

Unit Overview

Introduction to the unit:

Unit 8 helps students understand the range of secondary and postsecondary career pathways and opportunities available to them after the course. This includes local and regional career and technical education programs, early college programs, specialized credential programs, registered apprenticeships, military programs, and two- and four-year college degrees.

Students Will Know and Be Able To:

- link secondary and postsecondary education and skill development with desired career choices;
- understand how to navigate and access the secondary education system and postsecondary education system to pursue a desired career;
- identify which secondary programs and resources are available and match with desired career goals;
- evaluate career and technical education programs, early college programs, and specialized secondary programs aligned to desired postsecondary education and career goals;
- develop a high school graduation plan to achieve postsecondary and career goals;
- identify which postsecondary programs and resources are available and match with desired career goals;
- identify and navigate barriers to enrolling in the desired postsecondary education program to match career goals;
- understand the total cost to attend postsecondary education programs and the labor market value of degree and certificate programs;
- identify the differences between grants, scholarships, loans, and other forms of financial aid for postsecondary education;
- apply for resources that can help offset the cost of postsecondary education; and
- seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals.

The following vocabulary words are used throughout the unit. These vocabulary words are not listed so that teachers pre-teach all of them or that students write and study as vocabulary list, but so that teachers understand the key vocabulary students will encounter in the unit. Sample guidance for using and teaching these vocabulary words is provided below. All vocabulary definitions are from *Merriam Webster* unless indicated otherwise.

- **Advanced Placement (AP®) credit classes:** the placement of a student in a high school course that offers college credit for earning a qualifying score on its corresponding examination (not always accepted at postsecondary institutions) (created definition)
- **associate degree:** an undergraduate academic degree awarded by colleges and universities upon completion of a course of study that usually lasts approximately two years (created definition)
- **bachelor's degree:** an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting three to seven years (depending on institution and academic discipline) (created definition)
- **career:** a profession for which one trains and which is undertaken as a permanent calling
- **career and technical education:** a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation (from *edglossary.org*)
- **certificate program:** a program that is designed to give students mastery over a narrow subject area or topic; offered in many trades, professional fields, and academic areas and available as non-credit and at both the undergraduate and graduate levels (from *study.com*)
- **class rank:** a measure of how a student's performance compares to other students in his or her class; commonly expressed as a percentile (created definition)
- **College Level Examination Program (CLEP®):** a program that offers students the opportunity to earn credit for introductory-level college courses by achieving satisfactory scores on subject-specific tests (from *clep.collegeboard.org*)
- **college preparation courses:** a means by which college-bound high school students may better meet the scholastic requirements for entry into colleges and universities (created definition)
- **concurrent enrollment classes:** low-cost model for bringing college courses to students in urban, suburban, and rural high

schools and secondary career centers (from *nacep.org*)

- **credential:** something that gives a title to credit or confidence; qualification
- **doctoral degree:** the highest level of academic degree (e.g., M.D., Ph.D., Pharm.D.)
- **dual enrollment classes:** programs that allow students to be enrolled in two separate, academically related institutions; generally refers to high school students taking college or university courses (from *edglossary.org*)
- **elective courses:** a certain number of classes a student may choose from a list of options; differ from the mandatory courses students must take as part of their degree or graduation requirements (from LDOE)
- **expected family contribution (EFC):** a measure of a family's financial strength; calculated according to a formula established by law; a family's taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula (from *studentaid.ed.gov*)
- **Free Application for Federal Student Aid (FAFSA®):** a form that can be prepared annually by current and prospective college students in the United States to determine their eligibility for student financial aid (from *studentaid.ed.gov*)
- **grants:** a gift (as of land or money) for a particular purpose
- **high school credits or units:** the primary method used to determine and document that students have finished coursework and met academic requirements, generally at the high school level (from *edglossary.org*)
- **industry-based certification (IBC):** a credential, usually issued by an industry or industry group, that verifies an individual has met the established skill standards that are required to successfully enter the workforce in that particular field (from the LDOE)
- **loans:** money lent at interest; something lent, usually for the borrower's temporary use
- **college major:** a group of courses required by a college in order to receive a degree (created definition)
- **master's degree:** usually a second-cycle academic degree awarded by universities or colleges upon completion of a course of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice (created definition)
- **college minor:** a college or university student's declared secondary academic discipline during their undergraduate studies (from Wikipedia)
- **net price:** the value at which a product or service is sold after all taxes and other costs are added and all discounts subtracted; in paying for college it is a price minus grants, scholarships, and education tax benefits received based on an individual's personal circumstances (from IRS.gov)
- **online classes:** courses delivered via a web browser or mobile device, usually can be accessed anytime, anyplace (created definition)
- **prerequisite:** something that is necessary to an end or to the carrying out of a function.
- **scholarship:** a grant-in-aid to a student (as by a college or foundation)
- **standardized test:** any form of test that requires all test takers to answer the same questions, or a selection of questions from common bank of questions, and is scored in a standard (or consistent manner) (from *edglossary.org*)

