

SAMPLE PAGES FROM 162-PAGE MANUAL

Get **Stay** **Focused!**TM

A Strategic Plan for College & Career Readiness

*Lesson Plans and Background Information for
Updating the 10-Year Plan Throughout High School*

Initiative Goals for High School Graduates:

- ✓ College- and Career-Ready
- ✓ Informed Declared Major
- ✓ College or Post-Secondary Path
- ✓ 10-year Career & Education Plan

The *Get Focused...Stay Focused!*[™] Initiative is the result of a partnership between Santa Barbara City College and the Santa Barbara and Carpinteria School Districts.



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Get Focused...Stay Focused!™

Progression in Education Model (PEM)



8th to 9th Grade Summer Bridge:

- Participate in a transition program to prepare for high school and the Dual Enrollment Freshman Transition (DEFT) course
- Learn study skills and expectations for high school

1

In 9th Grade:

- Take the semester-long Dual Enrollment Freshman Transition (DEFT) course
- Create an online 10-Year Career & Education Plan
- Answer the questions:
 - o Who Am I?
 - o What Do I Want?
 - o How Do I Get It?

2

In 10th Grade: Developing Attitudes and Aptitudes that Promote College & Career Readiness

- Research high-demand careers
- Determine appropriate post-secondary option/pathway
- Learn about college access and affordability
- Continue to envision a productive future through autobiographical writing
- Update 10-Year Career & Education Plan

3

In 11th Grade: Determining Your Informed Major and Post-Secondary Education Path

- Research STEM-related careers
- Reaffirm or change chosen career path
- Choose a major to match chosen career
- Find colleges that offer your major
- Prepare for college applications
- Update 10-Year Career & Education Plan

4

In 12th Grade: Preparing to Act on Your 10-Year Career and Education Plan

- Apply to college/post-secondary planning
- Apply for scholarships and financial aid
- Update resume, cover letter, and portfolio
- Mock Interview and job applications
- Write a Student Education Plan
- Update 10-Year Career & Education Plan

5

End of High School:

- Preferably graduate with at least 12 college units and portable, online 10-Year Career & Education Plan
- College Ready: No need for remedial coursework upon entering college
- Enter college/post-secondary training with an informed declared major

6

End of Community College:

- Certificate or degree completion and/or transfer to a 4-year college or university

7

Goal for the End of Post-Secondary Education and Training:

- Working in chosen career field

8



Finance & Business



Health Science & Medical Technology



Hospitality, Tourism & Recreation



Information Technology



Manufacturing & Product Development



Marketing, Sales & Service



Public Services



Transportation

Get **Stay Focused!**™

Initiative Goals for High School Graduates:

- College- and Career-Ready
- Informed Declared Major
- College or Post-Secondary Path
- 10-year Career & Education Plan

In collaboration with local schools and partnership organizations, Santa Barbara City College has developed the *Get Focused...Stay Focused!*™ Initiative to equip students with the knowledge and skills required for success in today's workforce. This initiative is designed to provide every student with the necessary information and experiences to develop college and career readiness skills and to facilitate the development of an online 10-year Career & Education Plan.

Once students complete their online 10-year Plan in 9th grade, targeted classroom-based lessons in 10th, 11th, and 12th grades ensure that students stay focused on their goals. These three, 16-hour modules provide students with a "touch-point" at each grade of high school to help them transition seamlessly to their post-secondary goal. In addition, the module content is aligned with what students need to succeed in life, is in line with the new common core standards, and meets recommendations from the California Community Colleges Student Success Task Force. This intersegmental alignment provides the opportunity for integration of *Get Focused...Stay Focused!*™ curriculum into academic courses.

www.GetFocusedStayFocused.org

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Get **Stay** TM **Focused!**

Follow-up Module 1 (10th Grade Unit)

