



IDEAS **FOR**
COLLEGE & CAREER
READINESS PLANS TM

FACILITATOR GUIDE

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IDEAS FOR COLLEGE & CAREER

READINESS PLANS

FACILITATOR GUIDE



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IDEAS FOR COLLEGE AND CAREER READINESS PLANS™

INTRODUCTION

The *IDEAS for College & Career Readiness Plans™* is a program that not only supports success in high school but also links the foundational skills for students' college and career paths. Students completing middle school and starting high school need validation and understanding of the systemic expectations and future options developed around the topics listed under the *Eight Components of College and Career Readiness Counseling* by the College Board National Office of School Advocacy. IDEAS integrates all these throughout the program sessions.

IDEAS is presented in a workshop format to facilitate comprehension of the needed concepts. The contextual skills and awareness for a successful transition to post high school academic options are embedded throughout. The lessons and extensions in IDEAS also contain English Language Learner Activities through cultural and linguistic frameworks supporting English as a New Language Standards (ENL). Opportunities for social and emotional learning are integrated into every chapter session.

The program includes a Student Journal that serves as a personalized manual for academic action plans and future reference for resumes and college essays. It can be used as a portfolio through high school. A pre- and post-survey allows students to see how far they've come over time in their *IDEAS College and Career Readiness Continuum*. Lessons have language-based activities and extensions that support the development of David Conley's foundational framework including strategies, behaviors, needed skills and exposure to support the college readiness initiatives. This program gives students the opportunity to explore, discuss, collaborate and learn — through best practices and key concepts — in order to forge a successful secondary and postsecondary plan.

Obstacles to Graduation and Attending A Higher Education

Using IDEAS with students will help build their self-agency and transitional skills. Planning, utilizing resources, and trying to be ready for what's to come is imperative for postsecondary academic and career success.

In developing students' college and career readiness, it is important for them to avoid:

Getting Off Track: In terms of college readiness preparedness, a student getting off track is defined as "a student who stops moving forward properly or going in the right direction towards the end goal." Sometimes a challenging class, or otherwise negative experience, can change a students' attitude and drive. Students who have set up external supports will have a better chance of rechanneling their efforts and realizing that challenges will make them stronger along the way.

Summer Melt: This usually happens when high school seniors, who intend to go to college, evaporate or "melt" during the summer months by not enrolling or attending the fall semester of their higher-ed plan. This is usually the time after high school graduation and before college orientation when students begin an alternative track other than the path that takes them into college or a trade school. Some of those students "melt" even when they have processes in place. For example, a student could take on a full-time job that takes priority over college goals. Or, if a student had been on track, he/she may need help filling out financial forms, housing applications, and immunization records. Once again, students who have set-up external supports will have a better chance of resetting their efforts to stay on track and enroll in postsecondary education. It is important to be aware of the summer "melt" rate at your school. There are intervention descriptions available. (Castleman, Page, Snowdon).

IDEAS is intended to instill the expectations of postsecondary enrollment over time. Tapping into peer learning techniques, projects, collaborations and reflections allow students to be self-motivated and build confidence. Student implementing IDEAS will have the foundation for their postsecondary success.

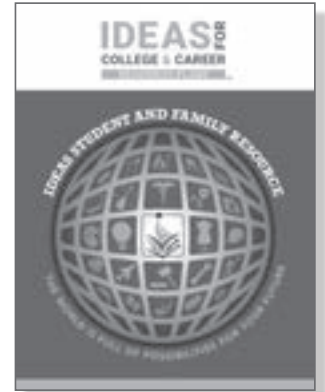
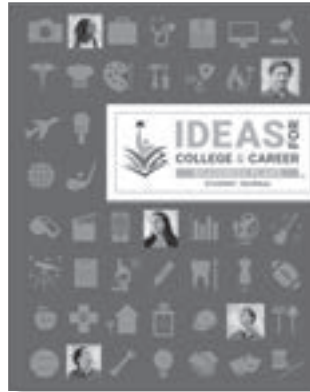
PROGRAM COMPONENTS



Facilitator Pack
(Facilitator Guide plus Student Journal)



Student Journal



Parent Resource
(Optional)

The *IDEAS for College & Career Readiness Plans™* includes a Facilitator Guide, a class-set of Student Journals and an optional parent resource. It's a comprehensive workshop program that not only supports success in high school but also links the foundational skills for students' college and career paths.

The Facilitator Pack

The Facilitator Pack includes the workshop Facilitator Guide, a facilitator's copy of the Student Journal and access to the Visual Aids/PowerPoint presentations/printable posters. Strategies include best practices for comprehension with reciprocal teaching, collaborations and research-based activities.

The Facilitator Guide provides a flow of lessons to each of the chapters/sessions. The effective means to relay concepts in the program are through peer learning discussions, collaborative activities and reflections. The guide includes the necessary student reproducible pages and access to the PowerPoint presentations that serve as visual aids in the classroom — either projected on a white board or printed for display throughout the room. These are downloadable at <https://vistaschoolresources.com/ideascrrp>.

The Student Journal

Each chapter in the Student Journal is titled as part of the very word **IDEAS**: **I**nspiration, **D**etermination, **E**xpectations, **A**ctions and **S**trategies for studying success. With color pictures, notes pages and entries for their individual action plans and progress, this resource becomes personalized. This leads to the internalization of these necessary concepts and with the collaborative lessons, engages students in their plan. This empowers students with resources and strategies, encouraging them to be active participants in determining their futures. The students' *IDEAS for College & Career Readiness Plans™* journal helps them on the continuum to graduation and postsecondary options. This self study at each stage in a student's personal academic plan helps gauge their progression toward graduation.

The book is written as an informational narrative with prompts, reflections and activities that emphasize practice in social and emotional competencies as presented by the Collaborative for Academic, Social and Emotional Learning (CASEL). This resource supports students' self-awareness, self-management, responsible decision-making and social awareness through discussions and exploration of the topics related to school academic and career options.

Program Add-on: IDEAS Student and Family Resource

This resource serves as a go-to reference and tool to support parents and their students. It will help link their efforts with what is necessary to provide the best opportunity for their future!

VISUAL AIDS / POWERPOINT PRESENTATIONS

In addition to the Facilitator Guide lessons for all the sessions, there are accompanying PowerPoint Presentations for each as well. These can be edited or personalized as needed and they serve as visual aid backdrops during the sessions (see the cover slide of each session below). Complete sessions and notes can be accessed and downloaded at: <https://vistaschoolresources.com/ideascrrp>



SESSION #1: INTRODUCTION



SESSION #2: INSPIRATION



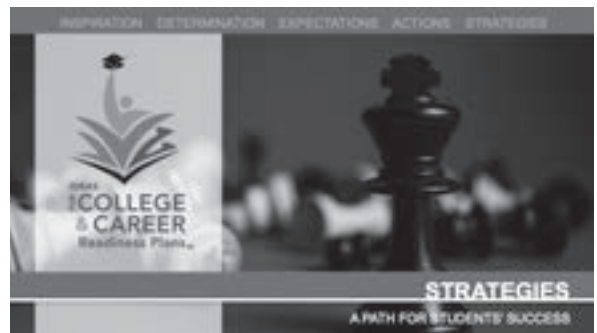
SESSION #3: DETERMINATION



SESSION #4: EXPECTATIONS



SESSION #5: ACTIONS



SESSION #6: STRATEGIES



Key Program Outcomes for Students

- Exposure to the academic expectations and options at the secondary level
- Empowerment with the process of setting goals and expectations
- Clarification of high school requisites
- Activation of needed processes to prepare for career and college options
- Exercises in social emotional learning
- Practice in English language and academic cultural awareness
- Documentation of achievements in personal student journal
- Correlation with online resources and research skills using technology
- Proceed on personal college and career readiness continuum

Support or Additional Resources

For additional support or other resources, you can contact us through:

- Website: www.vistaschoolresources.com
- Email: info@vistaschoolresources.com
- Phone: 1.866.380.9820

SCOPE AND SEQUENCE	
Session Description	SESSION 1 - INTRODUCTION /WELCOME
Facilitator Guide	Pages 14 - 34
Session Summary	This introduction session allows students to self-reflect, become acquainted with their class peers, and begin to present their opinions about topics that are relevant to the <i>College and Career Readiness Continuum</i> . They will evaluate where they are at this point in their lives academically, and reflect on how they view success.
Activities by Session	<p>Introduction and Initial Reflection</p> <p>Language Practice /Ice Breaker: Three Truths and One Lie</p> <p>Extension: Successful Next Steps, What’s Needed / Skill Road Map</p> <p>Extension: Ramping up to a New school (to be done at the end of the course in middle school or beginning of high school)</p> <p>Academic and Value Statements: Group Share Anticipation Guide</p> <p>Middle School Variation (Academic /Value Statement): Anticipation Guide</p> <p>Extension: Elevate the Debate</p> <p>Language Practice: Opinion Continuum</p> <p>Extension (Academic /Value Statement): Exploration, Research, Response, 25 College and Career Readiness Continuum - The Survey</p> <p>Alternate Middle to High School Continuum</p> <p>Extension: Where Do I Stand - Middle to High School Preparedness</p> <p>Action Planning Notes: Initial Brainstorming Exploration</p> <p>Reflection: Meaning of Success /Group share - Charting Success</p> <p>Language Practice: Idea Exchange - Give One - Get One</p> <p><i>Optional: Conduct Study Skills and Strategies in Session 6 anytime after the introduction</i></p>
Session Description	SESSION 2 - INSPIRATION FOR CAREERS
Facilitator Guide	Pages 35 - 58
Session Summary	INSPIRATION is defined as a “force or influence that inspires someone to do something.” Striving for academic goals and being involved in school clubs can open opportunities for students to find what influences inspire them for a career or future plans.
Activities by Session	<p>School Clubs</p> <p>Extension: Club Activities In the News</p> <p>Extension: How to Start a New Club</p> <p>Language Practice: Things in Common</p> <p>Career and Interest Assessment</p> <p>Connecting with the World Around You</p> <p>Extension: Deeper Dive into Careers at School /Community</p> <p>Language Support: Cloze Passage</p> <p>Community Service</p> <p>Extension: Activating Solutions</p> <p>Community Service Log and Reflections</p> <p>Extension: Projecting Positive Impact</p> <p>Career Paths</p> <p>Competing Icons: Brainstorming Activity</p> <p>Extension: About This Career</p> <p>Extension: What’s Up With this Career?</p> <p>Extension: How to Get a Job in this Field</p> <p>Extension: Learning from History</p>

SCOPE AND SEQUENCE

Session Description	SESSION 3 - DETERMINATION OF GOALS
Facilitator Guide	Pages 59 - 70
Session Summary	Goals help students DETERMINE who, what, and where they want to be in the near or distant future. This session explores developing short- and long-term goals and will motivate students to think about, research, and set up some initial goals for their future.
Activities by Session	<p>Determination of Goals Developing Goals Activity, Backward Planning Extension: Letter to Future Self Alternate Goal Making Activity Reflection - Goal Inventory Extension: Quotes about Goals Personal Support Team Reflection - Personal Traits / Reflection of Self Classmate Interviews Extension: Personal Skills Vision Board Language Practice: Snowball Activity</p>
Session Description	SESSION 4 - EXPECTATIONS FOR SCHOOLS
Facilitator Guide	Pages 71 - 88
Session Summary	The term EXPECTATION is defined as a strong belief that something will happen or be the case in the future. This session will help students define what options they have to prepare for their future career.
Activities by Session	<p>Expectations for School Extension Activity: High School Options Extension Activity: Higher Ed Options Language Practice: Gallery Walk Extension: Exploring Colleges Online College Prerequisites Language Support High School Graduation Requirement Getting the Grades - GPA Activity Middle School Academic Track High School Academic Track College Application Process College Essay Discussion Extension: Clarifying Application Process Student Resume Template Extension: To Post or Not to Post-Social Media Extension: Interview Tips Application Deadline / Recommendations</p>

SCOPE AND SEQUENCE

Session Description	SESSION 5 - ACTION STEPS
Facilitator Guide	Pages 89 - 96
Session Summary	The word ACTION is defined as the process by which students will reach their college and career goals. This session will teach the students to determine the actions they need to take to reach their future goals.
Activities by Session	<p>Action Steps</p> <p>Freshman: Seniors Complete Action Records</p> <p>Finance and Action Plan</p> <p>Extension: Ways to Pay for College</p> <p>Extension: Is Tutoring Worth It?</p> <p>Extension: In Depth Scholarship research</p> <p>Reflection: Life Controls</p> <p>Language Practice - Four Corners</p>
Session Description	SESSION 6 - STRATEGIES FOR STUDY SUCCESS
Facilitator Guide	Pages 97 - 110
Session Summary	This session explores the best habits, challenges and STRATEGIES that students may acquire in order to improve their study skills. Throughout the sessions, students will understand that learning from mistakes will help them grow.
Activities by Session	<p>Strategies for Study Skills and Practice</p> <p>Study Skills to Help Me: Advisor Role Play</p> <p>Language Support: Signs of Comprehension</p> <p>Note-Taking Skills</p> <p>Extension: Taking Good Notes</p> <p>Extension: Typing Notes</p> <p>Extension: Shorthand for Taking Notes</p> <p>Note-Taking Practice</p> <p>Extension: Explore Apps for Notes</p> <p>Extension: Sharing Strategies that Work</p> <p>Final Reflection - Where Are We Now?</p> <p>Students are to revisit the continuum on page 8 of the Student Journal. Check off or highlight where they are now in the continuum. They should reflect on the tools they have learned and how this will help them in the future. There is a final project as a culminating synthesis.</p>
	<p>End of Program Project</p> <p>Sharing IDEAS - Culminating Project</p> <p>Options IDEAS Final Survey</p> <p>IDEAS Reflection Essay</p> <p>Project Options</p>

Look for These Lesson Activity Symbols

These symbols appear throughout the Facilitator Guide to help drive a suggested response to discussion and writing prompts, as well as activities.



Writing



Talk About It



Group Share



**Language Support
Language Practice**



**Extension
Activity**

COLLEGE-GOING CULTURE

Steps to Starting Early: What can we do as teachers, counselors, administrators, and facilitators of the IDEAS program do to build a college-going culture? Research shows that having the information and tools, academic readiness, and access to financial information about postsecondary options, all help make a difference in assuring that students will pursue postsecondary certifications and/or degrees. Lower counselor to student ratio, with sufficient direct student dedicated time, also helps — especially for college advising. All of this is part of a college-going culture and can be led by school counselors and administrators who work as a team with fellow educators for students.

Maintain clear expectations from the school that every student will be prepared for college or a career requiring some form of higher-ed certification or degree. All faculty should understand that this is the expectation for students. Schools with high college attendance rates reported that this makes a difference. “The key is that these schools have high expectations for all students, and those expectations are defined as participation in some form of postsecondary education.” (Conley, 105). Implementing the *IDEAS for College and Career Readiness Plans™* program and having students develop their social capital, or networks of relationships in and out of school, builds awareness of what they need to succeed. They deserve a supportive environment to make appropriate and informed decisions for their most satisfying postsecondary outcome.

Support the College-Going Culture at school with this list to start! While not exhaustive, it does include a variety of ideas from physical and environmental pieces, to accessible information to parent and family supports.

Ideas to Implement a College-Going Culture — Environmental, Informational and Experiential

Environmental:

Create an inviting atmosphere for students to want to explore and expect higher-ed, find a career, and their access to options

- Display physical representations that promote post-secondary options including college posters, and pennants or signs from higher education institutions. (Request posters and/or pennants from admissions departments)
- Create a poster for display, or an ad on the school website with pictures of teachers/administrators and their alma maters
- Use social media to promote activities related to college
- Display IDEAS posters that are available through the *IDEAS for College and Career Readiness Plans™* program website/PowerPoint presentations
- Have banners or posters displayed in halls and classrooms with inspirational quotes/messages about colleges
- Check out websites from the internet search: “college inspiration posters”
- A poster with links to financial aid and scholarship resources
- Encourage content teachers to post college content in their rooms
- Create a video with teachers or administrators about their college experience
- A meeting area dedicated to college consulting
- Encourage and welcome conversations about college, in addition to IDEAS’ times during the day
- A display naming colleges where students have been accepted
- Display scholarship dollars offered overall when the packages are sent in
- Provide Decision Day Announcements - May 1st is usually the deadline to place deposits in postsecondary institutions. Verify and display when or where appropriate if student’s want to share where they are attending

Informational:

- Have an available stock of resources that students can access in the college counselor's office or the media center such as: College tests (ACT/SAT) preparation books, books on careers and scholarships, etc.
- Provide internal or external support options for college test preparations
- Use links in the IDEAS program or online repository of interest inventory, career trends
- Include affirmations or quotes about achievement and goals in morning announcements
- Use activities in the IDEAS program to explore colleges, technical schools, and specific path along with information about different schools and their offerings
- Provide lists of scholarship websites
- Here is a list of some scholarship websites to check:
 - **College scholarships** www.collegescholarships.com
 - **College Board** <https://bigfuture.collegeboard.org/scholarship-search>
 - **Fastweb Scholarships** www.fastweb.com
 - **College Greenlight** www.collegegreenlight.com - **National Scholarship Providers Association**
 - **ScholarshipPoints.com**
 - **Cappex.com**
- Provide registration dates/waiver information for ACT Aspire and PSAT tests (can take as early as 9th grade)
- Provide registration dates and waiver information for ACT and SAT tests (important to take more than once (with preparation) for super score ability (best of the sections are combined for cumulative score))
- Provide Dual Credit/Enrollment opportunities
- Provide a Newsletter electronically or in print with information about events and opportunities
- Provide seniors with monthly reminder lists and countdown needs

Experiential

- College visits days — virtual or in person
- College fairs promote attendance and/or arrange transportations when needed
- Check state's counseling website or the <https://www.nacacfairs.org>
- Recent school alumni visits/presentations to share their experiences
- Career Day presentations from community members
- Invite admissions counselors from colleges for interviews or presentations
- Build postsecondary partnerships – for interactive events and Dual Credit/Enrollment opportunities
- Encourage rigorous course schedules for students to be challenged (examples: AP courses, Dual Enrollment, International Baccalaureate, Cambridge AICE)
- Designate a teacher alumni day where they can wear something that showcases where they graduated from (can be anything from a sticker to collegiate apparel)
- Provide *IDEAS Student and Family Resource* - parent guide with references for families to be prepared for postsecondary options. A PowerPoint is available for in-person or online presentations for families
- See College Board website and others for online resources and references
- Encourage family college night participation and information shared about high school success and the college determination and application process
- Institute a FAFSA day where students can create their FSA ID, complete the forms and invite parents
- Support students in their preparation of their application to college essays

References:

<https://www2.ed.gov/policy/elsec/leg/blueprint/college-career-ready.pdf>.

Bryan, J., Young, A., Griffin, D. C., & Henry, L. (2015). *Preparing Students for Higher Education: How School Counselors Can Foster College Readiness and Access*. In J. L. DeVitis & P. Sasso (Eds.), *Higher education and Society* (pp. 149–172). New York, NY: Peter Lang.

Conley, D.T. (2010). *College and Career Ready: Helping all Students Succeed Beyond High School*. John Wiley & Sons

ADDITIONAL LEARNING ACTIVITIES

Some of these techniques will support the active learning of the concepts in *IDEAS for College & Career Readiness Plans™*. All though there are various approaches, refer to these when conducting the lessons:

Pauses for Clarification: During the presentation or reading of the resource, pausing to allow the listeners to further process what has been explained is an effective way to promote “active listening.” Follow the pause by offering clarification. In the case of students who are English language learners or new to the school, it is recommended to offer students the chance to speak with a partner about what was just presented and allow them to ask questions. Sharing with the whole group as volunteers, or presenting questions for the facilitator to further explain, encourages deeper engagement between students.

Writing Activities: Students will be invited to respond in writing to an anticipation guide or a research prompt. Having students respond to a stated topic or question can be a way to provide additional writing practice when needed.

Large-Group Discussion: Students can discuss a topic or reading in class based on a passage, video, situation analysis, or reflection.

Think-Pair-Share: Have students work individually on an activity or reflect on a passage. Next students can share-and-compare their responses with a partner then write a joint response to share with their peers.

Peer Review: Especially when preparing the research responses, it will be a learning experience for students to see how others think. Have students turn in their (individual) completed assignment to the facilitator and bring a second copy for peer review. With peer feedback, students can correct errors in grammar / content.

Brainstorming: Solicit student input with a topic or prompt. Offer students a minute to record some of their own ideas then display them.

Case Studies: There are some real-life anecdotes that describe challenges and successes that has happened to well known public figures (see page 51). These may help students realize that having a plan for their future helps lead to new experiences that will guide their path. Sharing a teacher’s own personal experiences in finding their career may also foster a connection with the students. The expectation is that students make connections between what they are learning in the program, the reality of their future lives, and the potential careers available to them through their actions.

Interactive Presentation: Facilitator will break up the lesson with activities that allow students to work with the material. Students may have to read on their own, analyze pictures, make calculations (their GPA), etc.

Active Review Sessions: The facilitator presents questions and the students may work individually or in groups. Responses can be shared, tallied, and discussed.

Role Playing: In order to fully understand a concept, students can play the role of a leader since acting out will help them better understand the theories being discussed. Scenarios can vary from simple to complex.

Jigsaw Discussion: For this technique, a topic or section of a reading is divided into smaller, interrelated or sequential pieces (e.g., like a puzzle is divided into pieces). Each team member is assigned to read a piece and become an expert on a different topic. After each participant has become an expert on their piece of the puzzle, they teach the other team members about it. Finally, after each person has finished teaching, the puzzle is reassembled, and everyone on the team knows something important about each piece of the puzzle.

Journal: This is an effective method for allowing students to apply concepts to their own life experiences. Reflections embedded in the Student Journals accomplish this. There are extended reproducible activity pages in this Facilitator Guide to help scaffold the written activities for students needing extra support to understand and develop concepts such as the creation of goals.

Inquiry Learning: Students use an investigative process to discover concepts for themselves. After the facilitator identifies an idea or concept for mastery, students are asked to make observations, pose hypotheses, and speculate on conclusions. Then they can share their thoughts and tie the activity back to the main idea/concept. This may apply when researching careers or community service activities.

Experiential Learning: Usually this refers to site visits about a topic being studied. This can be applied in various ways — from virtual college campus visits, to college tours, to career exploration site visits, to guests presenting to the class. The possibilities are limited only by the appropriate options at your school.

RESEARCH BASIS

Throughout this *IDEAS for College & Career Readiness Plans™* program, purposeful activities are presented based on the research by David Conley shared in his book, *College and Career Ready: Helping all Students Succeed Beyond High School*. Conley presents a conceptual model of four parts that include key cognitive strategies, key content knowledge, academic behaviors, and contextual skills and awareness (or college knowledge). The common definition for College and Career Readiness means that a student has reached competency of required content knowledge, course requirements, GPA, tests, and the ability to perform in college courses. Conley's foundational framework that includes strategies, behaviors, and needed skills and awareness are the focus of this program. This foundational skill set is what is usually designated for schools to provide as part of the college readiness initiatives.

This *IDEAS for College & Career Readiness Plans™* curriculum provides the needed resources to address the development of academic behaviors or key-learning skills, as well as the contextual skills and awareness for their success in high school and their transition to their postsecondary education.

The key-learning skills and techniques expanded upon in the workshop include:

- Self Awareness and Personal Trait Recognition
- Persistence and Follow Through
- Planning and Setting Short- and Long-Term Goals
- Strategies for Study Skills and Time Management
- Collaboration and Learning with Others
- Responsibility and Ownership of Learning
- Proficiency in Technology and Research

The contextual skills and awareness for a successful transition to post high school academics included in the workshop are:

- Postsecondary Options and Choices
- College Requirements
- Finance Planning: Aid and Scholarships
- Career Paths
- Communication with Mentors / Instructors
- Advocating for Self / Resourcefulness

In today's global, knowledge-based economy, a college education is the gateway to social mobility and better lifelong opportunities. The vast majority of Americas' high school students (86%) expect to attend college, but many lack the support and guidance they need to prepare for enrollment and success in college (Hussar and Bailey). Helping students understand the necessity of a college education is intrinsic throughout the program and Student Journal.

