

Career Readiness for Teens

10-Day Project-Based Curriculum

Lessons Prepared by Chad Foster

Chad Foster is the author of two best-selling books, *Teenagers Preparing for the Real World* and *Financial Literacy for Teens*. Chad's books have been read by more than one million students and his dynamic 21st Century skills curricula are used in 4,500 middle school and high school classrooms nationwide.

This entrepreneur, best-selling author, and nationally-acclaimed speaker also hosted, for eight years, his own television show, *Fly Fishing America*, seen on ESPN.

Copyright © 2013 by Chad Foster

ALL RIGHTS RESERVED

No part of this book may be reproduced in any form or by any means without the prior written permission of Chad Foster, excepting brief quotes used in connection with reviews written specifically for inclusion in a magazine, newspaper, or electronic review. If quotes are used in reviews, the website address of Chad Foster (www.chadfoster.com) must be included. Inquiries to be addressed to Rising Books / P.O. Box 1408 / Conyers, GA / 30012.

ISBN: 0-9644456-7-3

Printed in the United States of America

**Cover Design by Chris Cook
www.madisonstudios.com**

**Copyediting by Dana Buxton
danabuxtongriggs@gmail.com**

**Text Design by Kristen James
kristen@bravadopublishing.com**

Career Readiness for Teens

Dear Educator,

Thank you for your desire to help your students enter the real world prepared for their inevitable destination – the world of work. In addition to the vast wealth of knowledge that students will acquire during their educational journey, there are also several skills that they will need to survive and succeed in their chosen careers.

Research has confirmed that your students will make many career changes during their lives. That said, it will be critically important that they have learned, and been given an opportunity to practice, the vital 21st century skills that will be addressed in this 10-day project-based short-course.

The *Career Readiness for Teens* Student Book, Teacher's Guide, and Post-Course Assessment are all aligned to the Common Core State Standards. A description of that alignment has been provided in this guide. Please let us know if you have any questions as you implement this curriculum.

Good luck and God bless.

Chad Foster

www.chadfoster.com

Teacher's Guide

This guide is divided into three sections.

Part 1: Curriculum Overview

- 1. Curriculum Premise**
- 2. Learning Outcomes**
- 3. Common Core State Standards Alignment**
- 4. Description of Projects**
- 5. Teacher Preparation**
- 6. Student Evaluation**

Part 2: 10-Day Lesson Plan

Part 2 includes a step-by-step, day-by-day schedule to facilitate the three interactive projects and student evaluation for this integrated curriculum.

Part 3: Handouts / Other Information

Part 3 contains a series of reproducible handouts that may be copied and distributed to students. Alternatively, these handouts may be projected electronically or simply written on the board. The handouts are vital to the overall effectiveness of this curriculum; therefore, it will be advantageous to distribute individual copies of the handouts to all students.

Contents

Part 1: Curriculum Overview

1. Curriculum Premise	3
2. Learning Outcomes	3
3. Common Core State Standards Alignment	4
4. Description of Projects	7
5. Teacher Preparation	9
6. Student Evaluation	9

Part 2: 10-Day Lesson Plan

Day 1: Meet the Messenger.....	12
Day 2: Have Passion – Will Succeed	19
Day 3: What’s the Secret?	24
Day 4: Questions Anyone?	28
Day 5: Speaking of Passion	31
Day 6: More Passion Please	35
Day 7: Passion Wrap-Up	37
Day 8: Share the Secrets	38
Day 9: The Last Lap!	40
Day 10: The Finish Line!	42

Part 3: Handouts/Other Information

Biography: Chad Foster	45
The Power of Passion Grading Rubric	47
Seeing is Believing Operation Report Guidelines	49
The Power of Passion - Report Outline	51
Career Readiness Recipe.....	53

PART 1:

Curriculum Overview

Career Readiness for Teens

10-Day Project-Based Curriculum

CURRICULUM PREMISE

The goal of this 10-day short course is to make all students aware of multiple skills that will be needed to ensure they are *career ready* before they arrive in the world of work. This will be accomplished through content provided in the *Career Readiness for Teens* student book as well as a series of in-class projects that are extremely relevant to your students' future success in the real world.

