



SECOND EDITION  
STUDENT WORKBOOK  
ASSESSMENT PROGRAMS

*Empower **your** future:*

The Massachusetts Department of Youth Services  
Career Exploration Curriculum

Comprehensive  
Education Partnership

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MassCIS Username \_\_\_\_\_

Password \_\_\_\_\_

## *Empower Your Future: Foundations*

**Empower Your Future** is a standards-based curriculum designed to help youth develop the academic/technical, workplace readiness and personal/social competencies outlined in the Massachusetts Career Development Benchmarks, as well as the eight elements of an effective “Possible Self”. The goal is to help youth become proactive, resilient and adaptive as they transition back to school or work in their communities.

<b>“Possible Self” Elements</b>	<b>Definition</b>
<b>Life Skills</b>	Financial literacy, job seeking skills, health and safety, independent living... skills to survive on one’s own
<b>Create Effective Goals</b>	A process to realize one’s potential by taking small steps, tracking progress, identifying motivators, using visualization and self reflection and adapting to environmental factors
<b>Believe in Yourself</b>	An internal sense of overall positive self-worth and self-efficacy
<b>Get Along with Others</b>	Ability to have positive connections with others, resolve conflicts peacefully, demonstrate empathy, accept responsibility for one’s actions
<b>Learning How to Learn</b>	Understanding one’s learning strengths and challenges
<b>Explore and Pursue Your Interests</b>	Skills to use resources and motivation to do so proactively; career awareness
<b>Develop Your Character</b>	Respect for societal and cultural norms, a sense of right and wrong, integrity, resilience
<b>Know Yourself</b>	Self awareness with regards to interests, values and skills



Students work to acquire the Massachusetts Career Development Benchmark competencies as well as the eight “Possible Self” Elements.



# INTRODUCTION TO UNIT 1

## UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

DURATION: 5 LESSONS (MINIMUM)

### UNIT LEARNING OBJECTIVES:

#### KNOW

You will know...

- The vocabulary associated with this unit
- Your interests, skills and values as identified via paper and pencil activities and the Career Decision Making (CDM) tool

#### UNDERSTAND

You will understand...

- That different interests, values and skills relate to different career clusters
- It is important to be thoughtful and thorough in filling out the assessment tools so they are a true reflection of your interests, values and skills

#### And therefore be able to DO

- **Complete** a series of paper assessments
- **Reflect** on the results of your assessments
- **Present** your reflections to the group
- **Complete** Part 1 of the "Empower Your Future Assessment Project"

### MEASURABLE OUTCOMES:

- You will complete paper and pencil assessments including the CDM
- You will complete the *Career Puzzle* and present it to your class
- You will complete Part 1 of the *Empower Your Future Assessment Project* electronically

# UNIT 1: KNOWING YOURSELF: INTERESTS, VALUES AND SKILLS

## UNIT 1 VOCABULARY/TERMS

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<b>Empower</b>	to enable an individual to take charge of something
<b>Possible Self</b>	the person you imagine you will be in the future
<b>Proactive</b>	to think and/or plan ahead
<b>Resilient</b>	to be able to recover from setbacks
<b>Adaptive</b>	to be able to adjust to changes in life circumstances
<b>Assessment</b>	a set of questions used to evaluate or determine something about a person
<b>Occupational Characteristics</b>	distinguishing features of a job or career
<b>Skills</b>	abilities or talents a person has; things you can do well
<b>Values</b>	principles or qualities considered worthwhile or desirable; things that bring satisfaction from a job
<b>Interests</b>	something you like to do or are curious about
<b>Career</b>	a person's life work; chosen path
<b>Career clusters</b>	jobs with similar characteristics
<b>Career code</b>	a combination of your 2 highest interest area scores on the CDM

## Occupational Characteristics Survey

In order to learn more about what kind of job you want someday, answer the following questions by filling in the boxes on the right. Make sure you give reasons why you make the choices you do. Then try to give an example of a job that has that characteristic.

<p>Would you rather work with <b>ideas, things</b> or <b>people</b>?</p>	<p>I would rather work with _____ because:</p> <p>An example of this kind of job is:</p>
<p>Would you rather work <b>alone</b> or <b>with people</b>?</p>	<p>I would rather work _____ because:</p> <p>An example of this kind of job is:</p>
<p>Would you like to wear a <b>uniform</b> or your <b>own clothes</b>?</p>	<p>I want a job where I wear _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to be <b>responsible for making decisions</b> or would you prefer <b>someone else make the decisions</b>?</p>	<p>I want a job where I <b>do/do not</b> make decisions because:</p> <p>An example of this kind of job is:</p>
<p>Would you want to do the <b>same thing</b> every day or would you like to <b>perform different tasks</b>?</p>	<p>I want a job where I <b>do/do not</b> do the same thing every day because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a <b>fast paced</b> job with <b>lots of pressure</b> or a <b>slow paced</b> job with <b>little pressure</b>?</p>	<p>I want a _____ paced job with _____ pressure because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer to work <b>sitting</b> or <b>standing</b>?</p>	<p>I prefer to work _____ because:</p> <p>An example of this kind of job is:</p>

<p>Would you rather work <b>indoors</b> or <b>outdoors</b>?</p>	<p>I prefer to work _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer <b>detailed</b> work or work that is <b>not focused on details</b>?</p>	<p>I prefer work that is _____ because:</p> <p>An example of this kind of job is:</p>
<p>Do you prefer <b>regular</b> hours when most people work or <b>irregular</b> hours (nights, weekends)?</p>	<p>I prefer _____ hours because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to work in a <b>quiet</b> place or one that is <b>noisy</b> with lots of activity?</p>	<p>I want to work in a _____ place because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to work <b>near home</b> or would you commute a <b>long distance</b>?</p>	<p>I want a _____ commute because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job that requires <b>physical strength and endurance</b> or one that doesn't?</p>	<p>I <b><u>do/do not</u></b> want a job that requires physical strength because:</p> <p>An example of this kind of job is:</p>
<p>Can you work where there may be <b>unpleasant sights, smells</b> or must you have a <b>clean, pleasant</b> place to work?</p>	<p>I want a job where it <b><u>is/is not</u></b> clean and pleasant because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job where you can <b>make new friends</b> or is developing a social life through work not important to you?</p>	<p>I <b><u>do/do not</u></b> want a job where I can make new friends because:</p> <p>An example of this kind of job is:</p>



<p>Would you rather work for a <b>small</b> organization or a <b>large</b> organization?</p>	<p>I want to work for a _____ organization because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job with <b>excitement and adventure</b> or do you prefer to <b>avoid challenges and risks</b>?</p>	<p>I <b><u>do/do not</u></b> want a job with challenges and risks because:</p> <p>An example of this kind of job is:</p>
<p>Do you want a job with <b>security</b> or are you willing to take a job you might lose?</p>	<p>I <b><u>do/do not</u></b> want a job with security because:</p> <p>An example of this kind of job is:</p>
<p>Do you want to do <b>unskilled</b> work that will require little further education and training, <b>semi-skilled</b> work that requires some additional training, or <b>skilled</b> work that will require a lot more education and training?</p>	<p>I want _____ work because:</p> <p>An example of this kind of job is:</p>

**From your answers above, what are the 3 MOST IMPORTANT CHARACTERISTICS of a job for you?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What jobs do you think might have these three (3) characteristics?**

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## Skills Survey

Whether you are thinking about long-range career goals or a job to earn money right away, you should know your skills. Knowing your skills helps you pick a job where you will be successful. You will also be better able to describe your qualities to an employer in a cover letter or in an interview. From the lists below circle the skills you have. Then list other skills you have that fit into the different categories.

Crafts	Scientific	The Arts	Social	Business	Office Operations
Wood working Making models Fixing bikes Tuning an engine Mowing lawns Using hand tools Painting a room	Taking care of animals Using a microscope Doing science experiments Measuring Using a calculator Caring for Flowers/Plants	Writing Music Writing Poetry Dancing Knitting Designing Clothes Singing Keeping a journal Photoshop	Taking care of people Making people laugh Fundraising Babysitting Teaching people new things Giving advice to others	Computer games Selling things Leading a group Keeping a part time job Managing a list of tasks Developing a budget	Organizing clutter Using Microsoft Office Using a calculator Following a budget Operating a cash register Typing fast
<b>Other skills you have that are like these?</b>  1.       2.       3.	<b>Other skills you have that are like these?</b>  1.       2.       3.	<b>Other skills you have that are like these?</b>  1.       2.       3.	<b>Other skills you have that are like these?</b>  1.       2.       3.	<b>Other skills you have that are like these?</b>  1.       2.       3.	

**From what you circled and listed, what do you think are your top 3 skills?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Each column represents a CAREER CLUSTER (a group of jobs that require similar skills)**

Which column had the most skills circled and listed? \_\_\_\_\_  
(This is your preferred CAREER CLUSTER)

What are some part time or summer jobs in your preferred CAREER CLUSTER?

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What are some full time jobs that fit into your preferred CAREER CLUSTER?

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## Values Survey...What's Most Important to You?

Fill in the boxes in the 2nd column. Please answer with a complete sentence. **After you have filled in the entire 2nd column**, look back over them and put a check next to the top 5 values that you care about. Then, narrow down your top values by putting a star next to the 3 that are **REALLY** the most important to you.

