Career Investigation

Sadie Bridges
Spiro FCCLA
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Spiro FCCLA
Spiro High School
Spiro, Oklahoma
Southern Region
Career Investigation
Judge
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IDENTIFY CONCERNS:
My concern is that I’m not knowledgeable on the occupation of a judge. I would like to see if this would be the correct career path for me. Choosing this now gives me time to investigate this career and develop an interest for it.

SET A GOAL:
- Take assessments to see if it would be a good career choice for me.
- Schedule job shadow experience and interview judges at our local courthouse.
- Determine if the law profession is right for me.

FORM A PLAN (WHO, WHAT, WHEN, WHERE, HOW, COST, RESOURCES, AND EVALUATION):
- Contact my aunt who works at the courthouse and see if they offer job shadowing experiences.
- Determine dates for job shadow.
- Complete self assessments during class.
- Research the occupation of a judge.
- Consult with Mrs. Wylie every morning to keep me on track.
- This career investigation will help me decide if being a judge is the right career path for me.

ACT:
- Self assessments were completed throughout October and November.
- A job shadowing experience and an interview was completed with Judge Fry from the Leflore County Courthouse on November 12 from 9:00-12:00.
- A job shadowing experience and an interview was completed with Judge McBee from the Leflore County Courthouse on November 12 from 1:00-4:00.
- The questions answered about this profession helped me finish my portfolio.
- Finally, further investigation on his career allowed me to finalize my FCCLA portfolio.

FOLLOW UP:
After I finished researching my career, I discussed with my advisor about the law profession being a good career path. We decided that investigating this career was beneficial for me to see if I would be interested in pursuing this career. I think that gaining knowledge of being a judge was worth the effort and hard work. I really enjoyed learning about this career path and may end up pursuing a career in law. In the future, I plan to job shadow other careers in law also to see which one best fits with my interests.
EVIDENCE OF PROJECT SUMMARY SUBMISSION

Thank you for completing the project summary form for your STAR Event. To receive the point for submission, print this email and have your adviser verify by signing and dating below for including in a display, file folder, or portfolio. One survey per entry is required.

Chapter Name: Spiro High School FCCLA - 11367

State: Oklahoma

Members: Sadie Bridges

Event Name: Career Investigation

Level: Level 2 (grades 9 and 10)

Project Title: Judge

Adviser's Signature ________________________________

Date 11/19/19
Self-Assessments
### National Cluster Ranking

<table>
<thead>
<tr>
<th>Low</th>
<th>Medium</th>
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<tr>
<td>1. Law, Public Safety, Corrections, and Security</td>
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<tr>
<td>2. Health Science</td>
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<td>3. Government and Public Administration</td>
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<td>4. Human Services</td>
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<td>5. Education and Training</td>
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<td>6. Information Technology</td>
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<td>7. Business Management and Administration</td>
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<td>8. Hospitality and Tourism</td>
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<td>9. Finance</td>
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<td>16. Architecture and Construction</td>
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11/8/2019

Interests and Skills Composite Report

Kuder® Interests and Skills Composite Report SADIE BRIDGES

Top Career Pathways

View By: Top Career Clusters

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<thead>
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<tr>
<td>1. Professional Support Services</td>
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<td>2. Health Informatics</td>
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<td>3. Therapeutic Services</td>
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<td>4. Health, Safety, and Environmental Assurance</td>
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<td>5. Law Enforcement Services</td>
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What's Your Learning Style? The Results

Sadie Bridges's scores:

- Auditory: 30%
- Visual: 20%
- Tactile: 50%

You are a Tactile learner! Check out the information below, or view all of the learning styles.

---

Tactile

If you are a tactile learner, you learn by touching and doing. You understand and remember things through physical movement. You are a "hands-on" learner who prefers to touch, move, build, or draw what you learn, and you tend to learn better when some type of physical activity is involved. You need to be active and take frequent breaks, you often speak with your hands and with gestures, and you may have difficulty sitting still.

