KYOTO HOUSE
9TH GRADE ADVISORY SYLLABUS

What is Advisory?
The purpose of Advisory is for you to have a time and a place to feel comfortable developing, articulating, and pursuing your academic and personal goals. Advisory is designed to be a place that you consider your “home” at school. You will have the opportunity to develop personal relationships with your advisor and peers, and your advisor will have an opportunity to build a relationship with you and your family. Advisory is a place for you to feel valued as an individual, safe, and cared for. It is the place in which you will be guided as you develop as a student and a person.

Expectations
In advisory class, you will be expected to:
- Be positive, open-minded, and respectful
- Come to class on time everyday with required materials
- Actively participate in all discussions, and activities
- Complete all assignments and projects
- Support peers and work cooperatively in groups

Materials
Required materials:
- 1/2-inch binder with 5-dividers for Advisory only
- Composition notebook
- Pencil and pen

Grading
It is important that you keep in mind that you earn a letter grade and credits for advisory. You will be assessed based on class assignments and projects, productivity during KLC and tutorial periods, and personal responsibility.

Advisory Structure
Advisory periods will follow the following routine:
- Monday and Tuesdays will focus on Advisory curriculum (see units below).
- Wednesdays are Kyoto Activity Days. On the last Wednesday of each month, we will be participating in a variety of events as a Kyoto House.
- Thursdays are school-wide tutorial days.
- Fridays will be dedicated to student government activities, and self-reflection.

Curriculum
Advisory time will be used to monitor your academic progress, work on setting and meeting goals, and complete thematic units of study on specific topics. This year we will complete the following units of study:

**Fall Semester**
- Unit 1: Welcome to Hillsdale High
- Unit 2: 21st Century Communication
- Unit 3: Diverse Communities

**Spring Semester**
- Unit 5: Life After High School
- Unit 6: Life Choices
- Unit 7: T.C.O.B.
I have read the syllabus and understand what is expected of me in advisory. I understand that if I have any questions or need any help at any time, I can always talk to my advisor.

_________________________________________  __________________________________________
Student Signature                           Parent/Guardian Signature
Only Hillsdale has an Advisory Class. All 9th and 10th grade students are enrolled in advisory, which is an important part of the Smaller Learning Community Experience at Hillsdale.
### Kyoto Advisory Plan/Do/Review Log Week __________

<table>
<thead>
<tr>
<th><strong>MONDAY</strong></th>
<th><strong>Agenda:</strong></th>
<th>Completed it</th>
<th>On-task, did some</th>
<th>Did less than half, off-task</th>
<th>Pts: ____/5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TUESDAY</strong></td>
<td><strong>Agenda:</strong></td>
<td>Completed it</td>
<td>On-task, did some</td>
<td>Did less than half, off-task</td>
<td>Pts: ____/5</td>
</tr>
<tr>
<td><strong>KLC WEDNESDAY</strong></td>
<td><strong>Plan/Agenda:</strong></td>
<td>Completed it</td>
<td>On-task, did some</td>
<td>Did less than half, off-task</td>
<td>Pts: ____/5</td>
</tr>
<tr>
<td><strong>Tutorial Thurs</strong></td>
<td><strong>Plan:</strong></td>
<td>Completed it</td>
<td>On-task, did some</td>
<td>Did less than half, off-task</td>
<td>Pts: ____/5</td>
</tr>
<tr>
<td><strong>FRIDAY</strong></td>
<td><strong>Agenda:</strong></td>
<td>Completed it</td>
<td>On-task, did some</td>
<td>Did less than half, off-task</td>
<td>Pts: ____/5</td>
</tr>
</tbody>
</table>

### Responsibility

- **Came to class on time:**
  - __ M __ T __W__ Th __F
- **Came to class with materials (did not go to locker):**
  - __ M __ T __W__ Th __F

(1/2 point each)

### Participation

- Listening, following directions, staying on task, being respectful towards others, sharing out

<table>
<thead>
<tr>
<th>Needs</th>
<th>Improvement</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4</td>
<td>5</td>
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</table>

Pts: ____/10

### Total Points __________ / 35
Complete this form after having received and reviewed your first semester grade report. Staple the report card to this sheet.

