More
Length: 2 to 4 hours



	Preparation	During the Activity	Follow-Up
Student	Student researches organization and prepares questions. Student participates in curriculum to prepare for job shadow expectations, learns how to demonstrate professionalism and practices "21st Century Skills". Student works with teacher to identify and select professional partner.	Student demonstrates "21st Century Skills" and professionalism through dress and demeanor. Student actively listens to job shadow host, asks detailed questions, and takes notes.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to host.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on job shadow expectations, professionalism and "21st Century Skills". Teacher coaches professional partner on job shadow expectations. Teacher assists in identifying, selecting and preparing professional partner.	Teacher is not present during job shadow.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and host.
Community	Job shadow host reviews activity expectations with teacher and "Guide for Hosts". Host confirms schedule with teacher and prepares talking points, student activities, and materials. Host readies their worksite and collaborate with colleagues as needed.	Job shadow host follows expectations described in the "Guide for Hosts". Host responds to student questions, provides pertinent materials and models professionalism.	Host reflects on experience and provides feedback to teacher.



Shadowing a Professional Partner



Common Core College and Career Anchor Standards	Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
Graduate Profile	Post HS Plan in Hand Culturally Disciplined

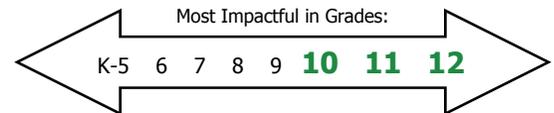


Student Run Enterprise

Overview:

Student Run Enterprise, a career exploration activity, is a monitored, educational environment for students to learn the process of developing and maintaining a class or school based entrepreneurial operation providing goods and/or services. Students research, develop, plan and execute a school-site approved business plan. Students will demonstrate skills in entrepreneurship, accounting, business planning, and business networking. Students will collaborate with enterprise advisor and develop technical skills related to the chosen enterprise.

Grade Level: 6-12
Ratio: 1 Partner to 30 Students
Length: 1 Class Period or More



	Preparation	During the Activity	Follow-Up
Student	Students engage in research, and business plan development. Students research potential clients, define products or services, establish workplace policies and procedures and apply other entrepreneurial skills.	Students provide goods and service to client in accordance with their preapproved (by school site staff) business plan. Students communicate enterprise advisor and teacher on progress of business including fiscal outlook.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to enterprise advisor.
Teacher	Teacher ensures clearance of business through school-site. Teacher supports students with tools and instructions on how to develop business plans and conduct feasibility research. Teacher outreaches to industry professionals to advise students throughout.	Teacher monitors the business by checking in with students and assisting with the overall operations of the business. Teacher reviews the fiscal progress of the enterprise.	Teacher conducts business plan evaluations. Post enterprise sales/fiscal analysis should be reviewed to assure targets were met. Teacher de-briefs and reflects on experience with student and enterprise advisor and provides advisor with a survey to complete.
Community	Enterprise advisor prepares themselves by becoming familiar with the vision of the student enterprise project and business plan template; and provide guidance as needed.	Enterprise advisor advises the student run enterprise on development, planning and execution. Partners are also involved as client/customer.	Enterprise advisor reflects on experience and provides feedback to student and teacher. Advisor completes survey .



Running a business!



Common Core English Language Arts Standards	Speech & Language standard 1B: Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed
CTE Anchor Standards	9.0 Leadership and Teamwork 7.0 Responsibility and Flexibility
OUSD Graduate Profile	Academically Proficient Socially, Emotionally and Physically Thriving

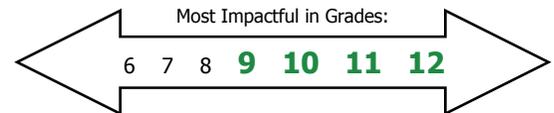


Service Learning

Overview:

Service learning, a career exploration activity, occurs when students provide series to their community following research on a particular issue. Students volunteer at a community location with an organization to further the organization’s mission. Students research cause, volunteer and connect learning to class topic. Students will be civically engaged in their community and recognize local issues and resources.