As a tactile learner, you like to take things apart and put things together, and you tend to find reasons to tinker or move around when you become bored. You may be very well coordinated and have good athletic ability. You can easily remember things that were done but may have difficulty remembering what you saw or heard in the process. You often communicate by touching, and you appreciate physically expressed forms of encouragement, such as a pat on the back.

Here are some things that tactile learners like you can do to learn better:

- Participate in activities that involve touching, building, moving, or drawing.
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- It's OK to chew gum, walk around, or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.
- Trace words with your finger to learn spelling (finger spelling).
- Take frequent breaks during reading or studying periods (frequent, but not long).
- It's OK to tap a pencil, shake your foot, or hold on to something while learning.
- Use a computer to reinforce learning through the sense of touch.

Remember that you learn best by doing, not just by reading, seeing, or hearing.

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O*NET Interest Profiler: Score Report

Your interest results:

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<th>Interest</th>
<th>Score</th>
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<tr>
<td>Investigative</td>
<td>24</td>
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<tr>
<td>Artistic</td>
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<td>Social</td>
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<td>Enterprising</td>
<td>19</td>
</tr>
<tr>
<td>Conventional</td>
<td>10</td>
</tr>
</tbody>
</table>

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**Realistic**

Your score: 7

People with **Realistic** interests like work that includes practical, hands-on problems and answers. Often people with **Realistic** interests do not like careers that involve paperwork or working closely with others.

They like:

- Working with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work

---

**Investigative**

Your score: 24

People with **Investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people.

They like:

- Searching for facts
- Figuring out problems

---

**Artistic**

Your score: 8

People with **Artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design.

They like:

- Creativity in their work
- Work that can be done without following a set of rules

---

**Social**

Your score: 25

People with **Social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information.

They like:

- Teaching
- Giving advice
- Helping and being of service to people
Enterprising
Your score: 19

People with Enterprising interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things.

They like:
  - Persuading and leading people
  - Making decisions
  - Taking risks for profits

Conventional
Your score: 10

People with Conventional interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas.

They like:
  - Working with clear rules
  - Following a strong leader

---

Special Notice: Proper Use of O*NET Interest Profiler Results

You should use your O*NET Interest Profiler results to explore the world of work and identify careers that may satisfy what is important to you in a job—your interests. You will be able to look at the interests satisfied by careers and compare them to your own interests. Talk to a vocational/employment counselor or teacher for more help on how to use your O*NET Interest Profiler results.

Your O*NET Interest Profiler results should not be used for employment or hiring decisions. Employers, education programs, or other job-related programs should not use your results as part of a screening process for jobs or training.

If you think that your O*NET Interest Profiler results are being used incorrectly, talk to your vocational/employment counselor, teacher, or program administrator. You also can contact the National Center for O*NET Development for assistance.

National Center for O*NET Development
Attention: Customer Service
P.O. Box 27625
Raleigh, NC 27611
Email: O*NET Customer Service (onet@onetcen.org)
Evidence of
Career Research
Evidence of Career Research

Job Description:

Being a judge is a hard but rewarding job. The Balance Career website says that during this job you will.

- Preside over hearings
- Research legal issues
- Resolve disputes between parties
- Write opinions, decisions, or instructions on a case or claim
- Determine if the information given is correct for legal overview

This job requires work outside of the courtroom and many other responsibilities. A judge must research court cases, meet with attorneys, and complete paperwork.

Job Skills:

The Balance Careers and Learn.org gave me a good outline of what kind of job skills that I needed to fulfill this job to its full potential. To be a judge, I need to have certain key skills like . . .

- Critical Thinking
- Writing Skills
- Legal Knowledge
- Decision Making
- Logic and Reasoning Skills

These specific skills can help a judge tremendously in carrying out their job in the best way possible.

Qualifications:

To become a judge you have to first, in most states, become a lawyer, which takes approximately seven years. This includes:

- Complete four years of undergraduate school
- Finish three years of law school
- Pass the bar exam
- Practice law for many years to gain experience
- Obtain a juris doctorate
Entry-level Position and Advancement Opportunities

- All judges have worked as lawyers for many years before they serve as a judge.
- This job has different levels where you can work.
- These levels include a magistrate judge, an administrative law judge, a hearing officer, or a local judge. There are different qualifications for each specific one.