**Complete on your own:**
1. Looking at your grade report, what are your overall feelings about your success in your first semester of high school?

2. Which grades are you most proud of? EXPLAIN WHY IN COMPLETE AND DETAILED SENTENCES.

3. Which, if any, grades are disappointing to you and why? EXPLAIN WHY IN COMPLETE AND DETAILED SENTENCES.

4. Did you receive any positive or negative teacher comments on this report card? Explain which teachers gave you comments and what they mean.

**COMPLETE THE FOLLOWING TOGETHER WITH YOUR PARENT.**

5. **Parent/Guardian:** What questions or concerns do you have about your students’ grades this first semester?

6. **Student:** Tell your parent what your favorite class is. In the space below, summarize what you said to your parent.
STAPLE SEMESTER REPORT CARD HERE

7. **Student/Parent:** If your grades could be better, are there any incentives that your parent could use to help keep you motivated this semester? Record your answer below.

8. **Parent:** Every student appreciates praise. What good things has your student accomplished this semester? What are you most proud of? What would you like your student to know?

**NOW THAT YOU HAVE ANSWERED THESE QUESTIONS, SIT DOWN WITH YOUR PARENT OR GUARDIAN AND DISCUSS THE FOLLOWING.**

9. **Student:** What are you most proud of this semester?
10. What is your overall G.P.A. this semester and does this G.P.A. make you eligible for sports/activities this semester?
11. What kind of college would accept a student with this G.P.A.?
12. What are your plans for improving or maintaining your grades this semester?
13. What, if any, help do you need from your parent/guardian regarding school?

Have your parent fill out the following and give their signature and a phone number where they can be reached.

I ___________________ (parent/guardian name) have discussed my student’s report card with him/her and completed the at-home conference. We did this on _________ (date).

Parent/guardian name: _______________

Parent/guardian signature: _______________

Parent/guardian phone number: _______________

Parent e-mail: ________________________

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Kyoto House
Parent-Teacher-Student Conference

Student: _____________________________________ Date & Time: _______________________

1) Welcome parent/guardian to the conference and thank them for coming.

2) I’d like to take a moment to reflect on 2 of my academic strengths.

3) I’d like to take a moment to reflect on 2 areas that I need to improve on.

4) I would now like to show and discuss with you the grade printouts of each of my Kyoto classes.
   
   My action plan for improvement is:

5) Goals for future – (Post-high school plan)

Signatures

Student: _____________________________________

Parent/Guardian: ________________________________

Teacher: ______________________________________
Graduation and College Requirements – How am I doing?

Directions: At the end of each semester, review your report card and shade in the number of credits in each subject area that you have successfully earned. Requirements for graduation are highlighted. Courses taken beyond the requirements are recommended for college and earn elective credits.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required</th>
<th>Required</th>
<th>Required</th>
<th>Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1-2</td>
<td>English 3-4</td>
<td>English 5-6</td>
<td>English 7-8</td>
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<th>Required</th>
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<tbody>
<tr>
<td>History/Social Science</td>
<td>World History</td>
<td>MWH 1</td>
<td>MWH 2</td>
<td>CWS</td>
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<th>Subject</th>
<th>Required</th>
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<th>Required</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>Course:</td>
<td>Course:</td>
<td>Course:</td>
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<td>5</td>
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***The three required years must begin with Algebra I/2. If you enter HS in a higher level math, you must take 3 years or complete the courses offered at HHS (whichever comes first).***

