

Welcome!

ACP's and Your Student Parent Outreach Program

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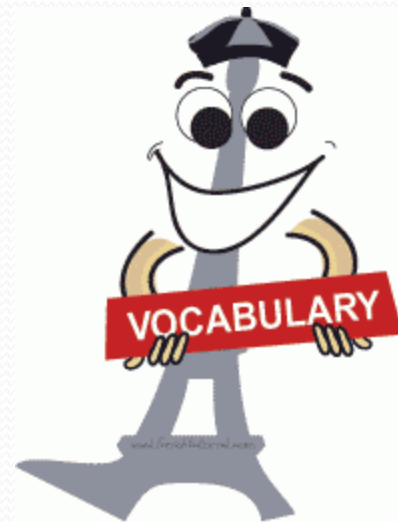
Vocabulary acquisition and knowledge within the ACP

- Development:
 - Between the ages of seven and 11 years, students develop the skill to appropriately use logic
 - During this stage, a child's thought processes become more mature and "adult like". They start solving problems in a more logical fashion



More on development

- Around age 12, students begin to demonstrate intelligence through the logical use of symbols related to abstract concepts. At this point, the student is capable of hypothetical and deductive reasoning
- So, as we work with students on the ACP process it is important we go back to basics where vocabulary acquisition and knowledge of vocabulary are concerned



Words and concepts encountered through the ACP

















- Job
- Career
- Cluster
- Interests
- Values
- Skills



Career Clusters

CAREER Pathways™ System

The image displays a grid of 16 circular icons, each representing a different career cluster. The icons are arranged in a 4x4 grid. Each icon is accompanied by a text label below it. The labels are: Agriculture, Food & Natural Resources; Architectural & Construction Technologies; Arts & Communications Technologies; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing Technologies; Marketing, Sales & Service; Science, Engineering & Mathematics; and Transportation, Distribution & Logistics.

 Agriculture, Food & Natural Resources	 Architectural & Construction Technologies	 Arts & Communications Technologies	 Business Management & Administration
 Education & Training	 Finance	 Government & Public Administration	 Health Science
 Hospitality & Tourism	 Human Services	 Information Technology	 Law, Public Safety & Security
 Manufacturing Technologies	 Marketing, Sales & Service	 Science, Engineering & Mathematics	 Transportation, Distribution & Logistics

“I want to be a basketball player...”

- *Hospitality & Tourism*
 - Athletes and sports competitors
- *Health Science*
 - Athletic Trainer
- *Education & Training*
 - Coaches and Scouts
 - Elementary School Teachers
 - Middle School Teachers
 - Secondary School Teachers
- *Business, Management & Admin*
 - Agents & Business Managers of Artists, Performers, and Athletes



