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Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
# Introduction to the Summer Program

## Lesson 1

### Background

**Grade Level:** 8th to 9th  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

## Overview & Purpose

What will be learned and why it is useful.

- **Students will learn about the Summer Program and the Guidance Goals.**

## Education Standards Addressed

What state/county education standards that this lesson satisfies.

## Objectives

(Specify skills/information that will be learned.)

- Students will understand the goals of the summer program
- Students will become familiar with other students and SHS Summer Faculty.
- Students will develop ground rules for the classroom
- Ease the transition from 8th to 9th grade
- Develop the tools to support a successful first year

## Information

(Give and/or demonstrate necessary information)

- Information about SHS Review Goals
- Communication Skills
  - Team-building

## Verification

(Steps to check for student understanding)

- Have students discuss their goals for attending Summer Program

## Activity

(Describe the independent activity to reinforce this lesson)

- View How to Survive Ninth Grade, Power Point
- Juggle-Name Game
- 2 Truths and a Lie-game
- Have students play games to learn about each other and become more comfortable as a group.

## Summary

We never got to the ground rules

## Materials Needed

- How to Survive Ninth Grade. - PowerPoint
- Game Instructions

## Other Resources

(E.g. Web, books, etc.)

- wilderdom.com/games/

## Additional Notes

We used both games and the "Secret and Lies" was a better starter game in our groups.
### Scavenger Hunt at SHS

#### Lesson 2

<table>
<thead>
<tr>
<th>Grade Level:</th>
<th>8 to 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject:</td>
<td>Guidance</td>
</tr>
<tr>
<td>Prepared By:</td>
<td>Joan Shea</td>
</tr>
</tbody>
</table>

#### Overview & Purpose
What will be learned and why it is useful. **Students will have a better understand of the physical plant of SHS and have fun doing it.**

#### Education Standards Addressed
What state/county education standards that this lesson satisfies.

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Materials Needed:</strong></td>
</tr>
<tr>
<td>(Specify skills/information that will be learned.)</td>
<td>- Scavenger hunt directions.</td>
</tr>
<tr>
<td>Teach students about how the high school is physically organized and how to find their way around</td>
<td>- Clues pasted in the appropriate places.</td>
</tr>
<tr>
<td>Students will feel more comfortable in SHS and will understand the house system that is used</td>
<td>- Posters to build their houses.</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>- Information about the house system</td>
</tr>
<tr>
<td>(Give and/or demonstrate necessary information)</td>
<td><strong>Other Resources</strong></td>
</tr>
<tr>
<td>Students are given information about how we organized the houses, who is there and what they do.</td>
<td>(E.g. Web, books, etc.)</td>
</tr>
<tr>
<td>Students learn what house they are in and where it is located in the building.</td>
<td>SPS website- Red boo For maps of the building.</td>
</tr>
<tr>
<td><strong>Verification</strong></td>
<td>SPS website–invitation to the Orientations.</td>
</tr>
<tr>
<td>(Steps to check for student understanding)</td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>Did the students find all the pieces and build their house?</td>
<td>Break students into teams and have them follow the directions to collect the piece to complete their houses.</td>
</tr>
<tr>
<td>Do they know the name and place in SHS of their House Master, Guidance Counselor?</td>
<td>Students collect pieces of the puzzle and return to build their “house” and to name their house for the summer.</td>
</tr>
<tr>
<td>Do they know when the orientation is for their house?</td>
<td><strong>Summary</strong></td>
</tr>
<tr>
<td></td>
<td>Attached are the scavenger hunt directions.</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Notes</strong></td>
</tr>
<tr>
<td></td>
<td>Naming their houses didn’t work well. Not enough time to build the group sense.</td>
</tr>
</tbody>
</table>

---

Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Follow directions to the underlined locations in the High School. When you arrive there, you will find an envelope. In the envelope, find a piece of paper with your number on it. The number for your group is _____. Put that piece in your envelope and move to the next location. When you come back, you can put your “house” together!!

1. Take a right onto the main corridor. Go to Room 220- Beacon House
2. Go back down corridor to Rm. 228-Mediation Room
3. Continue down corridor to Library-Room 273
4. Go further down corridor to Printing Shop-Rm. 297
5. Go downstairs to GYM
6. Go downstairs. Take a left to Carpentry Shop -Rms. 096/097
7. Go back upstairs, past gym, to Health Office (on left)
8. Go down main corridor, past Nursing Assistants’ Program and Supply Room, to Boys’ Room (on left)
9. Continue down corridor, past Cafeteria, to Girls’ Room (on left)
10. Go up stairs to the right of the Girls’ Room to the third floor. Across from the staircase, find Room 323-Art Room
11. Go to the right to Room 312- Elm House
12. Go up stairs across from Room 312 to the fourth floor. Take a right and follow corridor to Rooms 416-419- Highland House.
13. Follow main corridor down to Rooms 440-441- Broadway House
14. Go down the stairs across from the water fountain to second floor- Return to class.
Follow directions to the underlined locations in the High School. When you arrive there, you will find an envelope. In the envelope, find a piece of paper with your number on it. The number for your group is _____. Put that piece in your envelope and move to the next location. When you come back, you can put your “house” together!!

1. Go up stairs across from water fountain to fourth floor. Take a right, go to Rooms 440-441- Broadway House

2. Follow main corridor to Rooms 416/419- Highland House

3. Go down stairs across from Room 416 to third floor. Take a right and go to Room 312- Elm House

4. Go back to main corridor and find Room 323 (Art Room)

5. Go down stairs across from Room 323 to second floor. Go to Room 220- Beacon House

6. Follow main corridor to Rm. 228- Mediation Room

7. Continue down corridor to Library- Room 273

8. Go further down corridor to Printing Shop-Rm. 297

9. Go downstairs to GYM

10. Go downstairs. Take a left to Carpentry Shop – Rms. 096/097

11. Go back upstairs, past gym, to Health Office (on left)

12. Go down main corridor, past Nursing Assistants’ Program and Supply Room, to Boys’ Room (on left)

13. Continue down corridor, past Cafeteria, to Girls’ Room (on left)

14. Go up stairs to the right of the Girls’ Room to the second floor. Return to class.
SOMERVILLE HIGH HUNT
Group 3.

Follow directions to the underlined locations in the High School. When you arrive there, you will find an envelope. In the envelope, find a piece of paper with your number on it. The number for your group is ____. Put that piece in your envelope and move to the next location. When you come back, you can put your “house” together!!

1. Go down stairs opposite water fountain. Turn right onto the main corridor. Find the Boys’ Room on the left.

2. Continue down corridor, past Cafeteria, to Girls’ Room (on left)

3. Go up stairs to the right of the Girls’ Room to the third floor. Across from the staircase, find Room 323-Art Room

4. Go to the right to Room 312- Elm House

5. Go up stairs across from Room 312 to the fourth floor. Take a right and follow corridor to Rooms 416-419- Highland House.

6. Follow main corridor down to Rooms 440-441- Broadway House

7. Go down stairs opposite water fountain to second floor. Take a right onto main corridor, follow to Room 220-Beacon House

8. Go back down corridor to Rm. 228-Mediation Room

9. Continue down corridor to Library-Room 273

10. Go further down corridor to Printing Shop-Room 297

11. Go downstairs to GYM

12. Go downstairs. Take a left to Carpentry Shop -Rms. 096/097

13. Go back upstairs, past gym, to Health Office (on left)

14. Follow corridor to stairs across from Room 157. Go up stairs to second floor. Return to class.
# Let’s Get Organized
## Lesson 3

**Grade Level:** 8 to 9  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

### Overview & Purpose
What will be learned and why it is useful. - **Students will learn some organizational skills and organize their binder for the summer.**