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
<b>CREATIVITY</b> To have a job where you can use your imagination			
<b>WEALTH/GOOD SALARY</b> To earn a great deal of money			
<b>HIGH ACHIEVEMENT</b> To accomplish important things or succeed in a job that is difficult			
<b>INDEPENDENCE</b> To do work that lets you be your own boss and do the job the way you want without someone watching over you			
<b>JOB SECURITY</b> To have a steady job from which you are unlikely to be fired			
<b>LEADERSHIP</b> To direct the work of others and make decisions affecting others			
<b>OUTDOOR WORK</b> To work outside most of the time			

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
<b>PHYSICAL ACTIVITY</b> To do work that calls for moving about and using physical strength			
<b>PRESTIGE</b> To be seen as successful and important			
<b>RISK</b> To work in a job that requires you to take physical risks			
<b>VARIETY</b> To do many different and interesting things at work			
<b>WORK WITH YOUR HANDS</b> To have a job where you can use your hands, machines, or tools to make or repair things			
<b>WORK WITH YOUR MIND</b> To do work that requires a high level of mental ability			
<b>WORK WITH PEOPLE</b> To work in close contact with people and be able to comfort and help others			
<b>EXPERTISE</b> To be seen as an expert in what you do			

Values	Give an example of a job or situation where this value is exhibited	Check your top 5	Put a Star next to your top 3
<b>HEALTH</b> To maintain physical fitness and enjoy good health			
<b>ENJOYMENT</b> To like work...to have fun at it			
<b>SERVICE</b> To contribute to making the world a better place			
<b>LOYALTY</b> To be loyal to a company/supervisor /employees and have their loyalty in return			
<b>FAMILY</b> To have ample time with family			
<b>POWER</b> To have influence over others			

**What are your top 3 values?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



## Career Clusters

In each box, list 3 other possible jobs for that cluster.

<p style="text-align: center;"><b>MANUAL</b></p> <p>Roofer 1. _____</p> <p>Truck Driver 2. _____</p> <p>Animal caretaker 3. _____</p>	<p style="text-align: center;"><b>SKILLED TRADES</b></p> <p>Carpenter 1. _____</p> <p>Farmer 2. _____</p> <p>Cook 3. _____</p>
<p style="text-align: center;"><b>TECHNICAL</b></p> <p>Medical technician 1. _____</p> <p>Drafter 2. _____</p> <p>Airplane pilot 3. _____</p>	<p style="text-align: center;"><b>MATH-SCIENCE</b></p> <p>Biologist 1. _____</p> <p>Computer programmer 2. _____</p> <p>Pharmacist 3. _____</p>
<p style="text-align: center;"><b>MEDICAL-DENTAL</b></p> <p>Chiropractor 1. _____</p> <p>Veterinarian 2. _____</p> <p>X-ray technician 3. _____</p>	<p style="text-align: center;"><b>LITERARY</b></p> <p>Editor 1. _____</p> <p>Poet 2. _____</p> <p>Translator 3. _____</p>
<p style="text-align: center;"><b>ART</b></p> <p>Fashion designer 1. _____</p> <p>Photographer 2. _____</p> <p>Architect 3. _____</p>	<p style="text-align: center;"><b>MUSIC</b></p> <p>Composer 1. _____</p> <p>Choreographer 2. _____</p> <p>Dancer 3. _____</p>
<p style="text-align: center;"><b>ENTERTAINMENT</b></p> <p>Actor/actress 1. _____</p> <p>Model 2. _____</p> <p>Radio announcer 3. _____</p>	<p style="text-align: center;"><b>CUSTOMER SERVICE</b></p> <p>Ambulance driver 1. _____</p> <p>Security guard 2. _____</p> <p>Waiter/waitress 3. _____</p>

<p align="center"><b>PERSONAL SERVICE</b></p> <p>Coach 1. _____</p> <p>EMT 2. _____</p> <p>Home health aide 3. _____</p>	<p align="center"><b>SOCIAL SERVICE</b></p> <p>Nurse 1. _____</p> <p>Social worker 2. _____</p> <p>Clergy 3. _____</p>
<p align="center"><b>EDUCATION</b></p> <p>Teacher 1. _____</p> <p>College professor 2. _____</p> <p>Guidance Counselor 3. _____</p>	<p align="center"><b>SALES</b></p> <p>Travel agent 1. _____</p> <p>Used car dealer 2. _____</p> <p>Real estate agent 3. _____</p>
<p align="center"><b>MANAGEMENT</b></p> <p>Restaurant manager 1. _____</p> <p>Office manager 2. _____</p> <p>Business executive 3. _____</p>	<p align="center"><b>LEGAL</b></p> <p>Paralegal assistant 1. _____</p> <p>FBI agent 2. _____</p> <p>Lawyer 3. _____</p>
<p align="center"><b>CLERICAL</b></p> <p>Cashier 1. _____</p> <p>Court reporter 2. _____</p> <p>Hotel desk clerk 3. _____</p>	<p align="center"><b>DATA ANALYSIS</b></p> <p>Payroll clerk 1. _____</p> <p>Bookkeeper 2. _____</p> <p>Computer operator 3. _____</p>

**Which cluster(s) most closely lines up with your skills? Color those boxes red.**

**Which cluster(s) most closely line up with your values? Color them blue.**

**Which clusters did you color red AND blue? These are possible career clusters for you.**

**In the space below, list as many jobs as you can think of that are in your career cluster(s)**

**Career Cluster(s):** \_\_\_\_\_

**More Possible Jobs:** \_\_\_\_\_

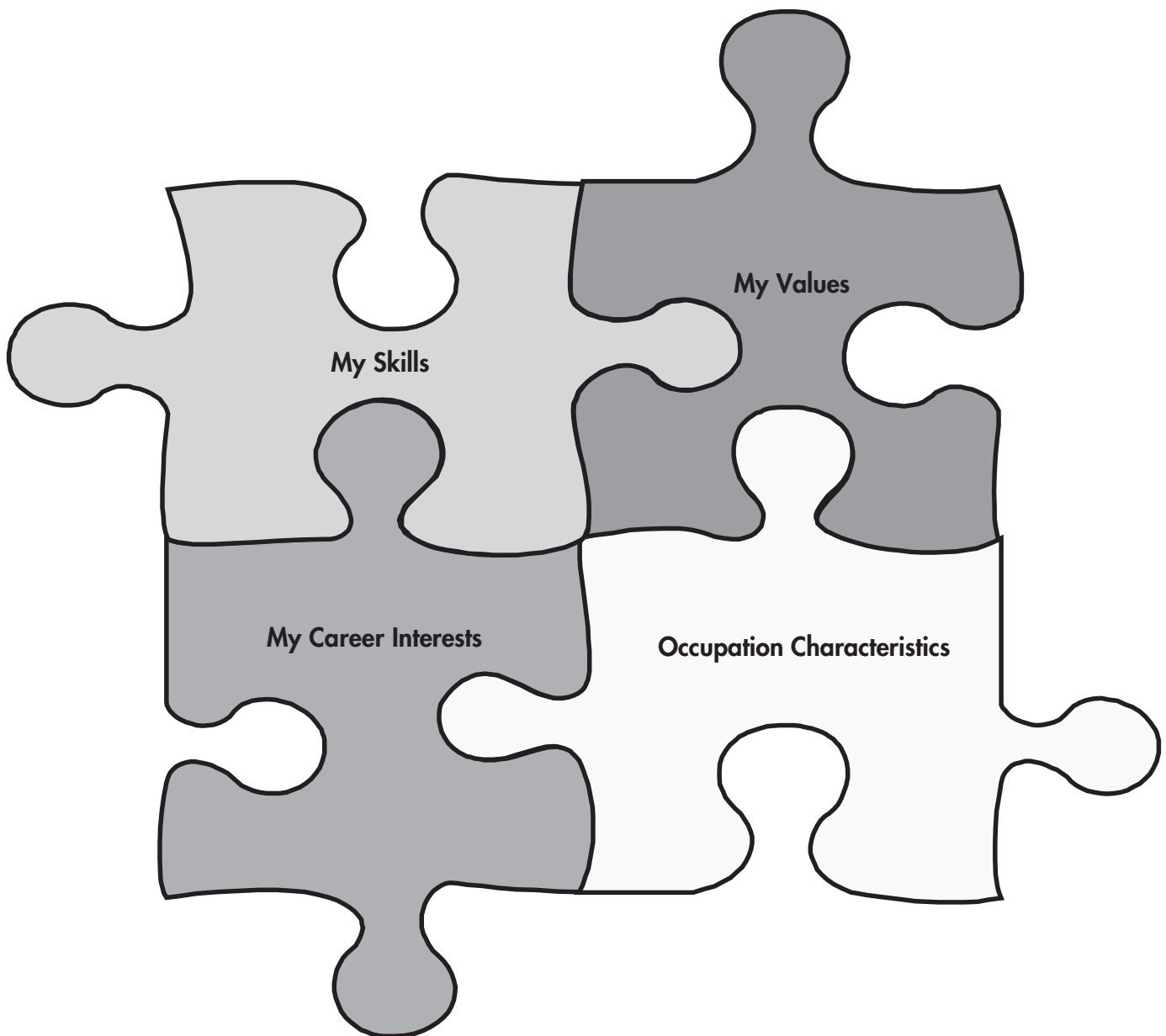
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## Career Puzzle

Fill in the pieces of the puzzle with what you have learned about yourself from the last several lessons. Then, on a poster board, create a poster of your own that showcases all of these things about YOU.



A career area I would like to learn more about is \_\_\_\_\_

because \_\_\_\_\_

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## Empower Your Future (Assessment)

### Final Student Project

*After participating in these classes during Assessment, it will be helpful for you to write about what you have learned about yourself so that teachers in your Treatment Program will best be able to help you.*

Name: \_\_\_\_\_

#### Part 1: Career Goal: (to be completed at the end of Unit 1)

From your CDM Survey Booklet, what are your top 3 WORK VALUES? (page 5)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

From your Survey Booklet, what are your top 3 ABILITIES? (page 8)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Enter your scores for your CAREER INTEREST AREAS from page 12.