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required</th>
<th>Required</th>
<th>Recommended</th>
<th>Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Science</td>
<td>Biology</td>
<td>Chemistry OR Physics</td>
<td>Course:</td>
<td>Course:</td>
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<th>Subject</th>
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<tr>
<td>World Language</td>
<td>Course:</td>
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</table>

***Must be taken by the end of 10th grade, Students entering HS in ELD are exempted from the World Language requirement.***

<table>
<thead>
<tr>
<th>Subject</th>
<th>Required 9th Grade</th>
<th>Required, 10th or 11th</th>
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<tbody>
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</table>
Electives – You must have 50 elective credits total in order to graduate. Elective credit is earned for any course outside of the graduation requirements. In the chart below, fill in your elective courses (only those beyond the required courses) and the credits earned for each one. Remember, advisory is mandatory, but counts as elective credit. If you pass all 8 semesters of advisory, you will have earned 20 elective credits.

Elective Courses:

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Credits</th>
<th>Course 2</th>
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<th>Course 3</th>
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</table>

220 CREDITS REQUIRED MINIMUM

You must pass the California High School Exit Exam with a 350 or higher in order to receive a diploma, 380 to be determined “proficient”.

CAHSEE English-Language Arts score: _______ pass? ______ CAHSEE Mathematics score: _______ pass? ______
Kyoto Situation Reflection

Your teacher is concerned that your behavior is not meeting the expectations of a Kyoto house member.

- Please take this form and go quietly to your advisor
- Answer the questions in complete, thoughtful sentences (not one-word answers)
- Give the completed form to your advisor as soon as it is convenient for him/her

1. **Look inside** your emotions right now. How are you feeling? Why?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. **Think through** and describe what happened from your point of view. Explain what happened from beginning to end.

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

3. **Think through** and describe what happened from the other person’s (teacher, student, substitute) point of view.

_____________________________________________________________________________
_____________________________________________________________________________
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_____________________________________________________________________________

4. We need to **work together** to have a productive and safe learning environment. How did your actions impact our learning environment?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
5. We need to **work together** to resolve conflicts. What would have been a more effective manner for you to respond to the situation?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
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_____________________________________________________________________________

6. Do you think the other person could have responded in a more effective manner?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

7. Have you ever been involved in a situation like this before? **Look inside**, do you see a pattern to your behavior?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

8. What would you like to say to ______________________ (teacher, student, substitute)? (Remember: **Say it well**.)

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

9. Do you feel you are ready to return to class and **work together** as a constructive member of the community?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Student Signature:__________________________  Advisor’s initials: ______________
Family Reading Night
Spring 2012

The freshman humanities team is proud to once again invite family and friends to the Spring edition of Family Reading Night. To recap, the goal of Family Reading Night is to foster community, as well as to encourage literacy development and promote reading enjoyment. It is also an opportunity for the SLC community to get to know one another across houses. Teachers, students, parents, and other community members thoroughly enjoyed last semester’s successful events, and are encouraged to come and participate again. Even if you didn’t attend last time, you are strongly encouraged to join us! Remember, teachers provide discussion questions and students are the ones striving to answer them. ALL AS STUDENTS ARE REQUIRED TO READ A BOOK AND ATTEND BOTH DISCUSSIONS.

This semester, Family Reading Nights will be on Tuesday, February 21st from 7:00 to 8:00 pm (the first third of the book), and Monday, April 16 from 7:00 to 8:15 pm (last two-thirds of book/quiz). At these times, students, parents, and community members will gather to discuss books that are on the Beyond Book list. Parents will facilitate the discussion; students will be responsible for keeping the discussion running. Parent volunteers will provide snacks. The size of each reading group will depend largely on the number of parent volunteers running the discussion groups, though groups tend to be between 7-10 students.