Part of the underlying aim from using the student pages as a springboard for discussion lies in the research/work of purposeful talk/discussion in a classroom. In *Comprehension Through Conversation*, author Maria Nichols emphasizes fostering the development of conversation that leads to bonding and building community, and it's important for comprehension and building respect among peers. A sense of community in the classroom also is important for the well-being of students and their "belief in being successful learners" (Nichols, 20). There are deeper implications that can be paved for a class that is developing as a learning community.

Sessions are most impactful when delivered over time. The turn-key lessons for facilitators:

- Expose students to the academic expectations and options they have at the secondary level
- Empower students with the knowledge to achieve their goals and expectations, through the lens of the *IDEAS for College and Career Readiness Plans™*
- Clarify students understanding of what to expect in high school
- Activate needed processes to prepare for college and career options
- Practice social and emotional learning strategies
- Recognize their strengths, challenges, goals, and resources available to them
- Document their achievements in their Student Journal for future reference when applying to college

During the program, and in their ongoing experiences, students proceed on their personal college preparedness continuum. This continuum was specifically designed for this program to support students in their self-awareness and responsibility for their learning and preparation for college (see complete continuum in Appendix A).

Key cognitive strategies are found in the text and in the extension activities especially those involving research and writing. In his book, David Conley clarifies that one aspect of the four-part conceptual model for college readiness are key cognitive strategies. These are the "habits of mind" or purposeful behaviors that students must be able to replicate over time and in various situations so they "learn when and where to employ them" (Conley, 33). They tend to be embedded in first level college courses across multiple disciplines. Key cognitive strategies include problem formulation, research, interpretation, communication, precision, and accuracy (Conley, 34). These can be done in writing assignments, oral presentations, and other student activities included in the workshop extensions.

The purposeful activities and forging of meanings through student discussions throughout the *IDEAS for College and Career Readiness Plans™* program exposes students to key cognitive strategies that build good "habits of mind" towards their academic and personal futures.

SESSION 1: INTRODUCTION / WELCOME

See <https://www.vistaschoolresources.com/ideascrp> for Session 1: INTRODUCTION

STUDENT INITIAL REFLECTION

Welcoming Students to a New Chapter in their Lives While Thinking About their Future.

Setting the Stage

Regardless of societal, political, cultural, or personal differences, fostering a sense of respect for others has been a catalyst for campaigns in public and private education. Anti-bullying, anti-drugs, and character education programs have been enacted throughout the country. The *IDEAS for College and Career Readiness Plans™* program supports a school's social and emotional development goals.

This “Welcome” page would be best presented to students as if it were a lens into their state of mind. In other words, students should be encouraged to respond in a way that highlights the present — where they are in life — and what factors are occupying their thoughts at this time in their academic and personal life. Explain that this program will help sort the processes needed to reach their personal and academic goals. Have them think about everything that affects them personally, and their efforts in school. Have them use this reflection to complete the statements below with as much detail as they can:

- Think about the activities and friends that affect your social life
- Reflect on your home life and describe what is happening this week, this year
- Out of all the above, what is most important to you right now

These questions should prompt students to produce an elaborated answer. Extend the life of this activity as a future reflection piece — for them to revisit and reflect upon — after they complete the workshops, or even after high school and beyond.

Welcome Discussion: New Students / New School Year

As a facilitator, modeling this activity and sharing appropriate responses or thinking aloud is helpful and helps bond with students. If there are students present that are new to the school, city, state, or even country, acknowledge and welcome them. Consider this opportunity to do a quick one-minute interview in pairs, asking the following questions:

- What is your name?
- Where are you from?
- What is something you should know about this school?
- What are your goals?

Have students introduce their partner then share their partner's goals. Consider tallying similar or different goals to extend conversation of goals. This is not an expansive activity, but it gives students a chance to get to know their new peers.


Language Practice: Three Truths and One Lie

Goal: To provide personal information to strengthen peer relationships

Set Up: Interactive small group, individual writing time

WIDA ELD Levels: 3, 4, 5

Procedures:

- Place students into small groups
- Distribute the Three Truths and One Lie handout (see page 13) or display through a projector
- Model the activity by sharing four pieces of personal information. Three items are truthful and one is a lie

Example for facilitator:

(Truth) 1. I have studied for six years to get two college degrees.

(Truth) 2. I love teaching teenagers.


(Lie) 3. I got all A's in high school.

(Truth) 4. Some of my students come back to visit me when they are in college

- Ask students to put their heads together to determine which statement is the lie
- Ask for a show of hands from the group to indicate a vote for the untrue statement
- Tell students which statement is the lie
- Direct each student to write three truthful statements and one untrue statement about themselves (see reproducible or project onto screen)
- Signal time and direct students to take turns reading their statements to a partner, then their partner will guess which statement is the lie

Name _____

Date _____

 **Extension Activity: Three Truths and One Lie**

Write four statements about yourself, three being truthful and one being a lie. Share your statements with a partner in a random order. Your classmate will have to guess which statement is not true about you.

One Truth

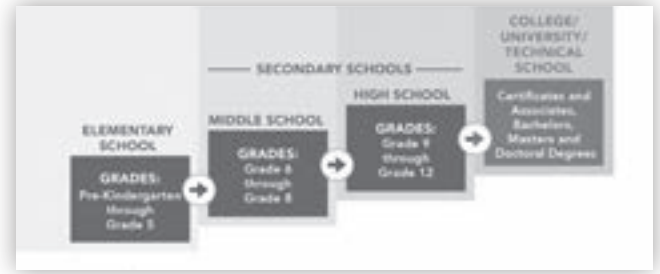
One Truth

One Truth

One Lie

Academic Track

The steps of going from Pre-K through 12th grade are diagrammed at right. For some students, reviewing the steps through school levels will give them perspective as to where they are in their academic careers and where they will go next. It will also introduce new vocabulary for degree names.



Student Journal page 6



Talk About It

Engage in a discussion about “where we are in our schooling.” Understand that like life, schooling is a process. School allows time to mature and gain the knowledge and skills necessary to be independent and productive members of society. What does it mean to be “independent and productive?” Explain how participating in class discussions gives them the opportunity to practice the skill of sharing what they think, and defending their position. This will help later in school and in life!

Share with Students: If we understand that what we go through is a part of the human experience in our society — the process of living in it — there will always be experiences gained, a perspective about how school gives us time to grow, skills necessary to create our own paths, and how to become productive participants in our society.



Group Share

- What is the purpose of school?
(Possible Answers: We have to, it's the law; Development of children to adults; To be able to graduate and get a job; To be able to go to college; We have to go to school since we can't work yet; To learn about history, science, how to read, write, do math, etc.)
- Why is school important?
(Possible Answers: To be able to get a better job; To pick a job or career; The understanding that what we go through in school is a part of the human experience in our culture /society)
- What skills should be learned in school?
(Possible Answers: Reading; Writing; Speech; Listening; Math)

The case can be made that school is a necessity for providing the opportunity to grow in a safe environment, learn from our mistakes, and help us become successful.

- You build up your experiences to get you where you need to be in the future. How do you react to situations that challenge you? Are you doing things so you grow as you should?
- How do you bring out the best of yourself? Do you rid yourself of what you don't need? Do you select the best things for your brains and bodies when it applies to knowledge and nutrition?

For Early Middle School Students: It is important to acknowledge that they are going to be transitioning to middle school and they need to be thinking about the changes ahead. Brainstorm what these changes may be.

For Middle School Students: It is important to acknowledge that they are in secondary school, and what they do now counts for their future academic track. Discuss why this is true.

For High School Students: They should know that the decisions they make to take action (or not take action) may impact their career choices in the (not too distant) future.

- Ask students: How can choosing or not choosing to take action impact outcomes? Have them share examples

Extension Activity: Successful Next Steps

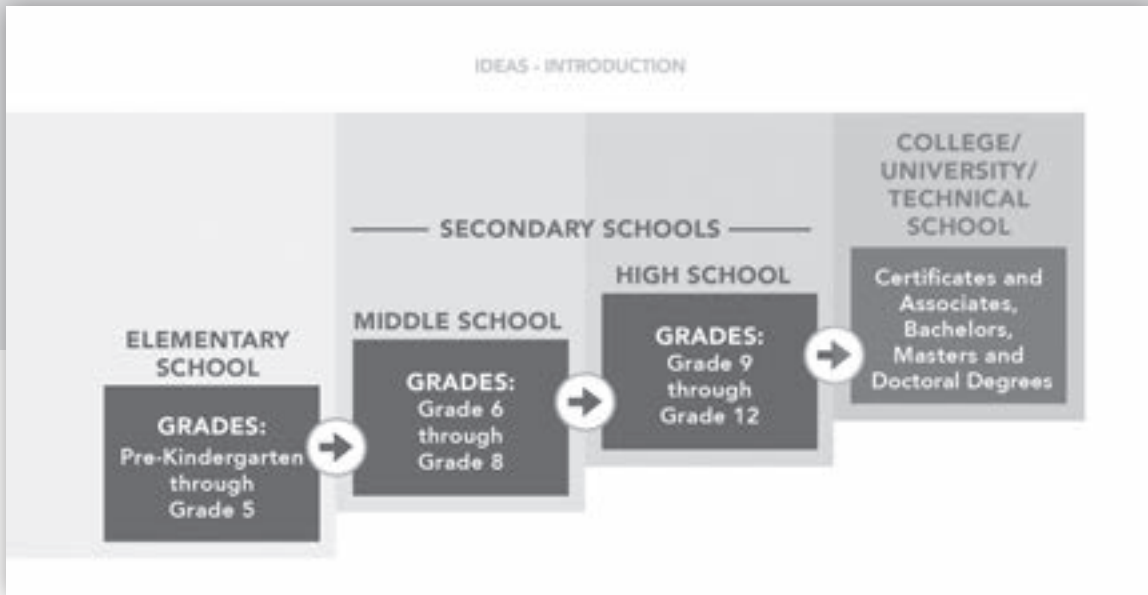
Advise students that they should be getting ready for each step in their level of schooling, and for post graduation where they'll study for their careers. Share with students that they can attend colleges, universities, or trade schools in order to pursue careers, that when employed, will help them support themselves and realize their life goals.

Middle School / High School Transition: Students will identify skills necessary to create their own academic paths. Using the road map displayed on the following page (and accessed at www.vistaschoolresources.com/ideascrrp) students can brainstorm together in small groups the skills they will need to be successful in high school.

Questions to prompt skills:

- What study skills can we use in middle school?
- What are ways to work/collaborate with others in group projects?
- What skills are necessary to get academic assistance/help?
- What technology skills do I need to be successful?
- What are good research skills I need to be successful in school?
- What are good organizational skills?
(example: typing proficiency, research or project-based learning activities, writing in different formats, working with others [teamwork], how to present a speech, multi-tasking, etc.)

High School: Refer to the diagram on page 6 in the Student Journal, and explore what each post-secondary option is and what it can mean after high school graduation. This will be discussed in more detail later in the program.



Student Journal page 6

Skills for the Road Map Through High School and Beyond

Answer each question for the path below:

1 What are ways to collaborate / work well with others?

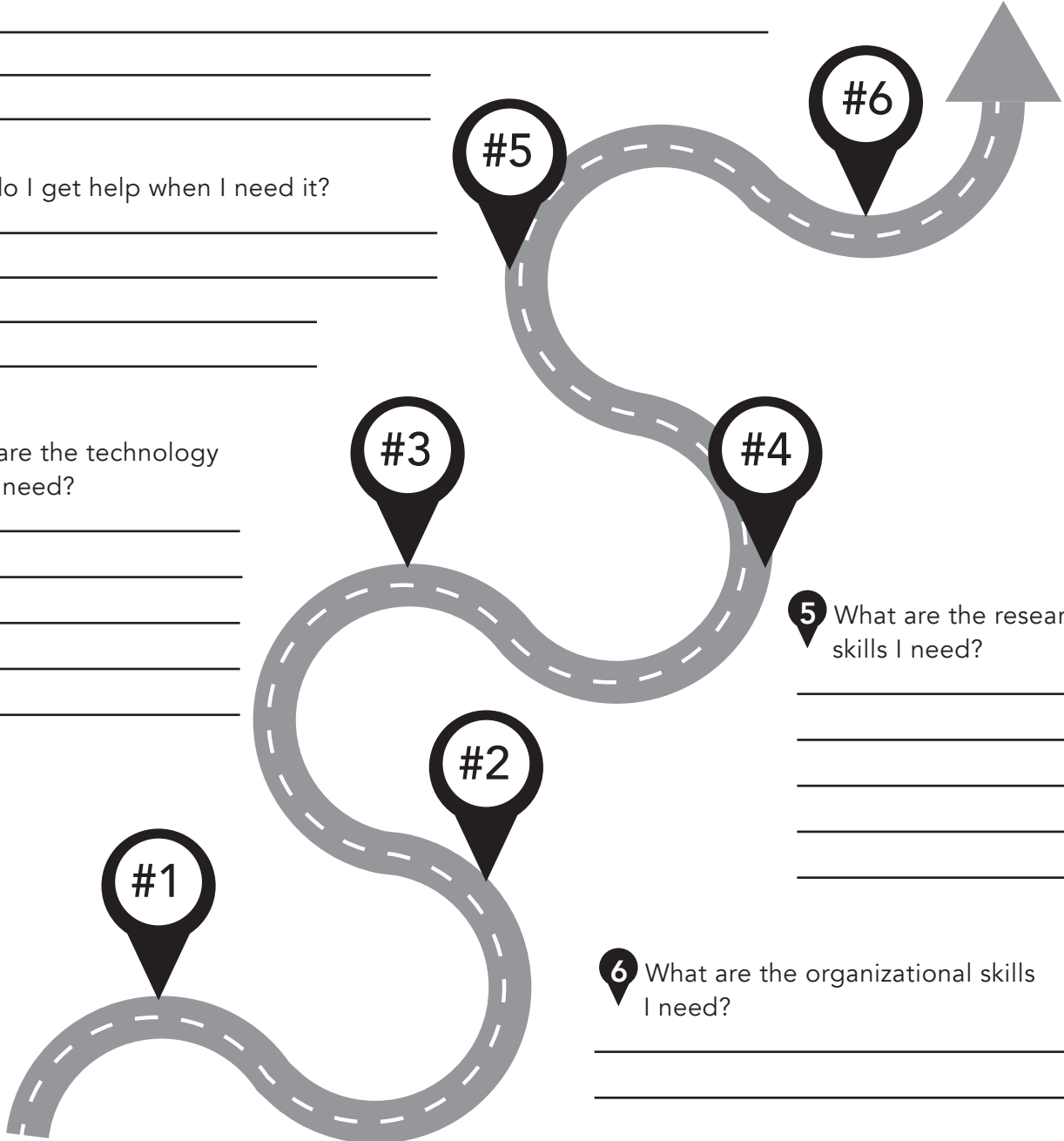
2 What are the study skills I need to succeed in high school and at a higher education?

3 How do I get help when I need it?

4 What are the technology skills I need?

5 What are the research skills I need?

6 What are the organizational skills I need?



**Extension Activity:****Ramping Up To A New School - Supporting Transitions and Self-Agency!***(Use at the end of middle school or beginning of high school)*

These prompts can be used for discussion or writing, at school or from home to have students think and share about changes in the next school year. Reproduce these and give students one set of prompts for brainstorming in small groups. Can also use as think, pair share activity. An example of how to spread them out is once a week or once a month either at the very beginning or end of the school year to assist with transition. Students will share ideas and also learn about what they can do. They should be able to find out answers on the school website, interviewing teachers or students. This can be a deeper dive into practicing self-agency!

Full-color version is available online at www.vistaschoolresources.com/ideascrrp

**Thinking About My New School**

Use questions below as discussion or writing topics.

How will my daily schedule be different next school year?

What are three fun facts about my new school?

How will I feel on my first day at my new school campus?

What am I looking forward to in my new school?

**Thinking About How I Can Make Choices for My Future**

Use questions below as discussion or writing topics.

How do my actions in 9th grade affect my future?

How can I identify the resources available in my new school, and who can I go to for support?

How can my choices affect my opportunities of going to college?

What fun activities or events can I look forward to as a freshman in high school?

Thinking About Who I will Meet in School

Use questions below as discussion or writing topics.

How could I make new friends in high school?

How do I think high school teachers will be different from my teachers this year?

How will I feel being the youngest in school instead of the oldest?

What personal skills can I improve during the summer? How can I practice these skills?



Thinking About Extracurricular Options Next Year

Use questions below as discussion or writing topics.

What clubs and sports are at my new high school? How do I join?

What are my community service requirements? How can I explore community service opportunities?

How will I manage my time between homework and extracurricular activities?

What are the benefits of participating in extracurricular activities?



Thinking About Expanded Opportunities in School Next Year

Use questions below as discussion or writing topics.

What elective courses am I interested in for next year and how can this be useful in my future?

How can I challenge myself academically next year? How can my course selection help me meet my goals?

What study habits do I need to prepare for next year? What can I use to practice over the summer?

What advice would you give to students a grade below you so they'll have the best experience in school next year?

ACADEMIC AND VALUE STATEMENTS

An Anticipation Guide

This is an opportunity to give students some exposure to the topics that will be addressed in this book and to listen to their peers' opinions. The Anticipation Guide is designed to pique students' interests about an upcoming reading, and can serve to provide a personal response to topics that will be addressed later. Not only do they connect their own perspectives about the topic, but they may become curious about it.

- Read each statement together or ask them to respond individually (if there are language barriers, these pupils would benefit in pairs)
- Ask students to check off whether they agree or disagree with each Academic and Value Statement
- After giving the students a few minutes to answer, take a poll for each answer by asking them to raise their hands and invite volunteers to explain their choices. (*Accommodations: Read each one aloud and clarify the intention of each statement. Check any vocabulary that needs explained for English language learners*)
- See possible discussion points from the Anticipation Guide on the following page

Remember as a facilitator to value how students express their opinions and respect the different opinions in class so students won't be afraid of communicating their thoughts.



Academic and Value Statements

These Academic and Value Statements present a perspective about the topics in this book. Mark whether you agree or disagree with each statement. Think about the rationale for your answers and be prepared to explain your response. As you proceed through this book, check back to see if your answers to these statements are confirmed, or if you have reconsidered your responses based on what you have learned.

AGREE	DISAGREE	ACADEMIC & VALUE STATEMENTS
<input type="checkbox"/>	<input type="checkbox"/>	It is not that important to really think about college or a career until the end of high school.
<input type="checkbox"/>	<input type="checkbox"/>	It is up to me alone to get myself into college after I graduate from high school.
<input type="checkbox"/>	<input type="checkbox"/>	It is to my advantage to have an idea of what I would like to study after high school.
<input type="checkbox"/>	<input type="checkbox"/>	I know the career I want to have when I finish high school.
<input type="checkbox"/>	<input type="checkbox"/>	As long as I do the minimum community service hours, it doesn't matter if I do more.
<input type="checkbox"/>	<input type="checkbox"/>	I know about the college entrance exams and there is no way to get ready for them.
<input type="checkbox"/>	<input type="checkbox"/>	I know about the costs of college and I have a financial plan to pay for college.
<input type="checkbox"/>	<input type="checkbox"/>	Success in life has different meanings to different people.
<input type="checkbox"/>	<input type="checkbox"/>	I believe I have the ability to succeed if I try hard enough.
<input type="checkbox"/>	<input type="checkbox"/>	I already know that I'm going to college.
<input type="checkbox"/>	<input type="checkbox"/>	I have good study habits.
<input type="checkbox"/>	<input type="checkbox"/>	Anyone in America can be successful.

Extension Activity: Explore, research and present a response to a topic or topics you would like to know more about.

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Talk About It

Allow students time to agree or disagree with the statements shown on page 7 of their Student Journal. Then have them write one sentence for each, stating why they feel that way.

- **Option 1:** Display the Anticipation Guide statements, revealing one at a time for the class to see and have them go to the corresponding side (agree or disagree) based on how they responded on paper. In groups of two to four students, have them share "What Makes You Say That" to each other. Proceed to each statement accordingly in small groups.
- **Option 2:** Debate opposing responses after the class is divided. Have students share their thoughts across the class as a debate to why they feel the way they do and why.

Student Journal page 7

Middle School Variations of Anticipation Guide Statements:

See reproducible on next page or screen view option at www.vistaschoolresources.com/ideascrpb

1. It is not that important to really think about high school until the end of middle school.
2. It is up to me alone to get into high school after I finish middle school.
3. It is to my advantage to have an idea of what classes I would like to take after middle school.
4. I know what high school I am attending after middle school.
5. High schools don't expect middle school students to have completed community service.
6. I know about standardized tests and there is no way to prepare for them (give examples from your state).
7. I don't know how I'm going to pay for college.
8. Success in life has different meanings to different people.
9. I think I can do anything I put my mind to.
10. I already know I am going to high school.
11. I have good study habits.
12. Anyone can be successful in high school.



Group Share: Extended Discussion Middle School

Have students delve deeper into a topic they feel strongly about. They should explore, research and support their logic with evidence from vetted sources. Be prepared for opposition by studying opposing opinions. Students should work in small groups for a creative and fact-based presentation to support their opinions.

Possible Responses to Middle School Variation:

1. You can pick classes and electives that may have an effect on your college career.
2.
 - a. There are some things that can be done online.
 - b. Counselors can help.
3. Electives can be chosen towards career options.
4. I'm not sure what I want to do.
5. It depends on how much time I have to be involved.
6.
 - a. I've heard there are classes to take online to prep for college entrance exam.
 - b. I think bookstores sell books to help prepare for college.
7. I don't know how I'm going to pay for college.
8.
 - a. If it's a job, it has to provide enough money to live and raise a family.
 - b. In life, it means to affect another person in a positive way.
 - c. If you are bored, no matter what, it's not good.
9. I think I can do what I work hard on.
10.
 - a. I'm pretty sure I'm going to college.
 - b. Sometimes I think that taking a break after graduation is not a bad idea.
 - c. Maybe not everyone is meant to go to college.
11.
 - a. I have pretty good study habits. I could improve because I have a hard time in math.
 - b. I am learning English.
12.
 - a. Yes, anyone can be successful in America because we have the chance to go beyond what our parents did.
 - b. In America, it can depend on your environment because if the people around you aren't very successful, you can get stuck.

Middle School Academic and Value Statements

These Academic and Value Statements present a perspective about the topics in this book. Mark whether you agree or disagree with each statement. Think about the rationale for your answers and be prepared to explain your response. As you proceed through this book, check back to see if your answers to these statements are confirmed, or if you have reconsidered your responses based on what you have learned.

AGREE	DISAGREE	ACADEMIC AND VALUE STATEMENTS
1		It is not that important to really think about high school until the end of middle school.
2		It is up to me alone to get into high school after I finish middle school.
3		It is to my advantage to have an idea of what I would like to take after middle school.
4		I know what high school I am attending after middle school.
5		High schools don't expect middle school students to have completed community service.
6		I know about standardized tests and there is no way to prepare for them (give examples from your state).
7		I don't know how I'm going to pay for college.
8		Success in life has different meanings to different people.
9		I think I can do anything I put my mind to.
10		I already know that I'm going to high school.
11		I have good study habits.
12		Anyone can be successful in high school.

Extension Activity: Elevate the Debate

Explore, research and present a response to a topic(s) you would like to know more about! Prepare your argument and support your logic with evidence from vetted sources. Be prepared for opposition by studying opposing opinions. Work with your group for a creative and fact-based presentation to support your opinion.

Language Practice: Opinion Continuum

Goal: To promote cooperative learning and engage English learners in small and large group interactions

Set Up: Interactive small groups

WIDA ELD Levels: 1, 2, 3, 4, 5

Procedures:

- Make a line on the floor with masking tape. Create signs with opinion statements such as Strongly Agree, Somewhat Agree, Neutral, Somewhat Disagree, Strongly Disagree
- Tape signs to the line (see diagram below)
- Read a set of Academic and Value Statements one at a time (Student Journal, page 7)
- After reading each statement, instruct students to walk to the line and place themselves next to the sign that matches their opinion about each statement
- Once in the area that reflects their opinion, students should explain their opinions to their peers
- One or two people will share their position and reasoning with the larger group
- Continue in this manner until all the statements have been discussed



Extension Activity: Elevate the Debate

Academic and Value Statements: Exploration, Research and Response

This is an opportunity to have students further explore the topics they defended or refuted, and solidify or adjust their perceptions. Have students select one of the topics they feel strongly about or want to know more about:

- Planning for College
- Resources They will Need in Picking a Career
- The Need for Community Service
- Pros and Cons of Standardized Test/College Entrance Exams
- Paying for College
- Meaning of Success
- Definition of Success in America
- Best Study Habits

Assign students to research more about the statements and come back to share with their class. Have them write an evidence-based response (short essay). The essays should be a minimum of one page typed, on the topics. On the following reproducible page, there is a suggested rubric that supports the key cognitive strategies, and each step that the students need to follow to organize their thoughts on the subject.