\_\_\_\_\_ Crafts    \_\_\_\_\_ Scientific    \_\_\_\_\_ Arts    \_\_\_\_\_ Social    \_\_\_\_\_ Business    \_\_\_\_\_ Office Operations

What is your CAREER CODE? (page 13)

Highest Career Interest Area \_\_\_\_\_ 2nd Highest Career Interest Area \_\_\_\_\_

What careers would you like to learn more about? \_\_\_\_\_

How do these careers relate to your values, skills and interests? What are some of the barriers/challenges you need to overcome? How can you make things happen so you can have this career? **Please write at least 5 sentences.**

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**Part 2: Education Goal:** check one

\_\_\_\_ I think it is best for me to work to get my high school diploma

\_\_\_\_ I think it is best for me to get a GED (I am currently \_\_\_\_\_ years old)

What does it take to reach this goal? Fill out the side that matches your choice above.

HS Diploma	GED
____ years of English	How old do you have to be to take the GED? _____
____ years of Math	What 5 subjects are you tested on? _____ _____ _____ _____ _____
____ years of Science	How long does it take to take all 5 tests? _____
____ years of Social Studies	How do you prepare for the GED? _____ _____ _____ _____
____ years of a foreign language	
What score do you have to get on your ELA and Math MCAS? ____ 220    ____ 240    ____ 260	
What score do you have to get on your Science MCAS? ____ 220    ____ 240    ____ 260	
What % of the time to you need to attend school? _____	
How many absences per term are allowable? _____	

**List at least 3 reasons why you made the choice above:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



# INTRODUCTION TO UNIT 2

## UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

DURATION: 5 LESSONS (MINIMUM)

### UNIT LEARNING OBJECTIVES:

#### KNOW

You will know...

- The vocabulary associated with this unit
- The requirements for getting a high school diploma in Massachusetts
- What is involved in getting a GED

#### UNDERSTAND

You will understand...

- That the more education you complete the more earning power you have
- That attendance, grades and MCAS are all part of getting a high school diploma
- That a GED is difficult to attain and that it is not the best route for many youth

#### And therefore be able to DO

- **Complete** a graduation grid indicating what you have already completed and what you still need to complete
- **Complete** Part 2 of the "Empower Your Future Assessment Project"
- **Present** your "Empower Your Future Assessment Project"

### MEASURABLE OUTCOMES:

- You will complete a *Graduation Requirement Grid: Student Worksheet*
- You will complete the *Understanding GED Requirements Scavenger Hunt*
- You will complete Part 2 of the *Empower Your Future Assessment Project* electronically
- You will present Parts 1 and 2 of the *Empower Your Future Assessment Project* to the class and at your Initial Staffing

# UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

## LESSONS 1 AND 2 VOCABULARY/TERMS

**Consequences:** That which naturally or logically follows from a person's actions

**Competency Determination Graduation Requirement:** This term refers to MCAS requirements for graduation. The Department of Elementary and Secondary Education posts the following on their website:

Students must either earn a scaled score of at least 240 on the grade 10 MCAS ELA and Mathematics tests, or earn a scaled score between 220 and 238 on these tests and fulfill the requirements of an Educational Proficiency Plan (EPP). Students must also earn a scaled score of at least 220 on one of the high school MCAS Science and Technology/Engineering (STE) tests: Biology, Chemistry, Introductory Physics, or Technology/Engineering.

**Educational Proficiency Plan (EPP):** An EPP must be developed for any student in the class of 2010 and beyond who does not meet or exceed the Proficient level (a minimum scaled score of 240) on the grade 10 ELA and/or Mathematics tests.

Each EPP includes, at a minimum:

- a review of the student's strengths and weaknesses, based on MCAS and other assessment results, coursework, grades, and teacher input;
- the courses the student will be required to take and successfully complete in grades 11 and 12; and
- a description of the assessments the school will administer on a regular basis to determine whether the student is moving toward Proficiency.

**Legally Required Graduation Requirements in Massachusetts:** Massachusetts state law requires the instruction of American history and civics (G.L. c. 71, § 2) and physical education (G.L. c. 71, § 3).

**Locally Determined Graduation Requirements:** The courses and other things (e.g. portfolios, community service hours, attendance requirements) that a local system requires of its students in order to be eligible for a diploma from that district.

**Course Requirements:** The sequence of classes required in order to receive a diploma.

**Electives:** Classes that students take in addition to required courses (e.g. art, music).

**Credits:** Points awarded for passing a course or elective.

**Mass CORE:** Is a new sequence of coursework designed to raise academic standards in Massachusetts. It is intended to help high school graduates arrive at college or the workplace well prepared and to reduce the number of students taking remedial courses in college. The Department recommends that high school students complete the MassCore program of studies, which is a comprehensive set of subject area courses and units as well as other learning opportunities, before graduating from high school.

The MassCore program includes four years of English; four years of mathematics; three years of lab-based science; three years of history; two years of the same foreign language; one year of an arts program; and five additional "core" courses such as business education, health, and technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

**Attendance Policy:** Rules that a school system sets up around how many days a student can miss from school.

**Punctuality Policy:** Rules that a school system sets up around what happens to a student's credits if they are tardy frequently.

## Consequences of Dropping Out of High School

*"Dropping out of school is a \$1.5 million dollar decision. This is the average lifetime earnings difference between a high school dropout and a college graduate. Today's employers want people with college degrees, so there aren't many opportunities for high school dropouts. It's our responsibility as educators to catch at-risk students early, provide the extra help and attention they require, and help them graduate with their peers."*

*Commissioner David P. Driscoll*

- 11,145 students drop out of Massachusetts high schools each year
- Dropouts are less likely to work as young adults and over the course of their lives
  - Only 20% of 16-19 year old dropouts in Boston worked in 2004-5, compared with 65% of high school graduates and 83% of those who complete 4 years of college
- Annually dropouts earn far less on average than others due to 3 factors
  - They are less likely to obtain employment
  - Those who are employed work fewer hours annually
  - Those who are employed earn lower hourly wages
- Dropouts make up the majority of prison populations.

## Consequences of Dropping Out of High School Worksheet

1. What are the 3 factors that cause dropouts to earn less money than others?

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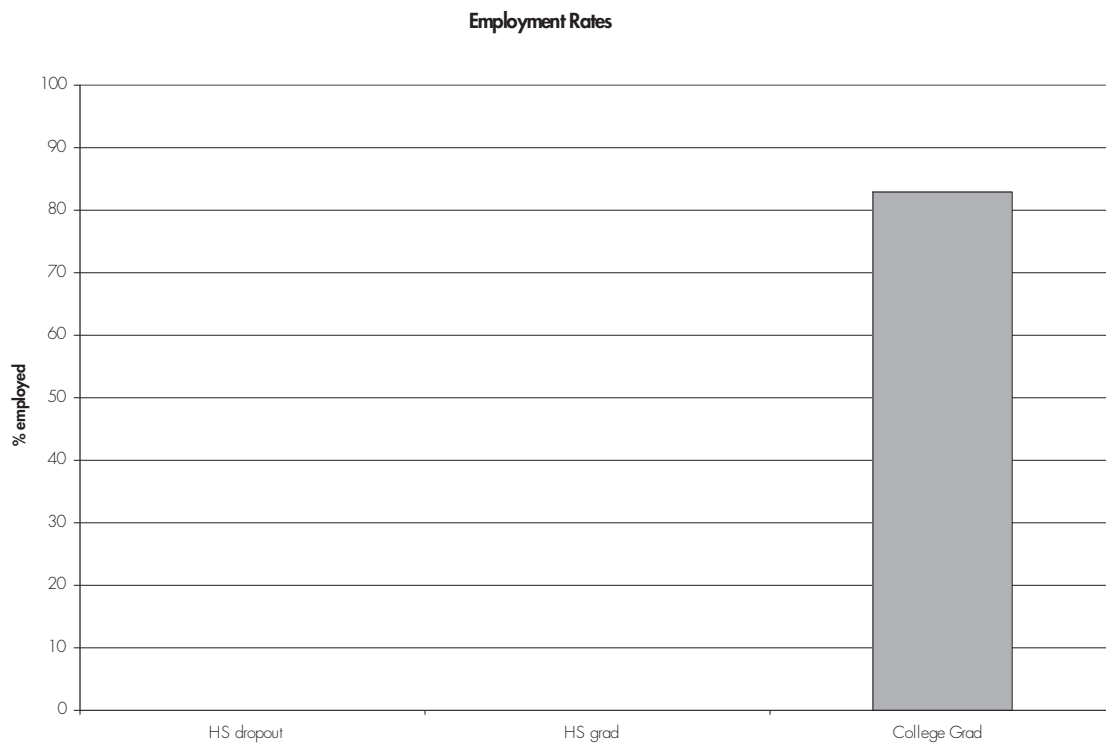
2. How many students drop out every year?

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3. What is the lifetime difference in earnings between dropouts and college graduates?

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4. Fill in the chart below:



## Massachusetts High School Graduation Requirements

MCAS	Courses	Attendance	Other Possible Requirements
<p><b>ELA:</b> Score 240 or higher</p> <p><b>MATH:</b> Score 240 or higher</p> <p><b>SCIENCE:</b> Score 220 or higher on one of the following:</p> <p>Biology Chemistry Intro Physics Technology/Engineering</p> <p><b>NOTE:</b> If a student scores 220-239 on ELA and/or Math, he/she must meet the requirements of an EEP (see vocabulary for definition of an EEP)</p>	<p><b>ENGLISH:</b> 4 years</p> <p><b>MATH:</b> 3 Years</p> <p><b>SCIENCE:</b> 3 years</p> <p><b>HISTORY/SOCIAL SCIENCE:</b> 3 years</p> <p><b>ELECTIVES</b> such as:</p> <p>Foreign language Health/Phys Ed Guidance Seminar</p>	<p><b>90%</b> attendance is usually the <b>minimum</b> requirement</p> <p>(There are 180 days in a school year; 90% of 180 = 162 days....This means that a student cannot miss more than 18 days in a school year and expect to be promoted or graduate)</p>	<p>Portfolios of projects</p> <p>Career Plans</p> <p>Senior Projects</p> <p>Community Service hours</p> <p>Some High Schools are beginning to require that students follow a <b>MassCORE</b> sequence of courses (see vocabulary for definition)</p>
<i>These requirements are determined by the state</i>	<i>These requirements are determined by the local school system</i>	<i>These requirements are determined by the local school system</i>	<i>These requirements are determined by the local school system</i>

## Graduation Requirements Detective Activity

You are the Guidance Counselor at XYZ High School where the graduation requirements are as follows:

English: 4 years

Math: 3 years

Science: 3 years

Social Studies: 3 years

Foreign Language: 2 years

Community Service: 10 hours per year

Attendance: 90% (162 days)

Senior Project OR Career Portfolio

The following students come to your office to find out what they must do in order to graduate. You must find what they are missing so you can advise them as to what to do.