Grade Level: 6-12
Ratio: 1 Partner to 30 Students
Length: Varies



	Preparation	During the Activity	Follow-Up
Student	Students will research the assigned organization or identify a community organization of interest for the project. Students should be able to relate the goal of the project to desired impact on the community.	Students identify a need, evaluate resources and connect what is learned in class to the service experience.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to host organization.
Teacher	In partnership with the community partnering organization, the teacher develops project framework, trains students for framework, meets with community partners to define scope of project. Also, the teacher defines the project outcomes and outline the reflection rubric.	Teacher may or may not be present during the service learning. Teacher oversees student’s completion of assigned tasks, duties and project	Teacher guides student through reflection activity .Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and organization, and provides organization with a survey to complete.
Community	Organization develops tasks, duties and projects for students with teacher. The organization prepares staff/clients for the project and identifies legal processes and procedural rules for compliance related issues.	Organization checks in regularly with student and guides them through assigned tasks, duties and projects.	Organization reflects on experience and provides feedback to student and teacher. Organization completes survey. Organization evaluates student’s final project and gives feedback according to activity guidelines



Learning through Service



Common Core College and Career Anchor Standards	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
CTE Anchor Standards	9.0 Leadership and Teamwork 7.0 Responsibility and Flexibility
OUSD Graduate Profile	Civically and Career Engaged Culturally Disciplined

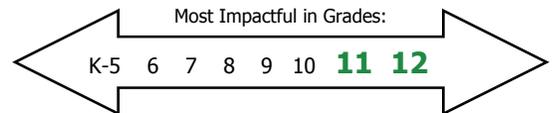


Mentor

Overview:

Mentorship, a career exploration activity, provides students with one- on-one or small group advising on career and education related goals done in person, online or both. Students build relationships and communicate in a professional way with someone outside of their network through meetings at school, at a company or at a location in the community. Students will develop time management skills, expand their networking, increase their ability to receive feedback, and clarify their post secondary plan.

Grade Level: 6-12
Ratio: 1 Partner to 3 Students
Length: 1 Semester or more



	Preparation	During the Activity	Follow-Up
Student	Students participate in curriculum to prepare for mentorship expectations, learn how to demonstrate professionalism and practice "21st Century Skills". Student writes a letter of introduction so they can be matched with a mentor.	Student actively listens to mentor, asks detailed questions, and take notes. Student completes mentor/tutor reflection log and other mentor assignments as prompted by their teacher.	Student writes thank you note to mentor. Student remains in contact with mentor even after the program concludes.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on mentor expectations and "21st Century Skills". Teacher assists in identifying, selecting and preparing mentors, through orientation and ongoing communication. Teacher identifies the purpose of the mentorship, frequency and type of contact, topics reviewed.	Teacher monitors the mentor student relationship. Teacher holds mentors and students accountable to the mentorship program expectations. Teacher assigns specific assignments related to themes they are covering in class.	Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and mentor, and provides mentor with a survey to complete.
Community	Mentor reviews expectations with teacher either individual or in a group orientation and agrees to student learning outcomes. If the mentor will be spending one on one time with a student outside of school they will be fingerprinted.	Mentor responds to student questions, provides pertinent materials and models professionalism.	Mentor reflects on experience and provides feedback to teacher through survey. Mentors are encouraged to stay in touch with the student.



Building a professional network

Common Core College and Career Anchor Standards	Speaking & Listening 2: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 5.0 Problem Solving and Critical Thinking
OUSD Graduate Profile	Post High School Plan in Hand Civically and Career Engaged



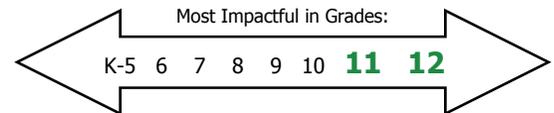


Project Based Learning

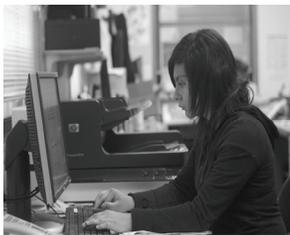
Overview:

Project Based Learning, a career exploration activity, involves students engaging in inquiry on essential questions based in industry or their community; through investigative research methods, students produce a product and/or presentation to address the problem as a classroom project. Students work relatively autonomously to create and execute the research design, produce a solution, design the product and reflect throughout the process. Students will demonstrate knowledge of content, as well as improve problem-solving and collaboration skills.

Grade Level: 8-12
Ratio: 1 Partner to 1 Student
Length: 1 Semester



	Preparation	During the Activity	Follow-Up
Student	Students research and identify a community/social concern; creates an outline for the project; identifies a case study; researches and collects appropriate literature/data.	Students complete the project and makes connections to what is learned in class.	Students write thank you note for professional partner.
Teacher	Teacher plays the role of facilitator, working with students to frame questions, structure tasks, and coaches both knowledge development and social skills. Teacher outreaches to professional partners to include in the process.	Teacher assists students with the project including problem solving, providing helpful resources and tools, etc.	Teacher coordinates review of the students final project by professional partner.
Community	Professional partner collaborates with the teacher to define role in the project.	Professional partner provides students with direct feedback on the project, partner provides first hand data for students' research.	Professional partner evaluates students' final project.