Name _____

Date _____

**Extension Activity: Elevate the Debate****Academic and Value Statements: Exploration, Research and Response****Topic Options for Research Assignment:**

- Planning for College
- Resources They will Need in Picking a Career
- The Need for Community Service
- Pros and Cons of Standardized Test
- Best Study Habits
- Paying for College
- Meaning of Success
- Definition of Success in America

KEY COGNITIVE STRATEGIES	STEPS TO COMPLETE RESPONSE	NOTES SUMMARY OR MAIN POINTS TO BE EXPANDED IN ESSAY
1. Problem Formulation - The main point of view about the topic is clearly introduced and the thesis is clear (interpretive statement based on the research).	List the topic selected thesis or claim on the subject:	
2. Research - Select two to three sources and include them in the references / works cited page.	List references:	
3. Interpretation - Express your opinion about the topic based on your research.	Thesis statement: <ul style="list-style-type: none"> • Points to support thesis 	
4. Communication - Examples: Typed, double spaced, APA format; Speech to present to group; PowerPoint or other types of presentations.	Check format and grammar.	
5. Precision / Accuracy - Explain reasoning and provide detailed examples to support your point of view.	Supporting details for main point:	

Language Practice: Vocabulary Scaffold

- Explain what a thesis statement is by saying: “Every paper you write should have a main point, a main idea, or central message. The argument(s) you make in your paper should reflect this main idea. The sentence that captures your position on this main idea is called a thesis statement.”
- Refer students to this website to find tips on how to write a thesis statement:
<http://www.cws.illinois.edu/workshop/writers/tips/thesis/>

COLLEGE AND CAREER READINESS CONTINUUM

This unique *College and Career Readiness Continuum (CCRC)* provides a backdrop for students’ self-directed analysis as to where they are in the process of planning for their higher education options after high school. In the case of middle school students, see page 23.

From pre-contemplation, to contemplation, to preparation, to action, to maintenance then to graduation; it’s important for students to have an awareness of where they are on this continuum. They may not understand how important planning is. It will be easier for them to set short- and long-term goals to prepare for the next level of their academic careers.

Begin by encouraging students to self-identify where they are on the continuum. The inside back cover of the Student Journal shows the detailed CCRC and the expectations at each step (see Appendix A). Review this with students so that they are clear about each step. See the middle school adaptation on the next page. High school level discussion continues on page 31.



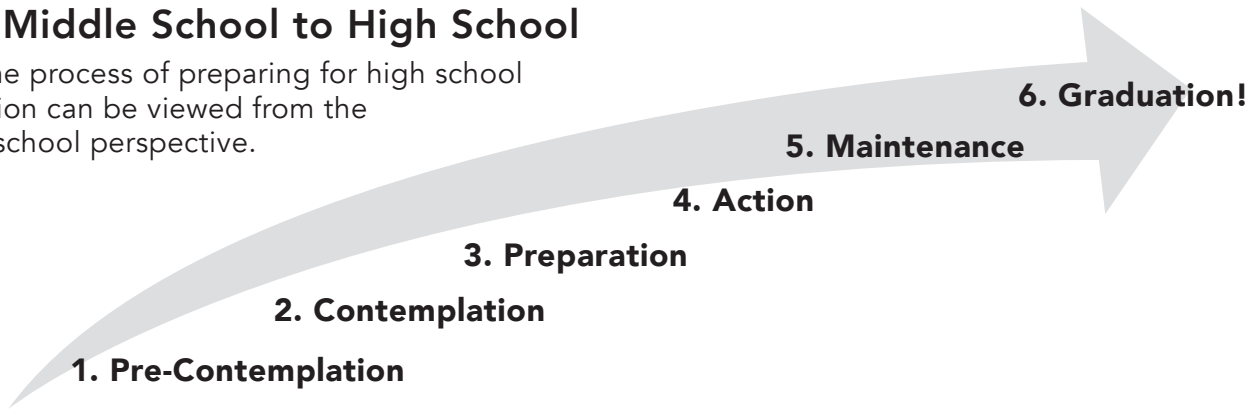
Student Journal page 8

*“The challenge is not simply to get students into postsecondary programs... It is to prepare them to succeed... not simply to complete high school.” — David Conley, *College and Career Ready: Helping All Students Succeed Beyond High School* (2010, p.14).*

Note: See middle school continuum alternate version and activities on page 28 - 30. Student Journal continuum is continued on page 31.

From Middle School to High School

The same process of preparing for high school graduation can be viewed from the middle school perspective.



-
- 1. Pre-Contemplation:** The importance of getting prepared for a high school is not yet recognized. The student is focused on the present. They are concerned with making the day-to-day requirements rather than thinking of their life ahead. They may or may not have thought about what they will be doing after graduation from middle school.
I am not even thinking about it.
-
- 2. Contemplation:** The student is aware of the messaging about high school/college and career readiness, and has an inkling of what they should be thinking about in the future, but is hesitant as to what to do next. They don't take any steps towards a plan of action.
I've thought about it but not sure what I should be doing.
-
- 3. Preparation:** The student has decided that they want to be prepared to get ready for high school/college. They begin to make changes like setting academic goals, thinking about their future, and researching what they can do.
I'm asking my teachers/counselor what classes I can take or what else I can do to be ready.
-
- 4. Action:** The student becomes involved in goal-oriented activities:
- Seeking resources (like advisors and mentors in extracurricular activities)
 - Participating in school clubs, and volunteer work
 - Planning electives and course schedules
 - Enrolling/preparing for standardized exams
 - Exploring high school magnets, technical high schools, and CTE options
 - Researching colleges and possible grant/scholarship opportunities, and career options
- I'm taking steps to have more options for high school and college.*
-
- 5. Maintenance:** The activities during the action stage of the students' college preparedness are nurtured. They should continue their actions to reach their goals.
- Exploring my high school options
 - Participating in extracurricular activities
 - Selecting electives
 - Striving for my best grades (GPA)
 - Applying to/visiting high schools, and visiting colleges
- If I keep doing what I need to do, I can maintain my grades and not have to play catchup.*
-
- 6. Graduation:** Plans are in place for transition to high school.
Preparing for high school means I should see if there are required assignments for ninth grade and I should have basic supplies for the first day of high school.

Extension Activity: Where Do I Stand?

(Middle School)

Make five circles or stations in the room to designate each stage of the continuum (example: set aside an area to mark off with blue painter's tape or place five hula-hoops on the floor). Label each area with the stages of the continuum:

- 1. Pre-Contemplation**
- 2. Contemplation**
- 3. Preparation**
- 4. Action**
- 5. Maintenance**

These Questions will help Students Determine What Areas to Stand In:

1. Have you been thinking about starting high school yet?
(If yes, these students should be in pre-contemplation area).
2. If you've thought about high school, do you know what you need for a plan of action?
(If yes, these students should be in contemplation area).
3. Have you researched what is best to prepare for high school?
(If yes, these students should be in preparation area).
4. Have you made your goals and started taking actions towards your next steps to high school?
(If yes, these students should be in action area).
5. Have you explored your options and made a decision about your high school or future classes, clubs, or activities?
(If yes, these students should be in preparation area).
6. Have you met your middle school graduation requirements. Are you ready for high school?
(If yes, these students should be in maintenance area).

Each student should complete the "Where Do I Stand?" and "What Can I Do?" worksheet on the following page. Then they should go to the station they feel corresponds with their answers. Finally, have students in the same circles brainstorm ways to proceed forward on the continuum.

By Sharing the Results, Students will:

- Learn ways to proceed on the continuum from their peers
- Discover what others are doing outside the classroom that can serve as an inspiration to themselves
- Find out the activities their peers are participating in, and the sacrifices they make for their passion(s) (ex. sports, arts, ballet, etc.)
- See how stamina, discipline and dedication helps them on the path to academic and personal success

Optional Activities:

- Students write a letter to those starting middle school or the eighth grade, or the last grade they finished, with advice (or be creative and make a video, write a song/rap, or poem to encourage them)
- Students write a letter to their future selves as to what they hope to learn or achieve in high school

Name _____

Date _____

 **Extension Activity: Where Do I Stand?**

WHAT I THINK NOW:	WHAT I CAN DO:
<p>PreContemplation - Have you been thinking about starting high school yet? Yes / No. Thoughts:</p>	<p>PreContemplation - What do I know about high school? Orientation? Location? Route? Options?</p>
<p>Contemplation - If you've thought about high school, do you have a plan of action? Yes / No. Thoughts:</p>	<p>Contemplation - Thinking about high school. Here are some examples of how I plan to manage my time:</p>
<p>Preparation - Have you researched the best ways to prepare for high school? Yes / No. Thoughts:</p>	<p>Preparation - What school choices do I have? Classes at school? Activities? Other?</p>
<p>Action - Have you made goals and are you taking actions toward high school? Yes / No. Thoughts:</p>	<p>Action - What academic goals do I have for high school? After graduation?</p>
<p>Maintenance - Have you explored options for classes / clubs / activities in high school? Yes / No. Thoughts:</p>	<p>Maintenance - Activities in middle school that are available in high school. New activities available in high school.</p>
<p>Have you met your middle school requirements? Are you ready for high school? Yes / No. Thoughts:</p>	<p>I want to challenge myself with the following classes / activities.</p>

High School Discussion (continued)

Page 8 of the Student Journal displays a graphic of the continuum. Included is a list that students can check if it applies to their thoughts and/or actions in their process of preparing for graduation and college. Share with students that the numbers they check (between one and five) directly correlates with where they fall in the stages of the college preparedness continuum.

By completing this program, not only will students self-assess their college preparedness, but also reach the end of completion, or graduation, with a plan for their postsecondary education. With the external supports and actions that have been put in motion with this program, students will be able to overcome challenges, self-doubt, or lack of understanding of the requisites for high school graduation or college admissions, and in turn, reach their goals!

Discussion of Continuum after Self-Evaluation

Segue with the idea that the time leading to graduation includes the plans for students' lives after graduation. See inside back cover of Student Journal for the correlation of the continuum stages. Some of the tasks and suggestions on the CCRC (*College and Career Readiness Continuum*) will be specific to actions relating to college and other activities that should make high school a better experience for them.

Action Planning Notes

For each line of the Action Stage of the Continuum, have students brainstorm what each line in the action stage means. Divide students into small groups and have them share.

4 ACTION STAGE

_____ I have begun the college preparedness actions.

_____ I have discussed my college options with my counselor and/or teachers.

_____ I have joined clubs that have given me experience in groups.

_____ I know what I am interested in learning more about.

_____ I know what tests I have to take for college and I think I know the colleges I would like to research.

_____ I know what scholarships I am going to apply for.

Student Journal page 8

This encourages students to start thinking / sharing together. Let them know this program is for them to learn / discover what their options are.

REFLECTION: MEANING OF SUCCESS

Being Successful in your Personal and Academic Life

Middle School: How Do We Define SUCCESS?

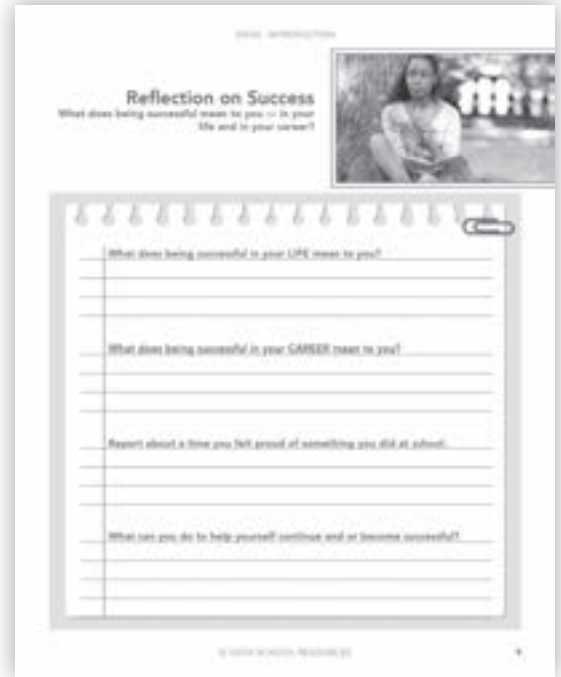
Explain to Students: We have discussed the *College and Career Readiness Continuum* and this reflection is to help you consider what is needed to complete middle school successfully, both personally and academically.

- **Personal Life:** What do you think is needed to be personally successful in high school? Describe why you feel this way.
- **Academic Life:** What do you think is needed to be academically successful in high school? Describe why you feel this way.

High School: How Do We Define SUCCESS?

Explain to Students: We have discussed the *College and Career Readiness Continuum*. This reflection is to help you consider what is needed to complete high school successfully, both personally and academically.

- **Personal Life:** What do you think is needed to be personally successful after high school? Describe why you feel this way.
- **Academic Life:** What do you think is needed to be academically successful after high school? Describe why you feel this way.



Student Journal page 9

Writing

After the discussion, read the reflection prompt on page 9 of the Student Journal. Ask students to spend three to five minutes thinking about and writing their answers. Clarify that it is a two-part question.

Talk About It

Have students share their response with a peer in the class for one to three minutes then invite the group to volunteer their answers as a group discussion.

Group Share: Charting Success

Document and digest what student responses are so they can notice how similar or different their peers thinking is from their own. On a chart, have them share and document as bulleted points the "definition of success". Separate life and career success objectives. Ask students to think about the lists that they and their fellow students have come up with, and share opinions respectfully:

- What can you do to help yourself be successful and how can you figure this out? A brainstorming discussion is optional.

**Language Practice: Give One - Get One**

Goal: Have students ask and answer questions regarding the topic of success in life and in a career as they investigate this essential question

Set Up: Whole-class instruction, interactive whole class or small groups

WIDA ELD Levels: 3, 4, 5

Procedures:

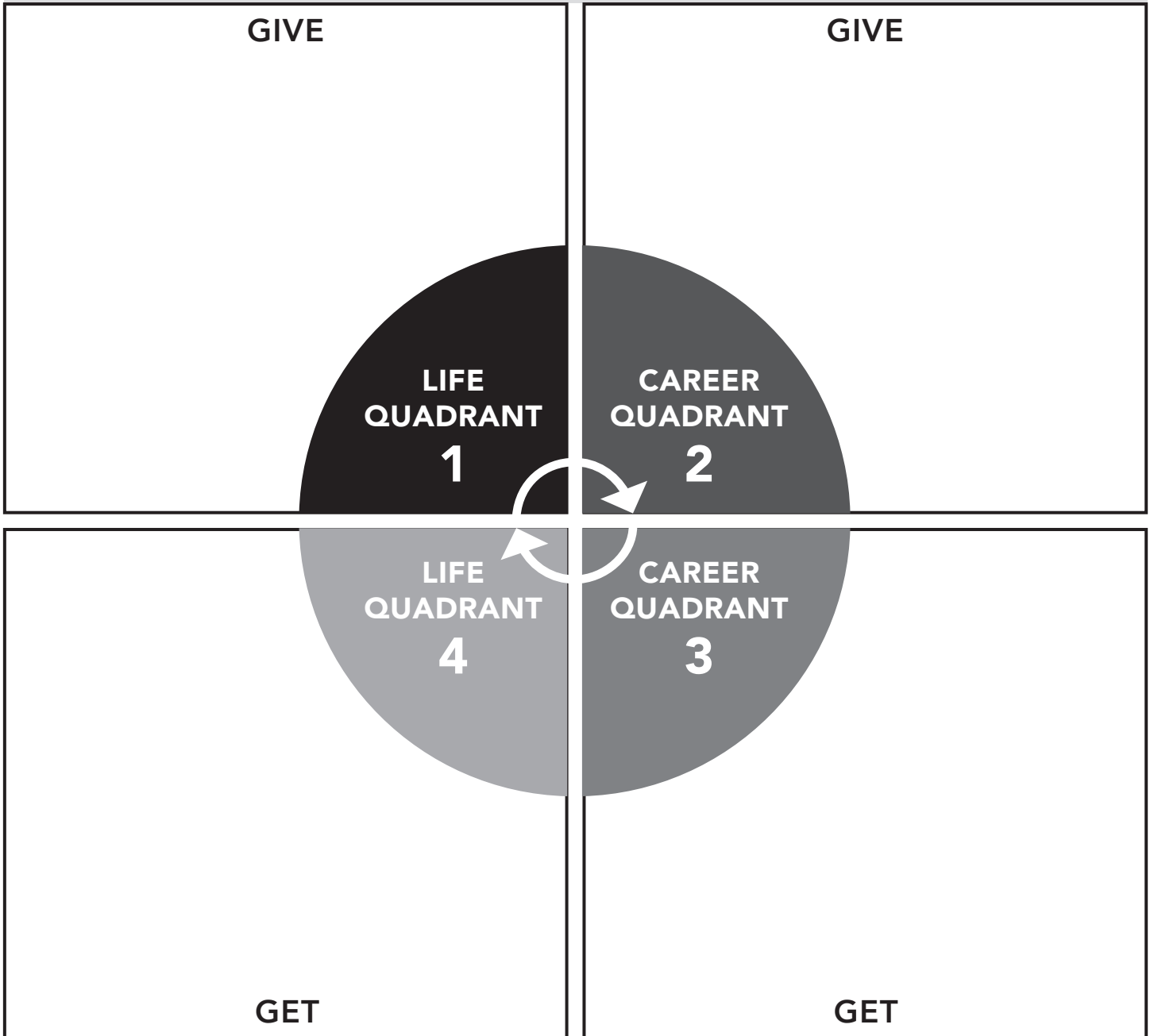
- Use the Give One - Get One handout (see next page)
- First, have students think about their answers and then pair and share with their peers as they “give” and “get” their ideas of what success means in ones’ life and career
- Ask students to complete quadrant one and two by writing what they feel is being successful in their life and career. For students who need accommodations, provide an example model and have them work together
- Ask students to walk around the room or work in small groups. Share the information they have written in the “give” sections with their peers. Then gather each other’s gives and record each “get” from their peers in quadrants three and four

Name _____

Date _____

 **Group Share: Give One - Get One**

What does being successful mean to you in your life and your career?



After "giving" and "getting" responses, share what you've learned today. Is there something else you want to know?

SESSION 2: INSPIRATION FOR CAREERS

See <http://www.vistaschoolresources.com/ideascrrp>

Review the definition of Inspiration on page 10 of the Student Journal. Read the first two paragraphs together.

IDEAS - INSPIRATION

Inspiration

Where can I find inspiration to guide my future goals? Inspiration is defined as "something that makes someone want to do something or that gives someone an idea about what to do or create; a force or influence that inspires someone." (Merriam Webster).

Some students know what they want to do after they graduate from high school. Others may be inspired from activities they participate in their schools. Some may be inspired from careers of people in their families or in their communities.

Striving for your academic goals and being involved on campus, opens opportunities that will influence or inspire your career and future plans. This will give you more options in the form of electives or higher level classes. Being involved in school can mean joining clubs, sports, student government, and volunteering in community service. Seeking leadership positions can be rewarding and look good on your college applications.

School Clubs

Being a member of a school club gives you the opportunity to learn about your areas of interest, and also to expand service initiatives. Middle and high school campuses also have academic or student government clubs and associations, as well as athletic teams or game-based clubs. Some of the clubs specialize in community service activities.

Find out about clubs from your school counselor, or ask in the office. If you join a club as an active member, especially in your first year, you will learn how the club works, and how activities are planned and organized. While participating in clubs and activities, pursue leadership roles and you will learn team-building skills. This will demonstrate your ability to hold a position of responsibility. These activities help build confidence no matter what you decide to study in the future.

• What clubs or extracurricular activities are available to be a part of at your school?

• What activity(ies) are you currently involved with? Why did you select this?

• If you are not involved in any activities then:

- Who do you know that is in a club?
- What do you think being in a school club would be like?




10 © VISTA SCHOOL RESOURCES

Student Journal page 10

Group Share

Have students take turns to discuss so they can all participate (If the group is too large, have them answer in pairs or small groups).

- If you do your best, and start to plan, you will have more choices in what you do. What kind of options do you have in school?
- Clubs like _____
- Elective classes like _____

SCHOOL CLUBS

Have students read the section on school clubs either individually or in pairs and ask them to answer these questions:

1. What kinds of clubs are there in school?
2. Do you know someone who is a part of any of these clubs?
3. What do you think it would be like to join one of these clubs?



Talk About It: Review Clubs

Ask if anyone is currently participating in any clubs. Ask students to share what they like about clubs they or their friends participate in.

- How did they join?
- What do they do in their clubs?



Student Journal page 11

Read page 11 of the Student Journal together (or have a volunteer read), then have students complete the response prompt.

Ask Students: Do any of the listed clubs sound interesting to you? Why?

Tell Students: Fill out your list! Your task next time is to explore the clubs that interest you on campus and find out what it takes to join.

➤ Extension Activities: Club Activities in the News

Design a school newspaper or newsletter (in any format) sharing interesting activities happening in school (example: accomplishments, sports, service, announcements, etc.).

- Identify small group roles for the different parts of the production: writer, photographer (or gather photos), and interviewer of teachers, administrators or students participating in an event
- Decide how this report of activities will be presented to the class: printed piece, interview presentation (like a news report), PowerPoint or other available options

➤ Extension Activities: How to Start a New Club

Ask students to review the requisites for starting a new club and research / plan how to:

- Create a purpose, mission, etc.
- Create invitations for a club
- Create an advertisement (either a physical representation or a video ad), or students can present a live commercial to the class about the club)

Have students answer the question about the clubs that interest them in their Student Journal on page 12. Add the dates and times for the club meetings.

CREATE A CLUB!

Exploring clubs currently available or expanding the options of clubs can be a satisfying experience.

A group of students with a common interests can form a club. This usually requires administrative approval and sponsorship from a faculty member or advisor. These experiences may help you realize what interests you most and lead you to a possible career path.



Extension Activity: Team up with students that share similar interests then research and design the creation of a club. It should be interesting to members, have a purpose, be

Student Journal page 12

**Language Practice: Things in Common**

Goal: Ask for and provide personal information to define commonalities

Set Up: Interactive small groups; Reproducible page replicated per student

WIDA ELD Levels: 2, 3, 4, 5

Procedures: Place students in small groups (count off or use commonly assigned groupings).

Assign roles: **Timekeeper, Note-taker, Presenter(s), Organizer**

- **Timekeeper** should keep track of time allowed to work in small groups. Divide the time by number in group and leave several minutes to merge the information to present to the class
- **Note-Taker** can keep track of how many commonalities and differences there are. Within commonalities, notate what topics are exactly the same or how they differ. Use this to formulate the group analysis for presenting
- **Presenter(s)** will verbally share the commonalities and uncommon preferences for the group. Any details or examples from group members can be shared to support the details
- **Organizer** will make sure the topics stay on track with the discussion and support the efforts of all team members

Model the activity using prompt cards that will be replicated for the students (see reproducible on the next page). The prompt cards are to share commonalities and unique preferences over topics like: sports, music, art, science, technology, languages, history, math, reading, or others.

- Begin the sentences with starters like: I like...I prefer... I can..., I really enjoy..., I do well in..., I love..., and describe why you feel this way.
- Then, write a label on the back of the card with the main topic being described like: Sports. Use all six cards on the page
- Flip the cards and merge common topics with other group members (modeling again)
- Explain the why on your card per topic discussed
- Mention topics that were uncommon
- Notate and analyze the results to present to the class

Extension Activity: Things in Common

Use these prompt cards to share commonalities and unique preferences over topics like: sports, music, art, science, technology, languages, history, math, reading or others. Begin the sentences with starters like: I like..., I prefer..., I can..., I really enjoy..., I do well in..., I love..., then describe why you feel this way. Then write a label on the back of the card with the main topic being described like: sports. Use all six cards on the page.