### STUDENT #1

- Dominique is in 11th grade. It is April.
- He scored 256 on MCAS ELA; 240 on MCAS Math and 218 on MCAS Biology.
- He has passed English 1 and 2 and is currently failing English 3.
- He has passed Algebra 1 and Geometry.
- He has passed Biology, Chemistry and 1 year of Spanish.
- He has passed World History and US History 1.
- He did no Community Service in 9th or 10th grade, but has done 15 hours so far this year. He attended school 163 days in 9th grade, 175 in 10th grade but has already missed 18 days of school this year.

What will you tell Dominique he needs to do in order to graduate on time? (What does he need to do for the rest of this year? What classes will he need to take next year? Is there anything else he must do?)

	Grade 11	Grade 12
MCAS ELA		
MCAS Math		
MCAS Science		
English		
Math		
Science		
Social Studies		
Foreign Language		
Attendance		
Other?		



You are the Guidance Counselor at XYZ High School where the graduation requirements are as follows:

English: 4 years	Community Service: 10 hours per year
Math: 3 years	Attendance: 90% (162 days)
Science: 3 years	Senior Project OR Career Portfolio
Social Studies: 3 years	
Foreign Language: 2 years	

## STUDENT #2

- Tanya has just completed grade 11. It is June.
- She has passed all her MCAS.
- She passed English 1, 2 and 3.
- She has passed 1 year of Chinese.
- She passed Algebra 1 and Geometry but failed Algebra 2.
- She has passed Biology but failed Physics.
- She has passed World History and US History 1.
- She has perfect attendance all 3 years.
- She has completed no community service.

What will you tell Tanya she needs to do in order to graduate on time? (What classes will she need to take next year? Is there anything she should do this summer? Is there anything else she must do?)

	Summer	Grade 12
MCAS ELA		
MCAS Math		
MCAS Science		
English		
Math		
Science		
Social Studies		
Foreign Language		
Attendance		
Other?		

## Graduation Requirement Grid: Student Worksheet

Please fill in this grid to the best of your ability. You may not know all the answers. That is OK. Look at the HS graduation requirements chart on page SW-21 to help you. Ask your Education Liaison next time you see him/her about how he/she filled this out for you.

Student Name: \_\_\_\_\_

Last High School Attended: \_\_\_\_\_

Last grade completed with credit: \_\_\_\_\_ Date last attended school: \_\_\_\_\_

English	Completed ✓	Currently Enrolled ✓	Need to take ✓
English 9			
English 10			
English 11			
English 12			
Other:			

Math	Completed ✓	Currently Enrolled ✓	Need to take ✓
Algebra 1			
Geometry			
Algebra 2			
Other:			
Other:			

Science	Completed ✓	Currently Enrolled ✓	Need to take ✓
Biology			
Chemistry			
Physics			
Other:			

<b>History</b>	<b>Completed</b> ✓	<b>Currently Enrolled</b> ✓	<b>Need to take</b> ✓
US History 1			
US History 2			
World History			
Other:			

<b>Foreign Language</b>	<b>Completed</b> ✓	<b>Currently Enrolled</b> ✓	<b>Need to take</b> ✓
F.L. 1			
F.L. 2			
Other:			

<b>Mandatory Electives</b>	<b>Completed</b> ✓	<b>Currently Enrolled</b> ✓	<b>Need to take</b> ✓
Physical Education			
Health			
Other:			

<b>Electives</b>	<b>Completed</b> ✓	<b>Currently Enrolled</b> ✓	<b>Need to take</b> ✓

<b>MCAS</b> Grade 10	<b>Test Score</b>	<b>✓ if PASSED</b>	<b>✓ if RETEST NEEDED</b>	<b>✓ if EPP NEEDED</b>
ELA (need 240 or above)				
MATH (need 240 or above)				
SCIENCE (need 220 or above)				

## Attendance Policy Scavenger Hunt

**Directions:** Most public schools have similar attendance policies. Read the Boston Public Schools Attendance Policy on the following page and, using a highlighter, highlight the answers to the following questions. Then write the answers on this page.

1. How long does a student have to be in school on a given day to be marked present?  
\_\_\_\_\_
2. 12 \_\_\_\_\_ absences during the school year result in a grade of \_\_\_\_\_.
3. Students arriving after the start of the school day are \_\_\_\_\_.
4. Unexcused absences include family vacations, babysitting and \_\_\_\_\_.
5. Excused absences include \_\_\_\_\_ or \_\_\_\_\_ with a \_\_\_\_\_ if more than 5 days.
6. \_\_\_\_\_ appearances with evidence of requirement to attend are considered \_\_\_\_\_ absences.
7. Between 3 and 8 \_\_\_\_\_ can equal an unexcused absence.
8. A \_\_\_\_\_ (immediate) or significant family crisis are considered excused absences.

BONUS: (answer is IMPLIED in the policy, but not stated)

Too many absences or tardies result in \_\_\_\_\_ for the year.

**Now that you have completed the scavenger hunt, find your answers above hidden in the WORD SEARCH PUZZLE on page SW-28.**

## Boston Public Schools Attendance Policy (Summary)

1. A student must be in school *for at least a half-day* to be marked present.  
(In Boston public high schools this is 3 hours and 10 minutes.)
2. *Credit Recovery/No Credit*: A student receives a grade of *No Credit* when he/she has:
  - a. 3 or more unexcused absences in a marking term
  - b. 4 unexcused absences in three marking terms
  - c. 12 unexcused absences for the school year

If a student earned a passing grade and passes the final exam the grade will be changed, but if the student fails the final he/she will receive an F.
3. *Excused/Unexcused Absences*: A student must bring a note signed by a parent or guardian within 7 days of each absence.
  - a. *Excused Absences* include:
    - i. Injury or illness with doctor's note if more than 5 days
    - ii. Death in family (immediate) or a significant family crisis
    - iii. Student is assigned to counseling and intervention center
    - iv. Court appearances with evidence of requirement to attend
    - v. Medical or psychological tests with evidence the test could not be done after school
    - vi. Religious holy days with signed note from parent or guardian
    - vii. Visit to a special education school
    - viii. Other situations that are out of the student's control (weather or transportation).
  - b. *Unexcused Absences* include:
    - i. Family vacations
    - ii. Babysitting
    - iii. Cutting class
    - iv. Other situations such as parents' work schedule or illness in the extended family.
4. *Punctuality Policy*: Students arriving after the start of school are tardy.
  - a. Tardiness may be linked to unexcused absence
  - b. Between 3 and 8 tardies can equal an unexcused absence

## Attendance Policy Word Search

**Directions:** Now that you have completed the Scavenger Hunt on page SW-26, find your answers hidden from the Scavenger Hunt in the Word Search Puzzle below.

A	C	J	K	L	E	S	W	F	A	I	L	I	N	G
Q	T	A	R	D	I	E	S	L	P	U	J	X	O	L
C	V	L	Q	T	U	X	R	Y	P	Y	B	S	C	D
D	W	U	E	S	Z	S	J	R	C	P	T	I	R	E
M	V	X	L	A	S	D	T	U	F	O	A	S	E	A
S	D	R	I	E	S	X	A	J	B	X	R	E	D	T
H	S	V	N	F	V	T	R	N	S	C	D	T	I	H
E	W	L	U	N	E	D	A	I	S	C	Y	N	T	I
L	L	C	R	V	I	J	S	H	R	Y	I	L	O	N
I	E	X	C	U	S	E	D	J	A	B	U	I	N	F
B	I	C	U	T	T	I	N	G	C	L	A	S	S	A
S	D	H	R	F	B	R	I	P	X	Y	F	U	I	M
M	I	U	F	U	N	E	X	C	U	S	E	D	Y	I
K	O	D	O	C	T	O	R	S	N	O	T	E	A	L
C	T	E	A	F	V	U	J	K	M	L	W	I	U	Y

## UNIT 2: EARNING A HIGH SCHOOL CREDENTIAL: WHAT IS THE BEST ROUTE?

### LESSONS 3 AND 4 VOCABULARY/TERMS

**GED:** General Education Development. Passing the GED tests is equivalent to a high school diploma ([www.doe.mass.edu/ged/geninfo.html](http://www.doe.mass.edu/ged/geninfo.html), p.1). In the state of Massachusetts, the credential earned is titled Massachusetts State High School Equivalency Diploma.

**GED Eligibility Form:** The form that must be completed by the teaching coordinator at the DYS treatment program and signed by the education liaison before a student may begin to prepare for the GED in a DYS program. This is in accordance with the DYS GED policy.

**Parent Consent Form:** The form that the parent or legal guardian must sign before a student may begin to prepare for the GED in a DYS education program. This is in accordance with the DYS GED policy.

**SEIS:** Special Education in Institutional Settings. The special education teachers in DYS programs are a part of SEIS. In accordance with Department of Elementary and Secondary Education (DESE) regulations, a student who has an active IEP is entitled to receive special education services even if that student is preparing for GED.