Introducing, reinforcing, and using academic vocabulary with students is an important part of a student's comprehension of the subject matter. As explained by Robert Marzano and Debra Pickering in *Building Academic Vocabulary: Teacher Manual*, there is a six-step process for direct instruction in subject-area vocabulary (2005):

1. Teacher provides a description, explanation, or example of the new vocabulary word.
2. Students restate explanation of the new vocabulary word in their own words.
3. Students create a picture or image representing the vocabulary word.
4. Students periodically do activities that help add to the knowledge of vocabulary words.
5. Students are asked to discuss the vocabulary word with another student.
6. Students periodically participate in games that allow them to play with the vocabulary words.

Many teachers incorporate this process into their bell ringers at the beginning of class or have students complete a Frayer model or K-W-L chart to build their knowledge of academic vocabulary. Some teachers also use a [word-wall](#) to provide students with high-frequency words. Most essential to effective vocabulary learning is the opportunity for students to experience new words, multiple times, and in a range of contexts—for them to hear, read, and use new words and concepts authentically. Teachers are therefore

encouraged to plan for how they will introduce new words and terms, the examples they will offer and/or solicit from students, and when and how they will frequently model their own use of new words and encourage students to use new vocabulary in their own writing, discussions, and presentations. (Of note, more traditional approaches to word learning, such as having students research and/or copy definitions, complete flash card “drills,” and complete work sheets or quizzes generally “teach” vocabulary in isolation and show little positive, lasting effect on student learning.)

Throughout the unit, different vocabulary words will be introduced in each lesson. Teachers can use the above strategies and process, or leverage the strategies linked below that have other ideas for interactive strategies and activities that can be incorporated into the six-step process to help students build and utilize academic vocabulary:

- [Internalization of Vocabulary Through the Use of a Word Map](#)
- [Grades 3-8 EngageNY ELA Appendix](#)
- [15 Vocabulary Strategies in 15 Minutes](#)
- [12 Vocabulary Activities and Mini-Lessons for High School Students](#)
- [5 Brain-Based Vocabulary Activities for the Secondary Classroom](#)

Lesson 1: Earning College or Career Technical Credit in High School

Recommended pre-work for the teacher before beginning this unit:

Teachers should review the PowerPoint from the Center on Education and the Workforce: [Five Rules of the College and Career Game](#). Teachers should also review students’ IGP to determine their current thinking regarding their own future.

Day 1: Students will be introduced to the unit and the ACT’s Center for Equity in Learning and ACE’s American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and Their Families](#) curriculum. Students will use the curriculum to identify and define multiple options for how students can earn college credit and industry credentials while in high school. Students and their families will become informed about different career & technical education programs, early college programs, and specialized program that are available in the local or regional area that lead to postsecondary choices after high school (introduction to cost; dual enrollment; concurrent enrollment; career & technical education) in order to pursue appropriate postsecondary options and meaningful work experiences related to their personal and career goals. The teacher will introduce PT 1 and the PT 1 rubric. Students will have time to ask questions. Students will work in groups of 2 to create informational bulletin boards or scientific posters that showcase early college and career programs in the local high school or regional high school.

For this unit, teachers will use the resource from the ACT’s Center for Equity in Learning and ACE’s American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and their Families](#).

Tip: *It is recommended that the teacher understands this resource by reading the introduction on page three before day one.*

1. Students will be introduced to the unit and understand they will be learning about options for earning the degree or technical certification and the associated costs. Students will learn there are multiple opportunities for earning postsecondary education credit whether it is a four-year, two-year or technical program. These opportunities will give them a jumpstart toward their future career success.
2. The teacher will lead a discussion on the options students have to earn early college credit and industry credentials at the local high school or regional high schools.

Tip: *The teacher may want the academic counselor (if available) to come and speak to students about these options.*

The teacher and the students will be familiar with the following terms:

- **Career & Technical Education** is a term applied to high school programs, institutions of higher education, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation.