Career Interest Assessment

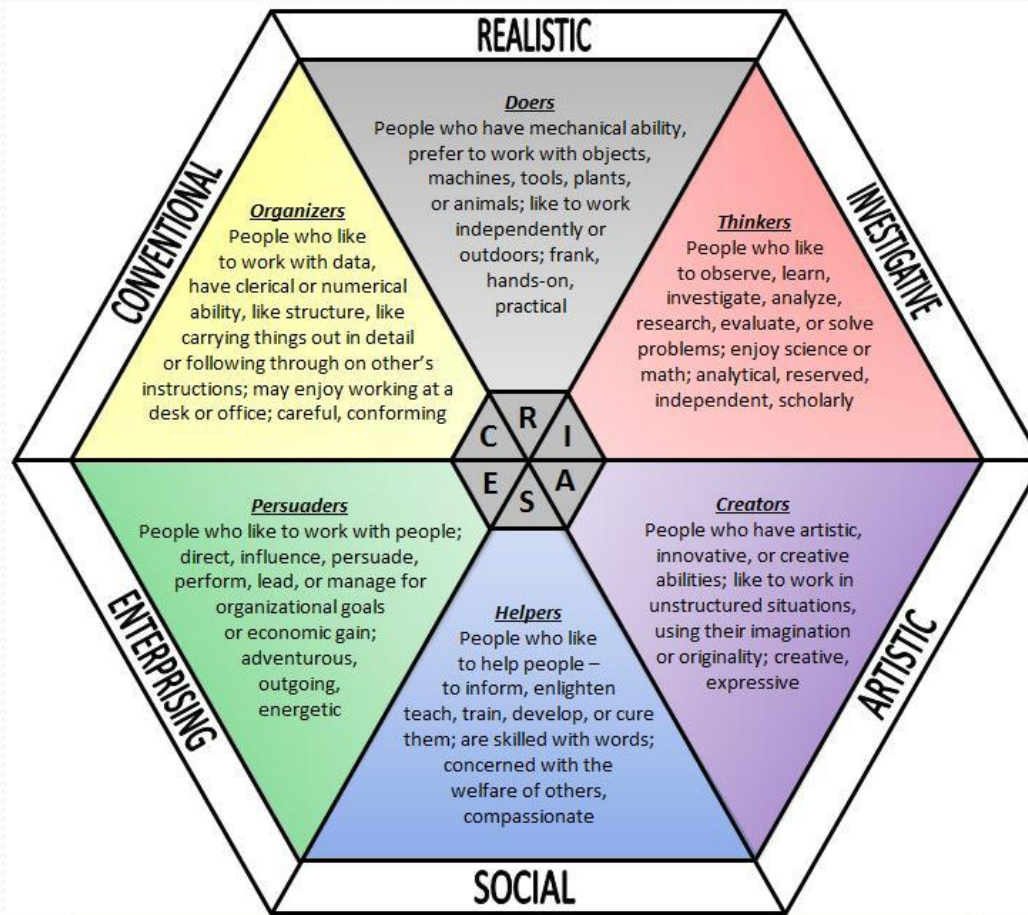
Interest Assessment

 = Like,  = Unsure,  = Dislike

You have answered 2 of 72 questions.

- Build kitchen cabinets
- Guard money in an armored car
- Study space travel
- Make a map of the bottom of an ocean
- Conduct a symphony orchestra
- Write stories or articles for magazines
- Organize field trips for disabled people

