

DOCUMENT RESUME

ED 423 455

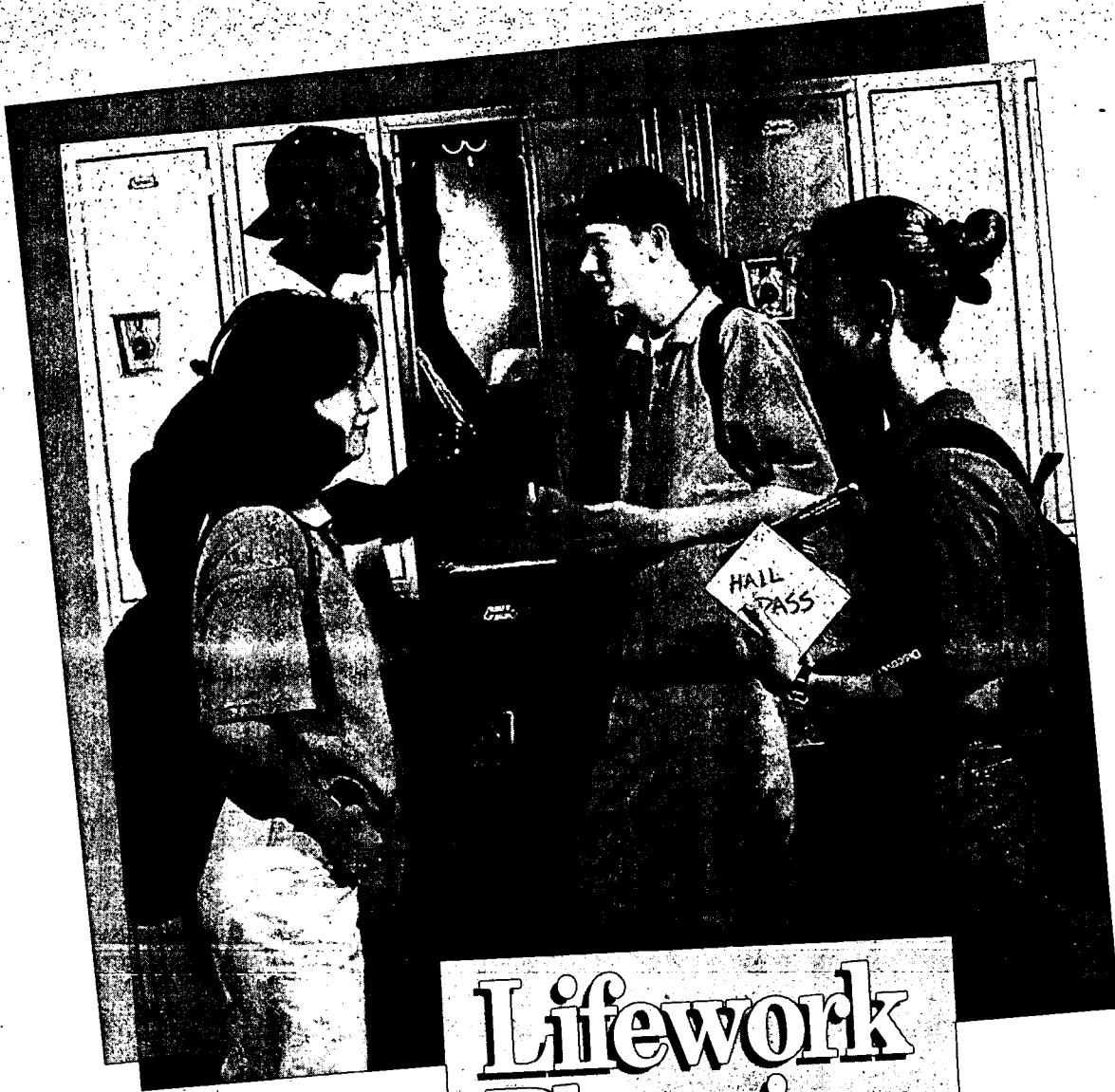
CG 028 376

TITLE Lifework Planning Guide: A Student & Parent Guide to High School Planning.
INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE 1998-01-00
NOTE 9p.
AVAILABLE FROM Department of Public Instruction, 125 South Webster St., PO Box 7841, Madison, WI 53707-7841.
PUB TYPE Guides - Non-Classroom (055)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Guidance; *Career Planning; Grade 8; *High Schools; Junior High School Students