Break into small groups and within each group assign tasks for timekeeper, note-taker, presenter(s), and organizer. Then in each small group, flip the cards and merge common topics. Take turns reading the "why" on your card per topic discussed. Also discuss the topics that were uncommon. Notate and analyze the results to present to the class.

- **Timekeeper** should keep track of time allowed to work in small groups. Divide the time by number in group and leave several minutes to merge the information to present to the class.
- **Note-Taker** can keep track of how many commonalities and differences there are. Within commonalities, notate what topics are exactly the same or how they differ. Use this to formulate the group analysis for presenting.
- **Presenter(s)** will verbally share the commonalities and uncommon preferences for the group. Any details or examples from group members can be shared to support the details.
- **Organizer** will make sure the topics stay on track with the discussion and support the efforts of all team members.

<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Student Name: _____</p> <p>_____</p> <p>Because: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ONLINE CAREER ASSESSMENTS / INTEREST EXPLORATIONS

Students should know there are resources where they can explore their interests! Explore online resources if your school or district has a specific one, or utilize the free resource from Career One Stop at: www.careeronestop.org. There is a short and long version of the assessment. Have students explore and walk through the steps. If necessary, guide them through it and answer questions so doubts can be addressed prior to the next class meeting. There is also access to career descriptions and videos online that may expand their understanding of careers! See <https://www.bls.gov/ooh/>. This can take an entire class (or several) or can be done at home. Check for additional resources at <https://www.schoolresources/ideasccrp>. Complete the discussion on pages 13 - 14 in the Student Journal before assigning this.



Student Journal page 13

Connecting with the World Around You



Talk About It: Real World Connection Where we Live, Work and Play

Either as a group or in pairs, have students read the Connecting Careers section on pages 13 and 14 of the Student Journal. As a team, have them explain the main ideas in one or two sentences. Ask for volunteers to share their summary.

Their summary might be similar to this: "There are many jobs/careers needed to help a city, government, and a business work efficiently. Noticing these needs may open up possibilities that will be of interest to me for a future career."

Remind students that if they don't recognize any of the careers listed on page 14, they can research them. Ask them how they might research that information.

Possible answers: Media centers, online, interview people in that career.

Ask Students: What else is there in your lives that may help you choose a future job?

Tell Students: Noticing things and people around you is important to understanding how the world works.

Ask Students: Take two minutes with your shoulder partner and identify as many jobs as you can that helped design this room, this building, or this school. Ready, Set, Go!

As a class, have students read off their lists and document all the different careers. Challenge them to think about as many as they can and to be creative.

Examples if they need prompting:

- What does it take to create the walls, the ceiling, the roof, and the building; who acquires the land and writes contracts; and how many people does it takes to run the facility?

Page 14 in the Student Journal offers an example of how many different careers are needed to build and maintain a school building



Lawyer



Architect



Electrician



Teacher



Chef



Realtor



Engineer



Carpenter



Coach



Librarian

Student Journal page 14

Extension Activity: Deeper Dive into Careers in our Society

Middle School +: Ask students if they have noticed who makes their school function? Provide school picture (see image on page 14 of the Student Journal) and have students write the positions / careers that make a school function. Possible answers: principal, assistant principal, teacher, treasurer, counselor, custodian, janitor, bus driver, activity director, substitute teacher, coach, etc.

Ask Students: Have students interview a school personnel to find out what inspired them to choose their career. Possible questions to include in their interview:

- What are you responsible for in school?
- How does your job contribute to the functioning of the school?
- What made you choose this career?
- Were you successful in school?

Reflect on the impact these careers or jobs have on the school. How do these careers try to provide the atmosphere of learning, and how does this help our society?

Document Activities: Document all the presentations as a record of appreciation for the careers in the school

For High School and Middle School

- Write a "Day in the Life" of a persons' career you are interested in
- Send a letter to a career person such as a first responder, community leader, etc., to show gratitude for the impact of their work
- Select careers or jobs that you'd like to know more about and role-play based on research
- Create a video or PowerPoint representing what its like to do a specific job / career, share with the class
- Dress up in a uniform or dress code of a person in a career you admire and present a speech from the perspective of that career
- Invite people from different careers to present to the class. Have questions prepared about those fields ahead of time for the day of the presentation
- Select a famous person who has a career you admire and dress up as that person. Explain what it was like for them in that career and how they became successful based on their biography


Language Support: Cloze Passage

Goal: To increase comprehension of a text and increase inference skills

Set Up: Individualized writing activity or learning partner activity

WIDA ELD Levels: 1, 2

Procedures:

- Prepare a statement where every fifth word or target vocabulary word is eliminated (see Cloze Summary below). Provide a Word Bank with the Cloze Summary for students to choose from. Clarify that there may be an additional word in the bank.
- Teach students to read the text and supply the missing word or a synonym of the word.

Cloze Summary:

There are many _____ that are needed in cities and many types of _____ to help a city, _____, and business work _____. Noticing these needs may help open up _____ that will be _____ to me for a future career.

- **Word Bank:** Possibilities, government, careers, interesting, jobs, needs, efficiently

COMMUNITY SERVICE

Ask students in the group if they know what community service is. Community service is defined as “volunteering in some way to help the common good.”

Ask your students:

- Did you know that you have to perform community service before graduating from high school?
- Do you know how you can accomplish graduation requirements?
- Any ideas where to begin volunteering?

Read the first paragraph together on page 15 of the Student Journal.



Student Journal page 15



Talk About It: Community Service and Me

- What are some benefits of doing community service?
- What has this session of the IDEAS program been about (Inspiration)?
- What do you think you might discover about yourself?
- How does this benefit others?

Objectives to understanding community service is to help students:

- Find inspiration (for future interests and careers) while helping others
- Find their passion (find out what you like to do)
- Be an active participant in their community and learn how their service affects their community

Brainstorm Activity: Have students identify problems in their community that can be solved with their contribution (ex: paint a fence, create a crime watch patrol, etc.). Have students create a plan of action to solve a problem. Include a reflection page.

Extension Activity: Activating Solutions

After the brainstorm activity, students may be inclined to share their ideas about community issues needing attention or solutions, then as a class or individually they may:

- Research what departments of government would be responsible for those areas
- Research / explore solutions about how these issues can be solved
- Write a letter to those departments and, in the process, learn the proper way to format a letter and envelope

This can be done as a whole group — modeling the process. Peer led groups can decide steps, format and the production to present to the class.

Community Service Log and Reflections

Discuss what a well-rounded student means. Ask for answers. The definition of a well-rounded student has evolved. Not only should a student be prepared academically, they also must participate in activities outside the classroom. Clubs and sports are part of that. Volunteering in the community is another part. Finding something that really interests a student so that he/she can develop a passion for it is better than answering “busy doing lots of things”.

See the Community Service Log on page 16 of the Student Journal and demonstrate how to complete it. Review the hours needed for graduation in your school district and have students write that on the top of page 16.

IDEAS - INSPIRATION

COMMUNITY SERVICE LOG

To receive credit for your community service, make sure to get the documentation signed.

Give to _____ Room _____

DATE OF SERVICE	HOURS WORKED	DESCRIPTION OF WHAT ACTIVITY WAS DONE	NAME/PHONE # OF VERIFICATION CONTACT
1	2	3	4

Student Journal page 16

Have students fill out their personal Community Service Log:

1. Date that service was done.
2. Number of community service hours performed.
3. Description: Brief bullet point of what was done (ex: volunteer peer counselor at summer camp, collected food for disaster relief efforts, etc.)
4. Location and contact info — clarify who can verify their activities.

Note: Remind students that even though this is their personal record, for credit they will need to fill out the school form with a supervising adult signature.

Examples of activities that students may partake in:

- Collecting canned foods for a holiday drive
- Making sandwiches or collecting donated hotel toiletries for a homeless shelter
- Volunteering as a camp counselor
- Litter clean up
- Tutor a younger student

Community Service: Reflection of Activities

Explain to Students: Upon completing their community service, think about whether their perspective has changed. Consider how they helped another person(s) and how that made them feel.

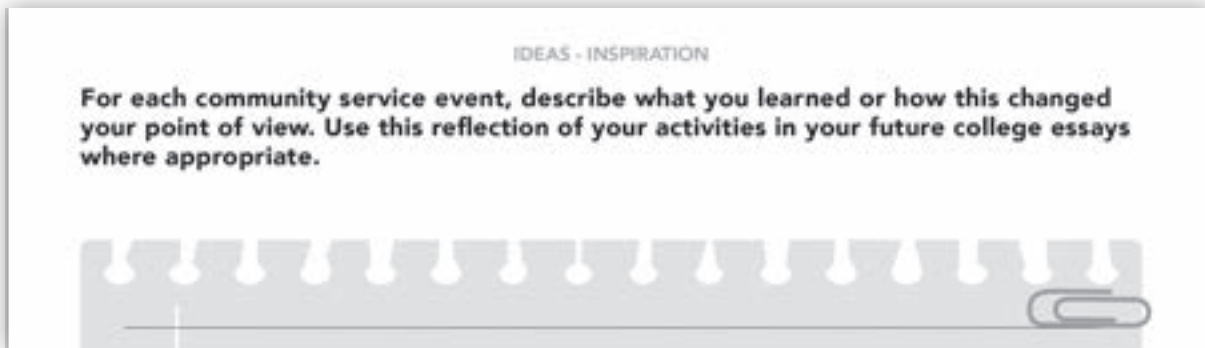
Some students will need a better understanding of how to write a reflection on their experience. Ask students if they've participated in a prior community service activity. If they have and are willing to share that experience, use it as an example for the modeled reflection. The facilitator can also relay a personal experience for students and/or utilize the extension activity: *Projecting Positive Impact* on page 37. The objective is to explore multiple ways to participate in community service, be aware of the impact it may have on the recipient of the service, and reflect how this may affect the person doing the activity. This will also support their future community service reflection.

Prompt students with this question about the impact of their service:

- When you did community service, did you think about how it affected others?
- What was the impact on the receiver of this service?
- How did it make you feel?

Model a reflection based on personal or discussed experience. Here are some suggested responses:

- I didn't know that serving others who have less than I would make me feel so good, and I want to do more
- I connected with someone very different than me and I saw that I helped. It made me realize I have something good to give to others
- It's nice to see a clean park. Maybe people will be less likely to throw garbage on the ground if it's clean. Is there something else that can be done to further this cause? This may be an excellent way to find a passion and make a difference!



Student Journal page 17

Extension Activity: Projecting Positive Impact

On the following reproducible page, students will have the opportunity to project/predict the effects of how community service can add value to their community.

Along with specific effects of giving service, there are also benefits to the giver that they may not realize. Giving back can support personal growth, they may gain field experience in a profession, and they may learn more about their community.

Name _____

Date _____

 **Extension Activity: Projecting Positive Impact**

This activity will help you better understand how community service can help others.

SAMPLE OF A COMMUNITY SERVICE ACTIVITY	HOW THIS WOULD HELP RECIPIENTS	HOW THIS WOULD MAKE YOU FEEL
Collecting / donating canned foods		
Making sandwiches for the homeless		
Volunteering as a summer camp counselor		
Litter cleanup initiatives		
Helping younger students as a tutor		
Teaching someone another language		

List additional ideas that appeal to you for completing your community service hours:

College admissions counselors may note consistent involvement of an issue that students may feel passionate about. More ideas for community service activities can be found online in such websites as: www.serve.gov, www.volunteermatch.org or www.dosomething.org.

Could community service activities be a source of inspiration for future career options? How? _____

Extend the conversation: How do you think the people on the receiving end feel? _____

CAREER PATHS

Share with Students: Career inspiration comes from many places. You have looked at clubs to gather insight and experience in areas you are interested in. You have begun to notice the world around you and the myriad of jobs needed to build buildings and run a society. You have thought and experienced where you are needed and the impact you can have on others. Here is a list of careers to start thinking about. You can also research more about them.



Student Journal page 18



Talk About It

Have students read the list with their partner and put a mark next to a career they don't know anything about. Next, have them look up the definition/description.



Group Share

Have students volunteer two or three new careers they have researched.



Group Share: Competing Icon Game

- Identify the icons on the cover of the Student Journal as a class. Have students label them on reproducible page 47.
- Let students know that they will work in groups. To build excitement, time students revealing one icon at a time with projector (see link). Set a timer for 1 to 3 minutes (giving more time to classes with younger students or English language learners) then GO! The whole class will compete to list as many jobs as possible associated with that icon
- Have alternating representatives from each group read aloud the teams' list of careers or jobs associated with the icon for each round
- Have someone tally the score for each team on the board so the entire class can see who has the most. Challenges are allowed and can be resolved with a vote, or a researched online confirmation
- The team with the longest list of careers for each icon wins

This game can be done as a class opener or revisited throughout the duration of the course to get the students moving.

Name _____

Date _____

Extension Activity: Competing Icon Game

Identify all the careers shown on the cover of the Student Journal. List as many jobs / careers as possible for each icon.



1. _____



15. _____



29. _____



2. _____



16. _____



30. _____



3. _____



17. _____



31. _____



4. _____



18. _____



32. _____



5. _____



19. _____



33. _____



6. _____



20. _____



34. _____



7. _____



21. _____



35. _____



8. _____



22. _____



36. _____



9. _____



23. _____



37. _____



10. _____



24. _____



38. _____



11. _____



25. _____



39. _____



12. _____



26. _____



40. _____



13. _____



27. _____



41. _____



14. _____



28. _____

Extension Activity: Categorize Jobs in Career Clusters

On page 50-52 of the Facilitator Guide, students will connect careers and their categories, key is on page 53. This will help quantify and connect possible topics of interest and careers they may consider. There are 16 Career Clusters that have been validated through a national effort managed by Advance CTE (Advance Career and Technical Education). See more information at: www.careertech.org

The ACTE defines a Career Cluster as a “grouping of occupations and broad industries based on commonalities.” The association also clarifies that the “expectations at the Career Cluster level represent the skills and knowledge, both academic and technical, that all students within the Career Cluster should achieve regardless of their pathway.” They also note that “expectations at the pathway level represent the skills and knowledge, both academic and technical, necessary to pursue a full range of career opportunities within a pathway — ranging from entry level to management, including technical and professional career specialties.”

The 16 Career Clusters and 79 Career Pathways are on the following pages for reference and can be downloaded from www.careertech.org/career-clusters. This may help students as they categorize numerous career names in the extension activity.



Career Paths Here are some examples of careers to possibly explore. With today's ever-changing world, the list is expanding every day:

- Accountant
- Actor
- Advertising Professional
- Air Force Officer
- Anaesthesiologist
- Animal Keeper
- Electrical Engineer
- Engineer
- Environmental Scientist
- Farmer
- Fashion Designer
- FBI Agent
- Ophthalmologist
- Pediatrician
- Pharmacist
- Photographer
- Physical Therapist
- Physician Assistant

Student Journal page 18

Extension Activity: About This Career

Research a career on page 18 of the Student Journal or choose a career not listed. Confirm which Career Cluster/Path it belongs to and research a person who has made an impact in that field; or interview someone to learn more about that career. Students should be able to:

1. Identify the Career Pathway and what has to be done to be successful in that career.
2. Identify what the job description is and find out something unique about that field.

Some examples to research about the careers can be:

- How would you describe the job?
- When did this career or industry begin?
- What impact does it have on society? How does it help? (example: entertainment supports society's ability to have fun, medicine supports society's health and wellness... be specific or general)
- What technology is used to increase the ability of the career?
- What else would you like to know about this career?

Develop a presentation, speech, PowerPoint, report, video or other creative way to present to the class.

Suggest students explore career options at: <http://www.bls.gov/ooh/www.careerkey.org>. The Bureau of Labor Statistics maintains an *Occupational Outlook Handbook* here which serves as a terrific resource to jobs and careers.

Find Interests / Careers

My next move — O'NET Interest Pro Filer — is sponsored by the U.S. Department of Labor and was developed by O'NET Development. Students can access the O'NET Interest Pro Filer to find out what their interest are, and it can refer them to possible careers they may want to explore:

<http://www.mynextmove.org/explore/ip>

The 16 Career Clusters® and 79 Career Pathways*

A. Agriculture, Food & Natural Resources:

1. Agribusiness Systems
2. Animal Systems
3. Environmental Service Systems
4. Food Products & Processing Systems
5. Natural Resources Systems
6. Plant Systems
7. Power, Structural & Technical Systems

B. Architecture & Construction

1. Construction
2. Design/Pre-Construction
3. Maintenance/Operations

C. Arts, A/V Technology, & Communications:

1. A/V Technology & Film
2. Journalism & Broadcasting
3. Performing Arts
4. Printing Technology
5. Telecommunications
6. Visual Arts

D. Business Management & Administration

1. Administrative Support
2. Business Information Management
3. General Management
4. Human Resources Management
5. Operations Management

E. Education & Training

1. Administration & Administrative Support
2. Professional Support Services
3. Teaching/Training

F. Finance

1. Accounting
2. Banking Services
3. Business Finance
4. Insurance
5. Securities & Investments

G. Government & Public Administration

1. Foreign Service
2. Governance
3. National Security
4. Planning
5. Public Management & Administration
6. Regulation
7. Revenue & Taxation

H. Health Science

1. Biotechnology Research & Development
2. Diagnostic Services
3. Healthy Information
4. Support Services
5. Therapeutic Services

I. Hospitality & Tourism

1. Lodging
2. Recreation, Amusements & Attractions
3. Restaurants & Food/Beverage Services
4. Travel & Tourism

J. Human Services

1. Consumer Services
2. Counseling & Mental Health Services
3. Early Childhood Development & Services
4. Family & Community Services
5. Personal Care Services

* From www.careertech.org/career-clusters

The 16 Career Clusters® and 79 Career Pathways* (continued)

K. Information Technology

1. Information Support & Services
2. Network Systems
3. Programming & Software Development
4. Web & Digital Communications

L. Law, Public Safety, Corrections & Security

1. Correction Services
2. Emergency & Fire Management Services
3. Law Enforcement Services
4. Legal Services
5. Security & Protective Services

M. Manufacturing

1. Healthy, Safety & Environmental Assurance
2. Logistics & Inventory Control
3. Maintenance, Installation & Repair
4. Manufacturing Production Process Development
5. Production
6. Quality Assurance

N. Marketing

1. Marketing Communications
2. Marketing Management
3. Marketing Research
4. Merchandising
5. Professional Sales

O. Science, Technology, Engineering & Mathematics

1. Engineering & Technology
2. Science & Mathematics

P. Transportation, Distribution & Logistics

1. Facility & Mobile Equipment Maintenance
2. Health, Safety & Environmental Management
3. Logistics Planning & Management Services
4. Sales & Service
5. Transportation Operations
6. Transportation Systems/Infrastructure Planning, Management & Regulation
7. Warehousing & Distribution Center Operations

* From www.careertech.org/career-clusters

Name _____

Date _____

Extension Activity: Categorize Jobs in Career Clusters

Career Clusters are broader groups from which several careers are categorized under. This activity will help you understand the many different career paths in each category. Write the appropriate letter corresponding to each general area. You may select more than one per career. Use online resources or the Career Clusters and Pathways from your instructor.

A Agriculture, Food & Natural Resources**B** Architecture & Construction**C** Arts, A/V Technology & Communications**D** Business Management & Administration**E** Education & Training**F** Finance**G** Government & Public Administration**H** Health Science**I** Hospitality & Tourism**J** Human Services**K** Information Technology**L** Law, Public Safety, Corrections & Security**M** Manufacturing**N** Marketing**O** Science, Technology, Engineering & Mathematics**P** Transportation, Distribution & Logistics

- | | | |
|------------------------------------|--|--|
| <u> </u> D Accountant | <u> </u> Economist | <u> </u> Oceanographer |
| <u> </u> Actor | <u> </u> Electrical Engineer | <u> </u> Ophthalmologist |
| <u> </u> Advertising Professional | <u> </u> Engineer | <u> </u> Pediatrician |
| <u> </u> Air Force Officer | <u> </u> Environmental Scientist | <u> </u> Pharmacist |
| <u> </u> Anesthesiologist | <u> </u> Farmer | <u> </u> Photographer |
| <u> </u> Animal Caretaker | <u> </u> Fashion Designer | <u> </u> Physical Therapist |
| <u> </u> App Developer | <u> </u> FBI Agent | <u> </u> Physician Assistant |
| <u> </u> Architect | <u> </u> Fitness Instructor | <u> </u> Physicist |
| <u> </u> Archaeologist | <u> </u> Financial Analyst | <u> </u> Pilot |
| <u> </u> Army Officer | <u> </u> Firefighter | <u> </u> Police Officer |
| <u> </u> Artist | <u> </u> Flight Attendant | <u> </u> Principal |
| <u> </u> Athlete | <u> </u> Food Scientist | <u> </u> Psychologist |
| <u> </u> Aviation and Aeronautics | <u> </u> Graphic Designer | <u> </u> Public Relations Coordinator |
| <u> </u> Brain Surgeon | <u> </u> Human Resource Specialist | <u> </u> Real Estate Agent |
| <u> </u> Building Contractor | <u> </u> Information Security Analyst | <u> </u> Records Manager |
| <u> </u> Budget Analyst | <u> </u> Journalist | <u> </u> Reporter |
| <u> </u> Car Mechanic | <u> </u> Judge | <u> </u> Secretary |
| <u> </u> Carpenter | <u> </u> Landscape Architect | <u> </u> Social Worker |
| <u> </u> Chef | <u> </u> Lawyer | <u> </u> Software Engineer |
| <u> </u> Chemist / Scientist | <u> </u> Librarian | <u> </u> Sonographer |
| <u> </u> Childcare Worker | <u> </u> Loan Officer | <u> </u> Speech-Language Pathologist |
| <u> </u> City Planner | <u> </u> Manager | <u> </u> Stockbroker |
| <u> </u> Civil Engineer | <u> </u> Marine Biologist | <u> </u> Surgeon |
| <u> </u> Coach | <u> </u> Market Research Analyst | <u> </u> Surveyor |
| <u> </u> Computer Science | <u> </u> Mathematician | <u> </u> Systems Analyst |
| <u> </u> Copywriter | <u> </u> Meteorologist | <u> </u> Tailor |
| <u> </u> Counselor | <u> </u> Musician | <u> </u> Teacher |
| <u> </u> Court Reporter | <u> </u> Musical Engineer | <u> </u> Translator |
| <u> </u> Dentist | <u> </u> NASA Astronaut | <u> </u> TV Producer |
| <u> </u> Dental Hygienist | <u> </u> Navy Officer | <u> </u> Veterinarian |
| <u> </u> Designer | <u> </u> Administrator | <u> </u> Web Developer |
| <u> </u> Diplomat | <u> </u> Nurse | <u> </u> Writer |
| <u> </u> Doctor | <u> </u> Nutritionist | <u> </u> Zoologist |

Hint: Search online "Career cluster for _____" (career name)



A Agriculture, Food & Natural Resources
B Architecture & Construction
C Arts, A/V Technology & Communications
D Business Management & Administration
E Education & Training
F Finance
G Government & Public Administration
H Health Science

I Hospitality & Tourism
J Human Services
K Information Technology
L Law, Public Safety, Corrections & Security
M Manufacturing
N Marketing
O Science, Technology, Engineering & Mathematics
P Transportation, Distribution & Logistics

<u>D</u> Accountant	<u>D</u> Economist	<u>A</u> Oceanographer
<u>C</u> Actor	<u>O</u> Electrical Engineer	<u>H</u> Ophthalmologist
<u>C</u> Advertising Professional	<u>O</u> Engineer	<u>H</u> Pediatrician
<u>L</u> Air Force Officer	<u>O</u> Environmental Scientist	<u>H</u> Pharmacist
<u>H</u> Anesthesiologist	<u>A</u> Farmer	<u>C</u> Photographer
<u>A</u> Animal Caretaker	<u>B</u> Fashion Designer	<u>H</u> Physical Therapist
<u>O</u> App Developer	<u>L</u> FBI Agent	<u>H</u> Physician Assistant
<u>B</u> Architect	<u>E</u> Fitness Instructor	<u>O</u> Physicist
<u>O</u> Archeologist	<u>F</u> Financial Analyst	<u>P</u> Pilot
<u>L</u> Army Officer	<u>L</u> Firefighter	<u>L</u> Police Officer
<u>C</u> Artist	<u>I</u> Flight Attendant	<u>E</u> Principal
<u>I</u> Athlete	<u>A</u> Food Scientist	<u>J</u> Psychologist
<u>O</u> Aviation and Aeronautics	<u>C</u> Graphic Designer	<u>N</u> Public Relations Coordinator
<u>H</u> Brain Surgeon	<u>D</u> Human Resource Specialist	<u>N</u> Real Estate Agent
<u>B</u> Building Contractor	<u>L</u> Information Security Analyst	<u>D</u> Records Manager
<u>F</u> Budget Analyst	<u>C</u> Journalist	<u>C</u> Reporter
<u>P</u> Car Mechanic	<u>L</u> Judge	<u>D</u> Secretary
<u>B</u> Carpenter	<u>B</u> Landscape Architect	<u>J</u> Social Worker
<u>I</u> Chef	<u>L</u> Lawyer	<u>O</u> Software Engineer
<u>O</u> Chemist/Scientist	<u>E</u> Librarian	<u>H</u> Sonographer
<u>J</u> Childcare Worker	<u>F</u> Loan Officer	<u>H</u> Speech-Language Pathologist
<u>G</u> City Planner	<u>D/G</u> Manager	<u>F</u> Stockbroker
<u>O</u> Civil Engineer	<u>A</u> Marine Biologist	<u>H</u> Surgeon
<u>E</u> Coach	<u>N</u> Market Research Analyst	<u>B</u> Surveyor
<u>O</u> Computer Science	<u>O</u> Mathematician	<u>O</u> Systems Analyst
<u>C</u> Copywriter	<u>O</u> Meteorologist	<u>J</u> Tailor
<u>J</u> Counselor	<u>C</u> Musician	<u>E</u> Teacher
<u>L</u> Court Reporter	<u>C</u> Musical Engineer	<u>I</u> Translator
<u>H</u> Dentist	<u>O</u> NASA Astronaut	<u>C</u> TV Producer
<u>H</u> Dental Hygienist	<u>G</u> Navy Officer	<u>H</u> Veterinarian
<u>B</u> Designer	<u>O</u> Administrator	<u>O</u> Web Developer
<u>G</u> Diplomat	<u>H</u> Nurse	<u>C</u> Writer
<u>H</u> Doctor	<u>H</u> Nutritionist	<u>A</u> Zoologist

Explain to Students: Using Career Clusters and focusing in an area will help determine the knowledge and training that's needed for that career pathway.