Listed below are the books being offered this semester:

<table>
<thead>
<tr>
<th>Student Rank</th>
<th>Parent Rank</th>
<th>Unit</th>
<th>Novel(s)</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Imperialism/Africa</td>
<td>King Leopold's Ghost</td>
<td>Adam Hochschild</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imperialism/Africa</td>
<td>We Wish to Inform You</td>
<td>Philip Gourevitch</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imperialism/Africa</td>
<td>Things Fall Apart</td>
<td>Chinua Achebe</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World War I</td>
<td>Johnny Got His Gun</td>
<td>Dalton Trumbo</td>
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<tr>
<td></td>
<td></td>
<td>World War I</td>
<td>A Very Long Engagement</td>
<td>Sebastian Japrisot</td>
</tr>
<tr>
<td></td>
<td></td>
<td>World War I</td>
<td>A Farewell to Arms</td>
<td>Ernest Hemingway</td>
</tr>
</tbody>
</table>

Family Reading Night Volunteer Form

Name of volunteer: ___________________________ Student Name: _________________________________

Contact number: ___________________________ House affiliation (if applicable): (circle) F K M

Email: ____________________________________ Do you prefer phone or email contact? ________________

1. Are you able to help lead a discussion group on February 21st and April 16th? (circle) YES NO

2. If you responded “yes” to #1, on the table listed above, rank your book choices from a scale of 1 to 6. (Consult your student to find out which book he/she has already chosen)

3. How flexible are you about your book choice? (circle) Very flexible Somewhat flexible Not flexible

4. Are you able to provide snacks for Family Reading Night? (circle) YES NO

Parent Signature: ___________________________ Date: ___________________________

Please return this form to Mr. Boise, Mr. Jouriles, or Ms. Maglio by Monday, January 23rd.

Thank you for investing in our community!

Chris Crockett    Marty Kongsle    Kristin Sanchez
Greg Jouriles    Crystal Maglio    Jesse Boise
Florence House   Kyoto House       Marrakech House

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<table>
<thead>
<tr>
<th>Title</th>
<th>Author/Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>We Wish to Inform You That Tomorrow We Will Be Killed With Our Families: Stories from Rwanda</em> by Philip Gourevitch</td>
<td>In April 1994, the Rwandan government called upon everyone in the Hutu majority to kill each member of the Tutsi minority, and over the next three months 800,000 Tutsis perished in the most unambiguous case of genocide since Hitler's war against the Jews. Philip Gourevitch's haunting work is an anatomy of the war in Rwanda, a vivid history of the tragedy's background, and an unforgettable account of its aftermath. One of the most acclaimed books of the year, this account will endure as a chilling document of our time.</td>
</tr>
<tr>
<td><em>Things Fall Apart</em></td>
<td>More than two million copies of this book have been sold in the U.S. since it was first published. A simple story set in Nigeria during the time of imperialism, it tells the story of Okonkwo, a Nigerian whose sense of manliness is more closely related to that of his warrior ancestors than to his fellow clansmen who have converted to Christianity and are appeasing the British administrators who infiltrate their village. Achebe creates a many-sided picture of village life and a sympathetic hero. This is a shorter book than some of the others, but is very gentle in scope. If you are interested in reading about European impact on Africa, this quiet book is the one for you.</td>
</tr>
<tr>
<td><em>A Very Long Engagement</em></td>
<td>After a court martial in January 1917, five Frenchmen convicted of self-mutilation (in order to avoid combat in WW I) are dragged along the network of zigzagging trenches to the improbably named frontline trench, &quot;Bingo Crepuscule.&quot; What exactly happened in Bingo is as complicated as the war itself, but Mathilde Donnay, the fiancee of one of the soldiers, is a determined young woman whose wheelchair is unable to contain her fiercely independent and willful spirit. Mathilde (and the reader) must piece together bits of information, misremembered details and deliberately obscured clues, all further mangled by the chaos of war. This book is shorter than the others, but requires patience and the willingness to piece together the clues. Will Mathilde and her lover be reunited? Read this to find out.</td>
</tr>
<tr>
<td><em>Johnny Got His Gun</em></td>
<td>This famous novel tells the story of Joe Bonham, an American soldier who is horrifically wounded and disabled in World War I. The book is told from Joe's perspective as he struggles to understand and cope with the shocking gravity of his injuries. We glimpse his life through flashbacks, but by the book’s end we have a complete picture of his life, loves, hopes and suffering. This book is famous for its heart-wrenching view on the results of war. It can be a little confusing for the impatient reader, so choose wisely.</td>
</tr>
<tr>
<td><em>A Farewell to Arms</em></td>
<td>This famous novel tells the story of an American ambulance driver during World War I and his passion for a beautiful English nurse. Both a love and war story, Hemingway tells of Lieutenant Henry and Catherine Barkley, caught in the sweep of war. Considered an American literary masterpiece, this book has a sense of realism because it is based, in part, on Hemingway’s own experiences as an ambulance driver during WWI. If you have never read any Hemingway, this might be the book for you. It is of medium length, and Hemingway is known for a writing style that uses uncomplicated sentence structures.</td>
</tr>
<tr>
<td><em>King Leopold's Ghost</em></td>
<td>This non-fiction book chronicles the efforts of King Leopold II of Belgium to make the Congo into a colonial empire, and narrates the brutality with which he extracted as much wealth as possible from this region by enslaving the native population. Carrying out a genocidal plundering of the Congo, he looted its rubber, brutalized its people, and ultimately slashed its population by ten million--all the while shrewdly cultivating his reputation as a great humanitarian. <em>King Leopold's Ghost</em> is the haunting account of a megalomaniac, a man as cunning, charming, and cruel as any of the great Shakespearean villains. It is also the deeply moving portrait of those who fought Leopold: a brave handful of missionaries, travelers, and young idealists who went to Africa for work or adventure and unexpectedly found themselves witnesses to a holocaust.</td>
</tr>
</tbody>
</table>
Dear parent/guardian,