**Education Liaison:** The person responsible for ensuring that youth are prepared to reintegrate into the community, making successful transitions to the public school alternative education settings, GED preparation, and/or post secondary education.

**Accommodations:** A student with disabilities may submit a request for testing accommodations to the GED Administrator of the GED tests. The request includes a packet of forms that can be printed off of the DESE website and must be signed by a professional diagnostician (a doctor or psychiatrist are examples). The most common accommodations requested are Audiocassette edition (with large-print reference copy), large print edition, use of a scribe, extended time, use of a calculator, supervised frequent breaks, and use of a private room for testing.

**ID:** Identification in the form of a state ID, a learner's permit, a driver's license, or a passport. If a student is testing in a secure DYS program, an ID is not necessary. If a student is testing in the community – even if it's on a pass from a residential treatment program, the student must have an ID.

**Demographic Form:** The form that asks for information about where the student lives, how much school the student completed and how long the student prepared for the GED. This form is filled out before the student takes the GED tests. The address that the student puts on this form will be the address that the Massachusetts State High School Equivalency Diploma is mailed to when the student passes the GED tests.

**Withdrawn from School:** A student may be withdrawn from school because he/she was withdrawn by his/her legal guardian or because he/she was administratively withdrawn due to lack of attendance. It is important to note that a student is not withdrawn from special education just because he/she is withdrawn from school.

**Expelled:** A student who does not have an IEP may be expelled by the principal of the school. The student should have received documentation from the school system letting that student know that he/she is expelled. A student who is expelled may not return to a school in the school district from which that student was expelled. A student who has an IEP may not be expelled from school.

**Credential:** Certificate/evidence of achievement.

## GED Vocabulary Crossword Puzzle

**Directions:** Find the word or words from Lesson 3 and 4 Vocabulary Terms (page SW-29) that fits in the space or spaces.

### Across

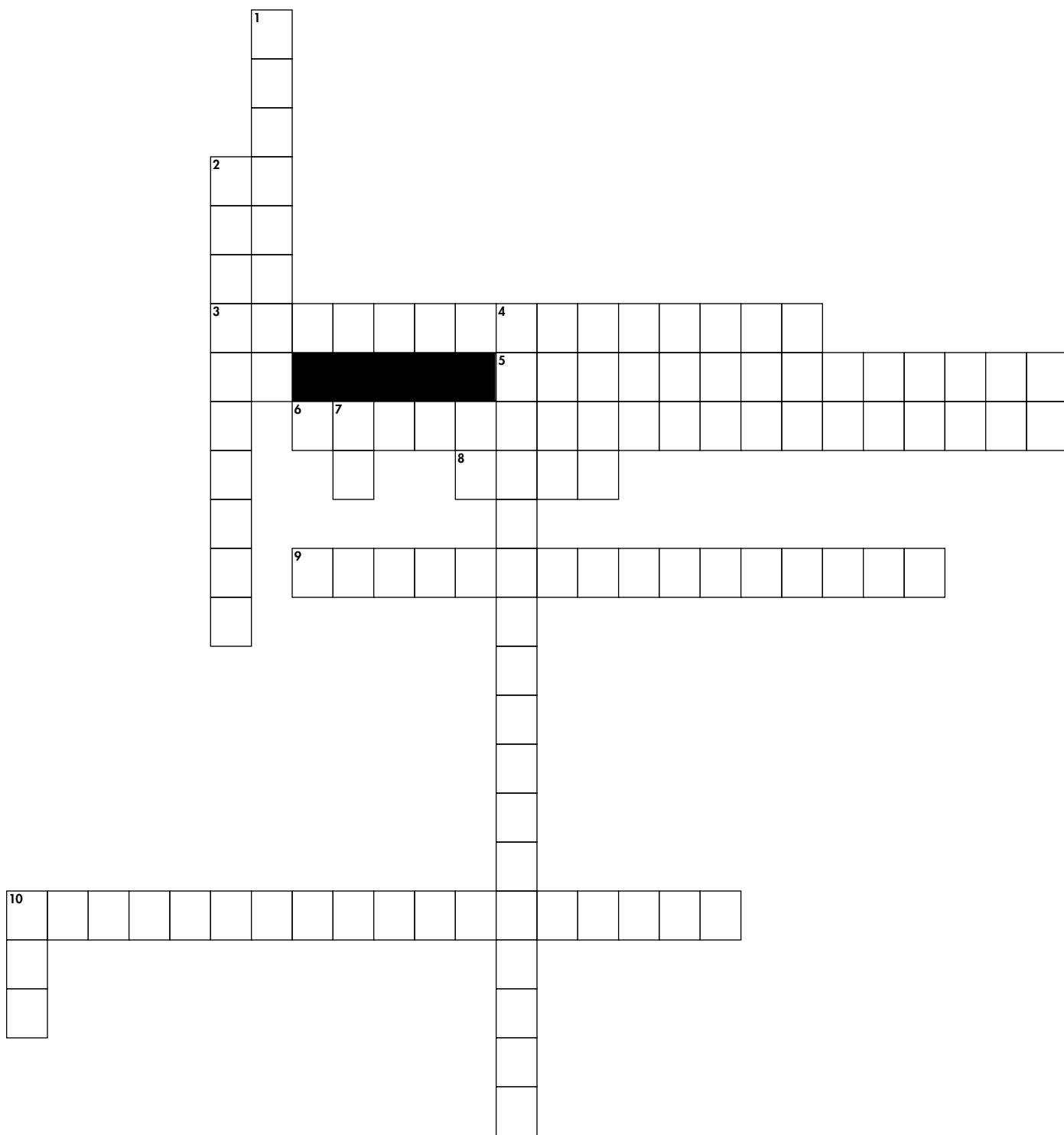
3. The \_\_\_\_\_ asks for information about where a student lives, how much school the student has completed, and how long the student prepared for the GED. (2 words)
5. Audiocassette edition, large print edition, use of a scribe, extended time, use of a calculator, supervised frequent breaks, and the use of a private room for testing are all examples of test \_\_\_\_\_.
6. A student may be \_\_\_\_\_ and still enrolled in special education. (3 words)
8. The special education teachers in DYS programs are a part of \_\_\_\_\_.
9. The \_\_\_\_\_ can help locate GED programs when DYS clients return to the community. (2 words)
10. Both the teaching coordinator and education liaison must fill out the \_\_\_\_\_ before a student begins to prepare for GED in a DYS setting. (3 words)

### Down

1. A student who is \_\_\_\_\_ may not return to school in the school district from which the student was expelled.
2. A \_\_\_\_\_ is a certificate or evidence of achievement.
4. The \_\_\_\_\_ must be filled out by a parent or legal guardian before a student may begin to prepare for GED in a DYS program. (3 words)
7. If a student is testing in a secure DYS program, an \_\_\_\_\_ is not necessary.
10. Passing the \_\_\_\_\_ is equivalent to a high school diploma.



# GED Vocabulary Crossword Puzzle



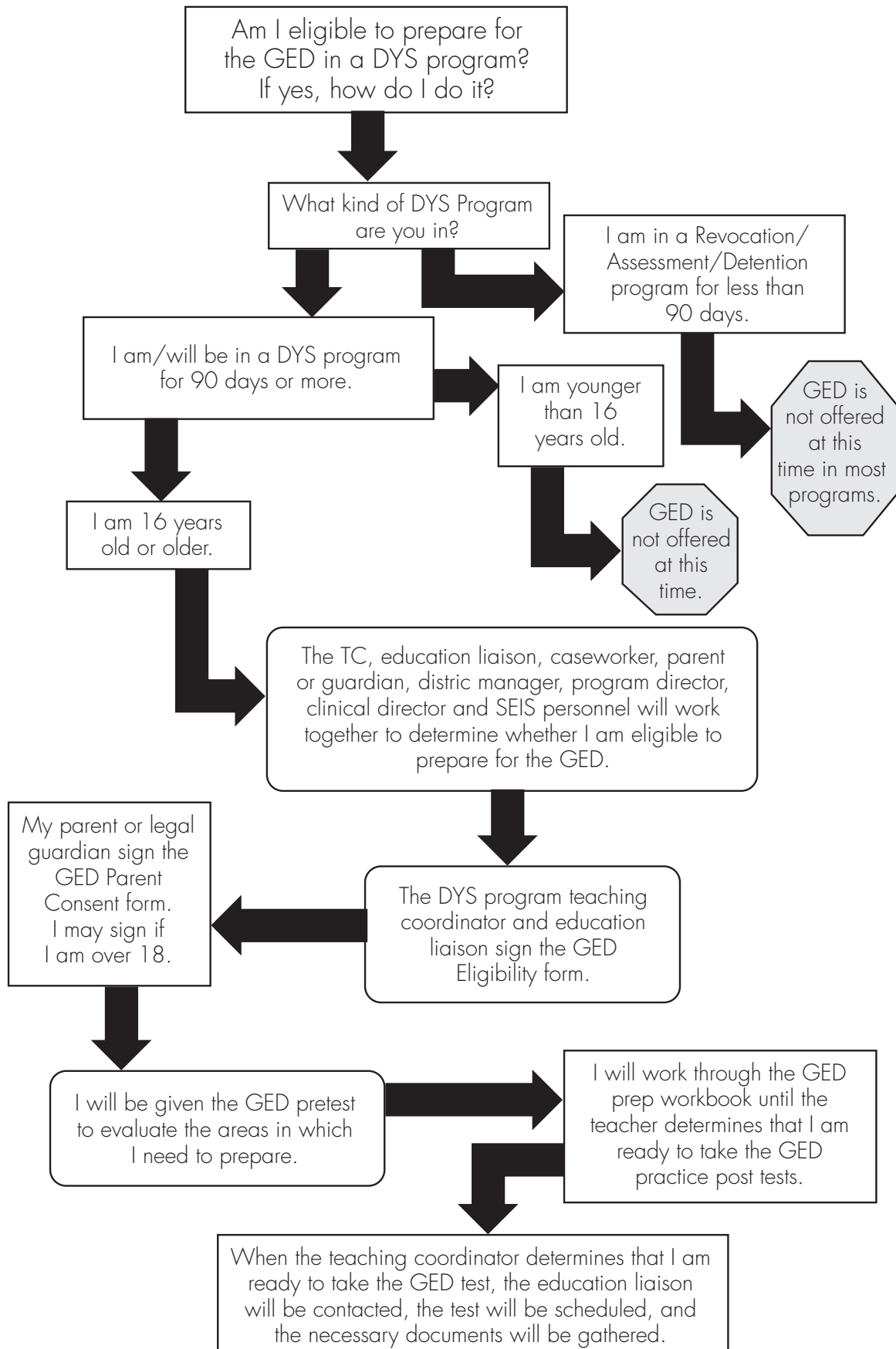
## Should I Consider a GED?