*Developing Attitudes and Aptitudes that Promote
College and Career Readiness*

**NOTE: Each follow-up module includes 16 lessons.
Some sample lesson plans are included in this preview.**

**Lesson plan outlines include
related Common Core State Standards for English.**

Approved Course Syllabus: **10th Grade Unit** - 16 Class Sessions

Developing Attitudes and Aptitudes that Promote College and Career Readiness

Lesson #	Lesson Title	Learning Objective
1	Updating the 10-year Plan: Developing a Life-long Habit	Students will review their online 10-year plans, created in the 9th grade, to refresh their memories of their preliminary goals and life choices. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.
2	<i>Lesson 1 Continued</i>	
3	Which Careers Will Have the Highest Demand in the Next Decade?	Students will learn how to use the U.S. Department of Labor's informative CareerOneStop.org website to understand the best careers for which to prepare. This is the best website for the research in this unit because it is complete, concise, and easy to use.
4	Creating a Career Interest Survey for a High-Demand Career of Interest	Students will learn how to be strategic when preparing for a career by first identifying high-demand careers and then determining if they meet one's goals, personality and aptitudes.
5	Write an Education Plan for a High-Demand Career	Students will practice developing an Education Plan that is career path-specific in preparation for the development of a comprehensive post-secondary Education Plan in the 12th grade.
6	Developing an Education Plan and Course Schedule for a High-Demand Career	Students will practice developing an Education Plan in the form of a college course schedule. At the same time, they will understand the courses required to be college-ready, thereby eliminating the need for remedial work before starting college-level courses.
7	Write the autobiographical statement you'd like to have at your 25th high school reunion	Students will gain experience articulating, in writing, their visions of their ideal futures.
8	<i>Lesson 7 Continued - Presentation of Bios to the Class</i>	Students will share their ideal futures with class members and thus be able to help each other stay focused on their goals as they continue through high school.
9	<i>Lesson 8 Continued</i>	

10	Which Post-Secondary Option is Right for You?	Students will understand the various college and post-secondary options available. They will also be exposed to a more in-depth look at the Internet resources they will eventually use to research their education and training plans.
11	How to Conduct Online Research for Post-Secondary Options	Students will learn how to use the Internet to research schools and training providers with majors and programs that match their career choices.
12	<i>Lesson 11 Continued</i>	
13	How to Afford College Regardless of Individual Circumstance	Students will discuss strategies for making college affordable so that all students feel college or post-secondary training is possible for them.
14	Do You Have the Necessary Preparation to Get Into the College or Job of Your Choice?	Students understand the requirements to be accepted to the type of college of their choice with the skills to succeed so that no remedial work is required. Students going directly into the workforce following high school will understand that the foundational academic skills required of college goers are the same skills required for jobs that can support a family.
15	Online Research of a Post-Secondary School's Admission Requirements	Students will experience navigating college websites to determine the admission requirements of their desired programs.
16	Update Your Online 10-year Plan to Guide You in Making the Best Life Choices	Students will update their 10-year Plans with the new information and data collected in this unit. Their 10-year Plans will help them get focused and stay focused throughout high school and college or whatever other post-secondary option they chose. It will provide a path for them to follow as they grow and adapt to the ever-changing world of the 21st century.

10th Grade Lesson 10

Which Post-Secondary Option is Right for You?

Estimated Class Time:

One 45-minute session – classroom-based with an LCD connected to an Internet-enabled computer.

Learning Objective:

Students will understand the various college and post-secondary options available. They will also be exposed to a more in-depth look at the Internet resources they will eventually use to research their education and training plans.

Presentation Suggestions:

Because different post-secondary options require varying levels of preparedness, point out to your students the need for them to identify their next step after high school early enough so they can spend the next two years preparing. Remind students that even though they may not plan on going to college now, they may change their mind and/or be required by their employer to go back to school for job training in the future.

The following list comprises one the sort categories that the U.S. Department of Labor uses in their occupational databases. This enables an individual to narrow the jobs they are qualified for based on the amount of education and training they've had.

- No High School Degree
- Short-term on the job training
- Moderate-term on the job training
- Long-term on the job training
- Postsecondary Vocational Certification
- Associate Degree
- Bachelor Degree
- Bachelor + Work Experience or Certification
- Masters Degree
- Doctorial or Professional Degree

The students who completed the freshman transition course in the 9th grade should be familiar with these definitions because of their work on the backup career plan (page 227 of *Career Choices*). Go over them again, before starting their search for a college or post-secondary options as a refresher.