Using Research Methods

Common Core College & Career Anchor Standards	Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CTE Anchor Standards	5.0 Problem Solving & Critical Thinking 10.0 Technical Knowledge & Skills
OUSD Graduate Profile	Socially, Emotionally and Physically Thriving Civically & Career Engaged



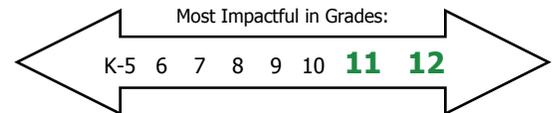


Problem Based Learning

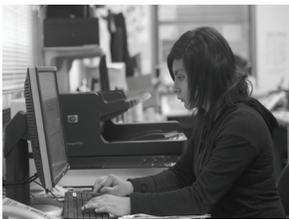
Overview:

Problem-Based Learning, a career exploration activity, is students working to develop solutions to a problem that was presented by a professional partner and/or teacher in a classroom setting. Students work individually or in teams over a period of time to develop solutions to this problem. Students demonstrate knowledge of content, improves problem-solving and collaboration skills.

Grade Level: 8-12
Ratio: 1 Partner to 1 Student
Length: 1 Semester



	Preparation	During the Activity	Follow-Up
Student	Student collects appropriate literature/ research data.	Student investigates the problem and making connections to what is learned in class.	Student develops final project/product to professional partner and/or teacher. Student writes a thank you note to partner.
Teacher	Teacher presents the case study or fictitious scenario to the students.	Teacher assists students with the project including problem solving, providing helpful resources & tools, etc.	Teacher coordinates review of the student's final project by professional partner.
Community	Professional partner works in collaboration with teacher to identify case study or fictitious scenario for students.	Professional partner provides necessary guidance during project as requested by teacher and/or student.	Professional partner evaluates student's final project.



Practicing Problem Solving

Common Core College and Career Anchor Standards	Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Reading 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CTE Anchor Standards	5.0 Problem Solving & Critical Thinking 10.0 Technical Knowledge & Skills
OUSD Graduate Profile	Socially, Emotionally and Physically Thriving Civically & Career Engaged



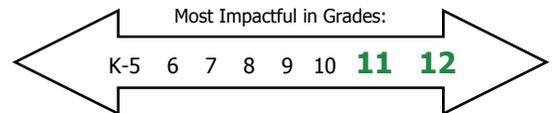


Internship

Overview:

Internship, a culminating career preparation experience, extends student learning into the employment setting and provides tangible benefits to students as well as their host site through mentoring, specific timelines and project/s. During an internship, students are exposed to professional skills and gain awareness of workplace culture and industry specific information. Students will apply skills they have learned in the classroom in order to complete tasks assigned to them. Ideally, students are compensated with an educational stipend or scholarship upon completion.

Grade Level: 10-12
Ratio: 1 Partner to 1 Student
Length: 75 to 150 hours



	Preparation	During the Activity	Follow-Up
Student	Student participates in curriculum to prepare for internship expectations, learns how to demonstrate professionalism and practices "21st Century Skills". Student works with teacher to identify and select internship supervisor. Students apply what they've learned from previous work-based learning experiences, writing a resume, interviewing with the company, employment paperwork, etc.	Student demonstrates "21st Century Skills" and professionalism through dress and demeanor. Student completes tasks, duties and projects assigned to them. Student maintains good academic standing.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to internship supervisor. Student requests letter of recommendation and update resume with experience.
Teacher	Teacher facilitates student lessons on internship expectations, professionalism and "21st Century Skills". Teacher coaches professional partner on internship expectations. Teacher assists in bringing in, identifying and selecting internship supervisor.	Teacher is not present during internship. Teacher oversees student's completion of assigned tasks, duties and projects. Teacher conducts site visit with student and internship supervisor, and responds to questions or concerns as needed.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and internship supervisor, and provides supervisor with a survey to complete.
Community	Internship supervisor reviews internship expectations with teacher and "Guide for Hosts". Supervisor confirms schedule with teacher and prepares talking points, student activities, and materials. Supervisor develops tasks, duties and projects for that are beneficial to the organization and engaging for the intern. Supervisor readies their worksite and collaborate with colleagues as needed.	Internship supervisor checks in regularly with student and guides them through assigned tasks, duties and projects. Internship follows expectations described in the "Guide for Hosts".	CTE WBL Final Definitions due (Megan Cabral) is starting at 2:30pm in SB's office. Internship supervisor completes survey. Supervisor provides student with a letter of recommendation. Supervisor evaluates student's final project and gives feedback according to activity guidelines.