**Directions:** Answer the questions below.

Question	Yes	No	Don't know
Am I over 16?			
Am I repeating a grade for the 2nd or 3rd time?			
Am I two or more years older than the other students in my grade?			
Did I score at least ready to review GED in all categories on the TABE?			
Have I been or will I be expelled from school?			
Do I have a history of chronic truancy? (Do I skip school so much that I am failing the same grade more than one time?)			
Do I work well independently? (Can I do school work without a lot of help?)			
Am I already withdrawn from school?			
Will my parent or legal guardian agree to sign the consent form if I want to prepare for the GED tests?			

- If you answered yes to most or all of these questions, then you might want to consider preparing for the GED tests.
- If you answered no to the first question, you are not eligible to prepare for the GED tests.
- If you answered no to most of the questions, then you might want to consider staying in high school.
- If you answered don't know to any of the questions, you can discuss them with your education liaison, your teacher, or your case worker.
- If you answered yes to most of the questions, but you did not score **"ready to review"** in most of the categories on the TABE, you might want to consider staying in high school.

## Am I Eligible to Prepare for GED in DYS Programs Road Map



## Top Ten GED Facts

10. The GED test is made up of five sub-tests:
  - Language Arts – Writing Arts  
Part I (50 questions, 75 minutes), Part II (essay, 45 minutes)
  - Language Arts – Reading (40 questions, 65 minutes)
  - Social Studies (50 questions, 70 minutes)
  - Science (50 questions, 80 minutes)
  - Mathematics (50 questions, 90 minutes)
9. Only six out of ten graduating high school seniors would earn passing scores if they took the GED tests.
8. The GED tests last a total of seven hours and 15 minutes.
7. Almost 100% of organizations, institutions, colleges, universities, trade schools, technical schools, police academies, the military and employers will accept a GED as they would a traditional diploma.
6. 98% of colleges and universities that require a high school diploma accept the GED credential.  
(Annual Survey of Colleges 2007. Copyright ©2007. The College Board.)
5. Since 1942, more than 12 million adults have earned their GED diplomas.
4. Two famous comedians, Chris Rock and Bill Cosby, earned their GEDs.  
([www.GEDtest.org](http://www.GEDtest.org))
3. Some Branches of the military will enlist people with a GED diploma. It is a conversation to have with a recruiter.
2. Dave Thomas, the founder of Wendy's (fast food chain) earned a GED diploma.  
([www.GEDtest.org](http://www.GEDtest.org))
1. **You too could be the Next GED SUCCESS STORY**

## Understanding GED Requirements Scavenger Hunt

**Directions:** Use the GED Requirements from the Massachusetts Department of Elementary & Secondary Education website (found on pages SW-36 and SW-37) to answer the following questions:

1. What is the total score required to pass the GED tests and earn a Massachusetts State High School Equivalency Diploma?

---

2. What is the minimum score required to pass each of the five GED tests?

---

3. Do you have to be a Massachusetts citizen to take the GED tests in Massachusetts?

---

4. Who has to have an official letter of withdrawal before they can take the GED tests?

---

5. Do you have to take all 5 tests at one time?

---

6. How long do you have to take all of the tests for the first time after you begin testing?

---

7. How long do you have to retest if you fail a test or are trying to get a higher score?

---

8. How much does it cost to take the GED exam?

---

(Note: if you are in a DYS program when you take the test, you will not be expected to pay for the test. If you are in the community when you take the test, discuss payment of the test with your education liaison or case worker.)

## General Educational Development (GED)® Requirements

### 1. Title of State Credential:

Massachusetts State High School Equivalency Diploma.

### 2. Requirements for Issuance of Diploma:

- a. **Minimum Test Scores:** A standard score of not less than 410 on each of the five tests, and an average standard score of 450 on all five tests. The total standard score must be equal to or exceed 2250.
- b. **Residence:** Applicant must be a resident of Massachusetts; last attended secondary school in Massachusetts; or proof of continued residence in Massachusetts while in the U. S. Armed Forces. (Military personnel assigned to Massachusetts or members of their families residing with them are also eligible through Defense Activity for Non-Traditional Education Support (DANTES)). Job Corps trainees or participants in similar programs assigned to centers located in Massachusetts will be issued the equivalency diploma if they are claiming residence in Massachusetts; otherwise, the score report/transcript of their test scores will be sent to their home state for issuance of the equivalency diploma or certificate.
- c. **Age:** 18 with no qualifications; however, if 16 or 17, the applicant must have "official letter of withdrawal" from their last school of attendance on file at test center.
- d. **School Status:** Individual may not be enrolled in any elementary or secondary school program or have received a diploma or certificate indicating having received a high school credential.

### 3. Requirements for Testing:

- a. **Minimum Age For Testing:** 18 with no qualifications; however, in order to register and be tested at 16 or 17, registrants must provide a letter from their last school of attendance attesting that they have officially withdrawn from school. "Adjudicated youth" may be tested on the order of the court, even if they are still enrolled in school.
- b. **Requirements for Retesting:** Retest(s) must be taken in accordance with State GED® Retest Policy after the completion of the full battery. A candidate must retest first on any test on which he/she achieved a score below 410.
- c. **Validity of Incomplete Scores and Fees:** Beginning January 1, 2005 individuals must complete the five-test battery within one year from the date of taking their first test. Examinees who complete the five-test battery within the one-year, but still have not passed, will be allowed two (2) more years to successfully complete the battery. If an examinee does not successfully complete the battery during the next two years, all scores and fees become invalid and the examinee must start the process over.
- d. **Individuals with disabilities:** Individuals with documented physical, emotional or special learning disabilities may request special accommodations for GED® testing. Registration payment for the GED® Tests may be made after final determination has been made regarding a request for accommodation on the GED® Tests.

#### **4. Method of Applying:**

- a. Applicants must meet age and residency requirements (non-residents may be tested; however, only the score report will be sent by the Chief Examiner to the GED® State Administrator's office in the examinee's state of residence).
- b. Applications must be made on state approved forms obtained from and filed with official GED® Testing Centers.

#### **5. Official Score Reports/Transcripts:**

Test scores are accepted as official only when reported directly by:

- a. Official GED® Testing Centers;
- b. Defense Activity for Non-Traditional Education Support, (DANTES);
- c. Veterans Administration hospitals and centers; and
- d. The GED® Testing Service.

#### **6. Fees:**

\$65 payable at the time of registration (\$60 per battery plus \$5 processing fee for diploma);

Maximum allowable charges for the following will be:

- a. \$15 per individual test/retest;
- b. \$25 per test charged for "no-shows";
- c. \$200 replacement cost for any destroyed test materials;
- d. \$7.50 per duplicate score report/transcript;
- e. \$2 per Letter of Certification (Duplicate diplomas are not issued. Verification will be sent upon written request.)

#### **7. Director GED® Testing Program:**

Ruth E. Derfler

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street

Malden, MA 02148-9120

Telephone Number: 781-338-6604

#### **8. State GED® Chief Examiner:**

Richard T. (Tom) Mechem

Massachusetts Department of Elementary and Secondary Education

75 Pleasant Street

Malden, MA 02148-9120

Telephone Number 781-338-6621

Fax Number 781-338-3089

**For Classes: Massachusetts Adult Literacy Hotline 800-447-8844, [www.sabes.org/hotline](http://www.sabes.org/hotline)**

**For a list of Adult Basic Education programs, please go to [www.doe.mass.edu/acls](http://www.doe.mass.edu/acls)**

## Empower Your Future (Assessment) Final Project Rubric

### Part 1: Careers (Maximum = 50 points)

	Points Possible	Points Earned
Work Values (top 3)	5	
Work Abilities (top 3)	5	
Career Interest Area Scores (6 scores) and Career Code	5	
Careers to learn more about (top 3)	5	
Relating careers to personal values, abilities, interests (5 sentences; 5 points per sentence)	25	
<b>total</b>	<b>50</b>	

### Part 2: Educational Choices (Maximum = 50 points)

	Points Possible	Points Earned
Completion of either the HS Diploma or GED box	20	
Reasons for choice made (3 reasons; 10 points per reason)	30	
<b>total</b>	<b>50</b>	