Fact: Only about 68% of graduating high school students enter the “traditional” college track (2-year or 4-year institutions).

For the remaining graduating students, it is important to help them understand early in their high school tenure (their sophomore year) that there are numerous options for post-secondary training besides college. Be aware of students who hyper-focus on one school and keep the focus on the *types* of schools and the process of analyzing post-secondary options.

The critical message should be: *Education and training beyond high school is critical to career and life satisfaction and happiness.* Gone are the days where students are likely to graduate from high school and find a job that will support a family without further training.

Once you've reviewed this information with your students, use an LCD projector to complete the online activity below, demonstrating what they'll do the following day. You'll want to practice this before you do it for the first time.

Sample Discussion Questions:

- Which is the most limiting when it comes to the jobs that you will be qualified for?
 - Where you live?
 - How old you are?
 - The amount of education or training you have completed?
- Besides going to community college or a four-year college, what other ways can you get the training and experience you need to get a good job?

Debate:

- Which should come first, the choice of college or the choice of major? Ask students who disagree to defend their position.
- Which should come first, the choice of major or the choice of career? Ask students who disagree to defend their position.

Answer: Career choice comes first. Then a major is chosen, and based on the major required, the college is chosen.

How frustrating is it when someone attends a college that doesn't have the necessary major or classes they require to pursue their chosen career? How heartbreaking is it when a student graduates in a major that doesn't meet their career choice and therefore they don't have the knowledge, skills or experience required to follow their career goal? Unfortunately the above two scenarios are far too common. The only recourse is to re-train or re-enroll in a college with the right major, which is costly in both money and time.

Activity:

Using the LCD/computer connected to the Internet, show students the variety of resources linked to this webpage:

<http://www.careeronestop.org/EducationTraining/KeepLearning/GetCredentials.aspx>

Visit each of the links found on the website above briefly and discuss. Students will go back to each link when they are in the computer lab the following day.

- Licenses
- Certifications
- Apprenticeship programs
- Educational Degrees (college degrees)
- Work Experience
- Military (If students are interested in learning more about job training through the military, they would do best to visit the website of the military branch that interests them most: goarmy.com, navy.com, airforce.com, or marines.com.)

Next, go to <http://www.careerinfonet.org/edutraining>, which is the best resource for researching the colleges that prepare individuals for specific career paths. It's easy to understand and very comprehensive.

Because students have completed a freshman transition course and have a first draft of their 10-year plan, they have also made a preliminary career choice. Because of that fact, they are in the strongest possible position to make the best choice regarding post-secondary education and training over the next two years as they finalize:

- What major/workforce credentials they will require
- What college or post-secondary training option they will pursue
- The commitment they are willing to make to their education and training

Homework Assignment:

Ask students to write a paper defending their position for the debate question:

- Which should come first, the choice of college or the choice of major? Ask students who disagree to defend their position.
- Which should come first, the choice of major or the choice of career? Ask students who disagree to defend their position.

Resources:

See the handouts on the following pages.

Common Core Standards:

English Common Core Standards for 9th and 10th Grade

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas,

concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

10th Grade Lesson 13

How to Afford College Regardless of Individual Circumstance

Estimated Class Time:

45 minutes in a classroom

Learning Objective:

Students will discuss strategies for making college affordable so that all students feel college or post-secondary training is possible for them.

Presentation Suggestions:

You might be asked by your students, “Why do we have to think about this now, in our sophomore year?”

Many students, particularly those from disadvantaged backgrounds, give up their dream to go to college or post-secondary training because of economic hardships. When they give up on that option, far too many give up on school all together.

You don’t want this to happen to any of your students; therefore, this activity is critical to encourage students to pursue some form of post-secondary education and training.

Sample Discussion Questions:

If you have time, you might want to review the following document, *30 Ways to Reduce College Costs*, as a class, talking briefly about each of the 30 ideas. Or, review it ahead of time to take note of the strategies that would be most applicable to the majority of students in your class and then spend some time discussing each of those key strategies.