- **Dual enrollment** involves students being enrolled in two separate, academically related institutions at the same time. Generally, it refers to high school students taking post-secondary courses for credit at a university or a technical school while in high school.
 - **Online classes** are courses that are offered through an online platform. They may be taught through the high school, a private company (for a cost), or through a dual enrollment process.
 - **Advanced Placement Courses (AP)** offer college-level curriculum and examinations for college credit to high school students. Colleges and universities may grant placement and course credit to students who obtain high scores on examinations. The course work is free, however the examination is not.
 - **College Level Examination Program (CLEP)** credit is obtained through a group of standardized tests created and administered by College Board; there is a cost associated with the test. It is important to consider, however, even if there is a cost there may be a savings of both time and money if the student receives college credit.
3. Students will evaluate which options match their personal and career goals and which options might work best for them in relation to their career choices. Students will be reminded of their IGP during this time. During this conversation, students will learn how to make an appointment with their academic counselor to discuss how to enroll for any available options. Students will learn about the enrollment requirements for each of the available options.
 4. The teacher will introduce PT 1 and the PT1 rubric. Students will have time to ask questions.

Activity: Bulletin Board or Scientific Poster Presentation

Time Frame: 30 minutes

Class Configuration: Groups of 2

Materials: Construction paper, markers, tape, tacks.

Description: Students will create and describe their secondary program and course options, program requirements and prerequisites, costs, time and other factors and enrollment procedures and steps including the local point of contact.

1. The teacher will introduce the bulletin board or scientific poster activity.
2. Students will work in groups of two to create informational bulletin boards or scientific posters that showcase early college and career programs in the local high school or regional high school.
3. Students will review notes from teacher/academic counselor about all available options to earn credit for postsecondary college and technical schools.
4. Students will present this information on informational posters throughout the school in locations that will remind and inform all students of the potential to earn college and technical credit prior to graduation from high school. Bulletin board or scientific poster boards should include the following information:
 - description of the secondary program and course options
 - program requirements and prerequisites
 - associated costs, time, location, and other factors
 - enrollment procedures and steps, including the local point of contact

Tip: The teacher may wish to pair students by education and postsecondary goals or related career interests

Student groups will work on PT 1 for the remainder of class.

Day 2: The teacher will review PT 1 and the PT 1 rubric. Students will be reminded of their IGP and should refer to it when needed during this activity. Students will work in groups of two to finalize their informational bulletin boards or scientific posters that showcase early college and career programs in the local high school or regional high school. The teacher and students will schedule

time that the class can present their bulletin boards or scientific posters during the school lunch. Students will present their bulletin boards or scientific posters to their peers during school lunch as a means to promote early college and career programs in the local high school or regional high school. Students will take the parent/family handout home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night (see PT 2).

1. The teacher will review PT 1 and the PT 1 rubric.
2. Students will work in groups of two to finalize their informational bulletin boards or scientific posters that showcase early college and career programs in the local high school or regional high school.
3. The teacher and students will schedule time that the class can present their bulletin boards or scientific posters during the school lunch. Students will present their bulletin boards or scientific posters to their peers during school lunch as a means to promote early college and career programs in the local high school or regional high school.

Tip: The teacher may wish to create a sign-up sheet or some type of organizational outline for students to present their bulletin boards or scientific posters during school lunch. Other options for student poster sessions may also be available.

4. Students will take home the Lesson 1: Parent/Family Handout from the ACT's Center for Equity in Learning and ACE's American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and Their Families](#), share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night (PT 2).

As a formative assessment measure, the teacher should review family responses to the handout and provide any feedback to eliminate misunderstandings.

Lesson 2: What It Takes: Graduating from High School and Enrolling in a College or Career Technical Program

Day 1: Students will watch the video clip from *Alice in Wonderland*. Students will discuss how it is important to have a destination in mind as they plan for their future. Students will learn their high school graduation requirements and review lesson vocabulary. Students will complete the first draft of their four-year plan. The teacher will introduce PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will take the plan home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night (see PT 2).

1. Students will watch the animated clip of [Alice in Wonderland: Which Way Do I Go?](#)
2. Students will discuss how having a destination in mind makes planning easier. Student will think about their plan for the future whether it involves a four-year, two-year, or career technical institution. Students will make the connection between courses they take in high school and these future plans.
3. The teacher will lead a class discussion to review the lesson vocabulary. Students will learn about the impact of GPA, percentile rank, and standardized test scores. The teacher will review vocabulary with students.