Part 1 Total Score \_\_\_\_\_

Part 2 Total Score \_\_\_\_\_

**FINAL PROJECT TOTAL SCORE** \_\_\_\_\_



# APPENDIX

## MassCIS Log-On Instructions

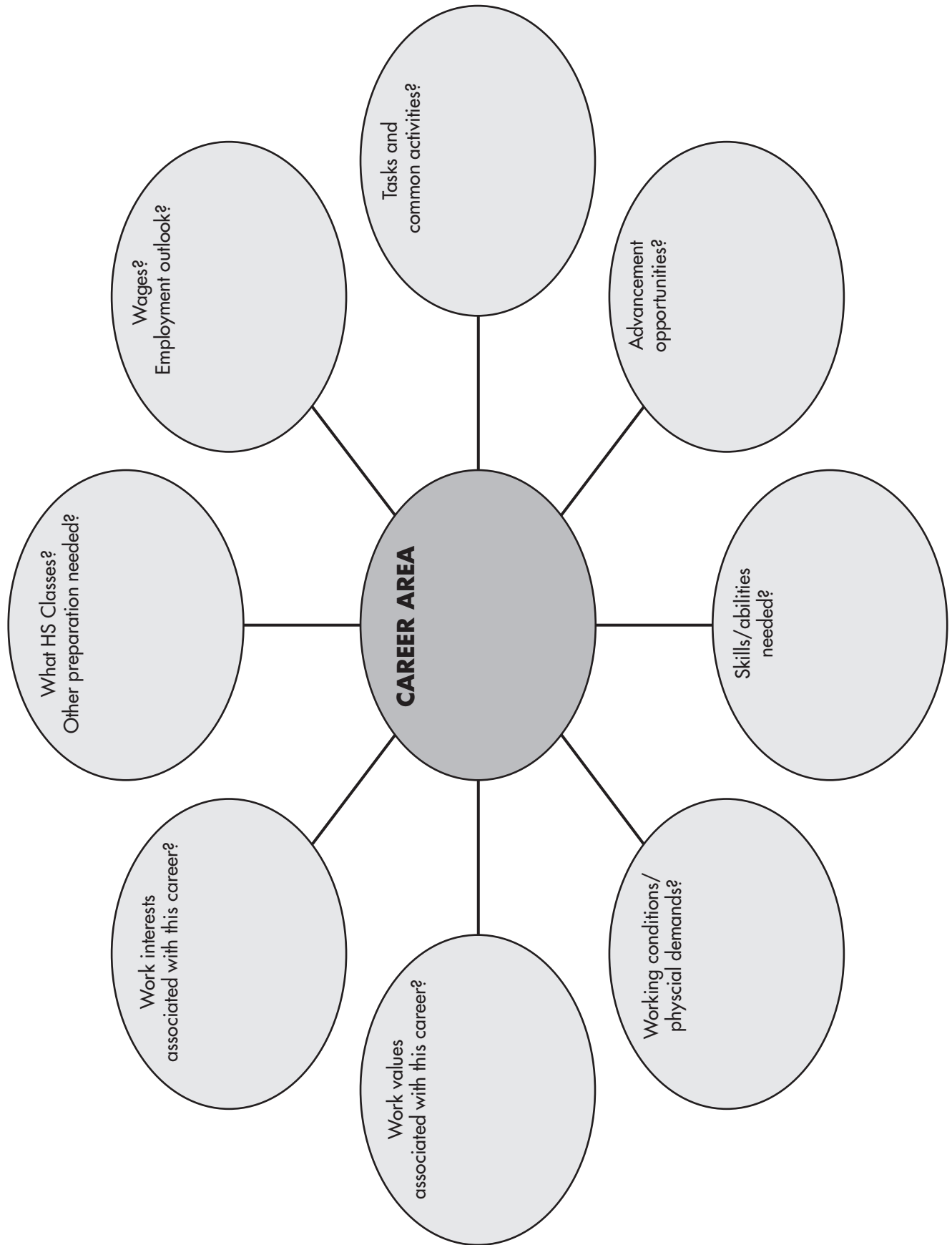
- Go to **www.masscis.intocareers.org**
- Scroll down the page and select your **City/Town**; Enter the Zip Code
- Choose the type of user (HS student)
- Click on **Sign In**

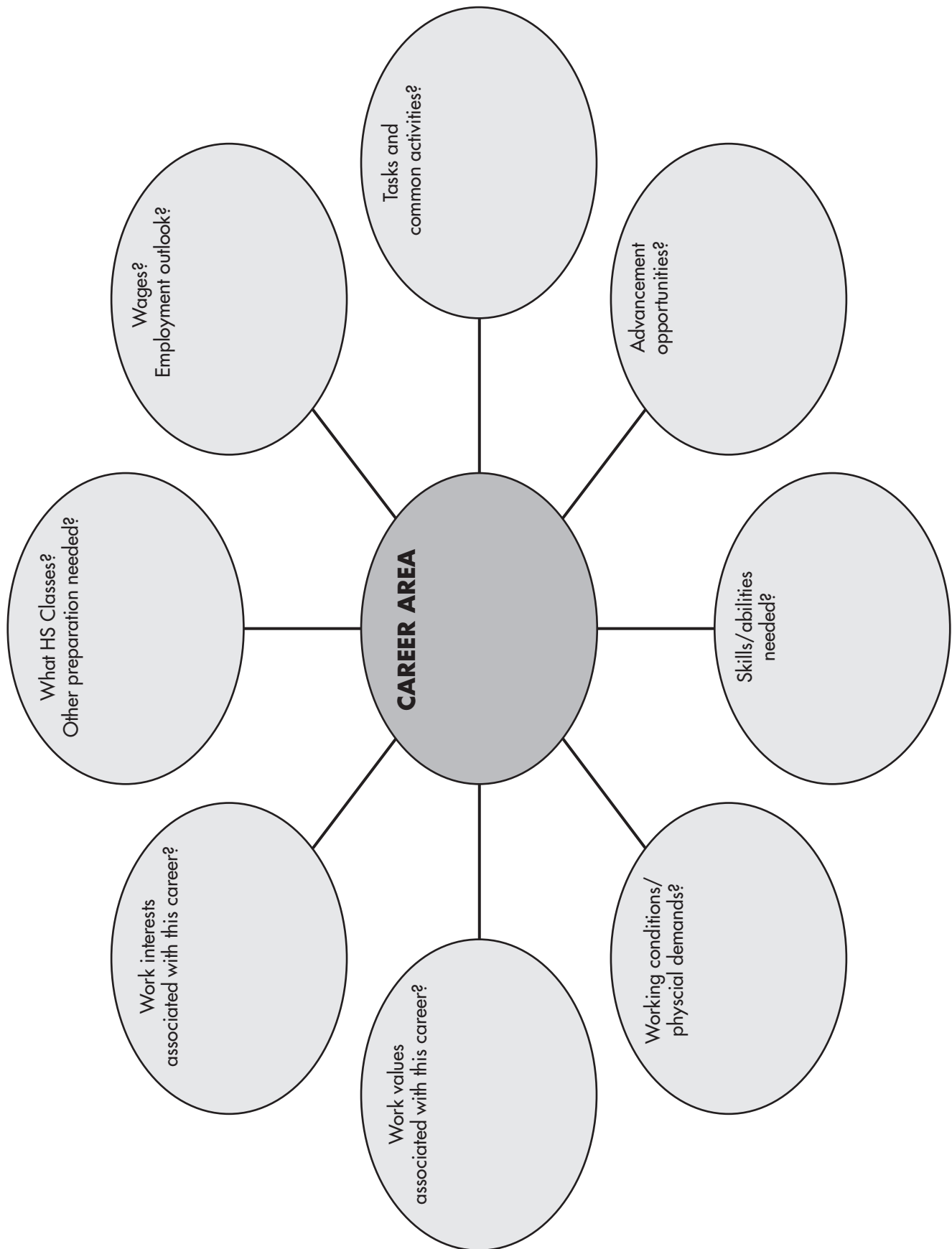
### Create a Portfolio

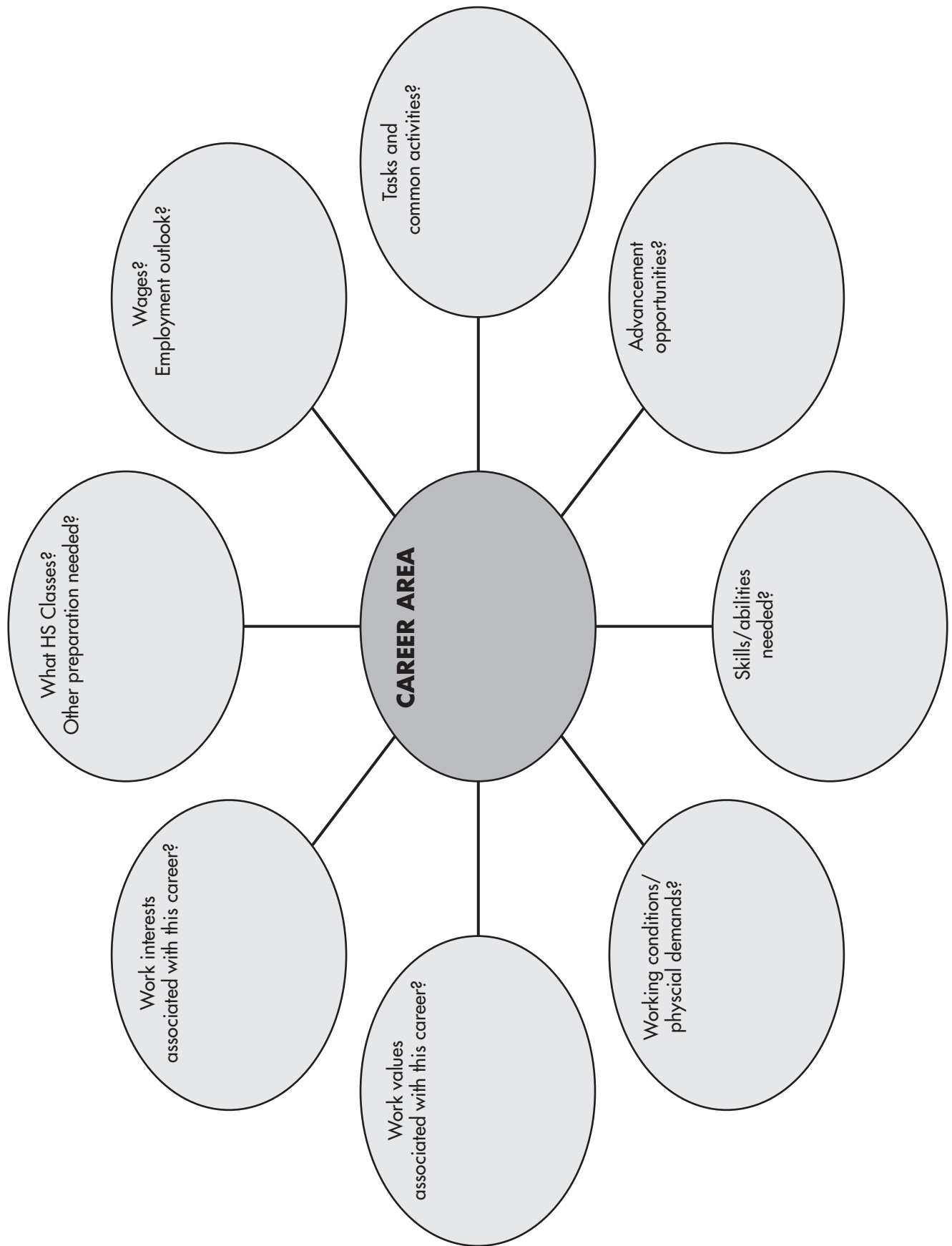
- Creating a Portfolio allows you to choose your own **Username** and **Password** and go onto the website whenever you want
- Click on My MassCIS Portfolio (top right hand corner of the screen)
- Under **New Users**, click on **Create My MassCIS Portfolio...** complete the form
- Record your Username and Password on the inside cover of your workbook
- When finished click **Submit**