If you employed any of these methods yourself, share your stories with your students. You might alternatively invite in individuals who were particularly adept at getting through college despite lacking the financial resources to do so easily.

Activity:

Provide each student with a copy of the following document *30 Ways to Reduce the Cost of College* and divide students into groups of three. Instruct them to discuss the 30 different strategies and then choose the six strategies that they feel would be most beneficial in their situation. If they have time, have them project how much money they can save if they follow their six suggestions.

Ask each group to share their findings. This is a time for rich discussion and brainstorming as they take the ideas further. Saving money while in college is an increasingly important topic today.

Homework Assignment:

Have students share the list of *30 Ways to Reduce College Costs* with their parents or other adult family members or friends. Suggest they ask these adults to complete the same task of choosing the most applicable six strategies for saving money on college.

Have students compare findings. How many of the strategies were on both the student's list and their parent's list? Which ones were different? What was their parent's reasoning? Should the different ones be added to the student's list?

If you have a parent evening, use this activity as a small group discussion, having the students lead the parent groups in these discussions.

Resources:

30 Ways to Reduce College Costs handout

Lesson Extensions:

Invite appropriate guest speakers to share information about the cost of education. You might consider inviting a college-outreach specialist, someone from a college financial aid or scholarship foundation office to share relevant information.

Share information about the cost of graduate degrees as compared with earning potential and employment rates.

Common Core Standards:

English Common Core Standards for 9th and 10th Grade

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

30 Ways to Reduce College Costs

1. Most colleges and universities offer merit or non-need-based scholarships to academically talented students. Students should check with each school in which they're interested for the criteria for merit scholarships.
2. The National Merit Scholarship Program awards scholarships to students based upon academic merit. The awards can be applied to any college or university to meet educational expenses at that school.
3. Many states offer scholarship assistance to academically talented students. Students should obtain the eligibility criteria from their state's education office.
4. Some colleges and universities offer special grants or scholarships to students with particular talents. Music, journalism, and drama are a few categories for which these awards are made.
5. Some students choose to attend a community college for 1 or 2 years, and then transfer to a 4-year school. Tuition costs are substantially lower at community colleges than at 4-year institutions.
6. Some parents may be financially able to purchase a house while their child is in school. If other students rent rooms in the house, the income may offset monthly mortgage payments. Families should make certain, however, that the property they purchase meets all of the requirements of rental property. If you have any questions, consult a tax professional.
7. Commuting is another way for students to reduce college costs. A student living at home can save as much as \$6,000 per year.
8. Many schools provide lists of housing opportunities that provide free room and board to students in exchange for a certain number of hours of work each week.
9. Cooperative education programs allow students to alternate between working full time and studying full time. This type of employment program is not based upon financial need, and students can earn as much as \$7,000 per year.
10. Another way to reduce college costs is to earn credits while you are in high school. Students should find out their school's policy regarding the Advanced Placement Program (APP), the College-Level Examination Program (CLEP), and the Provenience Examination Program (PEP). Under these programs, a student takes an examination in a particular subject and, if the score is high enough, receives college credit. Additionally, many states allow high school students to concurrently enroll in college (sometimes known as "dual enrollment" and begin earning credits sooner and often at a reduced cost.
11. Some colleges give credit for life experiences, thereby reducing the number of credits needed for graduation. Students should check with the college for further information. You can also write to Distance Education and Training Council at 1601 18th Street, NW, Washington, DC 20009, or call (202) 234-5100.