Tip: The teacher will need to have the district/state graduation requirements available for students to review.

The teacher will introduce PT 2 and the PT 2 rubric. Students will have time to ask questions. The teacher will introduce the path to graduation activity.

Activity: Path to Graduation

Time Frame: 40 minutes

Class Configuration: individual

Materials: Graduation requirements, Four Year Plan Exercise (optional)

Description: Students will research what high school courses are required for acceptance to the institution of their choice. Students will review the district/state graduation requirements. Students will complete a four-year high school graduation plan to incorporate the courses needed for acceptance to a four-year, two-year or career technical institution.

Tip: The teacher can use the Four Year Plan Exercise from the ACT's Center for Equity in Learning and ACE's American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and their Families](#) if the district does not have a local template available.

1. The teacher will discuss with students how skills they have learned in this course will help them to complete high school and participate in advanced courses. The teacher can provide the following questions to students and ask them to discuss as a group.
 - How will project management and collaboration skills help me to complete college and career coursework?
 - How will problem solving and the ability to be innovative help me to complete high school?
 - How will financial literacy help me to plan for continuing education and a career?
2. Students will take the plan home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night (PT 2).

As a formative assessment measure, the teacher should review the four-year plan and provide any feedback to eliminate misunderstandings.

Lesson 3: Who Am I and How Does That Impact My Career?

Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will use the [ACT Profile](#) site to learn about skills and values to increase self-awareness as it connects to careers. Students will complete the [ACT Profile](#) inventories and discuss their results. Students will review the ACT profile and choose 5 careers to save to their profile that make up their Career Map. Students will take the career map and parent/family handout home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night.

The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. The teacher will introduce the career connection activity.

Activity: Interest to Career Connection

Time Frame: 30 minutes

Class Configuration: Individual, small group

Materials: [ACT Profile](#) site

Description: Students will learn about their interests and how these interests connect to careers.

Tip: The teachers should create an account and familiarize themselves with the [ACT Profile](#) site.

1. Divide students into groups by the career clusters their inventories generated. Groups will discuss the career cluster descriptions and the careers they indicated as their favorites.
2. Students will do the following to complete the [ACT Profile](#).

- Create an account
 - Complete the three inventories
 - Review the ACT-generated career map
 - Find the career clusters that are marked by a red dot (matches at least two inventories)
 - Read the description of each cluster marked by a red dot
 - Use the ACT Profile Career Map to indicate 5 careers to research
3. Students will take home the Lesson 3: Parent/Family Handout from the ACT's Center for Equity in Learning and ACE's American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and their Families](#) and the career map, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night (PT 2).

As a formative assessment measure, the teacher will review family responses to the handout and provide any feedback to eliminate misunderstandings.

Lesson 4: What Do I Study to Become ____? And How Do I Pay for It?

Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will identify the educational requirements and timelines associated with various career options learn about the cost of postsecondary college and technical institutions. Students will review certification programs and the associated costs. Students will take the college costs chart home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night.

Students will learn about the different post-high school options best linked to their career interests. Students will learn about and discuss the lesson vocabulary terms related to those options. The teacher will remind students about their IGP and how this work will inform this lesson.

Notes on Postsecondary Education Options

At the undergraduate level, these studies lead to one of three types of degrees: Associate of Arts degree (AA), Bachelor of Arts (BA), or Bachelor of Science (BS).

- The Associate of Arts degree is awarded after the completion of a specific two-year program and conveys greater preparation than a high school degree and less than a bachelor's degree. Two-year degrees are typically an entry-level opportunity into the workforce and generally provide a significantly higher salary than a high school diploma.
- The Bachelor of Arts and Bachelor of Science degrees are awarded after the completion of specific four-year programs. In these degree programs, there is an expectation that a student focuses not only on the depth of a specific major but also develop an appreciation of the breadth of human knowledge.
- Certificate programs are alternative academic credentials to lengthier undergraduate or graduate programs. The coursework in these programs tends to be concentrated over a shorter period of time, focusing almost entirely on a specific topic or occupation.
- Registered Apprenticeship programs are education and training programs sponsored by participating employers. Apprentices are paid to learn a skill through on-the-job training and evening coursework. As apprentices advance in their learning, they earn additional money and earn a nationally portable credential.