Career Interest Assessment



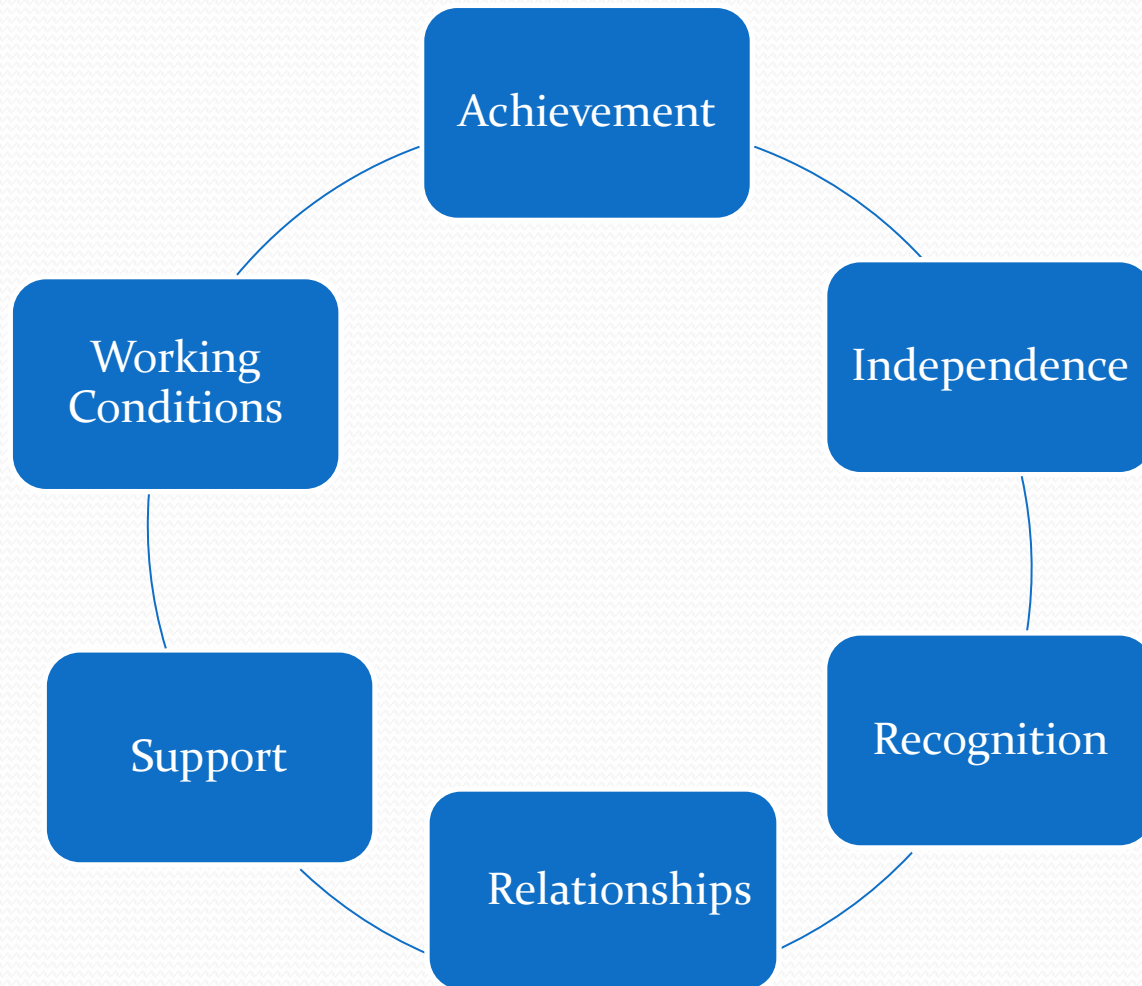
Career Work Value Assessment

The screenshot displays a web browser window with the URL <https://www.vawizard.org/vocs/CareerImportanceLocator.action>. The page features a horizontal scale for rating the importance of various job values, ranging from 5 (Most Important) on the left to 1 (Least Important) on the right. A single value, "I have supervisors who train their workers well.", is currently selected and positioned at the 5 rating.

Below the scale, a section titled "In my ideal job, it is important that..." contains a grid of 20 job value statements, each in a separate box:

- I make use of my abilities.
- The work could give me a feeling of accomplishment.
- I could be busy all the time.
- The job would provide an opportunity for advancement.
- I could give directions and instructions to others.
- I would be treated fairly by the company.
- My pay would compare well with that of other workers.
- My co-workers would be easy to get along with.
- I could try out my own ideas.
- I could work alone.
- I would never be pressured to do things that go against my sense of right and wrong.
- I could receive recognition for the work I do.
- I could make decisions on my own.
- The job would provide for steady employment.
- I could do things for other people.
- I would be looked up to by others in my company and my community.
- I have supervisors who would back up their workers with management.
- I could do something different every day.
- The job would have good working conditions.

Career Work Value Assessment



Skills Assessment

Manson, Esther Gracia x McAfee, Acaija Joyce x Skills Assessment - Virginia E... 16 career clusters - Google S x

https://www.vawizard.org/vocs/SkillsAssessStart.action

Apps Mail Calendar Docs SAM Scholastic Student Acc...

Welcome, E | Profile | Logout | Español | Glossary | Site Map | Ask Ginny

Careers College Planner Paying for College Parent Info Transfer Apply Now

Assess Skills Assess Interests Assess Values Careers Résumé Interview Work-Based Learning and Apprenticeships Veteran's Career

Skills Assessment

[Ginny Help Me!](#)

You have answered 0 of 35 questions.

Participating as a member of a team

Teaching others how to do something

Bringing others together and working towards agreement

Persuading others to change their minds or behavior

Actively looking for ways to help people

-- Please Select --

-- Please Select --

This is very easy for me

This is somewhat easy for me

This is somewhat hard for me

This is very hard for me

I have no experience with this skill

-- Please Select --

-- Please Select --

Reset Next

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Skills Assessment

CAREER Pathways™ System

The image displays a grid of 16 circular icons, each representing a different career pathway. The icons are arranged in a 4x4 grid. Each icon is accompanied by a label below it. The labels are: Agriculture, Food & Natural Resources; Architectural & Construction Technologies; Arts & Communications Technologies; Business Management & Administration; Education & Training; Finance; Government & Public Administration; Health Science; Hospitality & Tourism; Human Services; Information Technology; Law, Public Safety & Security; Manufacturing Technologies; Marketing, Sales & Service; Science, Engineering & Mathematics; and Transportation, Distribution & Logistics.

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Basic questions to help review current classes:

- Which courses are you taking this year: cores and electives?
- What letter grade have you earned in each class for Semester 1?
- Did you participate in any support classes at any point in 7th grade?