This curriculum is designed for implementation over the course of 10 class periods; however, implementation is flexible. Thus, you are encouraged to make any needed adjustments to meet individual class schedules and learning objectives.

LEARNING OUTCOMES

As your students read the *Career Readiness for Teens* Student Book and complete the *Career Readiness for Teens* projects in this short course, they will:

1. Improve speaking skills
2. Develop networking skills
3. Practice writing skills
4. Understand good work ethic
5. Enhance listening skills
6. Expand career exploration
7. Improve time-utilization skills
8. Perfect people skills
9. Practice problem-solving skills
10. Strengthen reading comprehension skills

Common Core Standards Alignment

College and Career Readiness Anchor Standards for Reading		Course Project	Post-Course Assessment	Student Book Chapter
Key Ideas and Details	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Power of Passion	Questions 1-10	Information provided throughout the text.
	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		Question 16 Question 20	You Just Never Know Are You Normal?
	3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.		Question 15	The Thief Are You Interested?
Craft and Structure	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		Question 13 Question 18	The Thief Are You Normal?
	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.		Question 11	Ready or Not?
	6. Assess how point of view or purpose shapes the content and style of a text.		Question 17	You Just Never Know
Integration of Knowledge and Ideas	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.			
	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.		Question 19	Are You Normal?
Range and Text Complexity	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.			
	10. Read and comprehend complex literary and informational texts independently and proficiently.			This particular anchor standard is addressed throughout the unit in that students are assigned to read these chapters independently.

Common Core Standards Alignment

College and Career Readiness Anchor Standards for Writing		Course Project	Post-Course Assessment	Student Book Chapter
Text Type and Purposes	1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.		Question 12	The Quiz
	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Power of Passion Secrets of Success		
	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	Seeing Is Believing	Question 14	The \$2 Million Dollar Mouth
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Seeing Is Believing		
	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students should be encouraged to employ these skills when drafting each of the required essays for assigned projects.		
	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Seeing is Believing Power of Passion Secrets of Success		
Research to Build Knowledge and Present	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	Seeing Is Believing		
	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Power of Passion		
Range of Writing	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Power of Passion		
	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	This particular anchor standard is addressed throughout the unit in that students are asked to provide written responses to a number of discussion questions and class activities.		

Common Core Standards Alignment

College and Career Readiness Anchor Standards for Speaking and Listening	Course Project	Post-Course Assessment	Student Book Chapter
<p>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.</p> <p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	Secrets of Success		
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	Power of Passion		
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	Power of Passion		
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	Secrets of Success		

DESCRIPTION OF PROJECTS

This 10-day integrated curriculum is built around three projects: *Seeing is Believing*, *The Power of Passion*, and *Secrets of Success*. Each project is composed of a series of activities which are introduced within each “Day” in the lesson plan. The three projects are briefly described below and in complete detail within the Lesson Plan section of this guide. All projects are aligned to the Common Core Anchor State Standards.

Seeing is Believing – Project #1

In the *Seeing is Believing* project, students will choose two local businesses to observe. They will do one hour of observation at each business. After their observation process, the students will write a 500-word narrative report on each business observed. Students will use a multitude of career readiness skills as they complete this project.

Purpose: To place students in an actual work environment so that they will be able to see what takes place on a typical business day. Seeing this, rather than just hearing about it and/or reading about it, will give students an opportunity to observe and evaluate different workplace situations.

Power of Passion – Project #2

The *Power of Passion* Project will require all students to research two jobs that might fulfill their passions. This can be two jobs that fit one passion or one job for each of two different passions. After selecting two jobs to research, students will complete and submit a separate written report on each job.

