Middle School Personal Learning and Career Plan

AKCIS Activities Objectives

**Grade 6**

1. **Create an AKCIS portfolio**

a. Create an electronic portfolio that will be used to direct and house evidence of student activities

b. Utilize technology and the internet to create the AKCIS student electronic portfolio

c. Understand that the student AKCIS portfolio can be retrieved and utilized at any point where the student can access the internet.

1. **Things I like to do**

a. Self-reflect on personal interests, begin to recognize if interests are more focused on working with people, working with objects, or working with words or numbers

b. Identify personal interests, and determine a future interest to explore

c. Transfer information into electronic portfolio

1. **Occupations scavenger hunt**

a. Use the ***Occupations*** program in AKCIS to find different information for types of occupations

b. Identify Career Clusters

c. Identify types of high school courses that are beneficial to different career pathways

d. Identify occupations within career clusters that are in addition to common job titles (i.e., doctors=> Chiropractors, Veterinarians)

e. If conducted as a team activity, work as part of a team to complete a project

f. Understand the use of ***Occupations*** program in preparation for grade 7 **If I become…** activity

1. **Are you listening?**

a. Develop an understanding about communication skills

b. Work as part of a team to successfully accomplish a task

1. **My accomplishments**

a. Self-reflect on student’s activities that can be interpreted as acquiring a skill or accomplishment

b. Identify the required skills developed by the student to complete the activities and achievements

c. Enter reflections on what skills they like to use (reinforces Activity 1) and who helped them learn these skills (preparation for **My network** activity in grade 7) into electronic portfolio

1. **Getting fired at work and school**

a. Identify common negative activities and consequences in the school and the work environment

b. Understand that positive and negative behaviors have similar outcomes in their current school environment and future career environment

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**Grade 7**

1. **Qualities for success**

a. Self-identify perceived attributes that contribute to student success

b. Compare self-identified traits with an outside appraisal of the student’s attributes

c. Use self-assessment and outside appraisal to develop list of student positive attributes and an area where improvement is desired

d. Enter reflections on what positive attributes they possess and where they would like to improve (preparation for **Classroom performance review** activity in grade 7, semester 2) into electronic portfolio

1. **Career Cluster Inventory**

a. Rate a list of 80 activities by student interest, using an activities template

b. Use the completed template to transfer information into the ***Career Cluster Inventory*** program in AKCIS

c. Identify the results of student-rated inventory of activities and identify the career clusters that rate highest in student’s assessment

d. Save results into the student’s electronic portfolio

1. **My Favorite Cluster**

a. Use the results form Career Cluster Inventory to identify highest-rated career clusters

b. Save results into the student’s electronic portfolio

1. **If I became…**

a. Identify an occupation from one of their highest-rated career clusters

b. Utilize the ***Occupations*** program in AKCIS to identify requirements for the identified occupation, including skills and abilities, work environment, salary, education required, and helpful courses to take in high school

1. **Activities and achievements**

a. Identify current activities and achievements, and contact information for adult leaders who can verify student participation.

b. Enter information on student activities and achievements into ***My Education and Work History*** section of student electronic portfolio (preparation for generating a student **resume**)

1. **What do I want to be when I grow up?**

a. Review information on self-identified likes, dislikes, skills and abilities to identify 3 possible occupations that reflect student’s interests

b. Use **What do I want to be when I grow up?** template and information from the ***Occupations*** program in AKCIS to evaluate identified occupations

c. Select one of the 3 identified occupations as best meeting student’s current interests

1. **Reality Check**

a. Use the ***Reality Check*** program in AKCIS to identify lifestyle choices and the annual salary required to maintain that lifestyle

b. Find an occupation that is in the desired career cluster, has the desired education requirements, and generates an adequate salary to sustain the student’s desired living requirements

1. **My network**

a. Use the **My network** activity template to identify the student’s own support network.

b. Gather contact information from 3 adults in the student’s support network who are willing to serve as a reference for the student

c. Enter information on reference contacts into ***My Education and Work History*** section of student electronic portfolio (preparation for generating a student **resume**)