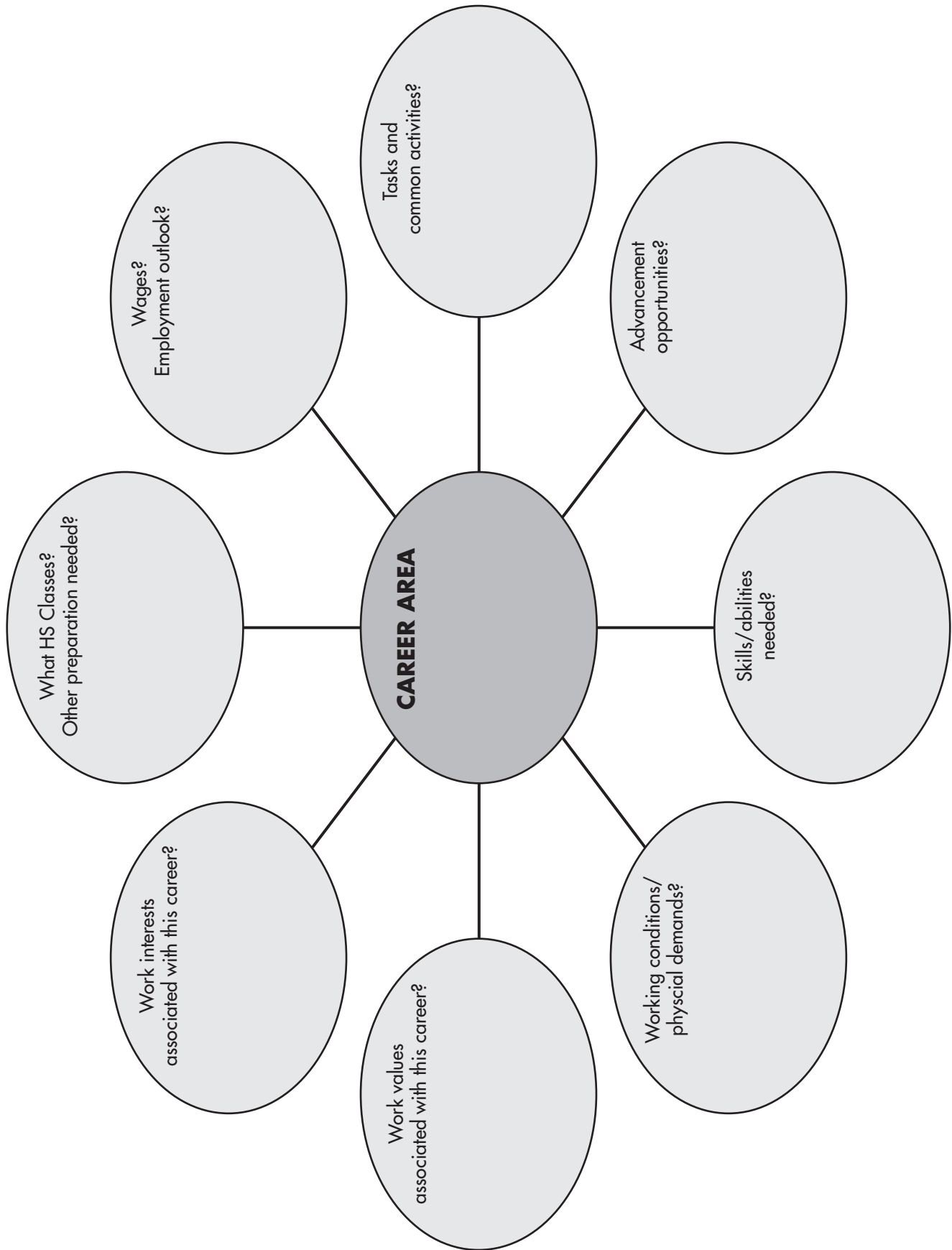
### Research Careers

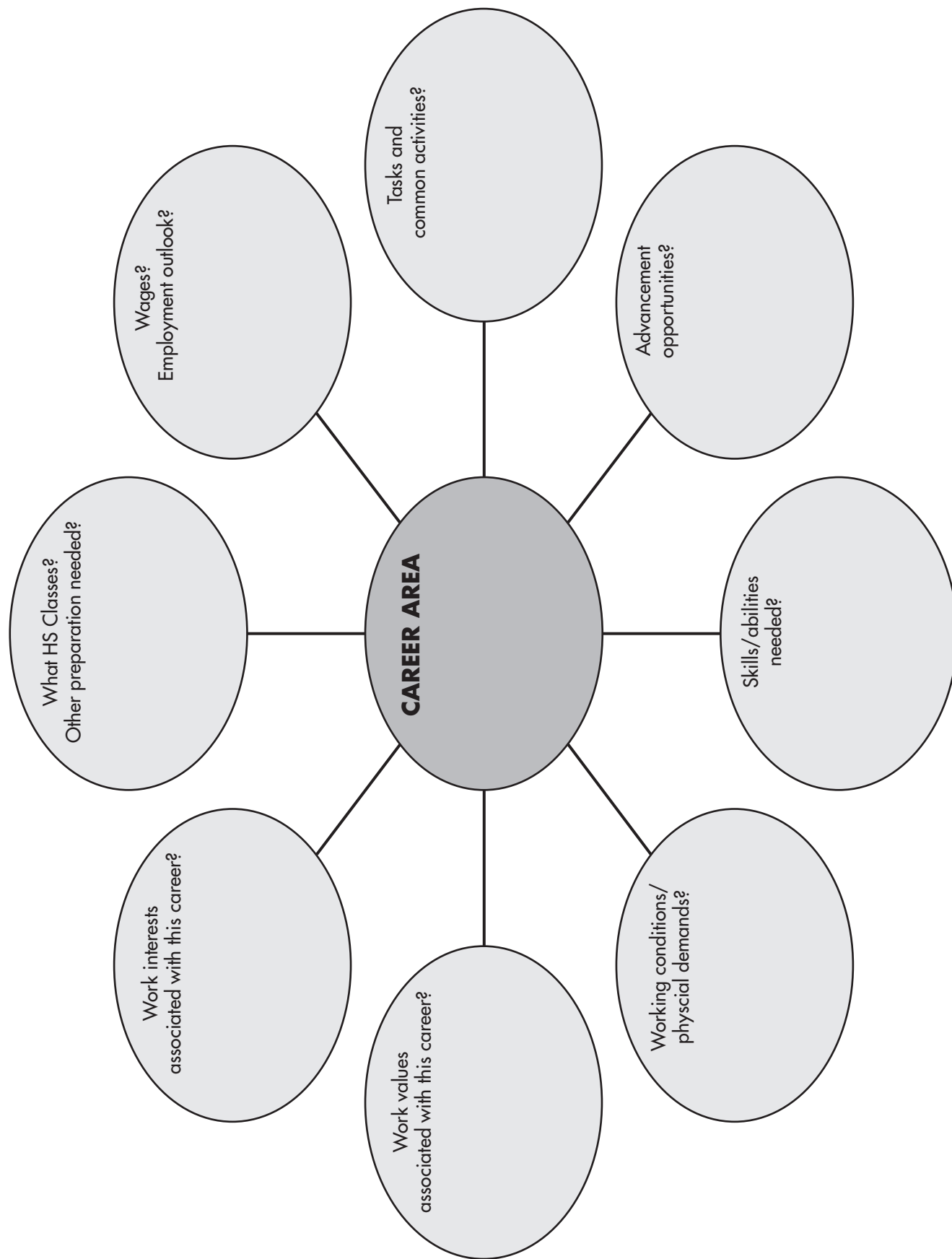
- Log on using your username and password
- Look at the career cluster you picked on page SW-7 and some of the jobs you might be interested in learning more about
- Click on "occupations" on the left hand side of the homepage
- Pick a career to research; click on it
- Use the tabs on the left hand side of the screen to help you complete the *Career Fact Sheet* (page SW-41)
- Research additional careers by repeating these steps and completing additional *Career Fact Sheets* (pages SW-42 – SW-45)











## School Fact Sheet

**Directions:** Visit your high school's website or look at your high school's student handbook in order to answer the following:

Name of High School: \_\_\_\_\_

Graduation Requirements: \_\_\_\_\_

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Attendance Policy: \_\_\_\_\_

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