### Education Standards Addressed
What state/county education standards that this lesson satisfies.

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
<th>Materials Needed</th>
<th>Other Resources (E.g. Web, books, etc.)</th>
</tr>
</thead>
</table>
| **Objectives**  
(Specify skills/information that will be learned.) | To appreciate and develop organizational skills | · Learn about organizing oneself and the value of being organized.  
· Learn how to organize a binder |  
**Materials Needed**  
- Binders  
- Dividers  
- Highlighters  
- Zippered Bag  
- Paper  
- Planner  
- Calendar  
- 3 hole punch  
- Student schedules |
| **Information**  
(Give and/or demonstrate necessary information) | · Discuss usefulness of being organized.  
· Have students set up a notebook.  
· Give a quick lesson on highlighting - use the student handbook | Review the Planner the binder and how to set it up. |  
**Activity**  
(Describe the independent activity to reinforce this lesson) |  
· Discuss organizing and then organize their binders.  
· Use the Student Handbook as practice to highlighter skills. | Have students arrange their tools in an organized way and practice using the highlighter |  
**Summary** | We used hazing as the student handbook topic for highlighting practice. This proved to be a very interesting discussion. |  
**Verification**  
(Steps to check for student understanding) | What do their binders look like when they are done? Are they organized? |  
| **Activity**  
(Describe the independent activity to reinforce this lesson) |  
· Discuss organizing and then organize their binders.  
· Use the Student Handbook as practice to highlighter skills. | Have students arrange their tools in an organized way and practice using the highlighter |  
**Summary** | We used hazing as the student handbook topic for highlighting practice. This proved to be a very interesting discussion. |  

**Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.**
# Career Cruising.com

## Lesson 4

**Grade Level:** 8 to 9  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

### Overview & Purpose
What will be learned and why it is useful.

- **Students will become familiar with Careercruising.com and begin to think beyond high school.**

### Education Standards Addressed
What state/county education standards that this lesson satisfies.

### Objectives
(Specify skills/information that will be learned.)

- **Teacher Guide:** Students learn to use the careercruising.com website and explore a career of their choosing.
- **Student Guide:** Students will become confident in using the career website and its many features.

### Information
(Give and/or demonstrate necessary information)

- **Teacher Guide:** In the lab students open and walk through the site and finally pick a career based on favorite subject.
- **Student Guide:** Students are able to view the career site and manipulate the menus learning about careers based on their best school subject.

### Verification
(Steps to check for student understanding)

- **Teacher Guide:**
  - They should have at least one print out of their career choice.

### Activity
(Describe the independent activity to reinforce this lesson)

- **Teacher Guide:** Cruise the careers by subject and view several. Finally pick one and print out the information about education, working conditions, future predictions, salary...
- **Student Guide:** Students will pick a subject by identifying their best subject in school then review and explore the careers that are listed.

### Summary

### Additional Notes
Students like this activity we should come back to this again from the questionnaire direction.

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# What Does It Take To Graduate From Somerville High?

## Lesson 5

**Grade Level:** 8 to 9 grade  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

<table>
<thead>
<tr>
<th>Overview &amp; Purpose</th>
<th>Education Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What will be learned and why it is useful.</strong> Students learn how the high school credits work and the expectations of graduation requirements. I hope they are able to link this to a career they have selected.</td>
<td>What state/county education standards that this lesson satisfies. Not sure</td>
</tr>
</tbody>
</table>

### Teacher Guide  
### Student Guide
| **Objectives** | To learn what eighth grades students already know about the high school and what is new information for them | Students will understand some of the basic high school processes regarding classes and requirements using the career they selected on careercrusing.com | **Materials Needed**  
- Paper  
- Pencil  
- Student Handbook  
- Work sheets |
|----------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| **Information** | How many credits does one need to graduate?  
- What are the distribution requirements?  
- How does your class selection tie into your career plans? | Students will gain an understanding of credits and high school requirements. They will design a four year program to support a career they have selected. | **Other Resources**  
(E.g. Web, books, etc.)  
SPS web site: Student Handbook, Program of Studies careercrusing.com |
| **Verification** | Have students fill out a student program for a career that they selected in an earlier class | Review the handouts and see if the students correctly developed a schedule for four years of a high school education. | --- |
| **Activity** | Discuss how credits work at SHS.  
- Prepare worksheet. | Use the Student Handbook and Program of Studies. Work on handout that asks students to develop a four year program, | --- |
| **Summary** | This activity is meant to inform students about SHS and how it works and to link high school programs to careers. | | Additional Notes  
7/17/07 students overwhelmed…I edited this to be two class periods. |
What does it take to get out of high school and become
The person you imagined you would be.

Using the Career that you chose yesterday develop a four year school program for this person. Identify the career that you chose yesterday when we were using the career cruising.com website.______________________________________

Now it is time to create a four year program for that person. Include required classes and classes that you think will help you get into the career that you selected.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Credits</th>
<th>Sophomore</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Total = or > 105 credits

Now that you have figured out your schedule, what other activities classes or experiences should you have in the next four years to reach your career goal? List at least three:

__________________________________

__________________________________

-Page 12–

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Will you need to go on for other training or education and if yes what?
## Grades, Classes and GPA
### Lesson 6

**Overview & Purpose**
What will be learned and why it is useful. Students will learn about how grading works in the high school and how levels of classes are identified and their differences and the GPA system.

**Education Standards Addressed**
What state/county education standards that this lesson satisfies.

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
<th>Materials Needed</th>
<th>Other Resources</th>
</tr>
</thead>
</table>
| **Objectives**
(Specify skills/information that will be learned.) | To present and clarify the Grading System Levels of classes Grade Point Average How to work your locker | For students to understand the Grading System Levels of classes Grade Point Average How to open your locker | • Paper  
• Pencil  
• Others  
• Matrix  
• Transcript Sheet |
| **Information**
(Give and/or demonstrate necessary information) | What grades are required to pass? What are skills, standard, honors and AP classes and how are they different? What is a GPA? | Provide Student Matrix Schedules, Student Transcript Sheets, Locker numbers and combinations. | (E.g. Web, books, etc.)  
SPS website: Student Handbook |
| **Verification**
(Steps to check for student understanding) | Ask students to review the materials and ask questions. | See if students can accurately determine passing and failing and credits on the worksheet. | |
| **Activity**
(Describe the independent activity to reinforce this lesson) | Ask students to locate and identify classes and their level. Explain levels. Have students Review transcripts and grades and how they effect GPA | Hand out a student matrix schedule and student transcript sheet and review the objectives. Hand out locker combinations and have a go. | |
| **Summary** | Students can have information about their academic future and choices | | Students were really interested and were engaged |

---

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Who has passed and who has failed????

Pass or Fail

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>Final Grade</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>C</td>
<td>C</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1</td>
<td>B</td>
<td>B-</td>
<td>F</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology 1</td>
<td>F</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish 1</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C+</td>
<td>D</td>
</tr>
<tr>
<td>Cont Living</td>
<td>C</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History 1</td>
<td>D-</td>
<td>D-</td>
<td>D-</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cartooning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>F</td>
<td>C</td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>D</td>
<td>F</td>
</tr>
</tbody>
</table>

Total Credits

<table>
<thead>
<tr>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
<th>T3</th>
<th>T4</th>
<th>Final Grade</th>
<th>Credits Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 1</td>
<td>A</td>
<td>A</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra 1 a</td>
<td>F</td>
<td>F</td>
<td>D+</td>
<td>C+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrated Science</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td>F</td>
<td></td>
<td></td>
</tr>
<tr>
<td>P.E.</td>
<td>F</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cont Living</td>
<td></td>
<td></td>
<td>D</td>
<td>D-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US History 1</td>
<td>A</td>
<td>C</td>
<td>F</td>
<td>D+</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceramics</td>
<td></td>
<td></td>
<td>C</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploratory</td>
<td>P</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical</td>
<td></td>
<td></td>
<td>B</td>
<td>F</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits

Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Guidance Orientation Curriculum
Contact the Guidance Department at 617-625-6600 x6120 with questions.

Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
# How to Take Care of Yourself When Things Heat Up

**Lesson 7**

**Grade Level:** 8 to 9th  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

## Overview & Purpose

What will be learned and why it is useful.  
**Students will learn to recognize stress and develop ways to care for themselves.**

## Education Standards Addressed

What state/county education standards this lesson satisfies.  
**Not sure**

## Objectives

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong></td>
<td>To recognize what stress is, what causes stress and what people can do to address the debilitating reactions of stress</td>
</tr>
</tbody>
</table>

## Information

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
</table>
| **Information** | Define Stress  
Review stress causations, responses and reactions. | Handouts  
Dass Relaxation Response |

## Verification

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verification</strong></td>
<td>Make sure all students are on board with the brainstorming</td>
</tr>
</tbody>
</table>

## Activity

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
</table>
| **Activity** | Brainstorm causes of stress, reactions and responses  
Try chair yoga, breathing, relaxation, guided imagery | Have student assess their stress level.  
Brain storm causes and responses  
Do exercise |

## Summary

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
<th>Other Resources</th>
</tr>
</thead>
</table>
| **Summary** | | (E.g. Web, books, etc.)  
[www.interluderetreat.com](http://www.interluderetreat.com)  
[www.allaboutdepression.com/relax](http://www.allaboutdepression.com/relax)  
[www2.psy.unsw.edu.au/groups/dass/](http://www2.psy.unsw.edu.au/groups/dass/) |

## Additional Notes

Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Stress: What is it?