Thank you for your participation tonight. We’re really glad you’re here. Below are some directions and feedback questions for the evening and some questions attached to help facilitate your discussion.

Directions

1. Move the chairs into a circle. Each student should feel free to snack and talk at the same time. They may (and should) use their books while discussing.
2. Introduce yourself and have each student introduce themselves and what house they are in.
3. In the chart below, please have the student write their name and house. You should fill out the other two columns.

<table>
<thead>
<tr>
<th>Name</th>
<th>House</th>
<th>Asked questions/made comments</th>
<th>Does it appear student has read the second half of the book? Rate on 1-10 scale. You may add a comment (circle)</th>
<th>(comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Joe Smith</td>
<td>K</td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>6.</td>
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<td>1 2 3 4 5 6 7 8 9 10</td>
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<td>7.</td>
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<td>8.</td>
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<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

4. At the end of the evening, make sure the students return the furniture exactly as it was found. Give each student a score from 1 – 10 based on their participation and knowledge of the book.
5. Please give us any feedback on tonight’s event you have and return this sheet to the teacher who is in charge of the particular book.
6. Comments/suggestions:

Thank you for coming!
KYOTO - CAREER PROJECT

Objectives:

✓ To explore one career of interest and one you have little knowledge of
✓ To begin to develop skills for the senior mastery project/portfolio defense

Directions:

A. Using the information you discovered from our investigation of career possibilities (Naviance surveys), choose two professions that interest you.

B. Research the two careers you have chosen. Books, pamphlets, newspaper, magazine articles, and the internet will be of use to you.

C. Create a 24" x 36" poster with the following information for one of your chosen careers:

1. Title/name of career/your name
2. Educational requirements and job training description (What classes do you need to take in college? Do you need a special degree or certificate to do this job? Do you continue to train and learn more even after you have this job?)
3. Daily job duties (What are the tasks the person completes each day? What are some of the duties the person occasionally must fulfill?)
4. Salary/promotion opportunities
5. Pros and cons of the job
6. Photo or diagrams
7. Interesting anecdotes and/or interesting facts about the career (What are the most interesting/exciting/strangest things about this job?)