ABSTRACT

Lifework planning helps students discover their interests, talents, abilities, and the niches where their talents and abilities might be used. This brief guide is designed to help eighth grade students, their parents, and their teachers plan a course of study in high school that is compatible with what the student is planning to do after high school graduation. Topics covered include: (1) "What Is Lifework Planning?"; (2) "What Type of Work Is for Me?"; (3) "What Might I Like To Do?"; (4) "Am I Learning the Right Things?"; (5) "What [Subjects] Must I Take?"; (6) "What Subject Areas Are Offered in High School?" (7) "What Knowledge and Skills Must I Have?" (8) "What Career Areas Interest Me?"; and (9) "Contacts for College, Career, and Apprenticeship Help." Requirements for graduation in Wisconsin are included. Contact information for career, college, and apprenticeship help in Wisconsin is provided. (EMK)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



Lifework Planning Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A student & parent guide to high school planning

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
JOHN T. BENSON, STATE SUPERINTENDENT

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

G. DOYLE

What is lifework planning?

Lifework planning helps students discover their interests, talents, abilities, and the niches where their talents and abilities might be used. It also equips students with research skills to enable them to form a realistic picture of job opportunities. The process of lifework planning is exciting and critically important.

Lifework planning provides breadth and depth in the career education process. Because of its complexity, it also needs the involvement of all school staff, parents, and the greater community to help students to learn the lifework planning skills which will enable them to do the following during their high school years:

- describe their tentative, post-school lifework goal, or "career major"
- explain how their goal will accommodate and fulfill their interests, talents, values, and needs
- explain how their goal has influenced their educational plans (coursework, work experience, extracurricular involvement, etc.)
- explain how the use of their career portfolios has facilitated their career development
- explain how the resources of family, teachers, counselors, and informational systems have been and will continue to be used in career-planning and decision-making
- explain how the career interest inventory results (part of the Wisconsin Student Assessment System Tenth Grade Knowledge and Concepts Exam) verify, support, or reinforce their tentative goals.

What is the purpose of this guide?

This guide is provided to help eighth grade students, their parents, and their teachers to plan a course of study in high school which is compatible with what the student is planning to do after high school graduation. The guide is meant to complement and reinforce any career development activities already being offered by the school.



What type of work is for me?

What is work? Why do some people enjoy certain activities while others do not? How do choices in school influence someone's preparation for work? One way to answer these questions is to look at the different types of work.

Human work deals with activities requiring interactions between people. Professions that fall into the predominantly "human" type of work include social work, psychology, teaching, or medical treatment.

Invention includes study and experimentation that leads to a new device, method, or process. The work might involve product research, the creation of new and better services, or making scientific discoveries.

Enterprise involves industrious and systematic activities, especially those of large scope and complexity. Enterprise is usually associated with a business organization. Its importance rests in the utilization and development of people, capital, or equipment.

Technology is the application of scientific knowledge, especially in industry and commerce. The focus is on manipulating data, information, or objects. Engineering, biology, and the computer industry are areas in which "technology" may dominate.

While many jobs are a combination of all four types, most tend to favor one of the four. Students need to have ongoing learning activities in all grades that help them explore which of the four types of work best accommodates their talents and abilities. School is a way for students to find out what interests them, what they're good at, and how they need to prepare for occupations that match their interests and abilities.

What might I like to do?

Four short years from now, you will reach out to receive your high school diploma. Your choice of courses and other school activities may determine how many doors that diploma opens for you. By making wise decisions now, you will have greater opportunities.



FOR YOU:

- I have considered my interests and my academic strengths and weaknesses.
- The three most important things I need to remember about myself as I make career decisions are:

- My career goal is: _____
I know what additional skills and knowledge I will need to fulfill my goal.
- I know I will need a degree, certification, specialized training, apprenticeship or work experience in:

- Extracurricular experiences and community service in which I plan to participate to support my career goals are:

- Areas I still need help in from my parents, counselors, and/or teachers: _____

FOR YOUR PARENT(S) OR GUARDIAN(S):

- I have read this booklet and understand the general high school graduation requirements, high school courses my child needs to take to meet his or her goals, and postsecondary requirements that will be needed for my child to fulfill his/her goals.
- I have discussed this booklet with my child and together we have determined high school and career plans he/she will be pursuing.
- I know the name(s) of the high school counselor(s) and understand that I can contact him/her (them) for assistance in career and educational planning for my child.