12. Most schools charge one price for a specific number of credits taken in a semester. If academically possible, students should take the maximum number of credits allowed. This strategy reduces the amount of time needed to graduate.
13. In many cases, summer college courses can be taken at a less expensive school and the credits transferred to the full-time school. Students should check with their academic advisor, however, to be certain that any course taken at another school is transferable.
14. Most schools have placement offices that help students find employment, and all schools have personnel offices that hire students to work on campus. These employment programs are not based upon financial need, and working is an excellent way to meet college expenses.
15. Most colleges and universities offer their employees a tuition reduction plan or tuition waiver program. Under this type of arrangement, the school employee and family members can attend classes at a reduced cost or no cost at all. This type of program is based not upon financial need, but rather on college employment.
16. Most colleges and universities sponsor resident advisor programs that offer financial assistance to students in the form of reduced tuition or reduced room and board costs in exchange for work in resident halls.
17. The Reserve Officers Training Corps (ROTC) Scholarship Program pays all tuition fees, and textbook costs, as well as providing a monthly living stipend. Students should be certain, however, that they want this type of program before signing up because there is a service commitment after graduation.
18. Service Academy Scholarships are offered each year to qualified students to attend the U.S. Military Academy, the U.S. Air Force Academy, the U.S. Naval Academy, the U.S. Merchant Marine Academy, or the U.S. Coast Guard Academy. The scholarships are competitive and are based upon a number of factors, including high school grades, SAT or ACT scores, leadership qualities, and athletic ability. Students receive their undergraduate education at one of the service academies. They pay no tuition or fees, but there is a service commitment after graduation.
19. One of the most obvious ways of reducing college costs is to attend a low-cost school, either public or private. There are many colleges and universities with affordable tuition and generous financial assistance. Students should investigate all schools that meet their academic and financial needs.
20. Some schools offer combined degree programs or 3-year programs that allow students to take all of the courses needed for graduation in 3 years, instead of 4, thereby eliminating 1 year's educational expenses.
21. Partial tuition remission for the children of alumni is a common practice. Parents and students should investigate their alma mater's tuition discount policy for graduates.
22. Some colleges and universities offer special discounts if more than one child from the same family is enrolled.
23. Some schools offer a tuition discount to student government leaders or to the editors of college newspapers or yearbooks.

24. Some colleges offer bargain tuition rates to older students.
25. Some colleges and universities convert non-federal school loans into non-federal grants if the student remains in school and graduates.
26. Some schools offer reduced tuition rates to families if the major wage earner is unemployed.
27. Some colleges and universities have special funds set aside for families who do not qualify for federal or state funding.
28. Some private colleges will match the tuition of out-of-state institutions for certain students. Check with your college to determine whether you qualify for this option.
29. Some companies offer tuition assistance to the children of employees. Parents and students should check with the personnel office for information.
30. Students should try to buy used textbooks.

Resource from the following governmental website:

https://studentaid2.ed.gov/getmoney/pay_for_college/cost_35.html

Get Stay™ Focused!

Follow-up Module 2 (11th Grade Unit)

*Determining Your Informed Major
and Post-Secondary Education Path*

Approved Course Syllabus: **11th Grade Unit** - 16 Class Sessions

Determining Your Informed Major and Post-Secondary Education Path

Lesson #	Lesson Title	Learning Objective
1	Review the 10-year Plan	Students will revisit the keystone topics of the 10-year Plan.
2	Revisit the My 10-year Plan Summary Page	Students will review their online 10-year plans, created in the 9th grade, to refresh their memories of their preliminary goals and life choices. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.
3	Learn about STEM-related Careers on the Department of Labor Website	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.
4	Create a Career Interest Survey for a STEM Career	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.
5	Reaffirm or Change Chosen Career Path	Students will apply critical thinking skills in reassessing their chosen career path. They will also enhance their decision-making skills.
6	Choose a Major to Match Your Chosen Career	Students will further develop online research skills in addition to refining their critical thinking and decision-making skills. Students will leave lessons 6, 7, and 8 with a thorough understanding of which major and which post-secondary educational institution or option will best serve them.
7	<i>Lesson 6 Continued</i>	
8	Find Colleges that Offer Your Major	Students will further develop online research skills as well as refining their critical thinking and decision-making skills. Students will leave lessons 6, 7 and 8 with a thorough understanding of which major and which post-secondary educational institution or option will best serve them.
9	Completing the College Comparison Spreadsheet	Students will learn to effectively summarize and prioritize data prior to making college choices.