Developing Skills through Interning



Common Core College and Career Anchor Standards	Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take Speaking and Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	4.0 Technology 7.0 Responsibility and Flexibility
Graduate Profile	Post-High School Plan in Hand Culturally Disciplined

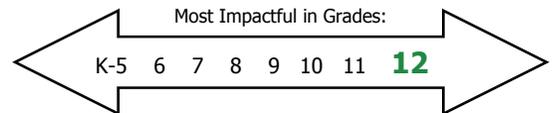


Clinical Internship

Overview:

Clinical internship, a career preparation activity, is a work-based placement in the health science field in which students are taught academic and occupational skills from an employee who supervise and evaluate their work. Students work in a professional setting executing the duties and tasks that are assigned to them. Students will develop skills specific to the healthcare industry and practice “21st Century Skills”. In some cases, students may receive an industry certification.

Grade Level: 11-12
Ratio: 1 Partner to 1 Student
Length: Varies



	Preparation	During the Activity	Follow-Up
Student	Student participates in curriculum to prepare for internship, learns how to demonstrate professionalism and practices “21st Century Skills”. Students may be required to produce health screening results.	Student demonstrates “21st Century Skills” and professionalism through dress and demeanor. Student completes tasks, duties and projects assigned to them. Student maintains good academic standing.	Student writes thank you note to internship supervisor. Student requests letter of recommendation and update resume with experience.
Teacher	Teacher facilitates student lessons on activity expectations, professionalism and “21st Century Skills”. Teacher assists with coordinating the internship experience i.e. identifying a site, reviewing “Guide for Hosts”, etc.	Teacher conducts site visit with student and internship supervisor, and responds to questions or concerns as needed.	Teacher de-briefs and reflects on experience with student and internship supervisor, and provides partner with a survey to complete.
Community	Internship supervisor reviews internship expectations with teacher and “Guide for Hosts”. Internship supervisor confirms schedule and develops tasks, duties and projects for student.	Internship supervisor checks in regularly with student and guides them through assigned tasks, duties and projects.	Internship supervisor reflects on experience and provides feedback to student and teacher through survey. Supervisor provides student with a letter of recommendation.



Obtaining technical skills



Common Core College & Career Anchor Standards	Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	6.0 Health and Safety 10.0 Technical Knowledge and Skills
OUSD Graduate Profile	Post High School Plan in Hand Academically Proficient

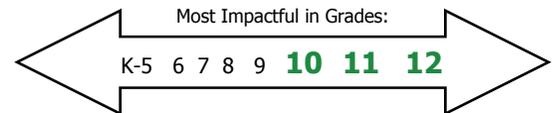


Mock Interview

Overview:

Mock interview, a career readiness activity, pairs a student with a professional partner who interviews them as if the student were being interviewed by an employer for a paid position. Student participates in the interview by responding to questions and dressing professionally. Student will be able to generate questions for the mock interviewer for the purposes of clarifying or obtaining new information.

Grade Level: 9-12
Ratio: 1 Partner to 1 Students
Length: 15 minutes



	Preparation	During the Activity	Follow-Up
Student	Student participates in curriculum to prepare for mock interview expectations, learns how to demonstrate professionalism and practices "21st Century Skills". Student reviews practice questions and/or mock interview job description. Student prepares copies of resume. Student writes questions for mock interviewer.	Student demonstrates "21st Century Skills" and professionalism through dress and demeanor. Student actively listens to mock interviewer, asks detailed questions, and take notes.	Student reflects on experience, particularly interviewer feedback, through written assignment and/or discussion. Student writes thank you note to interviewer.
Teacher	Teacher facilitates student lessons on mock interview expectations, professionalism and "21st Century Skills". Teacher assists in identifying, selecting and preparing interviewer including evaluation rubric and feedback process. Teacher coordinates space for the interviewing to be done either on campus, at the work-site or another location in the community.	Teacher oversees student's completion of mock interview.	Teacher reviews student reflections on interviewer feedback. Teacher writes a thank you to professional partners and send them a survey to evaluate their experience.
Community	Mock interviewer reviews expectations with teacher.	Mock interviewer provides students with genuine experience, asks student questions and models professionalism.	Mock interviewer completes a survey and provides constructive feedback to student, based on teacher instructions.