Dictionary definition
Physiology: a specific response by the body to a stimulus, as fear or pain that disturbs or interferes with the normal physiological equilibrium of an organism.

Physical, mental, or emotional strain or tension.

A mentally or emotionally disruptive or upsetting condition occurring in response to adverse external influences and capable of affecting physical health, usually characterized by increased heart rate, a rise in blood pressure, muscular tension, irritability, and depression.

What causes a person to experience stress? Brainstorm.
Normalize that stress is a typical experience for everyone at times and that it is not always a bad thing.
Have students list positive and negative experiences that can cause stress
Brainstorm how people react to stress and how they may deal with it:

Review autonomic reactions to stress: Respiration, Perspiration, Salivation, Temperature, Appetite, Startle Reflex, Tear dust reflex, Skin conductance, Sleep, Energy level, Memory Distortion (more or less)

Psychological reactions to stress: Fear, Anxiety, Anger, Depression, Numbness, Thought intrusion, Perceptual Change, Effect on Concentration, Withdraw, Helplessness, Frustration,

How people deal with stress:
Positive
Exercise
Meditate
Talk to friends
Seek counseling
Relaxation Response (handout)
Negative
Alcohol/Drugs
Outbursts
scapegoating
Act out

Relaxation Response: from the website
www.allaboutdepression.com/relax

Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Guided Imagery: The Beach by Prentiss Price, Ph.D.  www.allaboutdepression.com/relax
## Surfing the SPS Website
### Lesson 8

**Grade Level:** 8 to 9  
**Subject:** Guidance  
**Prepared By:** Joan Shea

### Overview & Purpose
What will be learned and why it is useful. **Students will become familiar with SPS website and learn how to access information.**

### Education Standards Addressed
What state/county education standards that this lesson satisfies.

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
<th>Materials Needed</th>
</tr>
</thead>
</table>
| Teacher explain and direct student skills on the SPS website. How to find information. | Students will learn how to access important information on the Somerville Public School website. | - Paper  
- Pencil  
- Others |

<table>
<thead>
<tr>
<th>Information</th>
<th>Verification</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>See the worksheet that follow.</td>
<td>Students will identify school services and activities and how to access them.</td>
<td>(E.g. Web, books, etc.) <a href="http://www.somerville.k12.ma.us/education">http://www.somerville.k12.ma.us/education</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Summary</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will guide students through the website and assist when they get lost.</td>
<td>The SPS website is full of information that students might never notice and this activity will support their use of the web for information gathering and later for work storage.</td>
<td></td>
</tr>
</tbody>
</table>

### Additional Notes
Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Development of this material made possible with funding from the Collaborative Program for Student Support grant program of the Massachusetts Department of Elementary and Secondary Education.
Surfing the Somerville Public Schools Website

The website for the Somerville Public Schools is
http://www.somerville.k12.ma.us

Using the following directions, complete the assignments.

*A. Click on “STUDENTS” on the top part of the screen. Scroll down and
Click on “Somerville Mediation Program.”

1. What is its mission?

2. Who is the director of the Mediation Program?

3. What is the phone number of the program?

*B. Go back to the screen for “STUDENTS” again, and scroll down and click
on “TADA”.

1. What do the letters stand for?

2. Whom can you contact at the program and what is the phone
number?
*C. Go back to main "STUDENT" screen, click on "DO SOME RESEARCH".

1. What four research tools are listed?

________________________________________________________
________________________________________________________

*D. Go back to main "STUDENT" screen. Click on "CASPAR".

1. What are their 4 goals?

________________________________________________________
________________________________________________________
________________________________________________________
________________________________________________________

*E. Go back to main student screen. Click on "Concilio Hispano".

1. Write a sentence about one kind of service that this program provides.

________________________________________________________
________________________________________________________

2. Write a phone number and e-mail address for the program.

________________________________________________________
F. Go back to main “Somerville Public School” website. On the left, scroll down and click on “Schools”. The find and click on “Somerville High School”. Click on “Houses”.

1. Write the name of your house.

_______________________________________________________

2. What is the phone number?

_______________________________________________________

3. What room or rooms is it located in?

_______________________________________________________

4. Who are the building master and guidance counselor for your house?

_______________________________________________________

H. Go back to main SHS screen. Click on “Clusters”. Scroll to the bottom to find “Cluster A (2)”. Click on that, and then click on “Newsletter-Term 3” (You will have to download it)

1. Write the names of the teachers in Cluster A:

_______________________________________________________

I. Go back to the “Clusters” screen, and click on “Cluster B (2)”. Click on “Newsletter-Third Quarter”.

1. Write the names of teachers in Cluster B.

_______________________________________________________

-Page 24 –
J. Go back to main “Cluster” screen. Click on “Cluster C Newsletter”.

1. Write the names of the teachers in Cluster C.

________________________________________________________
________________________________________________________
________________________________________________________

K. Go back to main SHS screen. Scroll down the left column and click on “Important Docs”.

- The screen will show a list of documents-click on “’06-’07 Student Handbook”

- Once the handbook has been downloaded, scroll to page 67. Beginning on Page 67, STUDENT ACTIVITIES are described. Read over pages 67-75, then choose 3 activities that you would think about participating in during your freshman year.

- On the lines below, identify each activity, and tell why each one interests you.

Activity 1: ______________________________________________________

________________________________________________________

Activity 2: ______________________________________________________

________________________________________________________

Activity 3: ______________________________________________________
1. Click on “Career and Tech Ed”. Find three shops you are interested in learning about. Write the name of the shop, a sentence about it, one teacher’s name and the phone number.

<table>
<thead>
<tr>
<th>Name of shop</th>
<th>Sentence</th>
<th>Teacher's name</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Go back to main SHS screen.
# How to Make Goals You Can Reach

## Lesson 9

### Grade Level:
8 to 9

### Subject:
Guidance

### Prepared By:
Bonnie

## Overview & Purpose

What will be learned and why it is useful: **Students learn that goals are first steps to success.**

## Education Standards Addressed

What state/county education standards that this lesson satisfies:

## Objectives

**(Specify skills/information that will be learned.)**

- Teacher Guide:
  - Take stick of where we are half-way point.
  - To teach students that setting goals are important
  - To getting somewhere

- Student Guide:
  - Students open binders and do some housekeeping
  - Students start to think about what they want in near and far future

## Information

**(Give and/or demonstrate necessary information)**

- What are goals vs. dreams
- Develop a goal ladder

- Teacher Guide:
  - Learn about how to set goals and how to get the support to reach them

- Student Guide:
  - Clean out their binders.
  - Students will develop short and long term goals.

## Verification

**(Steps to check for student understanding)**

- Teacher Guide:
  - Have students write goals and develop goal ladders for one year, 3 years and 5 years.

- Student Guide:
  - Use goals ladders to identify and list the steps needed to reach a goal.

## Activity

**(Describe the independent activity to reinforce this lesson)**

- Teacher Guide:
  - We did this as a large group and identified only one universal goal that the students brainstormed. It would be nice to do it again for individual goals.

- Student Guide:
  - Students seem to get the idea about how useful goals can be but we didn’t give it the time deserved.

## Materials Needed

- Paper
- Pencil
- Others
- SMART Goal work sheet

## Other Resources

(E.g. Web, books, etc.)


## Additional Notes
My challenge is:

Check to see if your goal is: SMART

- S  □ Specific
- M  □ Measurable
- A  □ Action-Orientated

My goal:

Benefit of Goal: What’s In It For Me?
<table>
<thead>
<tr>
<th>PLAN OF ACTION</th>
<th>TIME FRAME</th>
<th>HELP</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps</td>
<td>Start Date</td>
<td>End Date</td>
<td>Who can help and how?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td></td>
</tr>
<tr>
<td>5.</td>
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</tbody>
</table>
**Somerville High School --- Goal Setting Form**

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Is in it for me?</td>
<td>□ Specific&lt;br&gt;□ Measurable&lt;br&gt;□ Action-Oriented&lt;br&gt;□ Reasonable&lt;br&gt;□ Timely</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan of Action</th>
<th>Time Frame</th>
<th>Help</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps</td>
<td>Beginning Date</td>
<td>Ending Date</td>
<td>Who needs to know or can help?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
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<td>5.</td>
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</tbody>
</table>

Is your goal S.M.A.R.T.? 