After completing their written reports, students will be required to make an oral presentation to the class on one of the jobs they researched.

Purpose: To help students start considering what their passions might be and to begin exploring careers that could possibly match their passions.

Secrets of Success – Project #3

The *Secrets of Success* project will require students to create a list of people who they feel are successful. Students will develop their own lists of interview questions. Students will then complete a short interview (by phone or in person) with those successful people to determine to what the successful people attribute their success. A written report on each interview will be submitted for evaluation.

Purpose: To assist students in developing an appropriate definition of *success* and then have them seek out people who fit their description of successful. Hearing directly from these successful people will expand all students' understanding of what the real world future may present.

GENERAL TEACHER PREPARATION

Prior to starting this 10-day curriculum:

1. Confirm that you have one copy of the *Career Readiness for Teens* student book for each student.
2. Ideally, students will be allowed to keep their books at the conclusion of this short-course and take the books home to be shared with parents/guardians and siblings. In any case, books should be kept in class for the duration of the course and distributed/collected each day. Please do not send books home with students prior to the conclusion of the course.
3. Confirm that you have one Master of the Post-Course Assessment. Make copies of test for all students.

Note: The Post-Course Assessment is not included in this Teacher's Guide.

4. Make copies of all handouts needed for the projects.

STUDENT EVALUATION

Student performance in this course is based on the following:

1. Seeing is Believing observation reports (2)
2. Power of Passion written report
3. Power of Passion oral presentation
4. Power of Passion student-graded rubric
5. Secrets of Success individual interview question list
6. Secrets of Success interview reports (2)
7. Post-Course Assessment

Part 2:

10-Day Lesson Plan

Part 2: 10-Day Lesson Plan

Career Readiness for Teens
10-Day Project-Based Curriculum

Meet the Messenger

Classroom Prep

1. Prior to implementing the *Career Readiness for Teens* 10-day short course, it might be helpful to learn more about the author of this program. Information about Chad Foster can be found at www.chadfoster.com. Click on *Chad's Story*.
2. Make copies of Chad Foster's bio for students (Handout Section).
3. Make sure that you have one copy of the *Career Readiness for Teens* Student Book for each student.
4. One of the Handouts provided in this guide is the Career Readiness Recipe. You may wish to write or project on board one ingredient from the *recipe* each day.

Note: The Post-Course Assessment to be completed by students on Day 10 of this short course is not included in this Teacher's Guide. If you do not have the Post-Course Assessment, it is available for purchase at www.chadfoster.com.

Day 1 Handouts

1. Chad Foster Bio
2. *Seeing is Believing* Business Observation Report Guidelines

About the Author

If your students have internet access in class, have them go to www.chadfoster.com and click on *Chad's Story* to find a bio on Chad Foster, the author of the *Career Readiness for Teens* Student Book and short-course.

If internet access is not available, distribute a copy of Chad Foster's bio to each student. Chad's bio is available in the handout section of this guide. Spend a few minutes discussing with students Chad's background and career experiences.

Most of the messages in the *Career Readiness for Teens* book will be familiar to you. However, it is often helpful to have a different *messenger* deliver those messages. Chad Foster's books have been read by more than one million students. History has shown that students who are familiar with Chad's background are much more likely to be interested in, and enthusiastic about, the messages of his books.

After students have had an opportunity to familiarize themselves with Chad Foster, distribute the *Career Readiness for Teens* student books and ask students to spend the remaining class time reading their book.

Note: Even if the *Career Readiness for Teens* student books are being given to students to keep, they should be held in class for the duration of this 10-day short course. This will prevent unnecessary wear and tear of the books as well as ensure that students always have access to the books when in class. Books should be distributed at the start of class each day and collected at the end of the period.

Important: When books are distributed on Day 1, students should write their names on the first available line of the Student Register page at the back of the book. Students will then be able to receive the same book each day containing their personal book mark.