Developing Interview Skills

Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	2.0 Communication 5.0 Problem Solving and Critical Thinking
OUSD Graduate Profile	Essential Communicators Civically and Culturally Engaged



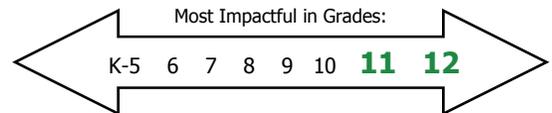


Resume Review

Overview:

Resume review, a career readiness activity, is when a professional partner gives a student feedback on their printed and/or electronic resumes. Teachers typically set up a resume review after students have gone through a resume writing lesson in the classroom. Student will analyze their work and demonstrate the ability to complete a professional resume ready for distribution to potential employers.

Grade Level: 10-12
Ratio: 1 Partner to 1 Student
Length: 10 Minutes or More



	Preparation	During the Activity	Follow-Up
Student	Student completes resume. Student participates in curriculum to prepare for resume review expectations, learns how to demonstrate professionalism and practices "21st Century Skills".	Student demonstrates "21st Century Skills" and professionalism through dress and demeanor. Student actively listens to resume reviewer, asks detailed questions, and take notes.	Student reflects on experience through written assignment and/or discussion. Student updates resume with edits from reviewer. Student writes thank you note to reviewer.
Teacher	Teacher facilitates student's resume development. Teacher facilitates student lessons on resume review expectations, professionalism and "21st Century Skills". Teacher coaches professional partner on resume review expectations. Teacher assists in bringing in, identifying and selecting resume reviewer.	Teacher is not present during resume review.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher debriefs and reflects on experience with student and resume reviewer, and provides reviewer with a survey to complete.
Community	Resume reviewer looks over activity expectations with teacher and "Guide for Hosts". Reviewer confirms schedule with teacher and prepares talking points, student activities, and materials as needed.	Resume reviewer follows expectations described in the "Guide for Hosts". Reviewer responds to student questions, provides pertinent materials and models professionalism.	Resume reviewer reflects on experience and provides feedback to student and teacher. Reviewer completes survey.



Resume Reviewing



Common Core College and Career Anchor Standards	Writing 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
CTE Anchor Standards	2.0 Communication 10.0 Technical Knowledge
Graduate Profile	Post-High School Plan in Hand Civically and Career Engaged

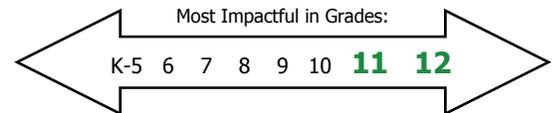


Outside Work Experience (OWE)

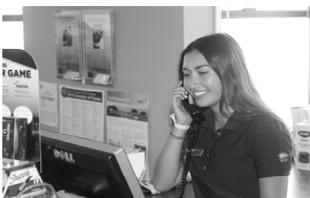
Overview:

OWE, a career preparation activity, combines an on-the-job component with related classroom instruction designed to maximize the value of the on-the-job experience. Students work in a professional setting and participate in OWE seminars conducted by an approved teacher. Students will demonstrate knowledge and professional skills in a particular industry.

Grade Level: 9-12
Ratio: 1 Partner to 1 Student
Length: Varies



	Preparation	During the Activity	Follow-Up
Student	Student selects on-the-job work experience. Student participates in curriculum to prepare for OWE expectations, learns how to demonstrate professionalism and practices "21st Century Skills".	Student demonstrates "21st Century Skills" and professionalism through dress and demeanor. Student completes duties and projects assigned to them, attends OWE seminar courses; maintains good academic standing.	Student completes final assignment for OWE seminar course. Student writes thank you note to worksite supervisor. Student requests letter of recommendation and update resume with experience.
Teacher	Teacher becomes the instructor of the OWE course and follows the guidelines in accordance with the "OWE Handbook". Teacher identifies cohort of student and follow all requirements to approve worksites.	Teacher administers the appropriate OWE curriculum to students and maintains student files. Teacher conducts site visit with student and worksite supervisor, and responds to questions or concerns as needed	Teachers evaluate students on the experience and gives student a grade for the OWE course. Teacher de-briefs and reflects on experience with student and worksite supervisor, and provides supervisor with a survey to complete.
Community	Worksite supervisor reviews OWE expectations with teacher. Supervisor confirms schedule, and develops tasks, duties and projects for student	Worksite supervisor checks in regularly with student and guides them through assigned tasks, duties and projects. Supervisor meets with teacher during site visits.	Worksite supervisor reflects on experience and provides feedback to student and teacher through survey. Supervisor provides student with a letter of recommendation.