Your current 7th grade courses:

I. CORE CLASSES

Semester 1 grade:

ENGLISH:	<input type="checkbox"/> English 7	<input type="checkbox"/> Advanced English 7	<input type="checkbox"/> READ-180	A	B	C	D	F
MATH:	<input type="checkbox"/> Math 7	<input type="checkbox"/> Pre-Algebra 7	<input type="checkbox"/> Algebra I	A	B	C	D	F
SCIENCE:	<input type="checkbox"/> Life Science	<input type="checkbox"/> STEM Science		A	B	C	D	F
HISTORY:	<input type="checkbox"/> U.S. History II			A	B	C	D	F
HEALTH & PE:	<input type="checkbox"/> Health and Physical Education 7			A	B	C	D	F

II. ELECTIVES

Art
 Band (Full Year)
 Chorus
 Computer
 Concert Ringing
 Drama
 Family and Consumer Science
 Journalism
 Introduction to Spanish
 My Spanish Heritage (Mi Herencia Hispana)
 STEM Introduction to Technology (Full Year Class- must be accepted into STEM Program)
 Technology

Did you spend any time in:

Math Support
 English Support

Hobbies, Interests, and Careers

- Should hobbies/interests be a legitimate consideration during career exploration?
- Directly incorporate interests/hobbies into a career
 - **Sports** → competitors, coaching, writing, broadcasting, athletic training, teaching physical education, recreation workers, referee/umpire/official, sports marketing, personal trainers
 - **Music** → musician, singer, teaching, music/dance lessons, broadcast radio, choreographer, composer, music director
 - **Video Games** → game designer, software developer, computer programming, web developer, information security
 - **Taking care of pets** → veterinarian, vet assistant, zoologist, animal breeder, farming/ranching, animal scientist, wildlife biologist

Hobbies, Interests, and Careers

- Hobbies/interests outside of careers
 - Recreation, leisure, free time
 - Consider work schedule
 - Offer other ideas for ways to incorporate hobbies and interests into life outside of career
- School subjects
 - Favorite/least favorite
 - Relate class subjects to careers- make real life connections
 - Help guide course selection in the future



High School Diploma Requirements

- There are TWO diploma options
 - Advanced Studies Diploma
 - Standard Diploma
- Differences between the two diplomas
 - Total number of required credits
 - World Language Requirement
 - Number of required Verified SOL Credits



Advanced Studies Diploma

Discipline Area	Standard Credit (Class Credits)	Verified Credits (SOL Test)
English	4	2
Mathematics	4	2
Laboratory Science	4	2
History & Social Sciences	4	2
Foreign Languages	3	
Health & Physical Education	2	
Fine Arts or Career & Technical Education	1	
Economics & Personal Finance	1	
Elective	3	
Student Selected Test		1
Total	26	9

Standard Diploma

Discipline Area	Standard Credits (Class Credit)	Verified Credits (SOL Test)
English	4	2
Mathematics	3	1
Laboratory Science	3	1
History & Social Sciences	3	1
Health & Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education	2	
Economics & Personal Finance	1	
Elective	4	
Student Selected Test	-	1
Total	22	6

Life After High School

- Enter the work force
 - Obtaining a job during or immediately following high school graduation
- Pursue higher education
 - Attend further schooling for career exploration and/or training.
- Enlist in the Armed Services of our nation
 - Begin a career with one of the five U.S. branches of the Armed Services: Army, Navy, Air Force, Marine Corp, or the Coast Guard
 - Some join the Armed Services to earn funding and scholarships to pay for high education experiences

Types of Colleges

- Vocational/Technical
 - MTC, Certificate Programs through Blue Ridge, ITT Technical Institute
 - Earning a certificate and gaining skill to work in a certain career
- Community College
 - Blue Ridge Community College
 - 2 years
 - Earning an Associate's Degree
 - Some transfer after completion to 4 year college or university
- College or University
 - JMU, EMU, Bridgewater
 - 4 years
 - Earning a Bachelor's degree
 - Potential to move on to complete post-baccalaureate degree (Master's or Doctoral)

Looking forward to 8th grade:

I. CORE CLASSES:

- English 8 or Advanced English 8
- Pre-Algebra, Algebra I or Honors Geometry
- Civics and Economics
- Physical Science
- Health and Physical Education 9 *

Please select ONE academic level for English:

_____ English 8

Support? Y N

_____ Advanced English 8

Please select ONE academic level for Mathematics:

_____ Pre-Algebra

Support? Y N

_____ Algebra I *

_____ Honors Geometry (Prerequisite: Algebra I) *

II. ELECTIVES (all for high school credit)

_____ **Computer Applications**

_____ **Foundations of Art**

_____ **Foundations of Band - Did you take Band in 6th and/or 7th grade? yes_____ no_____**

_____ **Foundations of Choir**

_____ **Foundations of Drama**

_____ **Independent Living**

_____ **Technology Foundations**

III. World Languages: (all for high school credit)

_____ **Spanish I**

_____ **Spanish I for Heritage Speakers**

THANK YOU!



Questions?