Job Outlook

According to Career Explorer the judge job market is supposed to grow by 5.6% between 2016-2026. Judges will always be needed, and openings will mostly occur to replace retirees or judges who change careers.

Career Salary

According to Career Explorer the salary of a judge depends on different aspects.
- Bottom 20% of judges make $34,790
- Median pay for a judge is $133,920
- Top 20% of judges make $193,330
Real World Experience
Job Shadow/Interview Narrative
Judge Jennifer McBee
LeFlore County Courthouse
November 12, 2019

Tuesday November 12th, I shadowed Judge Jennifer McBee at the LeFlore County Courthouse in Poteau, Oklahoma. I spent half a day with her, and she answered my questions, showed me around the courthouse, and let me sit in on some of her trials. While getting to do this, I experienced what a judge does on a daily basis.

First, the path Judge McBee took to become a judge:
- She attended Carl Albert for two years and received a degree in communication.
- She then went to OSU and obtained a degree in English Literature.
- She attended OU Law School and received her degree in law.
- At OU she also completed one year of medicine.
- She studied abroad at Oxford in International Law.
- She practiced as a lawyer for the Indian Tribes for several years.
- She was a lawyer for 12 years.
- She became a judge at McAlester.
- She came to Poteau and is now a Special Judge.
- She continues to do 24 hours of continuing education every year to keep her license.

Next, skills that Judge McBee demonstrated that made her a good judge:
- Patience
- Working well under stress
- Multitasking
- Knowledgeable of the law
- Courteous
- Excellent communication skills
- Demonstrated confidence

Last, reasons she decided to become a judge
- Judge McBee said that her father was a judge for 26 years which inspired her as a young child to become a lawyer. She grew up around the courthouse, and it has always been like a second home to her. After she practiced law for 12 years, the Leflore County judge position came open. She applied for the position, got the job, and absolutely loves it.
Job Shadow/Interview Narrative
Judge Marion Fry
LeFlore County Courthouse
November 12, 2019

Tuesday November 12th, I shadowed Judge Marion Fry in the morning for several hours while he had court hearings. During this time, I walked through the judges chambers into the courtroom and sat behind the judge while he performed his duties as a judge. I observed him reset court dates, sentence people to prison, complete paperwork, and make informed decisions. I enjoyed this experience and learned about many different aspects of the day-to-day responsibilities of a judge.

First, how Judge Fry became a judge:
- He attended Carl Albert and received a degree in pre-law.
- He then attended OSU and obtained a degree.
- He attended Tulsa University and received his law degree.
- During his college time, he worked as a legal intern and a DA intern in Tulsa.
- After passing his LSAT exam, he became an assistant DA.
- After working as an attorney for 16 years, he decided to become a judge.

Next, qualities that Judge Fry demonstrated that made him a good judge:
- Good speaking voice
- Ability to make quick decisions
- Knowing the best thing to say to the defendant
- Always encouraging the defendants in their futures

Finally, why he decided to become a judge:
- Judge Fry said that after he had been an attorney for 16 years, he wanted more hands-on experiences. He is very satisfied that he made this decision.
Job Shadow EXPERIENCE/VERIFICATION SHEET

Thank you for allowing SHS Family and Consumer Science students to job shadow at your location. Your time and attention is greatly appreciated. Please complete the following information to verify the student’s attendance and conduct.

CONTACT:

Teacher's Name: Regina Wylie
Date of Presentation: 11-12-19

This form verifies that Spiro High School student(s) Sadie Bridges completed a job shadow experience.

(Rank from 1-5 with 5 being the highest)

| The student(s) was on time: | 1 | 2 | 3 | 4 | 5 |
| The student(s) dressed appropriately: | 1 | 2 | 3 | 4 | 5 |
| The student(s) behaved appropriately: | 1 | 2 | 3 | 4 | 5 |
| The student(s) learned from the day: | 1 | 2 | 3 | 4 |

Additional Comments: Thank you for allowing Sadie spend time at court. She is very bright and will surely do great things!