- □ Specific
- □ Measurable
- □ Action-Oriented
- □ Reasonable
- □ Timely
Taking Stock

We are halfway through the program and let’s take a few minutes to see what we have done.

We just finished the survey and one of my hopes was that you have learned that being organized is essential to doing well in school. Keeping track of your books, assignments and time are very important to doing well.

Let’s open you binder and assess how organized you are right now.

Have you added things to your binder as we have done them?

Have you written in you assignment book? Take a look at what you have written.

If your binder needs a little help take a few minute to do that right now—it is a great ideas to have a regular time to clean out you things and remove and file things you don’t need at the moment but may need for later. Make folders for each subject and keep all tests and assignments and notes so you can review and study for test.

How is this system working for you?
Can you think of another system that might work better? Share your ideas.
How to Set Goals You Can Reach

What is a dream?

What is a goal?  3 P- A dream you are willing to work for.
   1. Is personal
   2. Is Positive
   3. Is Possible

S Savvy- Easy to understand, specific
M Measurable- Identify exactly what you intend to accomplish with in a time period
A Active- There are positive actions you can take to reach this goal
R Reachable- This is possible for you? Can you realistically attain this?
T Timed- What is the time it will take? What are the deadlines for each step?

Have the class come up with a goal that would be something common to many of them...

Get a job
Lose weight
Get involved with new friends

Use the sheet to create a goal for this fictional person and develop a plan with time lines.

Use the sheet to create a goal for your self.
## Comparing Careers

### Lesson 10

**Grade Level:** 8th to 9th

**Subject:** Guidance

**Prepared By:** Bonnie Tumelty & Joan Shea

### Overview & Purpose

What will be learned and why it is useful.

To compare various careers and the requirements and working conditions and rewards.

### Education Standards Addressed

What state/county education standards that this lesson satisfies.

---

### Objectives

**Teacher Guide**

To have students compare careers, requirements and rewards

**Student Guide**

To learn how to assess the real jobs that are in the community. Sites we have visited

**Materials Needed**

- Paper
- Pencil
- Others
- Career worksheets from Lesson 4
- Career Comparison worksheet

---

### Information

**Teacher Guide**

Look at real employment opportunities

**Student Guide**

Learn computer skills to access HR websites and to compare jobs

**Other Resources**

(e.g. Web, books, etc.)

- [www.massgeneral.org/jobs/home.htm](http://www.massgeneral.org/jobs/home.htm)
- [www.massbio.org/directory](http://www.massbio.org/directory)
- [www.biocomworkforce.com](http://www.biocomworkforce.com)
- [https://jobs.hrd.state.ma.us/recruit/public/3111/index.do](https://jobs.hrd.state.ma.us/recruit/public/3111/index.do)

---

### Verification

**Teacher Guide**

Students will compare the career they selected with others we have learned about through field trips

**Student Guide**

Students will compare the career they selected with others we have learned about through field trips

### Activity

**Teacher Guide**

Discuss the difference between an imagined job and one that you may apply for. Compromises you might have to make. Assess jobs via the worksheet.

**Student Guide**

Students will use the attached jobs I have downloaded from the websites identified and compare them with their career cruising job. We will discuss how you look at the options.

---

### Summary

**Teacher Guide**

**Student Guide**

**Additional Notes**
Identify several careers, the one you picked and five from the places we have visited.

**State Government**
- Massachusetts General Hospital
- Biogen

*Career Cruising results from Lesson 4*

Fill in the chart below and discuss the positive and negative aspects of each job.
**Job Title:**

**AMBULANCE OPERATIONS COORDINATOR**

**Job Category:** Administrative/Medical Secretary  
**Department:** MGH Admitting  
**Location:** Boston MA  
**Shift:** Days  
**Hours/Week:** 40  
**Job Type:** Regular  
**Employment Type:** Full Time  
**Date Posted/Modified:** Fri Jul 27 15:25:05 EDT 2007  
$20,000 and $45,000

**Responsibilities:**
Under direct supervision of the Admitting Access Manager, the Ambulance Flow Coordinator will be responsible for coordination of inbound and outbound non-emergent ambulance flow. This is an integral position within the organization as the B3C project has made it necessary to relocate the majority of the ambulance traffic. This position is vital to minimizing the effect of this on internal and external customers.

1. Anticipate the weekly and daily EMS parked time needs for ambulance vehicle traffic and coordinate with EMS staff.
2. Ongoing communication and coordination with Police and Security staff to advise and alert of possible peak traffic times. Work with Police and Security to implement contingency plan where and when appropriate.
3. Ongoing communication and coordination with Patient Care Units to coordinate ensure and track the readiness and efficient discharge of patients from their respective units.
4. Monitor and communicate with EMS staff to ensure proper and efficient arrival and departure from the hospital and allotted parking locations.
5. Monitor and evaluate the throughput processes pertaining to patient transport via ambulance and be able to troubleshoot in order to improve the efficiency and effectiveness of the patient and traffic flow.
6. Track scheduled and actual arrival time of EMS staff, departure time, the purpose of the travel, and the units the EMS staff travel to/from.

**Requirements:**
1. Bachelors Degree preferred  
2. Prior healthcare experience preferred  
3. Knowledge of medical terminology is preferred  
4. Knowledge of EMS protocols and scope of practice preferred  
5. 1-2 years of operational experience preferred  
6. Exceptional Customer Service skills  
7. Basic computer skills and be proficient in windows application software: Word, Excel, Access, and Outlook  
8. Strong interpersonal, communication, problem solving and organizational skills  
9. Ability to work collaboratively with diverse internal and external constituents  
10. Ability to exercise judgment in managing the coordination of EMS staff and patient arrivals and as well as in dealing with sensitive and confidential information.
11. Ability to handle stressful situations  
12. Demonstrates a willingness to learn and grow as both an individual and team member  
13. Ability to stand and walk for extended periods of time.  
14. Ability to push, pull and move patients up to 300 pounds.  
15. Ability to lift items weighing 50 pounds.

11. IV Insertion/ Phlebotomy skills
ASSISTANT COOK

Job Title:
Job Category: General Services
Department: MGH Nutrition Services
Location: Boston MA
Shift: Days
Hours/Week: 40
Job Type: Regular
Employment Type: Full Time
Date Posted/Modified: Thu Jul 19 14:43:28 EDT 2007
"Pay $12.00+ per hour“ or $25,000-30,000 annual salary

Responsibilities:
Come join the MGH Nutrition and Food Services Team! The Assistant Cook is responsible for cooking and other duties related to providing meals for patients and MGH's retail operations. Prior cooking experience is a plus, particularly in a food service or restaurant environment. This is a fast paced environment.

Requirements:
High school graduate or GED equivalent. Must be able to read and write English. Food service experience required.
Nursing

**Job Category:** NURSE, STAFF (Health Center Urgent Care)
**Department:** MGH Chelsea Health Center
**Location:** Chelsea MA
**Shift:** Rotation
**Hours/Week:** 40
**Job Type:** Regular
**Employment Type:** Full Time
**Date Posted/Modified:** Thu Jul 26 11:01:46 EDT 2007

***Pay $50,000- 70,000 Annual salary***

**Responsibilities:**
Staff Nurses needed to work in a sometimes very busy Urgent Care unit at the MGH Chelsea Health Center providing services to customers of all ages.

- Triage and prioritizing patients' need to be seen.
- Work in a multi-disciplinary environment.
- Provide a variety of nursing services based on each patient's need.

Currently hiring for full and part time positions! 40 or 20 hours/week. All full benefits eligible!

Shifts rotate between 7am-3pm, 3pm-11pm, and 12pm-8pm. These will vary weekly based on department need. Every other weekend is required.

**Requirements:**
- BSN preferred
- MA RN License
- Must have experience in an ambulatory care setting
- Bilingual Spanish preferred
- ACLS certification
- PALS certification
Shift Supervisor

Agency Name: Department Of Youth Services
Official Title: Youth Services Group Worker II
Functional Title: Shift Supervisor
Occupational Group: Correctional
Position Type: Civil Service
Full-Time or Part-Time: Full-Time
Salary Range: $30,318.60 to $40,620.32 Annually
Bargaining Unit: 02
Shift: Evening
Confidential: No
Number Of Vacancies: 1
City/Town: Boston
Region: BOSTON
Facility Location: 425 Harvard Street, Dorchester, Mass. 02124
Application Deadline: 08-09-2007
Apply Online: No
Posting ID: J11120

Duties:

Assist the Group Worker III and in his/her absence assumes responsibilities for the operation of the assigned shift.
Direct supervision of up to five (5) subordinates.
Ensures that all unit policies are carried out.
Direct activities of staff and residents, plan activities, and coordinates resources.
Ensures proper security, control and supervision.
Participates in staff meetings and training sessions.
Other related duties as assigned.