Am I learning the right things?

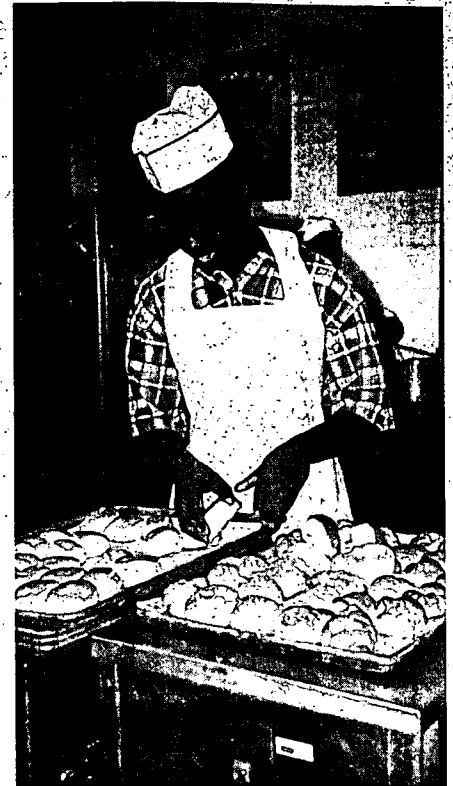
During eighth and tenth grade, you take the Wisconsin Student Assessment System (WSAS) achievement tests in mathematics, reading, English, and science. The tests include assessments that can help you find out about your interests, study skills, and plans for high school. Your counselor and teachers can help you interpret the results and plan your high school courses.

The achievement test results will give you a good idea of how well you have prepared for the school work ahead of you. You should use these results in two ways. First, you should identify your strengths and interests in which you want to pursue further study. Second, you should make sure that you plan to take additional work in any subjects in which you do not score well on the tests.

Research shows that test performance is directly related to the coursework you have taken. If you want to improve your test performance, plan to study more in the areas where the tests reveal weakness. For example, if your science scores are low, you can improve them by taking additional science courses.

You will find that many of the decisions you will face in the next few years about technical colleges, apprenticeships, universities, or work will depend, in part, on your performance on tests. It is important to prepare yourself in school so that you can do well on these tests. By taking the results of the eighth- and tenth-grade WSAS tests seriously and using that information to plan your high school program, you can help ensure that you will be prepared to fulfill the goals you set for your future.

You Need an Understanding of:		Required Years of Study*	Additional Local Requirements
English	Reading, writing, speaking, listening, grammar, and literature	4	
Social Studies	State and local government	3	
Mathematics	Arithmetic (adding, subtracting, dividing, and multiplying), algebra, geometry, and statistics	2	
Natural Science	Biology and physical science	2	
Physical Education	The value of fitness and lifetime activity	1.5	
Health	Personal, family, community, and environmental health	0.5	
Electives			



*Required by Wisconsin statute; local districts may have additional requirements

What must I take?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what career choice you make.

Whether you choose to go to a state technical college, a two- or four-year college or university, the military, an adult apprenticeship, or into a career immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from among many career options. It is important to know

that all students need to complete a "core" course of study. The University of Wisconsin System and most independent colleges and universities urge **four years of English, three years each of social studies, science, and mathematics.** They strongly encourage the study of a **foreign language** and of **computers.** Each college and university has formal entrance requirements; ask your guidance counselor for more information.

What subject areas are offered in high school?

Most high schools offer at least some courses in the subject areas described here. Check with your high school counselor to find out what is available in each general area.

Agricultural Education – the study of agriculture and agribusiness from agricultural journalism to veterinary science, from farming to transporting, processing, and marketing food and fiber products.

Art – the study of art history and culture; art appreciation and criticism; and art creation, including drawing, painting, photography, pottery, sculpture, and other art forms.

Business Education – the study for and about business; accounting, keyboarding, computer use,

American enterprise, and business concepts; preparing for a job; and basic business skills in reading, writing, speaking, listening, and mathematics.

Computer Education – the study of computer hardware and software; data entry; using applications software; problem-solving; and computer programming.

Driver's Education – the study of rules of the road; basic car maintenance and insurance; driving skills and attitudes, including the effects of alcohol and other drugs on drivers; and driver safety.