This form can either be completed and sent back with the student or mailed to the school.

Thank you,
Regina Wylie
Family and Consumer Sciences
Spiro High School
Spiro High School  
FACS Department  
600 W. Broadway  
Spiro, OK 74959

Job Shadow EXPERIENCE/VERIFICATION SHEET

Thank you for allowing SHS Family and Consumer Science students to job shadow at your location. Your time and attention is greatly appreciated. Please complete the following information to verify the student’s attendance and conduct.

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(Rank from 1-5 with 5 being the highest)

The student(s) was on time:  
1 2 3 4 5

The student(s) dressed appropriately:  
1 2 3 4 5

The student(s) behaved appropriately:  
1 2 3 4 5

The student(s) learned from the day:  
1 2 3 4 5

Additional Comments: Sadie was very attentive and asked good questions.

Thank you,  
Regina Wylie  
Family and Consumer Sciences  
Spiro High School
Samples of Class Work
2. \(4.95 + 1.95x = 42\)
   \[
   -4.95\quad -4.95
   \]
   \[
   1.95x = 37.05
   \]
   \[
   x = 19
   \]

3. \(8(x - 5) = 95\)
   \[
   8x - 40 = 95
   \]
   \[
   8x = 135
   \]
   \[
   x = 16.875
   \]

4. \(1.5(x - 4) = 9\)
   \[
   1.5x - 6 = 9
   \]
   \[
   1.5x = 15
   \]
   \[
   x = 10
   \]

5. \(-27 = 3(x - 3)\)
   \[
   -27 = 3x - 9
   \]
   \[
   3x = 18
   \]
   \[
   x = 6
   \]

6. \(-4c = c + 20\)
   \[
   -4c + 4c = c + 20
   \]
   \[
   0 = 20
   \]
   \[
   c = -10
   \]

7. \(24 + 7x = 3x - 9\)
   \[
   14x = 15
   \]
   \[
   x = 1.0714
   \]

8. \(3(x - 5) = 5x + 9\)
   \[
   3x - 15 = 5x + 9
   \]
   \[
   -2x = 24
   \]
   \[
   x = -12
   \]

9. \(x = -2(x - 3)\)
   \[
   x = -2x + 6
   \]
   \[
   3x = 6
   \]
   \[
   x = 2
   \]

10. \((+3)7 = 6 + 21\)
    \[
    7x = 27
    \]
    \[
    x = 3
    \]
    \[
    +3 = 6 + 21
    \]
    \[
    +3 = 24
    \]
    \[
    + = 42
    \]
Nullifying the Separate but Equal Principle

Brown v. Board of Education of Topeka, Kansas, 1954

Background of the Case

Linda Brown, an African American teenager, applied for admission to an all-white public school in Topeka, Kansas. The board of education of Topeka refused to admit her. In a 1950 case, Sweatt v. Painter, the Supreme Court had for the first time questioned the constitutionality of the Plessy decision. The Court had held in that case that African Americans must be admitted to the previously segregated University of Texas Law School because no separate but equal facilities existed in Texas. The National Association for the Advancement of Colored People (NAACP) now saw denying admission to Linda Brown and other young African Americans as an opportunity to challenge segregation in the public schools, even though the facilities in other segregated schools for African Americans were equal to those for white students.

Brown represents a collection of four cases, all decided at one time. The cases had one common feature: African American children had been denied admission to segregated, all-white public schools. The cases reached the United States Supreme Court by way of appeals through lower courts, all of which had ruled in accordance with the 1896 Plessy decision.

Constitutional Issue

The Brown case called for an explicit reappraisal of the Plessy decision. Did separate but equal public facilities violate the equal protection clause of the Fourteenth Amendment? In the case of Plessy v. Ferguson, the Supreme Court had established the separate but equal principle, which allowed the continuation of segregated schools and public facilities. During the 56 years since the Plessy decision, however, Americans' views on segregation had changed. To many people, the very idea of segregated schools as well as other segregated public facilities seemed to be out of step with the times. In the years after World War II, the NAACP and other civil rights groups began pressing for nullification of the separate but equal idea. The justices were not immune to the changing social forces in the United States. Still, if in fact they wished to overturn Plessy in the Brown case, they faced the challenge of finding a constitutional basis for their decision.