Hint: Search online "Career cluster for _____" (career name)

Extension Activity - What's Up With this Career?

(Student reproducible, page 54)

See the reproducible student page guiding students to explore careers and opportunity outlook. This can be an individual or paired activity, especially with students sharing similar interests.

Facilitators can provide examples of websites to gain more career insight.

- Check U.S. Bureau of Labor Statistics. It has an occupational handbook with details on career duties education and training, pay and outlook for many occupations.
www.bls.gov/ooh
- Ask students to begin by selecting careers from the list on page 18 of the Student Journal, the extension activity that is reproduced on page 35 of the Facilitator Guide, or by searching for them on the U.S. Bureau website
- Have students use the graphic organizer "What's Up with this Career?" to explore the range and opportunity outlook
- Have students work in groups with similar interest then report their findings to the class

Use the reproducible on page 54 of this guide to log their findings.

Extension Activity - How to Get a Job in this Field?

(Student reproducible, page 55)

Facilitators can provide these websites for students to explore the availability of the career choices, the prerequisites from the entity posting jobs, and the location of these jobs. Visit online job boards such as:

- **www.indeed.com**
- **www.careerbuilder.com**
- Others: _____

Use the reproducible on page 55 of this guide to log their findings.

- Have students present job descriptions that they are the most interested in
- Invite students to map out the processes needed to study for this career — are there any certifications or job experiences necessary?
- Students can present their findings in an essay, speech or PowerPoint presentation

Name _____

Date _____

 **Extension Activity - What's Up With this Career?**

You will be exploring careers and their opportunity outlooks. An opportunity outlook is a percentage of change that is forecast for hiring people for a certain job or career sector. You can actually see which jobs will be most available and needed in the field(s) you are exploring. You will also discover what is needed to prepare for these careers. On page 18 of your Student Journal, use the list of careers along with other careers you're interested in, then research them online. A good place to start is at the U.S. Bureau of Labor Statistics at www.bls.gov/ooh. Note details about each career on this graphic organizer.

Dig deeper, watch career interview videos of the careers that interest you. Be prepared to share information about what you've discovered with your classmates.

CAREER NAME	DUTIES	EDUCATION NEEDED	TRAINING REQUIRED?	PAY RANGE	OPPORTUNITY OUTLOOK
Accountant	Prepare and examine financial records and taxes	Bachelors Certification CPA	Not necessary	\$68,150 per year or \$32.76 per hour	11% growth (above average)

Name _____

Date _____

 **Extension Activity: How to Get a Job in this Field!**

Visit online job boards to find out what kind of need there is for a particular career and what part of the country it is most available (or internationally if it applies.)

Sample sites: www.indeed.com www.careerbuilder.com

Others: _____

CAREER / JOB NAME	EDUCATION LEVEL NEEDED AND / OR YEARS OF EXPERIENCE IN THE FIELD	LOCATION OF JOB	PAY RANGE (IF SHOWN)
Software Engineer	Programming Expert - 3 years experience	Tampa, FL	\$100,000 per year

LEARNING FROM HISTORY

Extension Activity: Learning from the History of Famous People

To Facilitator: Students may be interested in learning about some famous figures in history and how they became successful. They may be surprised to learn about the obstacles each person had to overcome.

Objective of the extension activity is to:

- Learn about people who have impacted society and how they overcame obstacles
- How can someone accomplish a similar path today? What training, degrees, academic paths, work experiences, etc. are needed?
- What can we learn from others' experiences?
- How can we alter plans to achieve success?
- Share how this person's life impacted the world. Be creative in presentation

If a student wishes to use someone not on this list, pre-approval from facilitator is required.

Explain to Students: Here is a list of famous people in history who had an impact on many things in our society. The struggles they went through did not stop them from becoming successful, in fact, some say that the obstacles helped lead them to their successes. Check online for their pictures and /or their products, or symbols of accomplishments to show students. Seeing these visuals will help students relate to and possibly recognize some of them. Learning about and presenting societal impact of others, as well as personal fortitude to achieve despite adversity, builds awareness.

- | | | | |
|--------------------|-----------------------|----------------------|--------------------------|
| • Maya Angelou | • Joe DiMaggio | • Zora Neale Hurston | • David (Big Papi) Ortiz |
| • Julia Alvarez | • Walt Disney | • Michael Jordan | • Marco Rubio |
| • Garcelle Beavais | • Thomas Edison | • Martin Luther King | • Sonia Sotomayor |
| • Jim Carrey | • Henry Ford | • Jennifer Lopez | • Steven Spielberg |
| • Cesar Chavez | • Ruth Bader Ginsberg | • R.H. Macy | • Sadie Tanner |
| • Sandra Cisneros | • Soichiro Honda | • Rita Moreno | • Serena Williams |
| • Roberto Clemente | • Langston Hughes | • Ellen Ochoa | • Oprah Winfrey |

Research biography of: _____

1. Select an aspect of success to explore further (example: how they became successful).
2. Select a career path that was influenced by their achievements.
3. Explain the pathway they took (example: school / training) and what it took to achieve their success.
4. Create a presentation (PowerPoint, video, or speech with visual props) to explain:
 - Share important or notable information about their background
 - What are / were they known for?
 - Why were you interested in learning more about them?
 - What did they accomplish and what did they have to overcome?
 - Describe their contribution to the world
5. Describe what lessons can be learned from this person's story.
 - Did this person want to share a message about life in their actions or works? If yes, what?

Examples of visual props: Pictures, painting / drawing, videos, timelines, music, collage, etc.

Name _____

Date _____

Extension Activity: Learning from the History of Famous People

Select a famous person from the list below and research/explore their path to success

Research biography of: _____

- | | | | |
|--------------------|-----------------------|----------------------|--------------------------|
| • Maya Angelou | • Joe DiMaggio | • Zora Neale Hurston | • David (Big Papi) Ortiz |
| • Julia Alvarez | • Walt Disney | • Michael Jordan | • Marco Rubio |
| • Garcelle Beavais | • Thomas Edison | • Martin Luther King | • Sonia Sotomayor |
| • Jim Carrey | • Henry Ford | • Jennifer Lopez | • Steven Spielberg |
| • Cesar Chavez | • Ruth Bader Ginsberg | • R.H. Macy | • Sadie Tanner |
| • Sandra Cisneros | • Soichiro Honda | • Rita Moreno | • Serena Williams |
| • Roberto Clemente | • Langston Hughes | • Ellen Ochoa | • Oprah Winfrey |

1. Select an aspect of success to explore further (example: how they became successful).

2. Select a career path that was influenced by their achievements.

3. Explain the pathway they took (example: school / training) and what it took to achieve their success.

4. Create a presentation (PowerPoint, video, or speech with visual props) to explain:

- Important or notable information about their background
- What are / were they known for? _____
- Why you were interested in learning more about them?
- What did they accomplish and what did they have to overcome?
- Describe their contribution to the world

5. Describe what lessons can be learned from this person's story

- Did this person want to share a message about life in their actions or works? If yes, what? _____

Examples of visual props: Pictures, painting / drawing, videos, timelines, music, collage, etc.

Reflection on Careers: What I Would Like to Learn More About

On page 19 of the Student Journal, students are asked to fill in school subjects and possible careers they are interested in.

Student Journal page 19

Writing

Have students list their favorite subjects first, and the reasons they chose them.

Group Share

In pairs, ask students to think about what they like to do (example: play video games, team sports, hiking, etc.).

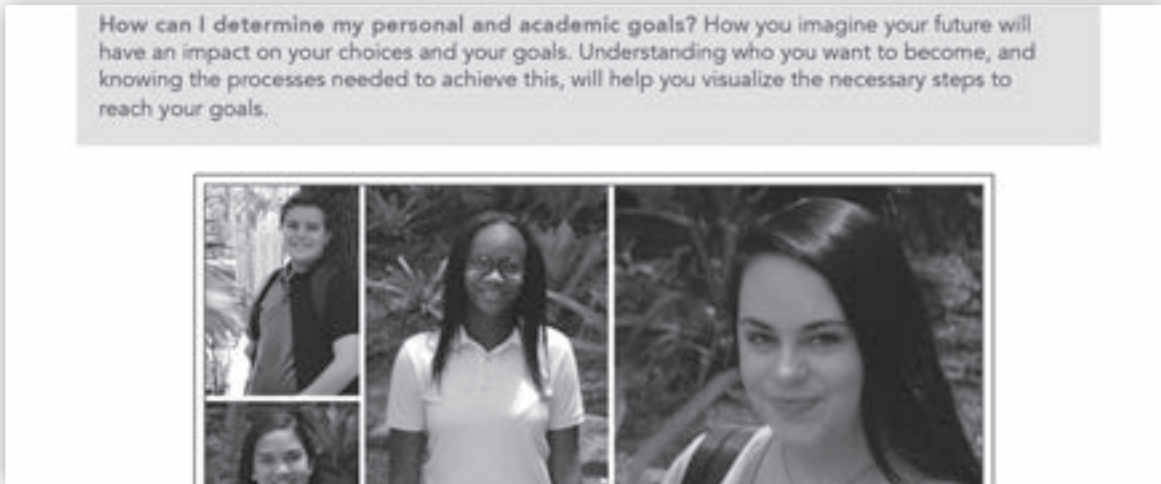
Based on this exercise and the list on page 18 of their Student Journal, ask them to write down a career they are interested in.

SESSION 3: DETERMINATION OF GOALS

See: <https://vistaschoolresources.com/ideascrrp> for Session 3: **DETERMINATION**

Have students express their understanding of determination. Prompt the follow-up with the question posed on page 20 of the Student Journal... **How can I determine my personal and academic goals?** Ask for volunteer participants to answer. Present the opportunity to discuss definitions of goals and priorities.

"A goal is the object or aim of an action" (Locke and Latham 2012). "If people make higher level goals they will succeed 250% higher achievement than people with the easiest level goals" (Locke 1967). "Having multiple goals is also possible. Prioritizing goals and working according to what is doable is key" (Locke and Latham 1990).



Student Journal page 20

PLANNING AND DEVELOPING SHORT- AND LONG-TERM GOALS



Talk About It

Explain that goals help you determine who, what, and where you want to be in the near (or not too distant) future.

- Who do you imagine yourself being, both personally and professionally?
- What career can you envision for yourself?
- Where do you see yourself doing what you do best? For example, do you see yourself in an office, on a field, indoors, outdoors, in a cold climate or a warm climate?

Share with students: This list may be a part of your long-term goal. Your short-term goals may include the goals that help you move towards accomplishing your long-term goals. Short-term goals may also be different goals that will support what you want to accomplish in the near future. These may be personal, or a step towards developing future professional goals. An example of a short-term personal goal is being able to run two miles. If you haven't done exercise in a long time, you may need to build up to that goal with smaller goals like walking a half-mile, then a mile, then running and walking a mile, then running and walking a mile and a half, then running a mile and a half, then run/walk the two miles, then run the two miles. That's actually seven steps before getting to run two miles, and we have not discussed how often or how long this could take to build up! The same can be said for a professional goal towards a future career.

Extension Activity: Developing Goals - Backward Planning Activity

This activity should be used to prepare students to write a calculated set of goals in their Student Journal on page 21.

The following activity is designed to have students think, research, and set up some goals for their future. Part of this is how they “imagine” their future to be. Explain that goals may change as they age and experience more; however, if they have made a goal, or have an idea of who, what, and where they want to be, they can at the very least, move in that direction and have opportunities to discern what does and doesn’t work for them.

See Goal Planning reproducible on next page. They will make an inventory of desired end results and, in doing so, discover additional sub-level and short-term goals they will need to succeed.

Instructions for student reproducible: Goal Planning Pages

- Write what your future will look like in five to ten years. Include different aspects of your personal and professional life
- Based on your first response, list seven or eight goals you’ll need to accomplish in order to make your future possible
- Go back and rank those goals. Are you not likely, somewhat likely, not sure, somewhat likely or very likely to reach them?
- How will achieving these goals change your life?

After students finish activity, ask them to complete an edited short- and long-term goal inventory reflection in their Student Journal, page 21 (see reflection on page 61 of the Facilitator Guide).

Personal and Academic Goals

Goals are defined as “a person’s objective or a desired result.” There are short- and long-term goals. An example of a short-term goal can be for the day, the week, the year or even a couple years.

Fulfilling a long-term goal consists of accomplishing something over time (combining several short-term goals). That requires more extensive planning and plenty of time to reach the goal.



Extension Activity: Planning for your goals can be helpful! Write a letter to your future self about your personal and professional expectations. Describe how you want to accomplish the steps needed to reach your goals.

Student Journal page 20

Extension Activity: A Letter To Future Self

Planning for your goals can be helpful! Write a letter to your future self about your personal and professional expectations. Describe how you want to accomplish the steps needed to reach your goals. Additional points to include in your letter may be:

- Give yourself advice based on lessons you have learned
- Share a memory that means a lot to you
- Share an experience that has changed the way you think
- How you hope the world will change
- What you hope never changes
- What you are grateful for
- Share your career dreams
- Describe your friends and why you are close to them
- Share fun times you have had

Name _____

Date _____

Goal Planning

Make an inventory of desired plans and the short-term goals to achieve them.

1. Tell about what your future will be like in five to ten years. Include different aspects of your personal and professional life.

- In five years, I will have _____

- In ten years, I will be _____

- I will also _____

2. Based on your response above, pull seven or eight of your top goals based on what you need to attain for your "projected future."

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

3. Rank the goals listed on the previous page. After listing them, indicate how sure you are to reach them — not likely, somewhat not likely, likely, somewhat likely, very likely.

1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

4. How will achieving these goals change your life?

Use this as a guide to work on the processes needed!

IDEAS Goal Making: The Process



Identify Goals	Describe Process	Engage in Steps	Alternate Options	Succeed/Strategize

Continue on the back of this page or add to planning notes in the Student Journal pages 62 - 64.

Alternate Activity Goal: Making / Determining Academic Goals

Think of all your classes this year and create a "Goal List". Your goals could include:

1. What I want to learn in each class.
2. How can I make learning easier.

Make sure students goals are specific and measurable. Actionable feedback is a necessary step in measuring goals. Guide the process of determining short-term goals needed to achieve the long-term goal.

**Group Share**

Model a long-term goal in a whole group/class setting. The teacher can share examples of their personal or career goals and what motivated those goals; or discuss the idea listed below. The following page is a reproducible so students can list their own goals.

SAMPLE GOAL: GRADUATE FROM COLLEGE!	DUE DATE
<p>Why is it important to accomplish this goal?</p> <ul style="list-style-type: none"> • I knew that this would help me have an opportunity to get a better job 	
<p>What inspired you to make this goal?</p> <ul style="list-style-type: none"> • My parents really wanted me to do this because they didn't go to college 	
<p>Do any of your friends /peers have similar goals? If so, why?</p> <ul style="list-style-type: none"> • I spoke with my friends and I knew that a few of them also had parents who wanted that for them. They also told me of some people they knew that were struggling to find jobs because the ones they applied for required a college degree 	
<p>What are the short-term goals you need to achieve your long-term goal?</p> <ul style="list-style-type: none"> • Finish middle school with the highest GPA possible • Take honors level or AP courses • Community service in my field • Internship/job shadow if possible • Work part time to get experience in my desired field • Build my student resume • Graduate from high school • Take dual enrollment courses while in high school 	
<p>How will achieving this long-term goal impact your future?</p> <ul style="list-style-type: none"> • More job opportunities • The opportunity to study abroad • Chance to make more money • Being able to support a family 	

Name _____

Date _____

Goal Activity: Project your Future, Determine your Goals

Long-Term Goal: _____

<p>Why is it important to accomplish this goal?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due Date</p>
<p>What inspired you to make this goal?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due Date</p>
<p>Do any of your friends / peers have similar goals? If so, why?</p> <p>Date</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due</p>
<p>What are the short-term goals you need to achieve your long-term goal?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due Date</p>
<p>How will achieving this long-term goal impact your future?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Due Date</p>

More information can be added to the back of this page.

REFLECTION: GOAL INVENTORY

Have students spend five minutes listing their short- and long-term goals. After developing goal exercise, ask for volunteers to discuss their goals.

IDEAS - DETERMINATION

REFLECTION: SHORT- AND LONG-TERM GOAL INVENTORY
Plan your goals! Make sure you clearly define each goal and what it means to you to have achieved it.

IDEAS GOAL MAKING

- I Identify the goal(s)
- D Decide on the process
- E Engage in action steps
- A Activate plans as needed
- S Succeed and strategize your next steps!

List some of your **SHORT-TERM** goals for this year. Think about your personal and academic goals.

List a few **LONG-TERM** goals. Think about your personal and academic as well as your possible career options.

Extension Activity: Research online "quotes about goals" and select one that means the most to you. Prepare a creative presentation about what this quote means to you. Give examples of how these words could help you or others with thoughts, plans and goals.

© VISTA SCHOOL RESOURCES 21

Student Journal page 21

Extension Activity: Research online "quotes about goals" and select one that means the most to you. Prepare a creative presentation about what this quote means to you. Give examples of how these words could help you or others with thoughts, plans and goals.

PERSONAL SUPPORT TEAM

Talk About It

Explain to Students: Setting goals (both short- and long-term) requires action on your part. It's important to know that some actions require assistance from adults. These people are your personal support team. A personal support team is important as you work toward your goals. When you considered the academic and value statements on page 7 of your Student Journal, did you think it was only up to you to get into college? There are people around you willing to help if you ask!



Student Journal page 22

Group Share

After reading page 22 of the Student Journal together, prompt this question to the class:

- Who are the teachers, counselors, or others at the school you can ask for college or career help?

Make sure students know **THEY ARE NOT ALONE**, especially when it comes to getting prepared for college.

Have students fill out page 23 of their Student Journal. There may be specific personnel assigned to particular grade levels at each school. Have ready a few names of the counselors from your school if they don't already know them.

Note: In some cases, finding the right person who can help could be a challenge. Have them brainstorm (bottom of Student Journal page 23) how they can overcome these challenges.

Student Journal page 23

REFLECTION ON SELF: PERSONAL TRAITS

Review the definition of traits. Model for students an example of your own positive traits. Discuss the word "strengths" and share how positive traits can be a "strength". Ask students to think about what they're good at and how that can be described as a positive trait. For example, they try hard in sports. That can be described as competitive, persistent and determined — all positive traits.

Writing

Have students list their positive traits and what they are good at. They can interview family members for feedback and additional information. Have them list their positive traits they think their family, friends, and classmates value in them. Have volunteers share the qualities they have learned about themselves.

Student Journal page 24

Group Share: Classmate Interviews

The objective is to identify traits that students may think describe themselves while also practicing their interviewing skills. Have students interview each other and write the answers. This will assist students to present their classmates to the class (see the "My Interview" page to prepare).

Name _____

Date _____

Classmate Interviews

The objective is to identify traits that students may think describe themselves while also practicing their interviewing skills. Have students interview each other and write the answers. This will assist students to present their classmates to the class:

- What is your favorite color? _____
- What is your favorite school subject? _____
- What do you like best in that subject and why? _____
- What is a word(s) (up to three) you think describe you? _____
- So far, what is the best experience you've had in school (any grade)? _____
- What is your favorite animal and why? _____
- Who is someone very important to you? _____
- What quality of your very important person makes them special? _____
- What is something you wish you could do? _____
- What is your best quality? _____
- What is something you hope to be able to do in school? _____

(Language accommodation: Allow time to verbally translate the questions if necessary).



Name _____

Date _____

Classmate Interviews

The objective is to identify traits that students may think describe themselves while also practicing their interviewing skills. Have students interview each other and write the answers. This will assist students to present their classmates to the class:

- What is your favorite color? _____
- What is your favorite school subject? _____
- What do you like best in that subject and why? _____
- What is a word(s) (up to three) you think describe you? _____
- So far, what is the best experience you've had in school (any grade)? _____
- What is your favorite animal and why? _____
- Who is someone very important to you? _____
- What quality of your very important person makes them special? _____
- What is something you wish you could do? _____
- What is your best quality? _____
- What is something you hope to be able to do in school? _____

(Language accommodation: Allow time to verbally translate the questions if necessary).

My Interview

This form will help students have their answers before they are interviewed.

My Interview Answers:

- My favorite color is: _____
- My favorite school subject is: _____
- The thing I like best about this subject and why: _____
- A word(s) (up to three) that I think describe me: _____
- My best experience in school so far is: _____
- My favorite animal and why: _____
- Someone very important to me is: _____
- The thing that makes them special is: _____
- I wish you could: _____
- I think my best quality is: _____
- I hope in school that I will be able to: _____

For the Next Session: Write a paragraph summary on what your peers and family members thought your traits/strengths were. Explain:

1. Were the descriptions given to you similar or different from what you thought about yourself?
2. Did you think about any careers that you had not considered before that may be of interest to you now?

Return to page 15 in the Student Journal and see if there is a match between your strengths and qualities, and the subjects you like in school. With this information combined with the careers listed on page 14, you may be discovering a career you might have interest in!

Extension Activity: Personal Skills Vision Board

Present or display skills you would like to learn and how you can make this happen. This can be done as a collage or other creative way. Presentations should be displayed in the class if possible.

Language Practice: Snowball

Goal: To promote recall of content learning through interactive writing

Set Up: Whole class instruction, individual writing time

WIDA ELD Levels: 2, 3, 4, 5

Procedures:

- Provide students with a piece of paper. **DO NOT** allow them to write their name on it
- Direct students to respond in writing to these questions:
 - What personality traits or qualities describe you as an individual?
 - How do your parents and peers perceive you?
- Direct students to crumple the paper into a small ball and ask them to toss the ball into the air toward the opposite side of the room
- Ask each student to retrieve one of the "snowballs" from the floor and guess who those traits are describing and propose a career path that person should follow. Use career paths from the Student Journal, page 18
- Provide sentence starters and list of personality traits for additional support (see below)

Sentence Starters:

- This individual sees himself/herself as _____
- This individual's family and friends see him/her as _____
- I believe this individual is (name) _____
- Based on his/her personality traits, I recommend you pursue _____
(career path from the Student Journal, page 18).