D. Prior to your presentation, provide your teacher with:

1. The grading rubric
2. Your research notes
3. Your works cited page

E. Present your career choice to our Advisory Class.

Deadlines:

<table>
<thead>
<tr>
<th>Check Point Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Choices; What are the two careers you are researching?</td>
<td>2/14</td>
<td>/5</td>
</tr>
<tr>
<td>2+ page of research notes about your chosen careers</td>
<td>2/21</td>
<td>/20</td>
</tr>
<tr>
<td>Works Cited Page Draft</td>
<td>2/24</td>
<td>/20</td>
</tr>
<tr>
<td>Rough draft drawing of poster display</td>
<td>2/27</td>
<td>/10</td>
</tr>
<tr>
<td>Oral presentation to Advisory Class with poster and works cited page completed</td>
<td>3/5</td>
<td>/45</td>
</tr>
</tbody>
</table>
CAREER PROJECT PLANNING

Your Name

Career Choice # 1

Career Choice # 2

RESEARCH NOTES

Directions: Take notes on the following topics listed below (check each off after you have completed your research about that area).

1. Daily job duties _____
2. Educational requirements and job training description _____
3. Salary/promotion opportunities _____
4. Pros and cons of the job _____
5. Interesting anecdotes and/or interesting facts about the career _____

CAREER RESEARCH SUGGESTIONS

Directions: For your research, you will need a minimum of three resources. Some good places to begin are:

A) Naviance (enter through hhs.schoolloop.com)


C) The Career Project  http://www.thecareerproject.org/Home

D) A listing of various career sites  http://www.surfnetkids.com/career.htm

Be sure to patiently explore these sights in order to find the information you need.
# CAREER PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Exemplary Achievement</th>
<th>Competent Achievement</th>
<th>Evidence of Progress Exists</th>
<th>Initial Stages of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION</strong>&lt;br&gt;<strong>LANGUAGE</strong></td>
<td>• Language is eloquent, concise and appropriate</td>
<td>• Language is organized and clear</td>
<td>• Language is understandable but lacks clarity and organization</td>
<td>• Language is vague and disorganized</td>
</tr>
<tr>
<td><strong>VOLUME</strong></td>
<td>• Voice is loud and natural</td>
<td>• Voice is audible</td>
<td>• Voice is soft</td>
<td>• Voice is difficult to hear</td>
</tr>
<tr>
<td><strong>SPEED</strong></td>
<td>• Speech is slow and deliberate</td>
<td>• Speech is understood</td>
<td>• Speech is quick</td>
<td>• Speech is nervous and rapid</td>
</tr>
<tr>
<td><strong>CLARITY</strong></td>
<td>• Speech is clear</td>
<td>• Speech is somewhat clear</td>
<td>• Speech is sometimes mumbled</td>
<td>• Speech is difficult to understand</td>
</tr>
<tr>
<td><strong>EYE CONTACT</strong></td>
<td>• Student makes effective eye contact with students</td>
<td>• Student makes eye contact with some students</td>
<td>• Student occasionally makes eye contact with students</td>
<td>• Student rarely looks at audience</td>
</tr>
<tr>
<td><strong>POSTURE</strong></td>
<td>• Student conveys confidence through posture</td>
<td>• Student has good posture and stands still</td>
<td>• Student has fair posture and/or unnatural stance</td>
<td>• Posture is distracting</td>
</tr>
<tr>
<td><strong>NOTE CARDS</strong></td>
<td>• No notes are needed</td>
<td>• Student occasionally glances at notes</td>
<td>• Student occasionally reads from note cards</td>
<td>• Entire presentation is read from note cards</td>
</tr>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>• Engaging introduction</td>
<td>• A good introduction is used</td>
<td>• An introduction is used</td>
<td>• No introduction</td>
</tr>
<tr>
<td><strong>VISUALS</strong></td>
<td>• Visuals are professional and significantly convey ideas and information</td>
<td>• Visuals are neat and visible and help convey ideas and information.</td>
<td>• Visuals are used but they may be less integrated into presentation</td>
<td>• Poor visuals</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>• Presentation is 4-5 minutes</td>
<td>• Presentation is within 30 seconds of time limit</td>
<td>• Presentation is within 1 minute of time limit</td>
<td>• Presentation is less than 3 or more than 6 minutes</td>
</tr>
<tr>
<td><strong>COMPLETENESS</strong></td>
<td>• All components of assignment are completed.</td>
<td>• 1 component of assignment is missing.</td>
<td>• 2 components of assignment are missing.</td>
<td>• 3+ components of assignment are missing.</td>
</tr>
</tbody>
</table>
POSTER LAYOUT ROUGH DRAFT