Qualifications:

Minimum Entrance Requirements: Applicants must have at least (A) one year of full-time or equivalent part-time, experience in correctional institution work, the major duties of which included the custodial care, treatment, counseling and/or rehabilitation of juveniles, or (B) any combination of the required experience and the substitutions below. Substitutions: I. An Associate's or higher degree with a major in police science, criminology, law enforcement or criminal justice may be substituted for the required experience.* *Education towards such a degree will be prorated on the basis of the proportion of the requirements actually completed.
Special Requirements: Based on assignment, position of a current and valid Massachusetts Class 3 Motor Vehicle Operator' License may be required.

Employment is contingent on a Criminal Offender Record Information (CORI)Check.

Hours to be Worked: 40
Days Off: Wednesday and Thursday
Shift: 2nd. 3:00pm to 11:00pm

- 39 -
Licensed Practical Nurse I

Agency Name: Department Of Mental Health
Official Title: Licensed Practical Nurse I
Functional Title: Licensed Practical Nurse
Occupational Group: Nursing
Position Type: Non-Civil Service
Full-Time or Part-Time: Full-Time and Part-Time
Salary Range: $33,571.72 to $45,745.18 Annually
Bargaining Unit: 02
Shift: Multiple
Confidential: No
Number Of Vacancies: 1
City/Town: Taunton
Region: SOUTHEAST
Facility Location: Taunton State Hospital (TSH)
Application Deadline: 03-17-2008
Apply Online: No
Posting ID: J10612

Duties:
Provide nursing care to patients through assisting in the development of care plans, providing treatment and medications and by monitoring patients to aid in rehabilitation. Provides for the daily care and personal hygienic needs of patients. Observes and records patient behavior and confers with other staff concerning these observations. Assists in the supervision of paraprofessional staff of a lower grade. Maintains a safe and therapeutic environment by working with staff to meet hospital standards. Administers medications and treatments accurately and safely following nursing procedures to ensure optimal therapeutic value. Performs other related duties as assigned.

Qualifications:
MINIMUM ENTRANCE REQUIREMENTS: None. (See Section XIII, Special Requirements.) SPECIAL REQUIREMENTS: Possession of a current and valid license as a practical nurse under the Massachusetts Board of Registration in Nursing.

Preferred Qualifications:
Demonstrate and understands the overriding principles of Restraint & Seclusion reduction including R&S prevention, de-escalation and effective debriefing. Demonstrate ability and knowledge of treatment planning process. Good communication and collaboration skills. Leadership and team building skills.

Comments:
On an ongoing basis, the Department of Mental Health seeks highly talented individuals who reflect the diversity of our consumer population to fill part-time and full-time (40 hrs/wk) vacancies. Our work shifts are day 6:45 am to 3:15 pm, evenings 2:45 p.m. to 11:15 p.m. and nights 11:00 p.m. to 7:00 a.m. Most vacancies are on evenings and nights. This position requires working all or part of weekends as vacancy dictates. Taunton State Hospital (TSH) is a 169-bed continuing care facility that provides inpatient services to adults and geriatrics. TSH provides nursing, social work, psychology and occupational and rehabilitation services to the
patients. TSH is a JCAHO certified facility. TSH also supports the facility with dietary, environmental and maintenance departments. In all we always aspire to create an environment which promotes growth and independence for patients, families, and employees alike. We offer an excellent salary and benefit package including, tuition remission, health insurance, flexible schedules, shift and w/e differentials.

As applicable, preference for this position will be given to those candidates who are eligible for Civil Service/ConTest Reinstatement/Reemployment or to those candidates who have passed the civil service examination for this job title, and who respond to the job certification that was recently issued for this location" and/or to employees laid off or bumped from this title who are eligible for recall; and in accordance with Article 14 or applicable collective bargaining requirements.
Registered Nurse II

Agency Name: Department Of Mental Health
Official Title: Registered Nurse II
Functional Title: Registered Nurse II
Occupational Group: Other
Position Type: Non-Civil Service
Full-Time or Part-Time: Full-Time
Salary Range: $47,422.48 to $79,133.04 Annually
Bargaining Unit: 07
Shift: Multiple
Confidential: No
Number Of Vacancies: 5
City/Town: Tewksbury
Region: NORTHEAST
Facility Location: Tewksbury Hospital
Application Deadline: 06-07-2008
Apply Online: No
Posting ID: J10484

GENERAL STATEMENT OF DUTIES:
Provides direct nursing care to adult psychiatric patients; establishes nursing plan of approach; participates as a member of the interdisciplinary team; assesses health care and educational needs of patients and their families. Assists in admissions and discharges. Performs related duties as required.

DETAILED STATEMENT OF DUTIES:
1. Provides nursing care for patients by following professional, hospital, departmental and certification standards in order to maintain quality care.
2. Identifies and addresses patient needs by performing nursing assessments, developing nursing interventions and participating in interdisciplinary team meetings to facilitate discharge.
3. Performs duties of medication and treatment nurse following pertinent policies and procedures in order to carry out physician's orders in a safe and therapeutic manner.
4. Works with patients by providing instruction to facilitate the independent management of their personal, hygiene and health needs.
5. Supervises employees of a lesser grade by assigning tasks, based on individual competencies, evaluating performance and making recommendations concerning performance to maintain a high level of quality care.
6. Provides instruction to other nursing staff by example and explanation to ensure quality services to patients and to maintain professional standards of nursing.
7. Facilitates the implementation of treatment plans by interdisciplinary team by conferring with appropriate health care professionals in order to meet the stated goal for each patient.
8. Admits, transfers and discharges patients, coordinating health care services to ensure continuity of care following standards established by hospital policy and certification guidelines.
9. Identifies, evaluates and responds to changes in patient conditions, documenting and reporting such changes to the appropriate person to ensure prompt response to patient needs.
10. Maintains an awareness of the D.M.H. regulations and hospital policy and procedure regarding the use of seclusion and restraint, through supervision and instruction, to maintain patient dignity and human rights.
11. Maintains professional proficiencies by attending and participating in in-service trainings and educational programs to foster growth and development.
12. Assumes charge nurse responsibility for a single shift in the absence of a nurse of a higher grade to provide continuity of care.
13. Provides psychosocial support to patients through individual counseling and group work to maintain the therapeutic milieu.
14. Performs tasks of assigned staff in their absence to ensure continuity of care.
15. Provides for the supervision of staff through individual counseling and/or regular staff meetings; through appropriate role modeling and overseeing the orientation process. Participates in the progressive disciplinary process as required.
16. Actively involved in the improved operational process at both unit and hospital wide level to improve quality of care.
17. Practices Principals of NVSD, including controlled takedown, Restraint/Seclusion when necessary to provide a safe environment.

**Qualifications:**

MINIMUM ENTRANCE REQUIREMENTS: Applicants must have at least (A) one year of full-time, or equivalent part-time, experience as a registered nurse in a recognized hospital, clinic or medical facility, or (B) any equivalent combination of the required experience and the substitutions below.

Substitutions:

I. A Graduate degree with a major in Nursing may be substituted for the required experience. *

*Education toward such a degree will be prorated on the basis of the proportion of the requirements actually completed.

SPECIAL REQUIREMENTS FOR ALL LEVELS IN SERIES: Current and valid registration as a professional nurse under the Massachusetts Board of Registration in Nursing. *

*Recent graduates from an approved school of nursing must have applied for the first available registered nurse examination.