10	Choosing Your College(s) and Getting Ready for the Application Process	The student will understand the importance of making informed decisions.
11	Writing the College Essay	Students will refine their organizing and writing skills to produce a quality personal essay to submit with college applications.
12	<i>Lesson 11 Continued</i>	
13	<i>Lesson 11 Continued</i>	
14	Creating a Timeline for Applying to College	Students will learn to organize their tasks and time in order to successfully apply to the college(s) of their choice.
15	<i>Lesson 14 Continued</i>	
16	Creating your My10yearPlan and Portfolio	Students will gain an understanding of the importance of organizational skills and see the value of the goal-setting and decision-making processes.

11th Grade Lessons 14 & 15

Creating a Timeline for Applying to College, Financial Aid and Scholarships

Estimated Class Time:

45 minutes per lesson in a computer lab

Learning Objective:

Students will learn to organize their tasks and time in order to appropriately apply to the college(s) of their choice. Moreover, students will map out the timeline for financial aid and scholarship application deadlines. It is important to remind students of the value of these experiences even if they do not think they will apply to college and/or for financial aid during their senior year.

Students will also revise and add to their existing resumes. Many students will be gearing up for summer jobs and/or internship experiences, so it benefits them to keep their resumes current.

Presentation Suggestions:

Have students research and complete the elements in the “College Timeline” template (attached). These elements are:

- Name of school
- Date the application is due
- What items are required to be attached to the application
- What test scores are needed
- Personal essay prompts/requirements
- Financial Aid application deadlines
- Scholarship Opportunities and due dates

Have students continue to refine the resume they began in 9th grade. Students should add appropriate work experience, extra-curricular activities, community service, leadership roles, awards received, etc.

Sample Discussion Questions:

- Ask students to discuss obstacles they may face in completing all the elements required in submitting a complete college application. How might these obstacles be overcome?
- What can students do to “beef up” their applications; what skills, experiences, grades, extra-curricular activities, etc. do they need to be sure to highlight?

- Discuss the importance of extra-curricular activities and work/intern experience in getting accepted to the college of one's choice, receiving a scholarship, and/or securing a job.

Activity:

Students research the necessary information on the website(s) for their chosen post-secondary options and complete the College Timeline chart. Note: It would be especially useful for students to create a college-planning calendar that can be synced with their smart phone or added to an existing calendar tool. Students could schedule calendar “alarms/reminders” to keep them on track throughout senior year.

Discuss the value of maintaining a current resume. Show examples of effective resumes and consider inviting a career counselor to present useful tips for resume and cover-letter writing. Have students go back to the resume they created in 9th grade and determine whether to edit the existing resume or to create a new design and add current information.

Homework Assignment:

Complete your College Timeline and create/update your resume.

Resources:

- College Timeline Template
- Sample of a good resumes/cover letters (Note: students will continue to work on these during senior year)

Common Core Standards:

English Common Core Standards for 11th and 12th Grade

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Get StayTM Focused!

Follow-up Module 3 (12th Grade Unit)

Preparing to Act on Your 10-Year Career & Education Plan

Approved Course Syllabus: **12th Grade Unit** - 16 Class Sessions

Preparing to Act on Your 10-Year Career & Education Plan

Lesson #	Lesson Title	Learning Objective
1	Review the 10-year Plan & Revisit the My 10-year Plan Summary Page	Students will revisit the keystone topics of the 10-year Plan for review. Students will update their 10-year Plan summary page, reflecting on all they have learned about themselves in the past year.
2	Time to Take Action	Students will review their timelines, updating as needed, and generate an action/to-do list with short- and long-term goals. Students will also visit college websites to double-check deadlines, materials/information required for applications, and essay prompts.
3	Seeking Letters of Recommendation	Students will draft a brief, professional letter that could be easily customized to request a letter of recommendation. Students are reminded to send thank you notes to providers of recommendation letters.
4	Write Your Ticket to College	Students will edit college/scholarship essays.
5	Research Scholarships Online	Students will be provided with websites to explore for scholarships and generate a list of scholarships for which they will apply along with application deadlines. They will also peruse the financial aid webpage for each of the colleges to which they will apply.
6	Complete Scholarship Applications	Students will complete online scholarship applications.
7	Complete College Applications	Students will complete their college applications.
8	<i>Lesson 8 continued</i>	