Beyond the undergraduate degree options there are academic programs that indicate an individual has obtained a distinguished understanding of a specific field. These include the master's and doctoral degrees. Depending on the field of study, these advanced degrees generally take six to eight years beyond a bachelor's degree.

Notes on Credentials and IBCs

For the purposes of this course, the concept of credentials and industry-based certifications will be discussed in the context of Jump Start, Louisiana’s statewide career-readiness initiative. For more information on Jump Start, visit the All Things Jump Start [web page](#). For more information on IBCs, visit the Louisiana Workforce Commission Industry-Based Certifications [web page](#).

Students will learn that school options have different costs. Students will also learn there are ways to lower the actual cost of attendance. Students will review the vocabulary terms associated with these costs.

Students will research the education/training/certification required for the careers of interest to them. Students will discuss postsecondary options with their parents/guardians (including registered apprenticeship, industry certification, military service, professional trade school, and a two- and four-year degrees). Students will create a chart of their top five career choices, the educational requirements, the cost for tuition, the cost for housing (if applicable), additional costs (books, etc.) and possible reductions to these costs.

Possible chart example:

College Costs					
Career	Educational Requirement	Tuition	Housing	Additional Costs	Possible Grants, Available Scholarships
1					
2					
3					
4					
5					

Students will take the college costs chart home, share it with their families, and use feedback provided from families to guide next steps work in preparing for the Family Night.

Lesson 5: Today’s Choices Impact Tomorrow’s Options

Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will identify the connection between choices they make today and their impact on future education and career options. Students will read and discuss scenarios found in the ACT’s Center for Equity in Learning and ACE’s American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and their Families](#). Students will work together in small groups to discuss key values in the case studies and to make predictions. Students will discuss with the class their responses to the case studies.

The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will review and discuss the vocabulary terms associated with this lesson. The teacher will introduce the impact of choices activity.

Activity: Impact of Choices

Time Frame: 30 minutes

Class Configuration: Groups of 3

Materials: ACT’s Center for Equity in Learning and ACE’s American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and their Families](#)

Description: Students will read 3 scenario situations and predict where each student could be in 10 years. Students will share their predictions for each scenario and develop a common understanding.

1. Using the ACT's Center for Equity in Learning and ACE's American College Application Campaign: [Pre-College and Career Readiness Curriculum for Students and Their Families](#), each group will read the three scenarios found in the curriculum.
2. Students should make at least three predictions for each scenario on where the key character in each study could be in ten years based on their current choices.
3. Student groups should share and discuss their predictions for each scenario. As a class, students will reflect on the information that was shared and develop a common understanding of each scenario.

As a formative assessment measure, the teacher should evaluate student participation in group and class discussion.

Lesson 6: Postsecondary Tour

Day 1: Students will learn about postsecondary options in order to schedule a tour to attend a local postsecondary institution, which can include a four-year college, two-year college, apprenticeship provider with certification, professional trade school or the military that aligns with their career goal and related educational requirements.

Activity: Postsecondary Jigsaw

Time Frame: 50 minutes

Class Configuration: 5 students in each expert group

Materials: [E Campus Tours](#) website

Description: Students will learn about options for postsecondary education. Students will analyze how their options align with their career goal. Students will visit a local postsecondary institution. Students will use what they have learned to determine if they would fit in as a student.

Tip: *The teacher should provide an opportunity for the entire class to become experts and teach others about postsecondary options.*

1. The teacher will introduce the postsecondary jigsaw activity by instructing students that they will have two primary guiding questions.
 - What can I learn about the topic regarding postsecondary options I was assigned?
 - How can I instruct the rest of my class most effectively about what I learned?
2. The teacher will direct the students to the website [E Campus Tours](#) which provides information on how to choose a technical, community or four-year institution. Students will consider their IGP as they engage in this activity.
3. The teacher will divide students into groups of five so that reading levels and interests are evenly distributed across groups.
4. The teacher will assign each group one article from the website:
 - Should you attend a community college?
 - Pros and cons of a community college
 - How to identify and protect yourself from a diploma mill
 - College selection: picking the right school for you
 - The top 10 reasons not to choose a college

5. The students will complete the reading for the jigsaw activity in their group, synthesizing the most important information that will be shared with other groups. The students will plan on how to share the information with their peers and instruct their peers about the contents of the article.
6. Once all students have their “expert” information on the article, student groups will be separated to form different groups. The second group of students will include representatives of “expert” students who represent an expert from all five readings.