Directions: Use the diagram below to make a rough draft of the layout of your poster. The following items must be shown:

- Name of the career
- Pictures/artifacts (e.g. photos, diagrams, pamphlets)
- A section for each of the following:
  - Daily job duties
  - Education/training requirements
  - Pros and cons
  - Interesting facts/anecdotes
<table>
<thead>
<tr>
<th>Career Choice # 1</th>
<th>Source</th>
<th>Career Choice # 2</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title of Career</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Education Requirements</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Job Training</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Daily Job Duties</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salary Information &amp; Promotion Opportunities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Choice # 1</td>
<td>Source</td>
<td>Career Choice # 2</td>
<td>Source</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------</td>
<td>-------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Pros of job</strong></td>
<td></td>
<td><strong>Cons of job</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Interesting information about job</strong></td>
<td></td>
<td><strong>Other information you want to include</strong></td>
<td></td>
</tr>
</tbody>
</table>
Plagiarism Contract

I, ______________________________, understand that:

- The purpose of this project is to read, study, and write about what I learned.
- As a part of that purpose, I need to put everything in my own words.
- I am expected to use my own words and ideas and not those of anyone else.
- I must use quotation marks and source citations if I do use anyone else’s words.
- I must provide a list of all the sources I used to create this project, even if I did not directly quote the source. This list is called the “Works Cited Page.”
- The penalty for plagiarism will be failure on the project.

By signing below, I am saying that I have read this document and that I have done my best to avoid plagiarism and its consequences.

Sincerely,

______________________________ (Signature)

__________ (Date)

- Your project will not be accepted if this document is not present.
- Your project will not be accepted without a Works Cited Page.
Instructions for Citing an Internet Source

Step 1: Name the author, last name first. If no author is listed, then skip this step.

_________________________________________________________________

Step 2: Put the title of the work next. This is not the title of the website but the title of the page within the website that you are accessing. Put this information in quotation marks.

_____________________________________________________________________

Step 3: Place the title of the overall website next and underline it. Look at the web address or find the link to the homepage in order to find the title.

______________________________________________________________________

Step 4: List the “last updated” date for the website (this is like the publication date of a book—it tells you how modern the information is).

_____________________________________________________________________

Step 5: Include the date you accessed (used) the Internet source.

_____________________________________________________________________

Step 6: Place the URL (the website address) at the end of the citation. Write neatly so you get the exact address correct.

_____________________________________________________________________

Step 7: Check your Internet citation for accuracy. The final Internet source citation should look like this:


Instructions for Citing a Personal Interview
Record the following information: Last name of person interviewed, First name of person interviewed, professional title, profession of person interviewed, date of interview

Instructions for Citing a Book
(Use for books, encyclopedias, other published materials)

Author’s last name, first name, title of book, year published, city of publication, name of publisher, page numbers used.

Example:

Where did you find the book? (i.e., Hillsdale High Library, etc.)
What is the call number for the book? (See spine of book)

Works Cited
(Sample)