Based on assignment, possession of a current and valid Massachusetts Class 3 Motor Vehicle Operator's license may be required.
IT Support Analyst

Sr Programmer/Analyst, Pdpp

Agency Name: Department Of Mental Health
Official Title: Sr Programmer/Analyst, Pdpp
Functional Title: IT Support Analyst
Occupational Group: Not Used
Position Type: Civil Service
Full-Time or Part-Time: Full-Time
Salary Range: $47,500.00 to $73,400.00 Annually
Bargaining Unit: 06
Shift: Day
Confidential: No
Number Of Vacancies: 1
City/Town: Boston
Region: BOSTON
Facility Location: Erich Lindemann Mental Health Center, 25 Staniford Street
Application Deadline: 08-03-2007
Apply Online: No
Posting ID: J10942

Duties:

- Acts as Support Analyst for the site.
- Performs tasks associated with managing incoming Help Desk tickets, and share in the responsibility of maintenance of servers, computers and peripheral equipment.
- Responsible for providing reports to IT management, internal departments and other state agencies.
- Occasionally perform one on one training and support of personnel as it relates to the DMH Desktops and Network environment.
- Will assess, debug and provide assistance to resolve technical problems as reported by end users directly or via the Help Desk ticket system.
- Documents network infrastructure and hardware configurations.
- Monitors network performance & recommends improvements.
- Assist in the provision of backups and restores of data
- Provide end user support in respective and professional manner.

Qualifications:

Preferred Qualifications:

- Knowledge of DMH mission, polices and procedures, standards and guidelines.
- Ability to monitor desktop and associated network performance.
- Knowledge of network and desktop operating systems, systems management, TCP/IP, gateways, bridges, switches, network diagnostic tools.
- Working knowledge of how DMH's IT Operations group supports the agency's business needs.
- Working knowledge of DMH's Helpdesk system.
- Knowledge of supporting DMH's Mental Health Information System (MHIS) as it relates to job duties.
- Knowledge of the reporting structure and working of state government.
Clinical Social Worker (A/B)

Agency Name: Department Of Mental Health
Official Title: Clinical Social Worker (A/B)
Functional Title: Clinical Social Worker (A/B)
Occupational Group: Social Service
Position Type: Civil Service
Full-Time or Part-Time: Full-Time
Salary Range: $43,608.76 to $59,493.46 Annually
Bargaining Unit: 08
Shift: Night
Confidential: No
Number Of Vacancies: 1
City/Town: Hyannis
Region: SOUTHEAST
Facility Location: Southeast Area/Cape & Islands
Application Deadline: 08-03-2007
Apply Online: No
Posting ID: J11028

Duties:

As a member of the Crisis Intervention Services multi-disciplinary treatment team, evaluates clients experiencing a mental or emotional health crisis on a face-to-face basis and provides crisis intervention at the time of evaluation as directed by the appropriate Shift Coordinator and the Program Psychiatrist in order to prevent further decompensation and arrange safe and appropriate disposition; provides short-term counseling and treatment planning and provides pre-screening for inpatient hospital placement; coordinates referrals to appropriate outpatient services for clients who are not yet linked; acts as a liaison and assists in coordinating with community organizations and programs in a wide range of treatment planning and strategies; participates in training, academic and experiential, under the supervision and instruction of the Director of Crisis Intervention Services in order to develop an expertise in the delivery of quality client-centered care; participates in mandatory DMH trainings and all specific Crisis Intervention Services staff meetings and trainings; performs related work as required.

Qualifications:

MINIMUM ENTRANCE REQUIREMENTS: REQUIRED WORK EXPERIENCE: None. (See Required Education and Licenses.) REQUIRED EDUCATION: A Master's or higher degree in social work. LICENSES: Based on assignment, travel may be required. Those employees who elect to use a motor vehicle for travel must have a current and valid Massachusetts Class D Motor Vehicle Operator's license or the equivalent from another state. - Current and valid licensure as a Licensed Certified Social Worker or Licensed Independent Clinical Social Worker by the Massachusetts Board of Registration in Social Work.

LICSW
Experience in Mental Health field working in Crisis Intervention

Full-Time (40) hour position; Work Assignment: Crisis Intervention Services in Hyannis; Work Schedule: 12:00am to 8:30am with Sunday & Saturday off.
Research Associate/Chemist

Company: Randstad USA
Address: 1430 Mass Ave
          Cambridge, MA 02138
Category: Chemist
Job Code: SOKH
Description: Randstad onsite at Millennium Pharmaceuticals is looking for Research Associate/Chemist for the Biologics Process Development Department. This is a contract opportunity that has potential to go long term. Millennium Pharmaceuticals offers a community of people with diverse talents and backgrounds, all dedicated to the discovery and development of therapies that can change the world--one patient at a time. The casual but focused environment fosters the free exchange of ideas, encourages collaborative research, and sparks discovery of innovative solutions in science and business. At Millennium, we're big on results, not formality.

Duties will include running plate based assays in addition to PAGE gels and chromatography analyses. Furthermore, this position requires writing reports summarizing the results of the assays.

Candidate must have a BA or BS in Biology, Chemistry or Chemical Engineering with at least 1.5 years of experience running plate based assays. Knowledge of basic word processing and spreadsheet operation is required.

Salary: 
Hours: 9-5 more when on deadline
Animal Technician

**Company:** Aerotek  
**Address:** 100 Unicorn Park Drive, Suite 100  
Woburn, MA 01801  
**Category:** Animal Care  
**Job Code:** AT-C  

**Description:** Location: Cambridge, Massachusetts  
Rate: $15 to $18 per Hour  
Job Type: Contract-to-Hire

The Cambridge site is looking for an Animal Resource Technician to perform animal husbandry and maintain research animal facilities in a manner appropriate to the species of animal, the requirements of research protocols, according to currently accepted standards of laboratory animal husbandry, and in accordance with federal, state, and local ordinances.

**Job Responsibilities**
- Animal husbandry: provide clean bedding, water and food.  
- Decontamination of potentially biohazardous animal waste.  
- Proper disposal of animal carcasses, animal waste and bedding.  
- Clean animal cages, rooms, washroom and other animal husbandry equipment.  
- Record keeping: maintain logbooks of autoclave and cage-washer function, log temperature of animal rooms, maintain animal census, maintain records of animals and supplies ordered.  
- Order animals, receive and house animals.  
- Order feed, bedding, husbandry supplies, and housing equipment, such that supplies are maintained at an adequate level.  
- Observe proper precautions of dress and handling of materials appropriate for ABSL  
- Observe condition of animals and report any abnormalities to supervisor.  
- Related duties as assigned.

**A Qualified Animal Technician**

The right individual needs a minimum of high school education. Associate's or Bachelor's Degree is preferred; experience with laboratory animals also preferred, AALAS Certification desirable. The individual must have flexibility in accommodating changing needs within the facility and animal care program. Close attention to condition of animals and facilities is a must; safety consciousness of the welfare of the animals and personal safety is required. He/She will also be expected to be lifting and operate cage-washer and autoclave.

**Required Skills:**  
AALAS CERTIFICATION

**About Aerotek:**
Join Aerotek Scientific LLC, one of the fastest growing providers of scientific and clinical research services in the nation. Due to our growth, we're constantly on the lookout for qualified professionals to place in contract, contract-to-hire, and permanent placement positions across the scientific and clinical research communities. At Aerotek Scientific, we know it's more than just your day-to-day responsibilities that can make or break a job. It's the support you get. That's the reason Aerotek Scientific offers a variety of benefits including medical, dental, optical, 401k, and many more. Don't put your career in the hands of just anyone, put it in the hands of a specialist. Join the Aerotek Scientific team! Allegis Group and its subsidiaries are equal opportunity employers.
Web Designer

**Company:** Broad Institute of MIT & Harvard  
**Address:** 320 Charles Street  
Cambridge, MA 02141  
**Category:** Graphic Designer  
**Job Code:** MIT-00004184

**Description:** WEB DESIGNER, Broad Institute of MIT and Harvard, to design and maintain web sites and web applications which support analysis and visualization of genomic data. Will be responsible for the design of graphic elements, overall organization and navigational structure, and layout of forms for ease-of-use; and follow-up throughout the development process to ensure that designs are executed correctly. Duties include preparing designs for dynamic, interactive web applications; communicating designs to users, engineers, and managers using appropriate tools, e.g., Photoshop, HTML mockups, site maps, etc.; preparing graphics, style sheets, and other design-oriented artifacts for integration into web applications; working closely with software engineers to integrate designs into applications under development; preparing mockups to elicit user feedback and guide development of new application features; proactively monitoring public web sites to ensure that they maintain a consistent, professional look as enhancements are added; and modifying HTML templates and content to correct defects in the look of the sites.

**REQUIREMENTS:** a minimum of three years' experience in graphic design in a web environment and expert knowledge of HTML and CSS. Experience with dynamic HTML generation using JSP, ASP, or similar technologies strongly preferred; as is experience working with professional software engineers. Prior involvement or interest in biology or other scientific domain a plus. Excellent communication skills required. Must be able to perform effectively in a fast-paced environment and thrive under pressure to meet or exceed development milestones. Portfolio of previous web design work will be required.