As a formative assessment measure, the teacher will review student discussions and present any missed information about the various options for postsecondary education including technical, community college, and four-year institution.

Days 2, 3, and 4: Students will schedule a virtual tour to attend a local postsecondary institution (a college or university) or visit a military center or apprenticeship program that aligns with their career goal and related educational requirements. Students will read the value of visiting a campus virtually through an article, and then will take a virtual tour of at least one postsecondary institution. Students will reflect on what they learned about the institution and if they fit as a student.

Activity: Net Price Calculator

Time Frame: 30 minutes

Class Configuration: Individual

Materials: computer or tablet with Internet access

Description: Students will participate in a discussion through the review of the Big Future PowerPoint. Students will read an article where they discover the difference between actual and net cost.

1. The teacher will remind students that they will tour an apprenticeship program, technical or community college, or four-year college—either in-person or virtually.
2. The teacher will introduce the concept of net price using [College Board 9 Things You Need to Know About Net Price](#) Big Future PowerPoint presentation. Students will discuss the nine things they need to know and understand about net price as articulated in the PowerPoint.
3. Students will read the following article: [Focus on Net Price not Sticker](#).

Tip: The teacher should use one of the previous reading protocols to ensure deep understanding of net price and net price calculators and why they are important.

The teacher should note that for the next activity, students will be utilizing a net price calculator (if available) for the postsecondary institution of their choosing. Students will note what questions they need to ask regarding net price, whether they choose an apprenticeship program, a technical or community college, or a four-year university.

Activity: You Are the Expert

Time Frame: 20 minutes

Class Configuration: groups of three

Materials: handout

Description: Students will read an article and become an expert on their section of the article. Students read a paragraph from the article and share the main idea and one supporting detail. Once all students have shared, they will take part in a group discussion to ensure they all understand the main points from the article.

1. The teacher will introduce the You are the Expert activity.

2. The teacher will handout the reading: “Decide if Virtual Campus Tours Are Worth It.” [Decide If Virtual Campus Tours are Worth It or Worthless](#)
3. The teacher will group students into groups of three. Each student will select to become the expert for one portion of the reading. Each student group will assign themselves one of the sections of the reading:
 - Virtual tours provide one point of view
 - Virtual tours enable further research
 - Virtual tours do not introduce you to the student body
4. Students will read their section of the article and determine the main idea of their paragraph. Students will be prepared to discuss at least one supporting fact about the main idea.
5. Students will then share their main idea with their other group members. Group members should take notes accordingly. Once all students in the groups have had a chance to share, the teacher will lead a whole group discussion to ensure that students see the benefits and challenges of doing a virtual campus tour.

Activity: Postsecondary Education Tour (virtual or in-person)

Time Frame: 50 minutes

Class Configuration: Individual

Materials: Computers or tablet, access to Internet

Description: Students will visit or virtually visit at least one regional or national postsecondary institution that aligns with their career goals and related educational requirements.

1. Students will visit the local postsecondary institution and complete a net price calculator from the school’s website, if available. Students will reflect on what they learned by completing a one-page reflection about the school.
2. The teacher will explain that no matter what they research, the reflection paper must include information about graduation and career goals, the skills necessary to attend the institution, admission rates, financial aid sources, and high school course requirements. Some items students can focus on include but are not limited to
 - the relative importance placed on various factors in an application review;
 - freshman class profiles showing average GPA, ACT scores, and class rank;
 - estimated expenses (tuition, books, transportation, etc.); and
 - how financial aid is determined and how much and what kinds of financial aid are available (loans, scholarships, need-based, merit based).
3. The teacher will provide students with guidance for each of the four options:
 - four-year institution
 - technical or community college
 - apprenticeship program with certification
 - military service
4. Students who are interesting in attending a four-year institution will visit the following website, which will guide them to a virtual tour of 1300+ four-year programs [E Campus Tours](#)
5. Students who are interested in attending a technical or community college in Louisiana will visit the Louisiana’s Community and Technical Colleges [website](#), which will guide them to the regional programs. Teacher should note that this site identifies high-wage/high-demand jobs in Louisiana.

Tip: Students will have to go to the individual community or technical college website to find a virtual tour. Teacher supports may be necessary to help students navigate the local website.

6. Students who are interesting in attending an apprenticeship program in Louisiana will visit the following websites to guide them to regional and statewide programs:
 - [Louisiana Professions](#)
 - [Louisiana Apprenticeship](#)

Note: Many apprenticeship programs do not have a virtual tour, so students may need support to find appropriate local information.