Personality Traits:

- | | | | | | |
|----------------|--------------|---------------|---------------|-----------------|----------------|
| • appreciative | • benevolent | • caring | • clever | • compassionate | • confident |
| • dedicated | • courageous | • creative | • disciplined | • eloquent | • enthusiastic |
| • goal driven | • honest | • intelligent | • passionate | • responsible | |

SESSION 4: EXPECTATIONS FOR SCHOOL

See <http://www.vistaschoolresources.com/ideascrrp> for Session 4: **EXPECTATIONS**


Review the definition of Expectations. It is defined as “a strong belief that something will happen or be the case in the future” (learnersdictionary.com).

Ask volunteers to define and give examples of expectations relating to school. Examples range from the time school starts, to a bell ringing for class, to a first hour teacher, etc. Lead students to understand that expectations can change from learning and/or experience.

IDEAS - EXPECTATIONS

Expectations

How can I begin to define my academic career expectations? While we may not know exactly what we want to do after high school, we need to have beliefs or expectations that we can make it happen.



Education Options After Graduation

Different careers have varied education tracks after high school. There are different types of colleges located in different areas, some closer and some further from where you live. There are universities, colleges, technical schools and community colleges.

There may be higher education schools within driving distance from your home. Sometimes, public transit is available. You may also find that some colleges and universities have multiple locations or outreach centers in different parts of your city or region. Some schools may even offer online courses. Find out which colleges and universities are near your home.

List the colleges and universities close to where you live:

Student Journal page 25

POSTSECONDARY ACADEMIC OPTIONS

Explain to Students: After having reviewed goals in the previous session, you may see that goals you have are tied directly to the expectations you have for your future. With the importance of having a career in check (even if you don't know exactly what you want to do), it's also important to think about what options you have to prepare for your future career.

Understanding what is coming next in academic surroundings and expectation, helps to demystify concerns and readies students to tackle new challenges.

Education options after graduation are clarified with a confirmation on where they are in their schooling and what comes next. Students should be refreshed about the following, depending on whether they are in middle or high school:

- **Middle School Students** need to understand what going to high school means — what options are available from different types of high schools and different course tracks from Honors, AP, etc., and the electives, clubs, student government, sports, and so on
- **High School Students** should be clear about what different education tracks they may be able to choose from, depending on what they want to study

Middle School Expectations - What are my Choices: There are different types of High Schools and programs offered after middle school such as:

- Public
- Private
- Charter
- Magnet
- Career and Technical Education (Vocational)
- ROTC
- Homeschooling
- Virtual School

List the High Schools Close to Where you Live: Read aloud page 26 of the Student Journal so students understand all the different aspects of college they may not be aware of. Knowing the answers to the questions will be something they should consider throughout high school and their career planning. Have students understand that when they start high school, they will be known as freshmen, just like in the first year of college (discuss graph contents on page 26 of their Student Journal).

Middle school students can also explore the colleges discussed. If possible, demonstrate the website of the college the facilitator attended and expose them to your experience at the campus. It will personalize the demonstration of an online walk through. Review page 27 of the Student Journal with students and invite them to go to the websites on their own. Consider modeling how to do this online and show all the different aspects, benefits, limitations, of these online virtual tours.



Talk About It (For Middle School and High School)

Read the prompt question from the Student Journal top of page 25:

- How can you begin to define your academic career expectations?

For Middle School Students: Have them turn to page 32 to write out their middle school academic course track. Then have them turn to page 25 in their Student Journal and have a brief discussion about the high schools and colleges in their immediate area.

For High School Students: Brainstorm with students about options they have for high school. If more than one school, they should compare the offerings according to:

- Their interests
- Ability to attend (ie, distance, tuition-based options)
- Scholarships, special science programs, STEM, art, dance, specific sports

If they don't have school options to select: What are the programs within their designated high school that they can select based on their interest?

Regarding College Options - Middle School: Invite students to share if they know someone who has attended or are attending college, and if so, where. A running chart can be made, notes taken, and a group discussion about who they know that has attended college, near or far. If there is a lack of examples, the facilitator can share personal experiences about their postsecondary education track that would help students understand the pathways to getting a degree. Have them discuss as a group and document the colleges in their proximity on page 25 of their Student Journal.

Extension Activity: High School Options

Tour the high school (in person or virtually) to explore the programs available.

Questions to be Answered about the High School:

- Are there different themes of study (magnet) or career tech options?
- What is the deadline to apply for magnet programs?
- Requirements for special courses or tracks?
- Prerequisites?
 - Courses or skills required from middle school (Example: Algebra I or keyboarding)
 - GPA requirements?
 - Recommendation letters?
 - Other: _____

Researching High School: Create a scavenger hunt activity on the high school website.

Check out the:

- Academics
- Clubs and activities
- Sports

Additional Activity: Present findings to classmates:

- Group students by high school interests and prepare a presentation or debate as to which program or school offers the best choice
- Create a rubric and present to students as they create their report based on what the class thinks the best way to present is (check out web-based Rubric Maker for a simple rubric to create for classroom use that supports the points agreed on as best practice at: www.rubricmaker.com)

For High School Students (continue reading on page 25):

- Ask students to volunteer to read aloud *Education Options After Graduation*, page 25 of their Student Journal
- Ask students if they understand the different types of colleges that are available and how each one is defined

Types of colleges and degrees can be further clarified by referencing the table on page 26 of the Student Journal. It shows the different years and degrees that are attainable.

Note: The names for each year, freshman through senior.

 **Group Share**

Invite student discussion to demonstrate what they already know and if they understand the difference between technical schools, community colleges, and universities. Ask them to think about what kind of institution they want to attend and have them spend time researching the questions on page 26 of the Student Journal. Students may benefit from doing additional research on the types of institutions are available and the difference degrees they offer.

IDEAS - EXPECTATIONS

ASK YOURSELF
Here are a few questions to consider and research about colleges:

- Do I want to go to school in the city where I live and commute from home?
- Do I want to go away to school and live in a dormitory or rent an apartment nearby?
- Do I want a co-ed school, religious, public, private, or possibly a military academy?
- What are the requirements to get into the colleges I want to attend?
- What are the academic degrees offered at the colleges I am interested in?
- How much does getting a degree cost and what are some options to pay for college?


WHAT IS THE DIFFERENCE BETWEEN COMMUNITY COLLEGES AND COLLEGES/UNIVERSITIES?

- A Community College offers career paths and trade licensing (like technical certificates) as well as degrees that can be a pathway to a college or a university bachelors degree (see below).
- Colleges may offer certificate programs, associates, and bachelors degrees. Universities offer bachelors, masters, and doctoral degrees (see below).

NAME OF YEAR	HIGH SCHOOL	COMMUNITY COLLEGE	COLLEGE / UNIVERSITY
Freshman	Grade 9	1st Year	1st Year
Sophomore	Grade 10	2nd Year Associates Degree or Technical Certificate	2nd Year Associates Degree
Junior	Grade 11		3rd Year
Senior	Grade 12		4th Year Bachelor Degree
Graduate School	Grade 12		Masters Degree (1+ Years) or Doctoral Degree (3+ Years)

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Student Journal page 26

 **Extension Activity: Higher Education Options**

 **Writing**

Have students complete the *Expectations for Students about Higher Education - Researching Options Form* to increase their understanding about college campuses, requirements, and costs (see page 75 for student reproducible page for this activity).

Name _____

Date _____

 Extension Activity: Expectations About Higher Education

From the Student Journal page 26, explore the options in postsecondary schools by researching at your library or media center. Check online resources for the most up-to-date information.

Do I want to go to school in the city where I live and commute?

PROS

CONS

--	--

Do I want to go away to school and live in a dormitory or rent an apartment nearby?

PROS

CONS

--	--

**Do I want to attend a single-sex school, coed, religious or private school?
Explain what each one is. I would / would not like to attend because...**

--

What are the requirements to get into the colleges I want to attend?

--

What are the academic degrees offered at the colleges that I would like to know more about? Name at least two.

--

How much does it cost to get a degree and what are the options to pay for it? What's the difference between a public and private college and what's the price difference?

--

**Language Practice: Gallery Walk**

Goal: To encourage oral language interaction among students regarding a content topic

Set Up: Interactive pairs or small groups

WIDA ELD Levels: 2, 3, 4, 5

Procedures:

- Tape large pieces of chart paper on the walls of the classroom. Each chart has a question or topic written at the top (See questions below).
- Place students into pairs or small groups.
- Ask students to respond to the question on each chart, writing what they know on a post-it note or on the chart.
- Signal when it's time for students to rotate to the next chart.

Questions:

1. Do I want to go to school in the city where I live and commute?
2. Do I want to go away to school and likely live in a dormitory or rent a nearby apartment?
3. Do I want to attend a single-sex school, coed, religious or private school?
4. What are the requirements to get into the colleges I want to attend?
5. What are the academic degrees offered at the colleges I would like to know more about?
6. How much does a college degree cost? What are some options to pay for school?


Explain to Students: In addition to determining the right type of schools to explore, you should also check for the right fit academically. An academic fit means that these schools offer the area of study, or major, you seek and your qualifications match the schools' requirements.

Have students read page 27 and 28 of the Student Journal and investigate virtual college visits. Tell them to complete the list in their handbook of 10 possible colleges they would like to apply to on page 28. If possible, go through a college visit as a class, or model how to explore a college virtually.

In addition, many colleges have video tours found on YouTube as well as students who have made videos showing their dorms and walk-throughs of college campuses that may be explored. See example below.

**Extension Activity: Exploring Colleges**

1. Find the five best videos that show the most interesting features of one of your top college picks.
2. Analyze the pros and cons you discover:
 - On-campus verses off-campus living
 - Dorms with single, doubles or quads
 - Athletic facilities
 - Specialties of studies
 - Labs
 - Academic options and community partners. For example: pre-medical programs associated with a hospital, film school associated with a theater, etc.
3. Present the video that showcases it the best by creating your own video (or a PowerPoint presentation) highlighting the features of your top pick.



SCHEDULE A VISIT!

Visiting colleges and universities is a great way to help narrow your selection. It's never too early to start looking! If you are fortunate to have a college or university in your area, check out the tour schedules offered through their admissions office website. Seeing the campus in person will help you gauge how you would feel attending that school.

Student Journal page 27

Review page 27 of the Student Journal with the class to clarify the definition of a reach, match, and safe school. Have them research the three types of schools near them from page 25 or page 28 of their Student Journal. They may also research schools in another area. Have them use the research activity on page 53 from this guide to help categorize their list on page 28.

IDEAS - EXPECTATIONS

REACH, MATCH OR SAFE SCHOOL

Seeking the right school opens the door to many future opportunities!

Analyze schools you might be the best candidate for. Then select those you wish to apply to, considering their requisites and your qualifications. Here are the ways you can categorize them to indicate your likelihood of acceptance: A Reach, Match, or Safe School.

- A Reach School is a school that perhaps you wish to attend but being accepted is more challenging.
- A Match School is where your academic and test qualifications seem to fit their requirements.
- A Safe School is where your qualifications exceed what is expected for the entering freshman* class.

**Note: Just like in high school, college years are described as freshman, sophomore, junior, and senior years.*

LIST 10 POSSIBLE COLLEGES YOU WOULD LIKE TO APPLY TO:

NAME OF INSTITUTION OF HIGHER EDUCATION	LOCATION	REACH, MATCH OR SAFE SCHOOL	POSSIBLE MAJOR**

Student Journal page 28

Model how to classify a reach, match and safe school. Ask for a school name and go through the process of checking what it needs to be a reach, match or safe school. Reference the research previously done on the schools or model researching on the school website to get the needed specifications. Students can also search this site: <http://www.usnews.com/best-colleges>

COLLEGE PREREQUISITES

Students know they have to finish high school to go on to college but they may not always know the prerequisites. Review the section *College Prerequisites* and explain acceptance rates, and how being prepared for college will help increase their chances of getting accepted. For questions about acceptance rates, clarify for students that a selective college does not mean it accepts everyone.



Talk About It: College Prerequisites

Discuss what is needed to get to college. Why do you think colleges requires these things?

College Prerequisites

Note: Because high school requirements can change, it is important to get updates on what you need from your school counselor. Once you do, keep it in this journal to track your progress.

According to Merriam-Webster a prerequisite is "something that you officially must have or do before you can have or do something else". There are a variety of prerequisites needed to gain acceptance at a college or university. With a limited number of available slots for new students each year, an applicant's qualifications have an impact on their chances of acceptance. To increase your chances of getting accepted, strive to finish high school with a challenging curriculum and partake in extracurricular activities. Applying to more than one university will help increase your chances of acceptance. Your college readiness plan includes these requirements:

- High school diploma
- College admissions test scores (SAT and ACT)
- Passing grades in academic courses for math, english, natural

Student Journal page 29

The percentage of students admitted is what selectivity is measured by. The lower the percentage, the more selective the school is. This is not necessarily an indicator of how good the college is. A very good college can have high acceptance rates. However, those colleges where the selectivity is very high are usually highly desirable schools. That is because there is a high number of applicants verses the number of students the college is capable of admitting.



Language Practice: Facilitator Read Aloud

Goal: Model proficient reading and set up sufficient wait times for student responses

Set Up: The whole class of students should be on page 29 of the Student Journal

WIDA ELD Levels: 3, 4, 5

Procedures:

- Read college prerequisites, college readiness plan requirements, and high school graduation requirements
- Explain what a prerequisite is so students understand clearly. Pause to check for understanding
- Mention that there can be prerequisites for higher level classes as well as prerequisites to be able to get into college



Language Practice: Choral Reading

Goal: To provide a model of fluent reading

Set Up: The whole class of students should be on page 29 of the Student Journal

WIDA ELD Levels: 1, 2, 3

Procedures:

- Read text aloud and have students follow

HIGH SCHOOL GRADUATION REQUIREMENTS

This is an opportunity to review local/state requirements for graduation, and it exposes students to other opportunities for remediation, acceleration or different types of high school diplomas. Based on students' needs, you can go deeper into these topics.

Group Share

Review the basic requirements listed on page 29 of the Student Journal, and be ready to provide the specific requirements for your school.

Writing

Provide students with the requisites for your state and have them fill in the required number of credits and service hours needed in the table on page 29. Discuss relevant options for different programs in their schools, if applicable.

High School Graduation Requirements

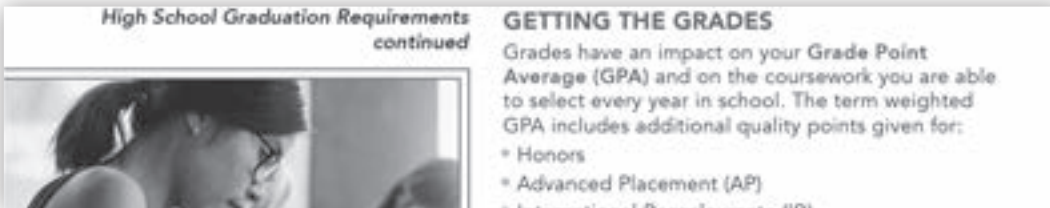
To earn a high school diploma a certain number of credits are needed to graduate. For example, a school may require 24 credits to graduate. This is broken down into six courses per year of high school multiplied by the number of years in high school (four). Some high schools provide high-achieving students an accelerated path to graduation that may require less credits to graduate, but more advanced courses that show they are ready for college level work. And, some schools have the AICE with international standards of a more specialized nature in a rigorous curriculum. You should know what you need to graduate from high school. The following offers a breakdown of what is needed to receive your diploma.

Student Journal page 29

Getting the Grades!

In order to graduate, students must pass their courses. Review requirements including grade point average (GPA) and end-of-course requirements for your state.

Review the definition of GPA and then review page 30 together. Explain that when they hear the term 4.0 grade point average, it means the student has an overall A average. Anything above that grade point average shows that the classes taken were honors level or higher.



High School Graduation Requirements continued

GETTING THE GRADES

Grades have an impact on your Grade Point Average (GPA) and on the coursework you are able to select every year in school. The term weighted GPA includes additional quality points given for:

- Honors
- Advanced Placement (AP)
- International Baccalaureate (IB)

Student Journal page 30

What is a Weighted Average? Explain to Students that a weighted average takes into account the level of difficulty of the course. Explain how to calculate the weighted average. Unweighted averages mean that the additional points attributed to an honors class is not taken into account for the students' average.

Review page 30 of the Student Journal together and ask students if they have any questions. Review the terms Report Cards and Transcripts on page 31. Show students these to review so they will know what to expect (making sure the name and any identifiers are blocked out).

IDEAS - EXPECTATIONS

REPORT CARDS: Most middle and high schools provide three or four report cards per year (trimesters or quarters) for students to see their progress throughout the year. Students are given grades for their academic courses, as well as their records for attendance and tardiness. The report card shows your GPA calculation for the term and may also indicate the honor roll status, class ranking, and conduct/effort marks. If you are new to the school, ask for assistance in reviewing your report card.

A TRANSCRIPT: This is the culmination report of all of the grades earned by students through the years. That cumulative record — or transcript — is passed along to a new school if a student must transfer, or to each college or university to which they apply.

Student Journal page 31

 **Group Share: How to Calculate a GPA**

Model an example of a GPA calculation and then have students practice figuring out their GPA for a class, or for all their classes.

NAME OF CLASS:	GRADES PER QUARTER				OVERALL GPA:
	Q1	Q2	Q3	Q4	
					To estimate your GPA, add the grade for each class and divide by the number of classes. Example: Math 80 English + 90 Science + 85 History + 93 P.E. + 95 Art + 80 <hr/> Total = 523 Take the sum of the 6 classes above (523) and divide by 6, (87.2). Overall GPA: 87%. Remember to add the applicable points for Honors and AP classes.

Student Journal page 31

Middle School Academic Track

For Middle School Students: Explain that the courses they take in middle school will help determine what path they will begin when they get to high school. Many times students think their grades in middle school do not matter. Poor grades can definitely be a deterrent to higher level courses in high school if the results are not up to par.

IDEAS - EXPECTATIONS

Middle School Academics

Middle School academic courses and extracurricular activities help set the stage for your college and career plans in high school. Grades count... do the best you can in middle school!

Fill in the table below with the classes you are taking, and classes you plan to take to help you best prepare for high school.

Student Journal page 32

Writing

Review the courses middle school students are taking and have them expand, with detail, the course title (for example, they may be in U.S. History for Social Science or Algebra 1 for Math as opposed to Math for 6th, 7th, and 8th grades). Have them fill in the chart on page 32 of their Student Journal.

If students have questions, they should jot down their questions on page 32 to ask their guidance counselor.

CLASSES TAKEN EVERY YEAR IN MIDDLE SCHOOL			
COURSE CATEGORY	GRADE 6	GRADE 7	GRADE 8
English			
Math			
Science			
Social Science			
Other Electives /			

Student Journal page 32

High School Academic Track

For High School Students: Have them identify their counselor's name on page 33 of their Student Journal and begin to fill out the chart based on the year they are in.

Writing

Have them fill out the form on page 33 to assure their review of the information on pages 33 - 39.

IDEAS - EXPECTATIONS

High School Academics

High School academic courses and extracurricular activities are a large part of your College and Career Readiness Continuum. Grades count... do the best you can to increase your future options!

Guidance Counselor: _____
College Application Counselor: _____

Fill in the table below with the classes you are taking, and classes you plan to take to help you best prepare for graduation/college.

CLASSES TAKEN EVERY YEAR IN HIGH SCHOOL

COURSE CATEGORY	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English				
Math				
Science				
Social Science				
World Language				
Physical Education				
Other Electives				

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Student Journal page 33

COLLEGE APPLICATION PROCESS

Have students review the information on pages 34 - 36 of their Student Journal, individually or in pairs. For students who need extra support gathering information, ask them to answer the following questions (at your discretion):

- Name three parts to the college application process (the application, the college entrance exam [list types], and provide proof that your graduation requirements are fulfilled)
- How do you register for a college entrance exam?
- Is there a fee to take this test?
- What do you need to take with you to the college entrance exam?
- How can you prepare for this test?
- Are there other college entrance exams needed?
- Are there different types of college applications (name three ways to apply to college)?

See page 75 of this guide for reproducible page to facilitate Clarifying the Application Process.

Continue reviewing the information on pages 34 - 36 with students as needed. Read aloud (and/or choral read with ESOL students) the first two paragraphs of the Student Journal, page 37.



INTRODUCE YOURSELF!
College admissions directors want to know more about you — the whole person — who is applying to be part of their student body.

Demonstrating your extracurricular participation and all your leadership roles in clubs, athletic teams, and community service activities is important and should be reflected in what you present in your college application. In your student resume, be sure to describe insights and perspectives gained from all of your high school experiences and accomplishments.

TIP: Registering for free information on a college/university website is a way to demonstrate interest in their school.

Student Journal page 37

Remind students about the community service exercise where they previously projected a reflection from a community service action. Explain that the latest polling of college admissions counselors shows that colleges like to see that applicants show a passion for a cause and focus in an area.

Review the remainder of Student Journal on page 37 with students. Pause and question them for comprehension and expand where necessary.

The College Essay

Something to keep in mind about college essays:

- A narrative that tells more about you or something that you've experienced (no matter how small) can make a big difference. Admissions counselors that read college application essays want to learn about you personally, aside from the grades and test scores. Sharing a lesson you have learned, a desire you have, or a topic you feel passionate about and why is very telling to the reader and will set you apart from other applicants. Explore college essay writing tips online

Ask the question: How does this essay tell the reader who I am?

Note to Students: *College essay top tips serve as a guide to make sure you cover the bases in your college essays (Student Journal page 37). College applications require at least one essay and some colleges require supplement essays.*

Extension Activity: Clarifying the College Application Process

Reproduce page 84 of the Facilitator Guide. This can be done individually, in pairs, or in small groups. In this extension activity, students will be asked to provide information they can gather from their Student Journal, pages 34 - 40.

Needed for this Extension Activity: If your school or district has an online portal for record and college applications, provide that link to students to be entered on their copy of the reproducible. Also, note login credentials if needed.

They will review:

- Types of college entrance exams
- College applications
- Recommendation letters
- College prerequisites
- Prepare for these exams
- The common application process

Expand the discussion by reviewing the answers in class.

Name _____

Date _____

 **Extension Activity: Clarifying the Application Process**

Use pages 34 - 40 in the Student Journal and additional resources (if available) to answer the below questions for discussions. If your school district has an online portal for college applications and prep, enter the website here: http://www._____

Have students note this website and their login credentials in their Student Journal for future reference:

Username: _____

Password: _____

Investigate the College Entrance Exams on page 33 and answer the following questions:

What are the different types of college entrance exams (page 34)?

How can students prepare for college entrance exams (page 34)?

What is the Common Application Process for college and how does it work (page 36)?

What else, besides grades and entrance exam scores, is needed to qualify for college (page 37)?

Define College Readiness Plan – (see Multilingual Concept Glossary)

When should you apply to college (page 40)?

What is a College Recommendation Letter (page 40)?

Next, review the Resume sample on page 38 then fill in your information on page 39 as a template to build your own resume.

STUDENT RESUME

Students can refer to page 38 in their Student Journal for a sample resume. Review each section and point out what should be included. This will make students aware of what they need to add to their repertoire during their high school years. They can begin by examining where they are in middle school, and where they need to focus in high school (example: volunteer work, on-campus clubs, leadership positions, etc.). Encourage students to complete the resume now (even in middle school) and revisit it throughout high school.

IDEAS - EXPECTATIONS

STUDENT RESUME A resume is a summary of your education, your professional experience and it gives college admissions officers and potential employers more details about your high school experience.

See the example of a student's resume below. Read the descriptions for each section and think about what you can list on your resume. Use the template on the following page to fill in with your information. Save your resume as a PDF and send it with your online college and job applications.