On the job!

Common Core College & Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CTE Anchor Standards	2.0 Communications 7.0 Responsibility and Flexibility
OUSD Graduate Profile	Post-High School Plan in Hand Civically and Career Engaged



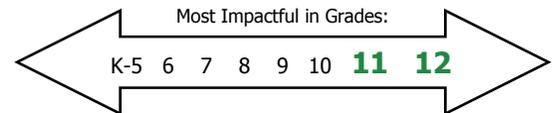


Internal Work Experience (IWE)

Overview:

IWE, a career preparation activity, is a position available to students at the school site to assist an administrator and/or teacher with specific projects and tasks. Students perform the duties that are assigned to them, usually during the designated class period, and receives credit. Students will gain specific knowledge and skills related to working in the education industry.

Grade Level: 11-12
Ratio: 1 Partner to 1 Student
Length: Semester to 1 year



	Preparation	During the Activity	Follow-Up
Student	Student selects/identifies which school site staff they are interesting in working with.	Student completes tasks, duties and projects assigned to them.	Student requests letter of recommendation and update resume with experience.
Teacher	Teacher/Administrator identifies a project, task and duties, for an IWE. They complete the necessary steps through administration to request an IWE.	Teacher/Administrator checks in regularly with student and guides them through assigned tasks, duties and projects.	Teacher/Administrator evaluates student on the experience and gives student a grade for the IWE period.
Community	NOT APPLICABLE (IWE is a school site experience)	NOT APPLICABLE (IWE is a school site experience)	NOT APPLICABLE (IWE is a school site experience)



Assisting Teachers & Staff

Common Core College & Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	2.0 Communications 7.0 Responsibility and Flexibility
OUSD Graduate Profile	Post-High School Plan in Hand Civically and Career Engaged



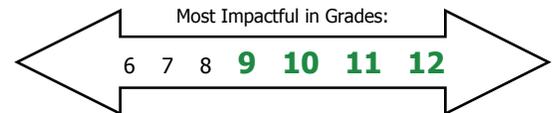


Career Themed College Visit

Overview:

Career themed college visit, a college readiness activity, is a department specific college visit that includes a department tour, informational session and opportunity for inquiry. The visit takes place on the college campus and is usually hosted by an advisor or professor who discusses the requirements of that department and what kind of careers are available after leaving the department. Students will be able to recognize entry requirements, department expectations, supports and career path options for graduates of the degree program.

Grade Level: 6-12
Ratio: 1 Partner to 30 Students
Length: 3 Hours or More



	Preparation	During the Activity	Follow-Up
Student	Students research the university and the departments related to personal career goals; prepare questions; set up a visit and/or interviews. Alternatively, a teacher may set up a visit for a group of students to a particular department. Students participate in curriculum to prepare for visit expectations, learn how to demonstrate professionalism and practice "21st Century Skills".	Students demonstrate "21st Century Skills" and professionalism through dress and demeanor. Students actively listen to college partner, ask detailed questions, and take notes.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to college partner.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on visit expectations, professionalism and "21st Century Skills". Teacher coaches college partner on visit expectations. Teacher assists in identifying, selecting and preparing professional partner.	Teacher may or may not be present. If present, teacher participates in visit and facilitates discussion between students and college partner.	Teacher guides students through reflection activity. Teacher assists students with thank you note. Teacher debriefs and reflects on experience with students and college partner.
Community	College partner reviews visit expectations with teacher and "Guide for Hosts". Partner confirms schedule with teacher and prepares talking points, student activities, and materials. Partner reads their worksite and collaborate with colleagues as needed.	College partner follows expectations described in the "Guide for Hosts". Partner responds to student questions, provides pertinent materials and models professionalism.	College partner reflects on experience and provides feedback to teacher.



Visiting Colleges



Common Core College and Career Anchor Standards	Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Speaking and Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CTE Anchor Standards	4.0 Technology 7.0 Responsibility and Flexibility
Graduate Profile	Post-High School Plan in Hand, Culturally Disciplined