The Supreme Court's Decision

The Court ruled unanimously to overrule the separate but equal principle. Chief Justice Earl Warren, who wrote the decision, was keenly aware that in overruling Plessy, an act of enormous social and political consequences, it was important for the entire Court to be in agreement. The Brown ruling was thus issued by a unanimous Court.

In his decision, Warren explained that since the relation of the Fourteenth Amendment to public schools was difficult to determine, the Court would "look instead to the effect of segregation itself on public education." The chief justice explained, "We must consider public education in the light of its full development and its present place in American life..."
Supreme Court Case Study 29 (continued)

throughout the Nation. Only in this way can it be determined if segregation in public schools deprives these plaintiffs of the equal protection of the law."

The Court concluded that segregation of African American schoolchildren "generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." To bolster his claim about the huge psychological impact of segregation, Warren quoted the finding of a lower court, even though the lower court ruled against the African American children. That court had stated: "Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law; for the policy of separating the races is usually interpreted as denoting the inferiority of the Negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has the tendency to [retard] the education and mental development of Negro children and to deprive them of some of the benefits they would receive in a racially integrated school system."

Agreeing with this statement, Warren concluded, "Whatever may have been the extent of psychological knowledge at the time of Plessy v. Ferguson, this finding is amply supported by modern authority. Any language in Plessy v. Ferguson contrary to this finding is rejected."

On this basis the Court concluded "that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. Therefore we hold that the plaintiffs and others similarly situated for whom the actions have been brought are, by reason of the segregation complained of, deprived of the equal protection of the law guaranteed by the Fourteenth Amendment. This disposition makes unnecessary any discussion whether such segregation also violates the due process clause of the Fourteenth Amendment."

In a follow-up to the Brown case, in 1955 the Court ordered that the integration of the public schools was to go forward "with all deliberate speed."

Questions

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. Why do you think the Court recognized the huge psychological impact that segregated schools had on children who attended them?

2. A constitutional scholar has called the Court's ruling in the Brown case "the Supreme Court's most important decision of the twentieth century." Why do you think he would make this claim?

3. Do you agree or disagree with the Court's ruling in the Brown case? Give reasons for your answer.

4. How do you think the Court's Brown ruling was received in the South?

5. Initially all the justices may not have agreed that separate but equal schools were unconstitutional. Why then do you think they ultimately agreed with the chief justice?
They realized that separating the children does not have a good turn out and can make the color people feel unwanted.

2. Because this court case changed history and the way everyone lived.

3. I agree. I think that it was great that they decided to desegregate schools.

4. I think that most people in the south were probably mad because they strongly agreed with segregation.

5. Because it says separate but equal including everything, not exempting school.
Changing "You" to "I"

Objective 7: Convert "you" messages to "I" messages.

For each "you" message listed below, create an "I" message that gives the speaker responsibility and avoids judgment. Two examples have been completed for you.

Example 1:

"You" message to your sibling: You can't even clean your half of the room right!

"I" message: I really like being in a clean room. I feel stressed when it's messy.

Example 2:

"You" message to your friend: You always make me feel stupid!

"I" message: I feel upset when you tell me you got a higher grade than I did.

1. "You" message to your boyfriend or girlfriend: "You never want to go the movies I like!"
   "I" message: I feel like we never do stuff I want to do.

2. "You" message to your parents: "You just don't understand me!"
   "I" message: I feel like you don't understand what I feel.

3. "You" message to your friend: "You make me so mad when you don't respond to my texts!"
   "I" message: I feel like you don't respond to me and my feelings.