English/Language Arts – the study of language, including usage and grammar; literature and reading; listening and speaking; writing and research; and using media, including computers, audiocassettes, and videotapes.

Environmental Education – the study of the earth's environment; problem-solving and decision-making about environmental issues and how they relate to lifestyle; and how to balance society's quality of life with the quality of the environment.

Family and Consumer Education – the study of the work of the family, including decision-making and problem-solving skills as they relate to responsibilities for family and employment.

Foreign Language – learning to communicate in another language and learning about other cultures (including Chinese, French, German, Japanese, Russian, Spanish, and Latin) to participate better in our global community.

Health Education – the study of accident prevention and safety; community, consumer, environmental, mental, emotional, and personal health; family life education; nutrition; disease prevention; and alcohol and other drug abuse prevention.

Marketing Education – preparation for a vast array of careers in marketing, management, and starting a business. The study of promotion, sales, human relations, buying and pricing, communications, career development, and economics.

Mathematics – the study of numbers, arithmetic, measurement, geometry, statistics, algebra, computing and estimating, and mathematical problem-solving.

Music – performing, describing, and creating music; the elements of music, including expression, melody, rhythm, and harmony; music appreciation and criticism; and the study of history and culture.

Physical Education – the study of physical fitness and body development; sports, skills, and games; lifetime, leisure, recreational, and outdoor activities; rhythm; aquatics; and gymnastics.

Science – problem-solving; science knowledge (six themes – diversity, change, continuity, organization, interaction, and limitation); the nature of science, including history, rules, and methods; and science, technology, and society.

Social Studies – the study of history and society; social data and policy-making; politics and law; economics; geography; institutions; international relations, races, and cultures; global interdependence; and responsible citizenship.

Technology Education – the study of industry and technology (machines, materials, and processes) in the areas of construction, manufacturing, communications, and transportation to gain an understanding of life's work roles.

What knowledge and skills must I have?

With these skills you will be able to apply the knowledge you gain from your high school classes and beyond, no matter what you decide to do.

Employers name nine skills that are important for all workers to acquire, no matter how much education they may have. As you begin to think about what you would like to do after high school, think about the skills you need to get a job and keep it. Ask yourself the following questions:

Do you have a good work ethic? Are you reliable and dependable? Are you patient and mature? Do you accept responsibility for your actions?

Are you committed to your work? Do you give your best effort while striving to improve?

Are you able to communicate effectively? Can you write and speak clearly and effectively? Do you listen and then respond?

Are you able to work effectively with others? Can you accept authority and supervision? assignments? criticism? Can you work as part of a team? Do you respect the rights of others?

Are you responsible? Can you organize your work and manage your time? Are you accurate, precise, and neat? Can you follow directions?

Will you have the skills to seek, get, and keep a job? Will you be able to fill out a job application, develop an application letter, and write a resumé? Will you be able to do a job search and "sell yourself" in an interview?

Can you reason and solve problems? Do you understand rules and procedures? Can you apply basic skills to your specific job?

Do you have good health and safety habits? Do you know how to follow rules of safety? Can you handle pressure?

Do you have solid personal qualities? Do you feel good about yourself? Do you have goals? Are you able to motivate yourself? Are you honest?

Employers expect career seekers to have basic skills. Consult your high school counselor or check your local library to find out which skills you need to be successful in the area that interests you.



What career areas interest me?

The U.S. Department of Labor tracks careers in 14 general areas. The following list includes their examples of careers in each area. Many school districts have also developed their own career clusters.

Agriculture, Forestry, and Fishery

conservationist, farmer, farm production worker, fisher, forester, veterinarian

Construction

bricklayer, carpenter, laborer, painter, plumber

Education

guidance counselor, librarian, principal, teacher, teacher's aide

Health

dental assistant, dentist, dietitian, nurse, pharmacist, physician, therapist

Industrial Production

blacksmith, foundry worker, machinist, printer, truck driver, welder

Mechanics and Repairers

jeweler, locksmith, mechanic (airplane, automobile, boat, farm equipment, motorcycle), repairer (automobile body, instrument, machinery, shoe, watch)

Office

accountant, banker, bookkeeper, cashier, computer programmer/operator, lawyer, postal clerk, purchaser, receptionist, secretary