Include your complete name, address, phone number to reach you and appropriate email address

Name/address of your school. List any special electives that support a major you're interested in

List any work or special experiences that should be recognized

List notable volunteer experiences and any leadership posts

List club memberships and/or leadership positions

John Smith
123 Student Path Drive - City, ST 12345
XXX.XXX.XXXX Home XXX.XXX.XXX Cellular
john.smith@gmail.com

Education
High School, Address for School - 2012-2016
Additional electives relevant to major: Physics, Computer Applications, College Algebra and Trigonometry
SAT Score: English/Math/and Writing: ##### ACT Score: ##

Experience
* Adventures Camp - Student Mentor and Belay Team Member 2012 - 2015
* High School First Robotics Vex team 2011 - 2012

Volunteer Work/Leadership Positions
* Habitat for Humanity 2014 - Present
* Urban Mission- Serving Homeless 2013 - 2014
* Cure for Cancer- Student Community Outreach Promoter 2013
* Summer Camp Counselor 2013

Interests/Activities/Leadership Roles
* Robotics Club
* Squires Club Member
* Kay Club
* Society of Materials Engineers Student Member
* Music: Drums/Band
* Sailing
* Rock Climbing

Computer Skills
* Proficient in Microsoft Word, Excel, and Powerpoint

Other Skills
* Second Language: Spanish

List your SAT and/or your ACT scores

Identify any skills that a potential employer should know (examples: computer applications or foreign language fluency)

Extension Activity 1: To Post or Not to Post. In addition to what you share on your resume, be aware of your social media presence. Your profile and posts may be checked before making a decision to accept or hire you. Research and create a presentation informing your audience about social media presence and or posts/reposts and how this relates to college and careers.

Extension Activity 2: Interview Tips! Research and present important tips for a successful interview. Include how to dress, what to bring, and how to prepare for the interview itself (what to say/ask).

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Student Journal page 38

Note: See details for Extension Activities on page 87 of this guide.

This resume template is for students to use. It can be a model for what they should have on their final resume. Once students have practiced building their template, they can type their own resume and save it as they add activities. Clarify to students that the top four lines should be where they enter their first name, last name, address, city, state, zip code, phone number and email address.

Name _____

Street _____

City, State, Zip _____

Email _____


Education

Experience

Volunteer Experience

Interests

Specialized Skills

 **Extension Activity: To Post or Not to Post**

In addition to what you share on your resume, be aware of your social media presence. Your profile and posts may be checked before making a decision to accept or hire you. Research and create a presentation informing your audience about social media presence and or posts/reposts and how this relates to college and careers.

Establishing a Social Media Presence: In addition to what you share on your resume, be aware of your social medial.

Explore:

1. Common social media outlets used by teens
2. Research the pros and cons on the impact of social media
 - Student life
 - Education
 - Careers
3. How can social media help or hurt future job prospects?

Create a rubric as a class and allow for creative presentations.

 **Extension Activity: Interview Tips Exploration**

Research and present important tips for a successful interview. Include how to dress, what to bring, and how to prepare for the interview itself (what to say / ask). Present with creative visuals such as a video, PowerPoint, role playing (a skit).

APPLICATION DEADLINES AND RECOMMENDATIONS

Group Share: College Application Date

Read aloud the first paragraph together as a class. Provide the opening date when applications begin to be accepted for college. If it's possible, go online as a group to the nearest university and show students how to search for deadlines, application, registration, etc.

Define:

- Early Action Application - Usually means they are highly interested in that college but they are not bound to attend that school if accepted.
- Early Decision Application - These are binding decisions upon acceptance to the college or university by contract
- Regular Decision Application - Students apply by the schools' application deadline

Getting "everything" ready means having your application, official transcripts, application fees, official test scores (ACT, SAT) sent to colleges.

IDEAS - EXPECTATIONS

COLLEGE APPLICATION DEADLINES

BE AWARE! Deadlines and application opening dates are a very important aspect in the process of getting into colleges. There will be many schools that have similar due dates. Understand the difference between applying, early application and early decision. Some ways to apply to college — such as early decision — have financial implications if you are accepted. You should try to have everything almost ready by the end of your junior year to the fall of your senior year. Then the actual application process begins. Plan on applying to several colleges from your list.

Student Journal page 40

Recommendation Letter Notes: Remind students that they should select a teacher from their junior or senior years of high school unless they have maintained contact through clubs or sports with a teacher from their earlier years. Have students add their recommendation letter(s) to the notes section at the back of their Student Journal. They should also include a list of interests and career goals in the notes section.



RECOMMENDATION LETTERS

Most schools require at least one of your teachers or counselor to write a letter of recommendation to be included with your college application. The person you choose should be able to produce a qualitative reference if you give them your student resume. Let them know what you think you would like to study in college or what sort of career you would like to pursue. This will help them articulate the qualities about you that match your goals.

ACTION CHECK-UP

Check on your continuum (page 8) regularly

Student Journal page 40

SESSION 5: ACTION STEPS

See <https://www.vistaschoolresources.com/ideascrrp> for Session 5: **ACTION**

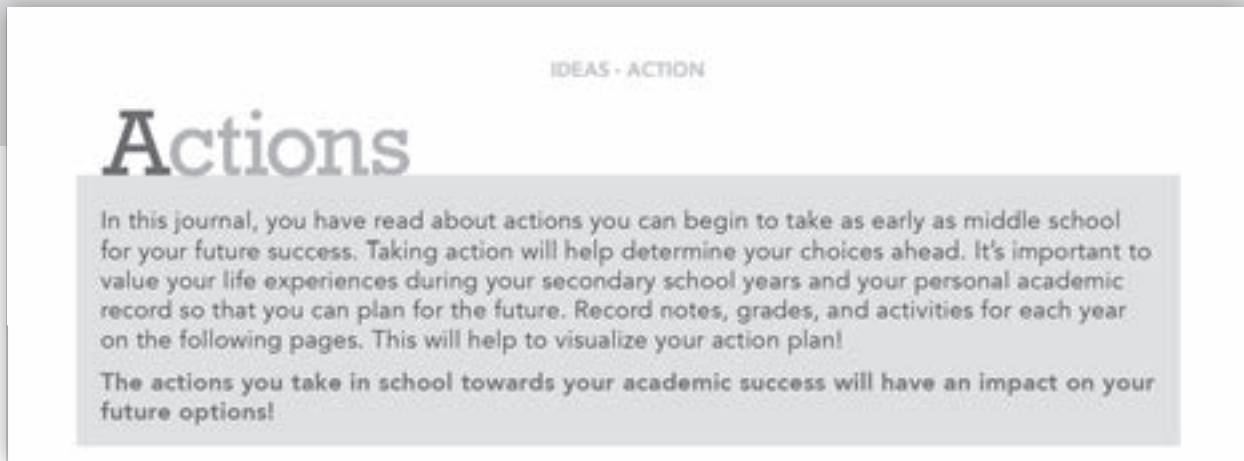
Merriam - Webster dictionary defines action as “the accomplishment of anything, usually over a period of time, in stages or with the possibility of repetition. The action is the process they will take to reach their goals”.

Ask Students: How can you reach your goals? (Remind students of the goals they made previously).

Talk About It

Ask for volunteers to answer the below question as a review (page 41, first sentence in the first paragraph.)

- What actions can you take before graduation to reach your goals so you will be ready for college?



Student Journal page 41

Freshman Through Seniors Complete Action Records

Have students reread the goals they formulated in writing on page 21 of their Student Journal.

Pages 42 - 45 in the Student Journal are for students to have a record on hand and keep an eye on certain benchmarks and reference notes of each year in high school. This is to help them stay on track for their goals. Having revisited their goals and seeing what they should be tracking in their action plans, invites students to add to their short- or long-term goals.

For High School Students: Students should download and print their grades from the online school reporting portal. If possible, get their grades from the guidance department to help them complete the forms. If they are underclassmen, they can practice filling in their courses, assessments, and activities.

Compare their transcripts with your districts' requirements. In a multi-year class, take an inventory of the grade levels represented in the classroom. Focus on each page, pause, and leave time for questions. If necessary, review definitions of points to complete each level (see pages 42 - 45).

Finance and Action Plans

It is important for students to understanding all the options that can impact the future of their post-secondary school opportunity. Scholarships, financial aid, and loans are all part of the Action Plan that can start as early as middle school!

FRESHMAN LEVEL (Student Journal page 42)

- Have a list of possible electives available to students for the next year
- Review list of possible college interests and careers, noting if new options have been considered since last time. Research those colleges online
- Seek opportunities to participate in community service and record on page 16 of the Student Journal
- Check for SAT and /or ACT preparation options

FRESHMAN YEAR - Grade 9

Counselor Name: _____

Grade Point Average: Quarter 1: _____ Quarter 2: _____
 Evaluate grades and effort. Note to self on how to improve. Quarter 3: _____ Quarter 4: _____

PSAT Score: _____ ACT Approx Score: _____

Club/Teams: _____

Create a club, see pages 10-12: _____

Leadership Activities/Role: _____

Possible Electives for Next Year: _____

Internship Opportunities: _____

• Research possible community service activities (record on page 16)
 • Begin list of colleges I'm interested in (record on page 26) -- explore/visit
 • Check for PSAT and ACT Approx preparation options
 • Explore Dual Enrollment and AP courses available and their prerequisites

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Student Journal page 42

SOPHOMORE LEVEL (Student Journal page 43)

- Have a list of possible electives available to students for the next year
- Review list of possible college interests and careers, noting if new options have been considered since last time. Research those colleges online
- Have students review their community service activities on page 16 of their Student Journal. If necessary, seek more service opportunities
- Check for SAT and /or ACT preparation options. Tell sophomores to research possible scholarships
- Check out Extension Activity on page 70 of this guide for instructions on financial options. *Activity: How to Pay for College - Research and Report*

SOPHOMORE YEAR - Grade 10

Counselor Name: _____

Grade Point Average: Quarter 1: _____ Quarter 2: _____
 Evaluate grades and effort. Note to self on how to improve. Quarter 3: _____ Quarter 4: _____

PSAT Score: _____ ACT Approx Score: _____

Club/Teams: _____

Leadership Activities/Role: _____

Possible Electives for Next Year: _____

Internship Opportunities: _____

• Research possible community service activities (record on page 16)
 • Begin list of colleges I'm interested in (record on page 26)
 • Check for SAT and ACT preparation options -- research prep options
 • Explore dual enrollment and AP courses

Other items to consider this year:

- Explore future careers, seek Dual Enrollment opportunities -- explore/visit
- Look at colleges, technical programs and universities
- Research possible scholarships to begin preparation

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Student Journal page 43

JUNIOR LEVEL (Student Journal page 44)

- Take inventory of community service hours
- Review list of possible college interests and careers, noting if new options have been considered since last time. Research those colleges online
- Check for SAT and/or ACT preparation options.
- Make plans for college visits in the spring/summer months. Check out options online for registering for visits
- Check into and expand search for possible scholarships outside of the online college application and tracking process. Research possible scholarships
- Check out the Extension Activity on page 83 of this guide for instructions on financial options. *Activity: Research Ways to Pay for College*

Senior Year - Grade 11

Counselor Name: _____

Grade Point Average: _____ Quarter 1: _____
 Evaluate grades and effort. Note to self: _____ Quarter 2: _____
 or how to improve: _____ Quarter 3: _____
 _____ Quarter 4: _____

SAT Score: _____ ACT Score: _____
 SAT Score: _____ ACT Score: _____

Club/Team: _____

Leadership Activities/Roles: _____

Possible Activities for Next Year: _____

Internship Opportunities: _____

Other items to consider:

- Research career options
- Explore future schools. Visit colleges in the summer before senior year — look at options after high school for colleges, technical programs and universities
- Check into and expand search for possible scholarships outside of the online college application and tracking process
- Start drafting college application essays due senior year

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Student Journal page 44

SENIOR LEVEL (Student Journal page 45)

- Take inventory of Community Service hours
- Finalize list of colleges students wish to apply to
- Research career options
- Explore future schools. Schedule visits if they haven't done so already
- Complete FAFSA after October 1st, senior year
- Review options and choices based on interests, grades, financial plan
- Apply for scholarships. Some scholarships are granted by students' qualifications such as grades and test scores. These are merit scholarships. Some states have additional scholarships that require students apply for with their eligibility requirements. Examples of other scholarships at the state level are the Bright Futures in Florida and the Texas State Achievement Scholarship in Texas

Many colleges and universities automatically review students for scholarship opportunities. Students may research the higher-ed institution they are interested in to find out more. See the next section for more information on the action plans for paying for college.

Senior Year - Grade 12

Counselor Name: _____

Grade Point Average: _____ Quarter 1: _____
 Evaluate grades and effort. Note to self: _____ Quarter 2: _____
 or how to improve: _____ Quarter 3: _____
 _____ Quarter 4: _____

SAT Score: _____ ACT Score: _____

Club/Team: _____

Leadership Activities/Roles: _____

Internship Opportunities: _____

Other items to do:

- Request letters of recommendation
- Community service activities (record on log, page 16), reflect
- In the fall, finalize list of colleges and begin application process (record on page 26)
- Research career options and match with college options
- Explore future schools. Visit colleges in the summer before senior year — look at options for colleges, technical programs, and universities
- Apply for scholarships (merit/scholarship or state scholarship program)
- Check available scholarships at preferred colleges. Also see websites like:
 - Fastweb.com
 - Scholarships.com
 - Cappex.com
 - ScholarshipPoints.com
 - Scholarships.com
- Apply for the FREE Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov/. Opens in October of your senior year
- Apply for college
- Compare financial options for college
- Select your school and enroll in orientation!

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Student Journal page 45

LEARNING MORE ABOUT FINANCE AND ACTION PLANS

This next section adds more insight to the Student Journal entries and plans. Junior and seniors need to access the information required for needs-assessment in college. The information here includes tips from completing the FAFSA to researching ways students can learn more about the costs of college, and how to find resources to cover expenses.

Students need to check the deadlines for the Free Application for Student Aid (FAFSA) at:

<https://fafsa.gov>

All students interested in financial aid for college need to complete the FAFSA application. Students may need extra assistance completing the FAFSA. Remind students that the school is here to help!



Extension Activity: Research Ways to Pay for College (Student Journal, page 41)

Have students define the types of resources available to pay for college on the reproducible page. Encourage them to enroll at suggested scholarship assistance websites. Make sure they have a professional email address with their full name. This assignment can be done in or out of class, wherever they will have the most access to information. They should work in pairs or small groups.

Extension Activity: Evidence-Based Essay "Is Tutoring Worth It?" **Writing**

Have students research merit scholarships and financial aid scholarships available from the schools they are interested in (page 28 of their Student Journal). Have them write an essay on whether *"Tutoring for the College ACT/SAT is Worth the Potential Scholarship Money"* (see student reproducible page 71 for organizing supporting points of essay as well as other exploratory research).

Name _____

Date _____

➤ Extension Activity: Research Ways to Pay for College

Research and report on the ways to secure the resources to pay for college education.
Begin with defining:

FAFSA (Free Application for Federal Student Aid). When is the deadline?
Website

Financial Aid - define and describe

Grants

Loans

Merit-Based Aid

Needs-Based Aid

Scholarships

Work-Study

Scholarships

Merit-Based

Scholarship - additional public and private

Finding Scholarships on the Internet: Register at scholarship assistance programs that do not charge for their service to help students find resources for college. Explore/enroll where they see fit. Check out: **Fastweb.com, Cappex.com, ScholarshipPoints.com, Scholarships.com, CollegeBoard.com, CollegeGreenlight.com**

For future reference, have students save all their passwords here or in the Notes section of their Student Journal. Encourage them to use the time being offered to prepare so they can get the most assistance available and reach their goals!

Extension Activity: In-Depth Scholarship Research

Exploring scholarships online helps you understand where you can try to get the support you need to attend the college you want. Knowing the scholarships that your reach, match, and safe schools provide also helps you to strive to reach the requirements.

Types of scholarships offered include:

- Merit-Based Scholarships
- Talent Scholarships (music, athletic)
- Other school specific or foundational scholarships like STAMPS Foundation, Posse, or ROTC that are offered at select institutions.

Use this form as a guide to identify scholarship opportunities. Search online for:

- Schools on your wish list with scholarships your application is screened for automatically
 - Search the Admissions, Financial Aid or Financial Assistance pages on the schools website
 - Contact the school directly
- Private Entities
- City and/or State-Level Scholarships
- Micro Scholarships
- Foundational Scholarships
- Websites to search:
 - Big Future Scholarships
 - Fastweb Scholarships
 - College Greenlight
 - National Scholarship Providers Association
 - Scholarship Points
 - Cappex

Other ways to save for college:

- Check and see if there are College Pre-Pay programs offered in your state.
- Also verify information about savings plan, search online: 529 Savings Plan + (your state name)

School Name	Scholarship Type / Amount	Application Requirement	Due Date

REFLECTION: LIFE CONTROLS

Ask students to consider the factors in their lives that they can and cannot control. Read the top of page 46 with them. Have them fill out page 45 of the Student Journal with their answers. Some examples of students' answers are shown below.

IN MY LIFE:

I CANNOT CONTROL:

- *Who my teachers are*
- *Who my family is*
- *Where I'm from*
- *How other's react*
- *Natural disaster*
- *The opportunities that arise*

I CAN CONTROL:

- *How hard I work in school*
- *Who my friends are*
- *My emotions*
- *Who I am*



Group Share

This can be extended to pairs or small groups so students can discuss before they present to the class. It is important students share their challenges so they realize many of their peers may have similar challenges.

After the class discussion, have students complete the Reflection Statement at the bottom of page 46 in their Student Journal. Have them include their thoughts about the aspects of control in their lives that will help them as they plan for their future after high school graduation.

REFLECTION STATEMENT:

While I cannot control: _____

I can control: _____

Understanding this helps me: _____

Self control and self determination will matter in a future career because: _____

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Student Journal page 46



Language Practice

Activity: Four Corners

Goal: To encourage students to support their positions through oral language

Set Up: Interactive small groups

WIDA ELD Levels: 2, 3, 4, 5

Procedures:

- Place four signs on each of the four corners of the room (see example labels below)
- Label the signs with choices or categories that form possible responses to these questions:
 - What aspects of your life CAN you control?
 - What aspects of your life CAN'T you control?
- Have students read the signs, listen to the corresponding question above, then move to one of the four choices in the room. Limit each corner to five people
- Encourage students to talk in small groups explaining reasons for making the choice
- Students should visit every corner by the end of the session. They should interact in different discussions and go to another corner and explain their reasons why they feel they can or cannot control this aspect of their life

Four Corner
Labels

**MY ACADEMIC
GRADES**

**COLLEGES I
ATTEND**

**LANGUAGES
I SPEAK**

MY FEELINGS

SESSION 6: STRATEGIES FOR STUDY SUCCESS

See <https://www.vistaschoolresources.com/ideascrp> for Session 6: **STRATEGIES**

This session addresses student challenges and gives examples of best practice for study habits/strategies.

Ready, Set, Go! Read the first sentence, then ask students: What are your best habits and strategies you can use to improve your study skills? Allow time for a peer discussion, then have them list these habits/strategies on page 47 of their Student Journals based on their discussion.



Student Journal page 47

Relay to students that grades are related to choices they have. Putting in extra effort and learning from mistakes helps them grow.

On pages 48 - 49 of the Student Journal, there is an activity for students to think about what tools will help them reach their academic goals. Advise them, when appropriate, that some of the strategies on these pages can also be incorporated into their college /career goals. Students should use the Skills and Study Strategies on pages 50 - 53 to complete pages 48 - 49 in their Student Journal.

This section is designed to be interactive with the text. Facilitator and students should review pages 50 - 53 of the Student Journal. Have them volunteer to read the Challenges and Strategies and invite students to suggest even more ideas.

The image shows a page from a student journal titled "Study Skills and Strategies". It instructs the student to "Read pages 50 - 53 then complete these six sections that correspond with each category." Below this is a table with two columns: "CHALLENGES" and "STRATEGIES TO HELP". Each column has two numbered rows for writing. To the right of the table, there is a prompt: "(SEE PAGE 50) Name two challenges you are currently facing and ways you can improve your study habits."

Student Journal page 48

The image shows a page from a student journal with two sections. The first section is titled "3. CLARIFYING QUESTIONS" and includes the prompt: "(SEE PAGE 51) Name two ways to better understand what you are having trouble learning." Below this are two numbered lines for writing. The second section is titled "4. STUDY TACTICS" and includes the prompt: "(SEE PAGE 51 - 52) Recommend a study technique that you'd like to implement and how you could use this while studying." Below this is a large empty box for writing.

Student Journal page 49

Note: Pages 99 - 102 offer tips to review Study Skills and Strategies with students.

**Language Support: Signs of Comprehension**

Goal: To determine the degree of comprehension and content among all students

Set Up: The class should follow along on pages 50 - 53 in the Student Journal

WIDA ELD Levels: 1, 2, 3, 4, 5

Procedures:

- Use a variety of comprehension checks including signal responses (thumbs up or hands raised for example)
- Discuss the best habits and challenges — first make sure they understand the meaning then read through the strategies with them, pausing to explain vocabulary as needed

**Group Share: Study Recommendation**

Advisor Roll Play: Study Recommendations Activity - Middle School (this exercise should be done after completing study activity).

Professor, I Need Help!: Place students in pairs, one assuming the role of Professor, the other as Student. The Student should select one of the challenges listed on pages 50 - 53 and present it to the Professor. The Professor should suggest some of the Strategies for Success as solutions. Have students switch roles.

The conversation might go like this:

- Student: Professor, I need help! I get easily distracted when I study. (Study Focus)
- Professor: If you feel yourself getting distracted, take a break and do an internal check on your personal needs: such as the amount of rest, food, water
- Student: Well, I must admit that I only sleep 5 to 6 hours a day. What do you think I should do?
- Professor: You should definitely _____

On pages 92 - 95 (pages 50 - 53 from the Student Journal) are suggested ideas regarding study strategies including Best Habits, Challenges and a few strategies to strengthen Study Skills.

STUDY SKILLS AND STRATEGIES

These pages address student challenges and gives examples of best habits and strategies.

IDEAS - STRATEGIES

STUDY SKILLS AND STRATEGIES

BEST HABITS:	CHALLENGES:	STRATEGY FOR SUCCESS:
STUDY TIME	<ul style="list-style-type: none"> ◦ I always end up cramming for tests. ◦ I have a lot of other things to do after school besides study. ◦ Studying causes me stress. 	<p>Don't wait until the last day to study! You can pace your study sessions by spreading out the information you need to learn over time. As soon as you know your dates, plan on spending time everyday (make it a habit) and divide the information up accordingly. Review, review, re-view every time you study. If you are consistent, the information will begin to stick!</p> <p>If other commitments are an issue, try to carve out new times in the day. Dedicate the time needed to learn either early in the morning, later in the evening, or on the weekend. Time is valuable and it is important to know where your time goes. Use an agenda, schedule reminders, make appointment dates for yourself or make to-do lists. Being able to check off your list will feel good and help you meet your goals.</p> <p>Being stressed about studying can come from insecurity and nervousness about what you feel you don't know, or the sense that you haven't done enough. First take care of yourself with enough sleep. Exercise can also help relieve stress. Using time management to plan when and what to study can help you feel more in control. Setting study goals will also help.</p>
MANAGING INFORMATION	<ul style="list-style-type: none"> ◦ It feels like there is too much information to learn. 	<p>Chunk the information you need to learn so you can spend less time more often to learn the required material. Chunking means organizing information into smaller "bites" of information. How to "chunk" information to study:</p> <ul style="list-style-type: none"> ◦ Separate information in a chapter by subheadings or topics with a focus on what the teacher emphasized in class.

*Explain what cramming is:
- Rushing and doing more studying close to test date.*

Clarify that it is a lot to acquire.