**PROFILE:** the Broad Institute was founded to empower scientists of all kinds to work together on difficult, diverse, critical genomic and biomedical challenges. The Institute is a unique collaboration between the MIT and Harvard academic and medical communities, and it offers the security and benefits provided to all MIT employees, including:

* Competitive pay  
* Medical, dental, life insurance plans  
* 401(k) plan with matching contributions  
* Tuition assistance plan  
* Four weeks of vacation after one year  
* T-Pass subsidy program  
* Athletic and fitness centers  
* Child care services

Join a team that works the way you've always wanted to work.

**Salary:**

**Posted:** 6/4/2007
Pharma Technicians

Company: Toxikon Corporation
Address: 15 Wiggins Avenue
          Bedford, MA 01730
Category: Pharmacology
Job Code: Pharma
Description: Pharma Technicians

Seeking experienced laboratory technicians with in vivo experience with various animal models, a minimum of (2 yrs). Successful candidate must have worked as a primary technician on Non-GLP and GLP Pharmacology and Toxicology studies with drugs and biologics. Technical and procedural knowledge of all forms of administrations and tasks (SQ, IM, ID, IV, oral gavage, dermal, clinical observations, food consumption, bodyweights). Must have attention to detail, excellent communication skills, protocol interpretation, to be work as part of a team as well as independently with strong time-management and organizational skills. Moderate to good computer skills, generate and maintain study paperwork, as well as an accurate and organized study binders/and or electronic records. A minimum of a B.S. or B.A, in the biological sciences required. Candidates with AA with appropriate experience will also be considered.

Please refer to Job Code Pharma when corresponding about this position.

Website: www.Toxikon.com
## Industrial Safety & Health Inspector I

<table>
<thead>
<tr>
<th>Agency Name:</th>
<th>Office Of The Attorney General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Title:</td>
<td>Industrial Safety &amp; Health Inspector I #08-009 MOSES Unit 9, JG 19</td>
</tr>
<tr>
<td>Functional Title:</td>
<td>Industrial Safety &amp; Health Inspector I #08-009 Fair Labor Division</td>
</tr>
<tr>
<td>Occupational Group:</td>
<td>Legal</td>
</tr>
<tr>
<td>Full-Time or Part-Time:</td>
<td>Full-Time</td>
</tr>
<tr>
<td>Salary Range:</td>
<td>$1,549.92 to $2,061.54 Biweekly</td>
</tr>
<tr>
<td>Bargaining Unit:</td>
<td>None</td>
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<tr>
<td>Shift:</td>
<td>Day</td>
</tr>
<tr>
<td>Confidential:</td>
<td>No</td>
</tr>
<tr>
<td>Number Of Vacancies:</td>
<td>1</td>
</tr>
<tr>
<td>City/Town:</td>
<td>Springfield</td>
</tr>
<tr>
<td>Region:</td>
<td>WESTERN</td>
</tr>
<tr>
<td>Application Deadline:</td>
<td>08-09-2007</td>
</tr>
<tr>
<td>Apply Online:</td>
<td>No</td>
</tr>
<tr>
<td>Posting ID:</td>
<td>J11117</td>
</tr>
</tbody>
</table>

### Duties:
The Industrial Inspector reviews and investigates violations of labor standards under M.G.L. Chapter 149 and other related regulations and statutes; conducts interviews concerning complaints of wage violations; responds to inquiries from employees, employers, and their representatives regarding applicable laws, codes, rules and regulations; inspects equipment, materials, operations, buildings and machinery at various work sites; and supports the enforcement of wage, hour, child labor and prevailing wage and other related work as required. Inspectors also conduct payroll audits and analyze financial records.

### Qualifications:
Applicants must have at least (A) two years of full-time, or equivalent part-time, professional or technical experience in safety engineering, industrial hygiene, inspection or investigatory work, in the regulation of occupational safety/health or in enforcement of occupational health laws, rules, regulations and standards or wage and hour laws, or (B) any equivalent combination of the required experience and applicable substitutions. Possession of a current and valid Massachusetts Class 3 Motor Vehicle Operator’s license is required.

### Preferred Qualifications:
Professional or technical experience and investigatory work in labor standards is preferred. Law enforcement or construction and trade experience also preferred. Bilingual applicants are encouraged to apply.
Dental Hygienist

Agency Name: Department Of Public Health
Official Title: Medical/Health Client Services
Functional Title: Dental Hygienist
Occupational Group: Not Used
Position Type: Contracted
Full-Time or Part-Time: Part-Time
Salary Range: $17.00 to $32.00 Hourly
Bargaining Unit: None
Shift: Day
Confidential: No
Number Of Vacancies: 1
City/Town: Westfield
Region: WESTERN
Facility Location: Western Mass Hospital 91 East Mountain Road
Application Deadline: 08-07-2007
Apply Online: No
Posting ID: J11070

Duties:
The Department of Public Health, Western Massachusetts Hospital (WMH), seeks a Dental Hygienist to work at Western Massachusetts Hospital as a contract employee 8 to 32 hours per week.

- Performs dental hygiene for patients ages 7 and older
- Performs oral cancer screening
- Applies fluorides and other cavity preventing agents.
- Exposes and develops x-ray films.

Qualifications:

Preferred Qualifications:
- Knowledge of the policies, procedures, specifications, standards and guidelines governing assigned unit activity.
- Knowledge of dental terminology.
- One year of full time, or equivalent part-time experience as a registered Dental Hygienist.
- Current and valid registration as a dental hygienist under the Massachusetts board of registration in dentistry.

EVALUATION CRITERIA:
- Ability to meet the Hospital’s needs.
- Ability to meet the above qualifications.
Logins and Lockers
Lesson 11

| Grade Level: 8 to 9th grade | Subject: Guidance | Prepared By: Bonnie Tumelty |

**Overview & Purpose**

What will be learned and why it is useful.

*Get students started on the Somerville Network and learn how to unlock their lockers*

**Education Standards Addressed**

What state/county education standards that this lesson satisfies.

---

<table>
<thead>
<tr>
<th>Teacher Guide</th>
<th>Student Guide</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives</strong> (Specify skills/information that will be learned.)</td>
<td>To get all students familiar with the Somerville network computer system and logged on.</td>
<td>Students will be confident about using the Somerville computer Network for storing work. Students will be able to successfully log in to the SPS system. Then we will try opening lockers.</td>
</tr>
</tbody>
</table>

| **Information** (Give and/or demonstrate necessary information) | How to identify your State number and set up the account | Students will use their state ids to log in to the SPS system. |

**Verification** (Steps to check for student understanding)

Students press Ctr-Alt-Del to get to the log on page and then type in their first name.last name and at password type in their SAID 10 digits. Have students log on the open a word file and write a memo to themselves titled. My personal goals for the next six months. List three

Practice on the bank of lockers R-L-R combinations.

**Activity** (Describe the independent activity to reinforce this lesson)

Have students log on to the network and set up an account.

**Summary**

This will be a very short session 40 min only

---

**Other Resources**

(e.g. Web, books, etc.)

Somerville network computers

Locker combinations

---

**Materials Needed**

- Paper
- Pencil
- Student State ID numbers

---

This will be a very short session 40 min only
# MCAS is the Name of the Game
## Lesson 12

**Grade Level:** 8th to 9th Grade  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty

### Overview & Purpose
What will be learned and why it is useful. Students will learn that there are approaches to how to look at the MCAS test that can make a difference.