Performing Arts, Design, and Communications

actor, architect, artist, communicator (advertising,

media, public relations), dancer, florist, musician, photographer, singer

Sales

insurance agent, model, real estate agent, sales worker (manufacturing, retail, wholesale); service station attendant, travel agent

Scientific and Technical

astronomer, chemist, drafter, engineer, geologist, mathematician, physicist, surveyor

Service

barber, chef, cosmetologist, funeral director, inspector (building, health), mail carrier, meat cutter, protective service (corrections, firefighter, guard, police officer), telephone operator

Social Science

anthropologist, economist, geographer, political scientist, psychologist, sociologist

Social Service

counselor, clergy (minister, priest, rabbi), home economist, social worker

Transportation

airline worker (air traffic controller, pilot, flight attendant), driver (bus, taxicab, truck), railroad worker (conductor, engineer, station agent, track worker), sailor

Contacts for college, career, and apprenticeship help...

This document has been published periodically over the past several years under a variety of titles. Information contained in this guide has been written and prepared by personnel at the Department of Public Instruction. Additional copies of the Lifework Planning Guide are available. In addition, readers are encouraged to review the DPI homepage (<http://www.dpi.state.wi.us>) for other information of interest.

Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(800) 441-4563

University of Wisconsin Centers:

Contact your school counselor(s) about the two-year centers, or write or call:

University of Wisconsin Colleges
780 Regent Street
P.O. Box 8680
Madison, WI 53708-8680
(608) 262-1783

Internet: www.uwc.edu

University of Wisconsin System:

Contact Higher Education Location Program (HELP), your school counselor, or local UW System campus admissions office for *Introduction to the University of Wisconsin System, 1997-98*. Madison: UW System, 1997 or contact:

Higher Education Location Program (HELP)
432 North Lake Street
Madison, WI 53706
HELP: (800) 442-6459
(608) 263-4567 (Madison area)
(800) 442-4621 (Telecommunication Device for the Deaf)
(M-Th: 8 a.m. to 6 p.m.; F: 8 a.m. - 4:30 p.m.)

Internet: uwhelp.wisconsin.edu

Wisconsin Career Information System (WCIS):

Contact your school counselor about this program or contact WCIS directly.

Wisconsin Career Information System
1025 West Johnson Street, Room 1078
Madison, WI 53706
(608) 263-5827
(800) 442-4612

Internet: www-wcis.cew.wisc.edu

Wisconsin Association of Independent Colleges and Universities:

Contact your school counselor or local independent college or university for *Guide to Admissions and Financial Aid* or for individual college catalogs and videocassettes.

Wisconsin Association of Independent Colleges and Universities

16 North Carroll Street, Suite 200
Madison, WI 53703-2716
(608) 256-7761

Internet: www.cae.wisc.edu/~projex/wicolge.html

Wisconsin Technical College System:

Contact your school counselor, local library, or local technical college for the Wisconsin Technical College System's (WTCS) statewide directory, *Go Here. Get There*. Madison: WTCS, 1997-98 Edition.

Wisconsin Technical College System

310 Price Place
P.O. Box 7874
Madison, WI 53707-7874
(608) 266-1207

Internet: www.board.tec.wi.us

Apprenticeships:

Contact your school counselor about apprenticeship opportunities or write for information from this office.

Department of Workforce Development
Bureau of Apprenticeship Standards
P.O. Box 7972
Madison, WI 53707-7972
(608) 266-3332

Career Centers:

Contact your school counselor about the location of the eight career centers in Wisconsin or contact:

Department of Workforce Development
Division of Connecting Education & Work
P.O. Box 7946
Madison, WI 53707-7946
(608) 264-8744

Internet: mcartj@mail.state.wi.us



For more information...

This booklet is meant to help you think about your career options and plan your high school courses to achieve your job goals. Additional information about courses needed to enter public or private universities, two- or four-year colleges, state technical colleges, military service, or the work force is available from your high school counselor or by visiting one of the state's eight career centers. Ask your school counselor about tech prep, job shadowing, certified co-ops, youth apprenticeships, and work experience programs. There are many programs that can prepare you for career opportunities.

January 1998

The Wisconsin Department of Public Instruction does not discriminate against pupils on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability or handicap in its education programs or activities. Federal law prohibits discrimination in employment on the basis of age, race, color, national origin, sex, or handicap.





U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



NOTICE

REPRODUCTION BASIS



This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.



This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").