STUDY SKILLS AND STRATEGIES (continued)

IDEAS - STRATEGIES

STUDY SKILLS AND STRATEGIES

BEST HABITS:	CHALLENGES:	STRATEGY FOR SUCCESS:
MANAGING INFORMATION (continued)	<ul style="list-style-type: none"> ◦ It feels like there's too much information to learn (continued). 	<ul style="list-style-type: none"> ◦ Define unfamiliar words ◦ Combine your notes with assigned texts ◦ Select a certain amount of information you can focus on for each study session (like 10 vocabulary words a day or a chapter a day) ◦ Pace yourself ◦ Create your own self test ◦ Read your notes aloud ◦ Rewrite your notes
CLARIFYING QUESTIONS AND DOUBTS	<ul style="list-style-type: none"> ◦ I don't understand what I'm trying to learn. 	<p>It's also important to stop and research more or seek help from someone when you don't understand what you are trying to learn. Bring questions back to your teacher for clarification.</p> <ul style="list-style-type: none"> ◦ Summarize the information in your own words. ◦ Always look up words you don't understand. ◦ Look for other resources to explain the topic.
STUDY TACTICS	<ul style="list-style-type: none"> ◦ The text is complicated. ◦ My notes are hard to read. 	<p>Sometimes chunking and pacing, as described at left, helps when the text is complicated. Another strategy to use when the text is complicated is researching the topic in the library or online to build background. Always ask your teacher for help or for clarification.</p> <p>Neatness with your work is important in all subjects. Make it a habit to rewrite your notes the same day you took them so the information is fresh in your mind. Your own note-taking shortcuts and abbreviations also help write more information faster.</p>

STUDY SKILLS AND STRATEGIES (continued)

IDEAS - STRATEGIES

STUDY SKILLS AND STRATEGIES

BEST HABITS:	CHALLENGES:	STRATEGY FOR SUCCESS:
STUDY TACTICS (continued)	<ul style="list-style-type: none"> ◦ My notes are hard to read (continued). ◦ I don't have enough notes. 	<p>It is important to write it out as soon as possible for the clearest understanding of the material.</p> <p>If you don't feel you have enough notes on the topic, review the classwork to verify the material being covered and research the topic in your text. Summarizing the chapters covered on your own may help fill in the gaps. Study with a friend or compare notes to see what you may have missed. Be careful to pay close attention in class. Some teachers emphasize key information by writing it for display, others by saying it more than once. Ask your teacher how they intend to let you know what's most important to focus your attention on.</p>
STUDY PLACE	<ul style="list-style-type: none"> ◦ It's too noisy in my study space. 	<p>It is important to have a conducive study area. Hearing noise from television, music, and even other people talking is not manageable to studying. Think about what you have to do and look at studying as if it were your job (it is your job!). What is the best place to study? The best possible place to study for you can be in your house at a certain table or desk, or at the library. Find one or two places that you feel comfortable with the least amount of interruptions. Finding out where studying works best for you and creating the right atmosphere is key for having good study results. You can do it!</p>
STUDY FOCUS	<ul style="list-style-type: none"> ◦ I get distracted easily. 	<p>If you feel yourself getting distracted, take a break and do an internal check on your personal needs such as rest, food, and water. Do an external check on interruptions from electronic devices, television, etc. Set a timer if it helps to have a reminder of the time needed to study. Above all, focus on your goals and develop positive thoughts about reaching them.</p>

Write out your notes clearly and recall the most material from class.

STUDY SKILLS AND STRATEGIES (continued)

IDEAS - STRATEGIES

STUDY SKILLS AND STRATEGIES

BEST HABITS:	CHALLENGES:	STRATEGY FOR SUCCESS:
STUDY FOCUS (continued)	<ul style="list-style-type: none"> ◦ Sometimes my neck is sore. ◦ I am tired of looking at the screen. 	<p>Sometimes posture has a lot to do with focus. Make sure you have a cleared workspace and you're sitting in a comfortable position. Don't forget to stand up, stretch, and give yourself a short walking break.</p> <p>It's also important to know that even though many things may be presented on screens or devices, part of your study focus can be improved by writing your notes. Writing what you understand (or are trying to understand) is another way to visualize the concept. Go ahead and make charts or sketches of what you are attempting to learn. Write out math word problems and underline key points.</p> <p>Practicing these suggestions will aid in your success and help you reach your goals!</p>

Student Journal page 53

NOTE-TAKING SKILLS

Outline Format: Review the first paragraph on page 54 of the Student Journal with students.




Talk About It

Ask students how they typically take notes in school. Note the different course types that might be discussed such as history, literature, science or math. Do they take notes while reading their assignments, chapters, or when the teacher is talking? Explain that they can take notes in all of those scenarios but there are different ways of note-taking.

Notetaking Skills

Efficient notetaking skills are key to academic success. As a student, you need to recognize what is most important to record during class or when studying. Pay attention to what your teacher emphasizes in class. While there are different ways to organize notes, whether electronically (typing) or on paper (writing), there are some tried and true methods that have been proven to be helpful.



STRATEGIES

Notetaking is especially difficult in a situation when your teacher is presenting and you are trying to listen while writing or typing. Abbreviations and shorthand like "b/c" for the word "because" helps cut time when notetaking. Organize the information and add questions/notes while engaged in this process. Summarizing notes helps you learn the content. Don't worry if you don't write or type everything that was said in class. Focus on the key points that are being emphasized in the lecture or the chapters in your resources. Go back to your notes after class to rewrite/retype, reword and study!

On the following page, you will find an example of a way to take notes in an OUTLINE FORMAT. During class, try to comprehend the order of the material being presented, and fill in the format of the outline shown in your notes. Leave at least a line between sections in case you have to add information.

Some systems of taking notes are more effective in one

Student Journal page 54

An example of an outline format is shown on page 55 of the Student Journal. Using the example of the outline format, have students consider the logic of the outline organization. Main Topic, Sub Topics, Details. Explain that they can go back and rewrite or clarify their notes from a teacher's direct lesson and they can also use this to organize notes from their textbooks using the text structure and divisions within the text. Many times, publishers will bold key vocabulary words that highlight details to support the topics. See **Additional Practice: Modeling Note-Taking Skills** on page 104.

Extension Activity: Taking Good Notes

Individual or Pairs - Have students research note-taking strategies such as:

- Mind-Mapping Method, Cornell Method, Charting Method or Sentence Method

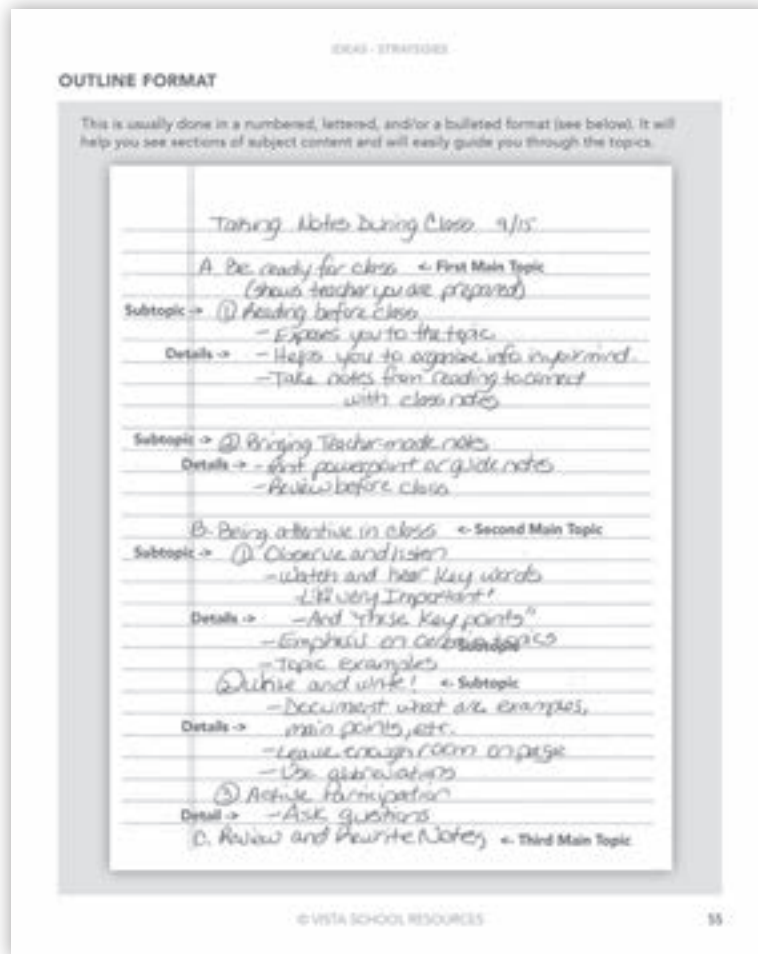
Small Group - In groups of 4-5, students should discuss a new strategy to their group members. Have the groups present to the class. If they have examples of how they have used this note-taking strategy, they may share these as well.

Individual Activity - Note-Taking Strategies in Action! Have students bring in a topic of study they need to review, or a lesson from another class. Have them use one of the note-taking strategies they have learned to prepare their study notes. Students can share the strategy they used with the facilitator so it can be posted for the entire class.

Optional: *Students can share the notes they prepared with peers in similar classes.*

Additional Practice: Modeling Note-Taking Skills

As a class, search for a lecture online to model note-taking skills. For example, a search for a lecture on animal communication, Khan Academy. Choose a lecture under 5 minutes in length. Play in class, pause, outline notes, continue. Remind students to use abbreviations when able (see shorthand notes activity below). Encourage students to practice in their content classes to increase their speed and efficiency.



Student Journal page 55

➤ Extension Activity: Typing Notes

Students can explore free resources to learn how to type faster and more efficiently. Examples of free resources (with or without accounts)

- typingclub.com
- typing.academy.com

Have students create a log to measure their progress!

➤ Extension Activity: Shorthand for Taking Notes

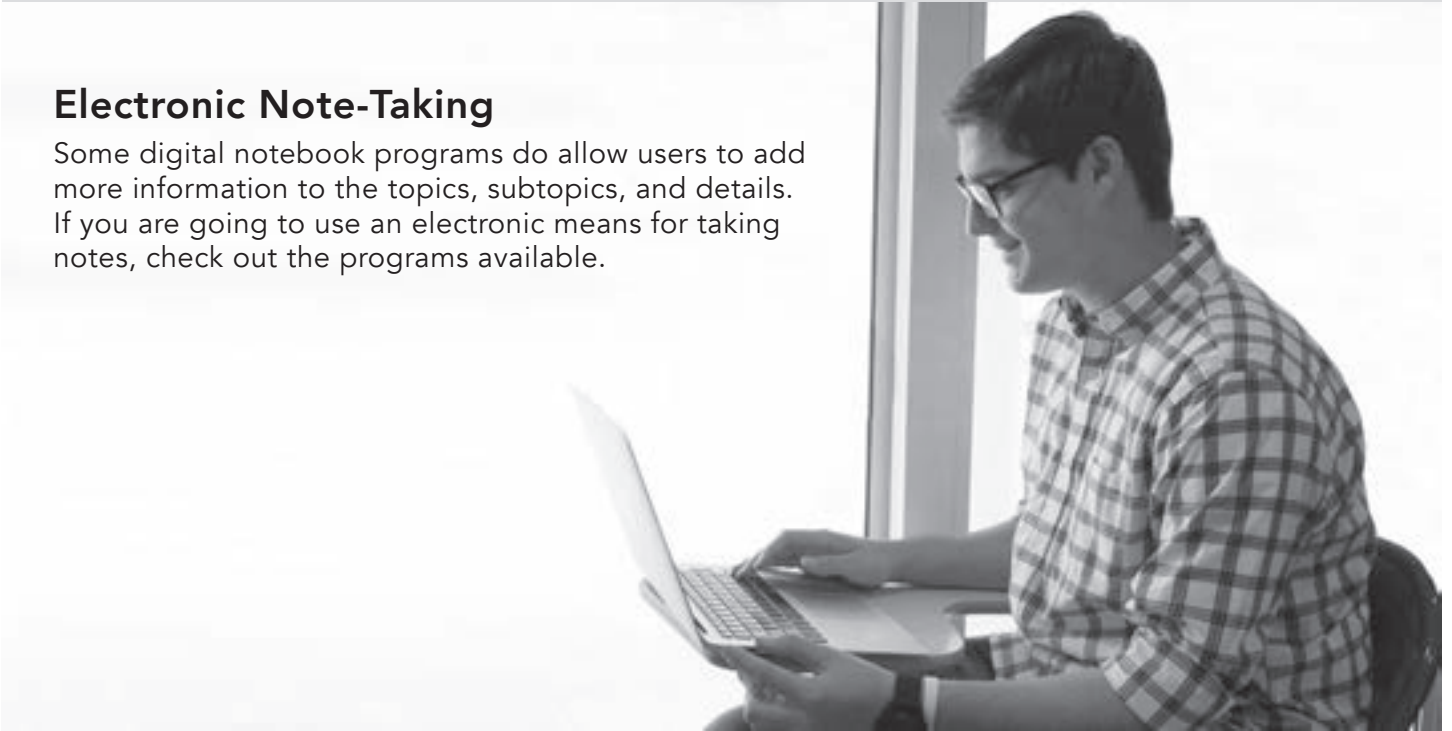
Students can make their own shortcuts or look on line for shortcuts. They can also explore how to take shortcuts in note-taking online. See pages 106-107 for **Shorthand for Taking Notes**.

Group Share

Explore other formats to taking notes: apps, word processing and review the information and extension on page 56 of the Student Journal.

Electronic Note-Taking

Some digital notebook programs do allow users to add more information to the topics, subtopics, and details. If you are going to use an electronic means for taking notes, check out the programs available.



Note-Taking Practice

- Rewrite and summarize (paraphrase) notes from other classes, and sources like flipped video lessons
- Organize the information logically using the outline format or another organized way for one of your subject

For more recommendations, review the study strategies on pages 50 - 53.

Extension Activity 1: Explore Apps for Notes

Explore online apps that can help you organize your notes. Create a class document with tips for note-taking.

Extension Activity 2: Sharing Strategies that Work

Think about a time you experienced a hard time understanding or learning in one of your classes. How did you solve your problem? Explain how to apply any of the study techniques explored in the strategies section of this book if you were faced with that problem again. Create a presentation to demonstrate the strategy that helped you.

SHORT-HAND FOR TAKING NOTES**KEY**

Explain that when speed is a factor — especially when taking notes — there are short-hand symbols that serve as codes to make note-taking faster.

Share the next page of this guide with students or project on a screen / white board for them to work on individually or in pairs. Have them fill in the abbreviations or symbols. Here are the suggested answers.

I.D.E.A.S. for Students - My Note-Taking Abbreviations and Symbols

WORD	ABBRV. / SYMBOL
about	abt
always, ever, infinity	∞
amount	amt
and / plus	& / +
at	@
because	b/c
before	b4
between	b/w
by the way	btw
change	Δ
compared with	c/w
corporation	corp
decrease	\downarrow
department	dept
difference	diff
divided, separated	\div
due to	d/t
English	Eng
enough	enuf
equals	=
for	4
for example	eg. / ex.
forget	4get
general	gen
greater than	>
important	!
in addition	int

WORD	ABBRV. / SYMBOL
in relation to	irt
including	incl
increase	\uparrow
leading to or resulting in	\rightarrow
less than	<
maybe possible, maybe not	(+/-)
money/dollars	\$
month	mo
negative	(-)
no, not ever	\emptyset
number	#
paragraph	P
parallel to	//
per year	/yr
positive	(+)
pound	lbs
principles	prin
question	Q?
ready	rdy
regarding	re
system	sys
that is	ie
therefore	\therefore
times	(x)
to	2
today	2day
with or without	w/ or w/out

Name _____

Date _____

 **Extension Activity: Speed Note-Taking Symbols**

Fill in commonly used abbreviations and symbols that will assist you in your note-taking.

Optional: Add more words and symbols that you may use.

WORD	ABBRV. / SYMBOL
about	
always, ever, infinity	
amount	
and / plus	
at	
because	
before	
between	
by the way	
change	
compared with	
corporation	
decrease	
department	
difference	
divided, separated	
due to	
English	
enough	
equals	
for	
for example	
forget	
general	
greater than	
important	
in addition	

WORD	ABBRV. / SYMBOL
in relation to	
including	
increase	
leading to or resulting in	
less than	
maybe possible, maybe not	
money/dollars	
month	
negative	
no, not ever	
number	
paragraph	
parallel to	
per year	
positive	
pound	
principles	
question	
ready	
regarding	
system	
that is	
therefore	
times	
to	
today	
with or without	

FINAL REFLECTION: WHERE ARE WE NOW?

On page 57 of the Student Journal, students are asked to revisit the continuum to see where they are at this juncture. The reflection prompt is two-fold. Students should realize this is their individualized portfolio of accomplishments and activities that they can reference in their college applications. They will also be prompted to think about the different skills they have learned to help them in their academic process.

The second part is asking them to connect with the notion that by setting clear goals and expectations for themselves, and plotting their path they will start to see some success. Having these plans in place can help them reach their goals. Seeing how they have grown should also help them navigate through new challenges along the way.

IDEAS - STRATEGIES

REFLECTION: REVISIT THE CONTINUUM Revisit the stages of the College and Career Readiness Continuum on page 8. Check where you were on the continuum statements. You can see how far you have come in your plans. Doing what you can to get prepared with a clearer plan of action will help you reach your goals!

Do you feel you have enough tools, ideas, experiences and plans for your academic future? Describe what you have learned most about the academic process and about yourself.

You have been introduced to many academic processes and expectations. How will the experiences of this course help you in your future? How do you think this will help you tackle new challenges in college or in a future career?

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Student Journal page 57

SHARING IDEAS, END-OF-PROGRAM PROJECT

Sharing IDEAS, End-of-Program Projects

This is the opportunity to have a grand finale, end-project for the IDEAS program. The goal of this activity is to create a culminating product that synthesizes what students have learned over the course of the program and develop a creative presentation. There is a survey for feedback, an essay to help students gather their thoughts of their experience, and a project to creatively express knowledge gained.

Response Survey and Essay

Step 1. Survey

Complete the survey questions from the team at *IDEAS for College and Career Readiness Plans™*: The IDEAS Completion Survey – will be a link or PDF to share with students and is available at: vistaschoolresources.com/ideascrpf.

Email us at: info@vistaschoolresources.com for information on report results

Step 2. Essay

This essay serves to let students synthesize what they have learned and write a response reflecting on their experience and knowledge gained throughout IDEAS this term.

Using the IDEAS Continuum (Student Journal page 8 or the inside back cover) as a reference point, have students focus on the areas where they have improved the most or that had impressed them the most. They should go to the section of their Student Journals and see what aspects were most impactful. Write a 3 - 5 paragraph essay on their reasons. This will also help them gather their thoughts as they prepare the end-of-program project. They are to include answers to these questions:

- What were your thoughts about postsecondary education (college) before you started this program?
- What has changed since you started this program?
- What impressed you the most in what you learned about what options you have after high school?
- How did you improve your outlook about school or a potential career?
(Utilize the rubric on page ____ of this Facilitator Guide).

Step 3. Select a Project(s) and Plan How Many Class Periods to Complete.

There are a range of activities that students can make for their SHARING IDEAS Project. Facilitators may choose to give them choices from the next page, select a few options, or assign different activities to different classes.

End of program projects should be displayed and / or recorded. They can be done individually and the class can merge a presentation onto one medium, like a PowerPoint, poster, video, or into a formatted into a book to be shared with the next class.

Suggested project options can be reproduced for students or facilitator can simply select a preferred open-ended project, see next page.

More project information continued on the next page.

Sharing Ideas, End-of-Program Projects (continued)

Project Options

Create an IDEAS Presentation

What has Inspired you? What have you determined what your goals are? What expectations do you now have for yourself? What actions did you or will you take? What strategies or successes have you learned can be accomplished? Create a speech to present to the class and be creative with visuals like art, video, song, poetry, etc.

Top 10 (or 20) Things to Know

Create a message for next year's students! Give advice to next year's class — what they should be doing, recommendations, etc. If middle school — what are the differences. If high school — all about what to expect, the differences, etc. Their message should be encouraging and should help make the transition to a new school or grade smoother for their audience.

They can also share what they wish they knew when they started. What advice would they give students who will take this course next?

Options: Put together a montage of messages, letters, make a skit, role play, create a video or PowerPoint. Watch presentations as a class and then save it to show the next class.

Additional Project Ideas: Send a Thank You Note

Sending a thank you note is another skill that should be learned. Model a thank you note or look online for appropriate samples. Have students create thank you notes to someone who made an impact on their life. Instruct students how to address the envelope properly and either hand-deliver or mail. **Suggestion:** Facilitators, write a thank you note to your own class.

Create a Community Service Activity

Invite students to think about what they could do to support a charity in their city. They could reach out to an organization to see what is needed, what can be done or contributed. Publicity for this community service activity can be created through presentations such as videos for morning announcements or by word-of-mouth to their classmates. They can organize a "donation drive" for their charity where students/faculty bring donations, such as canned good, used clothing, etc.

Note: Make sure students get permission for these activities with facilitator or administrators.

MULTILINGUAL GLOSSARY OF CONCEPT PAGES

These pages list the major concepts and their definitions and have been translated into two additional languages: Spanish and Haitian Creole.

These are the concepts addressed:

- Career Paths
- College Application Process
- *IDEAS for College & Career Readiness Plan™*
- Community Service
- Middle/High School Clubs
- Personal Support Team

Invite students to discuss these terms with their families. For more Language Supports, check: www.vistaschoolresources.com

IDEAS - GLOSSARY OF CONCEPTS

Glossary of Concepts

(English/Spanish/Haitian Creole) These glossary concepts further define aspects of College and Career Readiness planning.

Career Paths - The Possibilities (Pg 18): Different career paths require different types of education plans after high school. There are different types of colleges, located in different areas—some closer and some further from where you live. There are Technical Schools, Community Colleges, Colleges, and Universities.

Trayectorias Profesionales - Las Posibilidades (18): Las diferentes trayectorias profesionales requieren diferentes tipos de planes educativos posteriores a la escuela secundaria. Existen diferentes tipos de escuelas de formación profesional, ubicadas en diferentes zonas, algunas más cercanas y otras más alejadas de nuestra área. Hay escuelas técnicas, colegios comunitarios (colegios terciarios), y universidades.

Chemen Karyè yo - Posibilite yo (18): Diferan chemen karyè yo mande diferan tip de plan edikasyon yo apre fen detid segondè. Genyen diferan tip de kolèj, nan zòn ki diferan- genyen ki pi prè e genyen ki pi lwen kote w ap viv la. Genyen lekòl teknik, kolèj kominotè, kolèj, ak inivèsite.

College Application Process (Pg 34): There is a process involved to apply, take a test for, and summarize all of your accomplishments to present the best possible application. There is an Entrance Exam, Essays to write for the Colleges, a fee to apply, and its best to summarize your qualifications in a resume. There are also deadlines to comply with in the process.

Student Journal page 58

Student Journal (Inside back cover): This is the explanation of each level on the continuum.

COLLEGE AND CAREER READINESS CONTINUUM

The College and Career Readiness Continuum (CCRC) refers to the stages of progression in a student's personal academic plans towards high school graduation and college.



1 Pre-Contemplation: The importance of getting prepared for a future career while in school is not yet recognized. The student is focused on the present. They are concerned with making the day-to-day requirements rather than thinking of their life ahead. They may or may not have thought about what they will be doing after graduation.

2 Contemplation: The student is aware of the messaging about college and career readiness and has an inkling that they should be thinking more about their future, but is hesitant as to what to do next. They don't take any steps towards a clearer plan of action.

3 Preparation: The student has decided that they want to be prepared to get ready for college. They begin to make changes like setting academic goals, thinking about their future, and researching what they can do.

4 Action: The student begins to become involved in goal-oriented activities including, but not limited to:

- Seeking resources like advisors and mentors in extracurricular activities
- Participating in school clubs and volunteer work
- Planning electives and course schedules
- Enrolling/preparing for standardized college entrance exams
- Researching colleges and possible grant/scholarship opportunities
- Exploring career options

5 Maintenance: The activities during the action stage of the student's college preparedness are nurtured. They should continue their actions to reach their goals.

- Applying to the colleges of their choice
- Making final decision on college or trade

6 Graduation: Plans are in place for transition to higher education.

- Registering for orientation at college

Student Journal (Inside Back Cover)



IDEAS^{FOR}

COLLEGE & CAREER

READINESS PLANSTM

CERTIFICATE OF COMPLETION

(STUDENT NAME)

HAS SUCCESSFULLY PARTICIPATED
IN EXPLORING THEIR INSPIRATION,
DETERMINATION, EXPECTATIONS,
ACTIONS & STRATEGIES FOR
COLLEGE PREPAREDNESS

(FACILITATOR)

(DATE)

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