### Education Standards Addressed
What state/county education standards that this lesson satisfies.

### Teacher Guide
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Information</th>
<th>Verification</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand that there are specific ways to approach the MCAS reading comprehension test that can help them do well.</td>
<td>(Give and/or demonstrate necessary information)</td>
<td>(Steps to check for student understanding)</td>
<td>Have a discussion of how people view the MCAS test and identify methods that can help.</td>
</tr>
</tbody>
</table>

### Student Guide
<table>
<thead>
<tr>
<th>Materials Needed</th>
<th>Other Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper, Pencil, Others</td>
<td><a href="http://www.doe.mass.edu">www.doe.mass.edu</a> “Gill” by Jon Krakauer</td>
</tr>
</tbody>
</table>

### Information
<table>
<thead>
<tr>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand that there are specific ways to approach the MCAS reading comprehension test that can help them do well.</td>
</tr>
</tbody>
</table>

### Verification
<table>
<thead>
<tr>
<th>Verification</th>
</tr>
</thead>
<tbody>
<tr>
<td>To help students understand that there are specific ways to approach the MCAS reading comprehension test that can help them do well.</td>
</tr>
</tbody>
</table>

### Activity
<table>
<thead>
<tr>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice the skills. Using a passage from the Spring 2007 MCAS ELA Test</td>
</tr>
<tr>
<td>• Pre-reading</td>
</tr>
<tr>
<td>• Highlighting</td>
</tr>
<tr>
<td>• Reading the questions before reading the body of the text.</td>
</tr>
<tr>
<td>• Reviewing and discussing the answers.</td>
</tr>
</tbody>
</table>

### Summary
This was extremely difficult for the less skilled students. They withdrew and put their heads on the table the reading level was way beyond their comprehension. For the students with higher skills they were engaged and interested in learning skills to help them.
# Thank You - Thank You

## Lesson 13

**Grade Level:** 8 to 9  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty and Joan Shea

### Overview & Purpose
What will be learned and why it is useful. **Understand the value of thanking people who have done something for you.**

### Education Standards Addressed:
What state/county education standards that this lesson satisfies.

### Objectives
(Specify skills/information that will be learned.)
- Learn a simple format for a thank you note.
- Learn the value of thanking people in writing. Why is it a valuable courtesy to do when someone has done something for you.

### Information
(Give and/or demonstrate necessary information)
- Review a simple thank you note format.
- Review the reasons to write one.
- See the attached format. Specific information and an example of how to write a letter.

### Verification
(Steps to check for student understanding)
- The class discuss should help bring home the message about why we thank people.
- I will collect and review the student’s thank you notes and send them to the field trip guides.

### Activity
(Describe the independent activity to reinforce this lesson)
- Provide paper and stamps and stamp pads to write thank you note. Have student draft one and then copy on to card stock and address.
- Have student write and design a simple thank you note to one of trip sites. Collect and send them.

### Materials Needed
- Paper
- Pencil
- Stamps
- Ink pads
- Format for thank you notes

### Other Resources
(e.g. Web, books, etc.)

### Summary

### Additional Notes
Writing a thank you letter.

1. Date your note
2. Start with the salutation: Dear……,
3. Begin by thanking the person and identifying what it is they did for you.
4. Identify at least one specific thing that you liked about the visit.
5. Thank them again and close with a- Sincerely and under that your name.

EXAMPLE

Date

Dear Ms. Sally,

Thank you for taking the time to show us around the State House and filling us in on so much Massachusetts state history.

I was really amazed to find out that students of Harvard University had stolen the Sacred Cod. They don’t seem like the type of people who would do that. I also love the hall of flags and finding the Somerville City flag there. Our class enjoyed having an opportunity to see our capital building at work.

Thank you again for the visit.

Sincerely,

Your Name

Set up the envelope in the manner:

Your Name
Somerville High School
81 Highland Avenue
Somerville, MA 02445

Mr. John Smith
State House
Room 345
Boston, MA
### Personal Goals
#### Lesson 14

**Grade Level:** 8-9 Grade  
**Subject:** Guidance  
**Prepared By:** Bonnie Tumelty and Joan Shea

---

#### Overview & Purpose
What will be learned and why it is useful. To bring home the point that goal are important and to have students develop ones for themselves.

#### Education Standards Addressed
What state/county education standards that this lesson satisfies.

---

<table>
<thead>
<tr>
<th><strong>Objectives</strong>&lt;br&gt; (Specify skills/information that will be learned.)</th>
<th><strong>Teacher Guide</strong></th>
<th><strong>Student Guide</strong></th>
<th><strong>Materials Needed</strong>&lt;br&gt; (e.g. Paper, Pencil, Graphic organizer)</th>
<th><strong>Other Resources</strong>&lt;br&gt; (e.g. Web, books, etc.)</th>
</tr>
</thead>
</table>
| Review the goals we did as a group. (handout) Get through ninth grade will passing or better grades. | | Have student spend time thinking about what we tried to accomplish here and what our goals were are a program, especially in guidance. | - Paper  
- Pencil  
- Graphic organizer for personal goals  
- Copy of the previous goal we did as a group |

<table>
<thead>
<tr>
<th><strong>Information</strong>&lt;br&gt; (Give and/or demonstrate necessary information)</th>
<th><strong>Teacher Guide</strong></th>
<th><strong>Student Guide</strong></th>
<th><strong>Materials Needed</strong>&lt;br&gt; (e.g. Paper, Pencil, Graphic organizer)</th>
<th><strong>Other Resources</strong>&lt;br&gt; (e.g. Web, books, etc.)</th>
</tr>
</thead>
</table>
| Guidance goals:<br> • Get to know the building  
• Get to know the systems at SHS  
• Think about their future and how high school might inform their career choices. | | Have students brainstorm possible goal that they could imagine someone might have going forward for the next six months. | |

<table>
<thead>
<tr>
<th><strong>Verification</strong>&lt;br&gt; (Steps to check for student understanding)</th>
<th><strong>Teacher Guide</strong></th>
<th><strong>Student Guide</strong></th>
<th><strong>Materials Needed</strong>&lt;br&gt; (e.g. Paper, Pencil, Graphic organizer)</th>
<th><strong>Other Resources</strong>&lt;br&gt; (e.g. Web, books, etc.)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Activity</strong>&lt;br&gt; (Describe the independent activity to reinforce this lesson)</th>
<th><strong>Teacher Guide</strong></th>
<th><strong>Student Guide</strong></th>
<th><strong>Materials Needed</strong>&lt;br&gt; (e.g. Paper, Pencil, Graphic organizer)</th>
<th><strong>Other Resources</strong>&lt;br&gt; (e.g. Web, books, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide handout for personal goal. Collect after they finish and Xerox with the understanding that In September when we meet again we will see where they have gotten with their goal</td>
<td></td>
<td>Have students develop a personal goal and use the graphic organizer to plan the activities to accomplish their goal.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Summary

---

### Additional Notes
Look to see if your goal is SMART:

☐ Savvy, Simple  ☐ Measurable  ☐ Action Oriented  ☐ Reasonable, Realistic  ☐ Timed

What is in it for me? What is the benefit of reaching my goal?
<table>
<thead>
<tr>
<th>PLAN OF ACTION</th>
<th>TIME</th>
<th>HELP</th>
<th>RESULTS</th>
<th>DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Steps</td>
<td>Start Date</td>
<td>End Date</td>
<td>Who can help and how?</td>
<td>How do you know when you've completed the action step?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<tr>
<td>5.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Final Scavenger Hunt
Lesson 15

Grade Level: 8 to 9  Subject: Guidance  Prepared By: Joan Shea and Bonnie Tumley

| Overview & Purpose: What will be learned and why it is useful. In our survey students indicated that they would like more time to get around the school and feel comfortable this is our final class and we will try to have a little fun with it. |
| Education Standards Addressed What state/county education standards that this lesson satisfies. |

<table>
<thead>
<tr>
<th>Objective</th>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give the students another look at the high school</td>
<td>For students to feel like they won't be daunted but the high school when they arrive in September.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information</th>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will give students fake schedules and have time themselves from class to class. Four minute limit.</td>
<td>To again prepare students to read a block schedule and to become familiar with the school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verification</th>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand out students schedules and have them divide into groups and follow one of two different schedules</td>
<td>Have students follow a schedule taking turns to be in charge of getting the group to the next designated spot.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary</th>
<th>Teacher Guide</th>
<th>Student Guide</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper</td>
</tr>
<tr>
<td>Pencil</td>
</tr>
<tr>
<td>Pretend student schedules that are facsimiles of real ninth grade schedules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Resources (e.g. Web, books, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keys to get in to the lock rooms</td>
</tr>
</tbody>
</table>

| Additional Notes |
Go to the Main Office and introduce your selves to the secretaries. Get their signatures.

**THIS COULD BE YOUR SCHEDULE**

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Math</td>
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Go to the Guidance Office and introduce yourself to the Head of Guidance. Get her signature.
### Guidance Orientation Curriculum

Contact the Guidance Department at 617-625-6600 x6120 with questions.

**THIS COULD BE YOUR SCHEDULE (2)**

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Go to the Main Office and ask the secretaries how you get a bus pass. Write the answer below.
Go to the Guidance Office and Introduce yourself to the Secretary of Guidance and get her signature.