7. Students who are interesting in attending the military will visit the following websites:
 - [Army Careers](#)
 - [Navy Careers](#)
 - [Air Force Careers](#)
 - [Marines](#)
 - [Coast Guard](#)

As a formative assessment measure, the teacher should review each student's reflection paper and ensure that all students have completed activities related to postsecondary virtual visit.

Lesson 7: Putting It All Together - Vision Board Revision

Days 1 and 2: Students will complete the vision board revision activity.

Activity: Vision Board Revision

Time Frame: 2 class sessions (100 minutes)

Class Configuration: Individual

Materials: see optional materials list below.

Description: Students will update their vision board displaying their personal and career goals.

1. The teacher will frame this final activity by stating that life planning is an evolution, and that student goalsetting and planning is an ongoing and iterative process. The teacher should explain that each student will be reflecting on how they grew during this course and as they look back to the beginning of this course, they should see emergent thinking that needs to be reflected on the vision boards from unit one.
2. Students will review their original personal goal statement and career goal statement. The teacher will remind students that they focused on the following tips for goal setting:
 - Be specific
 - Do not limit your goals
 - Always write the goal in the present tense
 - Write goals for you - not others
3. Students will update their vision statement based on a shift in thinking in their personal and career goals.

Tip: As in Unit One, the teacher may want to share his or her own vision statement as an example and explain how their vision statement changed over time.

4. Students will update their vision board from Unit 1 to include what their personal and career goals look like now that they have completed this course. Remind students that a vision board is created by an individual to illustrate what he or she wants in life. A vision board is a personal collection of individual desires and no restrictions are placed on the images or words displayed on the board.
5. The teacher should lead a discussion by asking: How might your vision/goal board now help you achieve your goals?
6. Students will revise their own vision board based on their vision statement. As a reminder, the teachers should state that the vision board should only use words and images that best represent the student's purpose, their ideal future, and words that inspire positive emotions. Remind students that there is beauty in simplicity and clarity and that too many images and too much information may be distracting and harder to focus on.

The teacher may choose to have the students create the Vision Board by having students create the final product as a PowerPoint or Prezi, which students can keep and update during their secondary career.

Things students will consider when updating their Vision Board:

- career pathways I'm interested in
- a future vision of my professional self
- activities that I'd be happy doing everyday as part of my career pathway
- career goals
- quotes that illustrate professional attitude
- postsecondary education/training that may bring me closer to my career pathway of choice
- people currently in my career path that I can view as role models
- life experiences that will benefit me in my career pathway
- why I'm passionate about this career pathway
- what success will look like in my career pathway
- how I'll bring change, improvement, and advancement to my career pathway

Students will revise by doing the following:

- finding pictures/images that represent their goals
- finding pictures that inspire them
- revising the collage of the pictures/images
- adding motivational words that represent who they want to become

Vision Board Materials and Options

- Paper Version
 1. old magazines or clip art from the computer
 2. markers, crayons or colored pencils
 3. poster board or large sheets of construction paper
 4. scissors
 5. tape and/or glue sticks
 6. plain white paper
- Online Version
 1. Computer-Based Software: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint
 2. Apps: Subliminal (\$4.99); Hay House (Free); Wishboard (\$3.99); Dream Vision (Free)
 3. Web-Based Sites: Pinterest; DreamItAlive.com

As a formative assessment measure, the students will update their vision board from Unit 1 and may turn this into a final PowerPoint or Prezi presentation (see next lesson). The updated vision board should include reflections from the course, updated

personal and career goal statements, and desired occupations. The teacher should review the updated vision boards and provide feedback.

Lesson 8: Putting It All Together - Parent and Community Night

Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will brainstorm activities that need to be completed to host a parent and community night (e.g. agenda, location, food, invitations, guest speakers, transportation, etc.). Students will form groups to complete related activities. Related activities will be assigned to student groups. Students will brainstorm how they will manage each group's performance. Students will agree to performance routines. Students will determine roles and responsibilities within their group. Students will begin activities related to the parent and community night.

1. The teacher will work with students to brainstorm activities that need to be completed to host a parent and community night (e.g. agenda, location, food, invitations, guest speakers, transportation, etc.). The teacher should record a list of activities on the board. The teacher should identify larger themes for activities and then associate related tasks with the larger themes.

Tip: The teacher may wish to identify themes based on the number of student groups. If 5 student groups are anticipated, group activities under 5 themes.