4. "You" message to your teacher: "You never give me enough time to finish my homework!"
   "I" message: I feel like I need more time to finish your homework.
Use of FACS Standards
FACS Standards

In my Family and Consumer Sciences class I took my freshman year, I learned about the basic skills and information needed for a family to function best. These skills are important in the career path of a judge, because many court cases are about family problems and settlements. This class also helped me identify good relationships and abuse which is also a big component in the courts. The information I gained in basic FACS class can be applied to the career of a judge.

My Lead Oklahoma class this year will prepare me for public speaking, teamwork, and good communication skills. All of these are vital in a court of law. This class assists in building up speaking skills and finding a voice. As a judge, you are in the spotlight, and so getting comfortable with it at a young age can benefit you in the future. We are also learning to work with people, which is vital for a judge.

Next year, I will take the Human Growth and Development course. This course prepares me as a judge when I may face child abuse cases. Unfortunately, child abuse is a very common situation so knowledge about how a child develops will help me tremendously.

My senior year, I plan on taking the FACS Capstone Course. This will be a great opportunity to apply the skills I have learned over the years. I will be prepared for career readiness and preparation. It will enhance my critical thinking, problem solving, and communication skills.

Everything that I have and will learn in my FACS class can be used in the practice of law. From child development to speaking skills, all of these are tremendously valuable for not just a career in law, but in all careers.
FACS Standards taught in Family and Consumer Sciences that will help prepare me to be a judge include:

Area of Study 13.0

Demonstrate communication skills that contribute to positive relationships.

13.3.2 Demonstrate verbal and nonverbal behaviors and attitudes that contribute to effective communication.

13.3.3 Demonstrate effective listening and feedback techniques.

13.3.4 Analyze strategies to overcome communication barriers in family, community and work settings.

13.3.5 Apply ethical principles of communication in family, community and work settings.

13.3.6 Analyze the effects of technology on communication in family, work, and community settings.
Career Planning
Career Planning

Career Goal
My career goal is to become a lawyer and then advance into a Special Judge in a district court system.

Career Plan to Achieve Goals
ACT
I plan to take the ACT at least 4 more times before my senior year and aim to score a 25 or higher. As a Sophomore, I made a 19 on my ACT I took in October.

High School Course Plan
During high school you have to take a certain amount of classes, but some classes might be more valuable than others when planning to go into law.

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>Senior Year</th>
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<tbody>
<tr>
<td>Honors English - Assists with writing and reading</td>
<td>FACS Capstone - applying knowledge of what I have learned</td>
</tr>
<tr>
<td>Pre-Calculus - Gain knowledge of mental math</td>
<td>Physiology - Sharpen my thinking</td>
</tr>
<tr>
<td>Chemistry - Assists with quick and precise thinking</td>
<td>Senior English - Assists with writing papers and preparing for college</td>
</tr>
<tr>
<td>Speech - Assists with public speaking and being confident</td>
<td>American History - understanding law and historical cases</td>
</tr>
<tr>
<td>Parenting and Child Development - Gain knowledge about the importance of family</td>
<td>Yearbook - Assists with critical writing and thinking outside the box</td>
</tr>
<tr>
<td>Concurrent Enrollment at Carl Albert</td>
<td>Concurrent Enrollment at Carl Albert</td>
</tr>
</tbody>
</table>
Extracurricular Activities
I am involved in many extracurricular activities. Extracurricular activities assist me in my future by giving me experience in being a role model, communicating with adults, and leadership.

- Spiro FCCLA co-president
- Yearbook Staff
- Spiro First Assembly youth group
- Spiro Public Schools Gifted and Talented Program
- National Honor Society
- Special Olympics helper
- Night to Shine volunteer celebrating people with special needs
- Little league basketball coach

Higher Education
University of Arkansas Fort Smith - Bachelors in Criminal Justice
University of Arkansas Fayetteville - Masters in Law
University of Arkansas Fayetteville - Pursue a Doctorate of Judicial Science

While pursuing my degree, I will work at a courthouse in the legal department to become familiar with the atmosphere. I will become a lawyer and practice for many years then apply to be a judge in LeFlore County.
Sadie's Career Plan

- Bachelor's Degree in Criminal Justice
- Masters of Laws Degree
- Doctorate of Juridical Science
Works Cited
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