

**Unit #4 Title:** Getting a Job

**Lesson Title:** Completing Applications

**Lesson:** 3 of 5

**Grade Level:** 10

**Length of Lesson:** 55-70 minutes

**Mississippi College and Career Readiness Standards:**

**ELA:** SL.10.1, SL.10.4, SL.10.6

**ELA:** L.10.1, L.10.2, L.10.3, L.10.4, L.10.5, L.10.6

<https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>

**American School Counselor Association (ASCA) Mindsets and Behaviors:**

M 2, M 3, M 4, M 5, M 6

B-LS.1, B-LS.2, B-LS.3, B-LS.4, B-LS.5, B-LS.6, B-LS.7

B-SMS1., B-SMS.4, B-SMS.5

B-SS.1, B-SS.3, B-SS.5, B-SS.6, B-SS.7, B-SS.8, B-SS.9

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**Materials (include activity sheets and/ or supporting resources)**

Materials/Special Preparations Required:

An example of a poorly completed application

Applications for postsecondary education/training institutions, programs, and various employment opportunities for students to complete.

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
	Courage		Compassion		Tolerance
	Respect	X	Goal Setting		

**Lesson Measurable Learning Objectives:**

The student will apply knowledge of self to development information to be used for postsecondary applications.

**Lesson Formative Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals and objectives.**

**Assessment can be question answer, performance activity, etc.**

Students will successfully complete application forms and checklists. Each student will develop a master document that will include the kinds of personal information most applications require.

**Lesson Preparation**

**Essential Questions:**

How does a person share his/her strengths and skills?

**Engagement (Hook):**

Activity: Show an application that has been poorly completed and ask, “What would you do with this application if you were a decision-maker in the admissions office (educational and training programs) or the human resources office (employers)?”

**Procedures**

<b>Instructor Procedures/Instructional Strategies:</b>	<b>Student Involvement/Instructional Activities:</b>
1. Lead a discussion about correct and incorrect elements of an application.	1. Students will learn correct and incorrect elements of an application.
2. Provide students a blank application form (for instructional purposes, use a form that is easy to complete) and project blank application on board. Section by section, instruct students on all aspects of completing the sample application correctly.	2. Students complete each section of the application and ask clarifying questions.
3. Counselor will provide copies of three postsecondary institution applications and three employment applications for students to complete (strive for applications that are formatted in several ways). Monitor students’ completion of the applications and check for their understanding of the process.	3. Students will review the information requested and independently complete the applications.
4. Instruct students to study the application forms and list the personal information required on all forms. From this list, students will compile a master document of the common information requested.	4. Students will develop a master document and keep it in their portfolio.
5. The counselor does a final review of the activity.	5. Students review the activity with the counselor.

**Teacher Follow-Up Activities**

Teacher could arrange to have employees of colleges and/or businesses to class to discuss the application process and perform mock interviews with students.

**Counselor Reflection Notes (completed after the lesson)**