***Sequencing Rationale***

 The unit will utilize the utilization-related sequencing pattern due to the specific order of the writing process. Students have grown accustomed to working within the phases of the writing process. The writing process is a standard procedure that students have been working with since elementary school. Therefore, the processes involved with the Q.U.E.S.T. assignment will coincide with the process terms the students are familiar with. Students will work through the steps of the writing process incorporating various activities and assignments on their career quest. The goal is to focus on the process of writing as well as the content. The project is structures in such a way that one phase lays the groundwork for the next and so on and so forth.

The unit will begin with some brainstorming techniques. Before they can start the project, they must determine what drives them. Activities will include an Interest Inventory and a Career Assessment quiz to help students determine the career pathway (<http://www.questcareer.com/career_assessment_resources.html>). Students will use concept mapping and outlining to narrow and focus their topic and subtopics. During the prewriting phase, students will engage in book and Internet research to find information about their topic. They organize their research findings in the preliminary outline and determine the structure of their paper, chronological, level of importance, etc.

Drafting the paper is the next step in the process. Here, students turn their research into cohesive thoughts and paragraphs. Encompassed in this process are editing, revising, and evaluating the writing. Once students have proofread and revised where needed, they should also seek the response of their peers. Learning is an interactive process and students should take advantage of the classroom environment looking at one another as copy editors.

Before the final copy is completed, students must engage in volunteer work or an internship in their chosen field of study. The research that they have done on the career will allow them to have an idea of what to expect on the job site. With this understanding and background knowledge, students will prepare to meet the requirements and expectations of that career. They will engage in ten hours of work experience and incorporate this experience into the conclusion of their research paper.

As a final nod to the profession, students will create a multimedia PowerPoint presentation showcasing the highlights, challenges, and experiences that this career pathway has to offer. Students will reflect on their experiences to their classmates. The classroom becomes a career fair. Students may continue to pursue that career path or hear about another that may interest them. The presentations are shown to students in the ninth grade careers class as a glimpse into their future.

As described above, Q.U.E.S.T. is a process based assignment. Each of the phases of the assignment clearly and logically impacts the phases surrounding it. What is completed in one phase will be utilized in all of the additional phases that follow it. All of the smaller assignments collective become an entire showcase of student interest and career ambitions.