9	Present Yourself on Paper: The Resume	Students will create a resume or update an existing one with recent experiences.
10	Present Yourself on Paper: The Cover Letter	Students will write a sample cover letter that can be adapted for various jobs within their career field of interest.
11	Get Acquainted with Your Future	Students will explore the website of their chosen college/post-secondary institution. They will also generate a list of campus resources, read the student handbook, and identify opportunities for which they qualify. Students will visit their local One-Stop Career Center website and search for employment opportunities that align with their 10-year Plans.
12	Take Initiative: Write a Student Education Plan &/or Apply for Jobs	Students will complete an Student Education Plan template, listing general education and major course requirements for their identified college/institution and declared major. Additionally/alternatively, students will search for specific job postings in local area and generate a list; apply for five available positions, complete online applications, submit resumes and cover letters as requested.
13	<i>Lesson 12 continued</i>	
14	Experience Your Future: Building a College Course Schedule & Mock Interview Experience	Students will create sample course schedules for their respective colleges. Students will also rotate through a mock interview experience.
15	<i>Lesson 14 continued</i>	
16	Portfolio for Success	Students create or update their professional portfolio and My10yearPlan.com Education and Career Plan.

12th Grade Lessons 14 & 15

Experience Your Future: Building a College Course Schedule & Completing a Mock Interviews

Estimated Class Time:

45-55 minutes in a computer lab

Learning Objective:

Students will create sample course schedules for their respective colleges and/or continue working on job applications.

Students will participate in mock interviews.

Presentation Suggestions:

All students will benefit from the mock interview experience; if possible, create an opportunity for all students to participate. It is important to recruit volunteers to be the interviewers, so consider collaborating with local agencies, non-profits, and/or educational volunteer organizations to coordinate this experience. Ideally, volunteer interviewers represent a variety of professions; however, if volunteers are not available from outside the school, consider asking teachers to volunteer during their “prep” period, or as a last resort, teach students how to practice interviewing with one another.

For students planning to attend college after high school:

Inform students that they will build a sample course schedule using the provided template. Discuss the difference between high school and college courses and time requirements (i.e. college courses generally meet fewer times per week but for longer blocks of time; students must be disciplined to study on their own; students need to consider time for work, socializing, etc.). Provide time for students to visit the web schedule of courses for the previous fall term and build a mock schedule for their first term (in line with the Student Education Plan they created previously). Students not going directly to college will gain useful skills by going through this exercise, but you may also wish to provide time for them to continue working on job applications.

All students:

Provide the opportunity for students to spend 10-15 minutes being interviewed by a volunteer. Encourage interviewers to review the scoring rubric with the interviewee after the interview concludes and to provide helpful feedback about strengths and areas in which the student could improve.

Sample Discussion Questions:

- What are the benefits of developing a sample course schedule before you go to college?
- How will you know which courses to pick?
- As you plan your college or work schedule, what are the obligations or interests for which you need to make time in your schedule?
- How can you present yourself professionally in an interview?

Activity:

Students who have accepted an offer of admission to a college will visit the college website and explore the online schedule of courses. Then, they will use a template to create a course schedule that factors in commitments such as:

- Study time
- Part-time work
- Exercise
- Time to socialize
- Family
- Clubs/Activities

Students headed into the workforce will continue working on job applications and/or go through the course planning exercise.

All students will participate in mock interview experience related to jobs for which they wish to apply.

Note: Students planning to enlist in any of the armed forces should still participate in college planning as well as the mock interview experience. These students will likely be interviewed by recruiters, many will complete their tour of duty and return home to attend college and/or obtain civilian jobs, so these experiences are all transferable.

Homework Assignment:

Have students write self-evaluations of their mock interview performance.

Resources:

- Course Schedule Template
- Mock Interview Questions/Rubric

Lesson Extensions:

Mock interviews can be recorded on video, providing the opportunity for a deeper performance analysis and to identify areas for improvement.

Common Core Standards:

English Common Core Standards for 11th and 12th Grade

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Writing/rewriting their college essay,
- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.