1. **Resume**

a. Identify a specific activity or occupation goal

b. Use the **Create Resume** program in the ***My Education and Work History*** section of student electronic portfolio to create a resume.

c. Spell check and properly format the created resume so it visually represents the student to best advantage

d. Save the created resume to the ***My Files and Links*** area of the student portfolio

1. **Classroom performance review** (reinforces skills developed in **Qualities for success** activity)

a. Self-assess classroom performance using the **Classroom performance** review template

b. Compare self-assessed performance with an outside appraisal by 2 teachers

c. Use self-assessment and teacher assessments to develop list of student positive attributes and an area where improvement is desired

d. Review classroom performance assessments with teachers to develop a list of classroom strengths and areas that need improvement that are acceptable to all parties

e. Enter reflections on what positive attributes they possess and where they would like to improve (preparation for **Job success scale** activity in grade 8, semester1) into electronic portfolio

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AKCIS Activities Objectives

**Grade 8**

1. **What rewards do I want from work?**

a. Identify and rate desired elements in the student’s future work environment

b. Develop a list of at least 3 highly-valued elements in the students future work environment

c. Enter reflections on what elements they most highly value in a future work environment (preparation for **Work Importance Locator** activity in AKCIS) into electronic portfolio

1. **Job success scale** (reinforces skills developed in **Qualities for success** and **Classroom performance review** activities)

a. Self-assess job performance using the **Job success scale** template

b. Compare self-assessed performance with an outside appraisal by 2 adults not in a classroom setting (supervisor, coach, adult mentor, etc.)

c. Use self-assessment and adult assessments to develop list of student positive attributes and an area where improvement is desired

d. Review results from **Qualities for success, Classroom performance review** and **Job success scale** to develop a list of personal student strengths and areas that need improvement

e. Enter reflections on what positive attributes they possess and where they would like to improve into electronic portfolio

1. **My career action plan**

a. Use collected information saved in the student’s electronic portfolio, along with additional information from ***Occupations*** and other sources, to complete the **My career action plan** template and develop a personal career action plan

b. Transfer information developed in the student’s career action plan into the student’s electronic portfolio

c. This activity synthesizes previous activities to set a future goal and determine the steps needed to achieve that goal. The next step in achieving that goal will be developing the high school education plan.

1. **Should I join**

a. Identify possible extracurricular activities that can be pursued during high school and choose possible activities for student participation

b. Evaluate requirements for each identified activity, including age, prerequisites and time commitment

c. Plan which extracurricular activities to participate in while in high school

1. **Activities and achievements**

a. Review current activities and achievements, and contact information for adult leaders who can verify student participation.

b. Update new information on student activities and achievements into ***My Education and Work History*** section of student electronic portfolio (preparation for generating a student **resume**)

1. **Words for high school**

a. Review **Words for high school** document in AKCIS

b. Define vocabulary utilized in the high school setting

1. **High school graduation requirements**

a. Use information found in AKCIS, local school district documents, and research information on the Alaska Department of Education and Early Development to identify state and district graduation requirements, courses required for college entrance, and courses required for statewide scholarship opportunities

1. **My high school course plan**

a. Use local district information to identify available classes offered in the high school curriculum, including prerequisites and when the courses are offered in the district

b. Complete the **My course plan** template to list required courses and graduation requirements, elective courses, recommended courses that align with the students career action plan, and align with courses in a selected college program schedule

c. Develop a 4-year course plan that includes all required courses and desired electives, completing a matrix that includes year and semester for each course taken

d. Transfer 4-year course matrix into ***My Education Plan*** section of student’s electronic portfolio.

1. **Resume**

a. Identify a specific occupation goal

b. Use the **Create Resume** program in the ***My Education and Work History*** section of student electronic portfolio to create a new resume reflecting updated student information.

c. Spell check and properly format the created resume so it visually represents the student to best advantage

d. Save the new created resume to the ***My Files and Links*** area of the student portfolio