2. The teacher will paraphrase the themes and related activities. Students will form groups based on the themes and related activities. Related activities may also be assigned to student groups.
3. The teacher will work with students to brainstorm community representatives that they should invite to attend the function (e.g. local employers, professional trade school representatives, military representatives, apprenticeship program representatives, as well as two- and four-year college/university representatives). The teacher should record a list of attendees on the board.
4. In student teams, students will brainstorm how they will manage their groups' performance. Students will agree to performance routines. Student teams will present their ideas to the class. The teacher will record ideas on the board. The class will agree to a performance management routine that applies to all student groups.
5. Student teams will determine roles and responsibilities within their group. Students will assign activities to be completed and begin completion of activities related to the parent and community night.

Days 2, 3, and 4: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will review the list of activities that need to be complete for the parent and community night (e.g. agenda, location, food, invitations, guest speakers, transportation, etc.). Students will manage performance. Students will work with their group and independently to complete related activities from their vision board and learning from the course for the parent and community engagement night. Students will work independently to prepare a multi-media presentation (PowerPoint, Prezi, etc.) based on their personal and career goals, making the connection to educational requirements, costs, and financial aid. Students will use prior knowledge from all units, and specifically units 7 and 8 to incorporate career research and data visualization into their presentation. Students will also share how they can make decisions today that will impact their ability to reach their personal and career goals.

1. Students will review the list of activities that need to be complete for the parent and community night (e.g. agenda, location, food, invitations, guest speakers, transportation, etc.). Students will manage performance and ensure that each

group is on-track to complete their related activities. If student groups are off-track, the class should discuss how they will apply time and effort to resolve the issues. The teacher should allow students to work through this activity, but prompt ideas or make suggestions if needed.

2. Students will work with their group and independently to complete related activities for the parent and community engagement night. The teacher should outline a specific amount of time for planning the parent and community event. Additional class time will need to be scheduled for students to work on their multi-media presentation.
3. The teacher will show students [Six Tips to Create Effective Slides](#) as a way to discuss effective multimedia presentations. The teacher and student will engage in a whole group discussion on the key attributes of the video.

Tip: *The teacher should watch the video in advance.*

4. Students will work independently to prepare a multi-media presentation based on their personal and career goals, making the connection to educational requirements, costs, and financial aid. Students will use prior knowledge from Unit 7 to incorporate career research and data visualization into their presentation. Students will also share how they can make decisions today that will impact their ability to reach their personal and career goals.

Multi-media presentations should answer the following questions:

- What is my career choice?
- What are my personal goals?
- What are my career goals?
- What are the secondary educational requirements necessary to achieve my career choice?
- What are the postsecondary educational requirements necessary to achieve my career choice?
- What coursework or program can I complete in high school to give me a jumpstart on my education and career goals?
- What postsecondary education institutions can I attend after high school to give me a jumpstart on my education and career goals?
- What costs and other factors need to be considered when making these educational and career choices? What is net price and how might that help me achieve my goal?
- What types of financial support and community support are available to help make their educational and career choices?

As a formative assessment measure, the teacher should determine student understanding of the different types of postsecondary education options that are available to youth and how youth could potentially stack credentials or pursue an associate degree and then a bachelor's degree. As an additional formative assessment measure, the teacher should observe that all students are actively involved in planning the parent and community night.

Day 5: The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions. Students will develop methods to collect and provide feedback to their peers to inform their multi-media presentation and delivery of the presentation. Students will practice giving their presentation to their peers. Students will incorporate feedback into their multi-media presentation prior to the family and community night.

1. The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.
2. The teacher will introduce the concept of peer feedback. Students will brainstorm ways that they can provide feedback to their peers. Students will agree and develop methods to collect and provide feedback to their peers to inform their multi-media presentation and delivery of the presentation.
3. Students will take turns practicing their presentation to their peers. The class will provide feedback to the student.

4. Students will use the remaining class time to incorporate feedback into their multi-media presentation prior to the family and community night.

Day 6: The teacher will review PT 2 and the PT2 rubric. Students will have time to ask questions. Students will make final preparations to host the family and community night and complete their presentations. Students will host the family and community night.

1. The teacher will review PT 2 and the PT 2 rubric. Students will have time to ask questions.
2. Students will make final preparations to host the family and community night and complete their presentations. Students will host the family and community night.

Tip: The parent and community night may need to be scheduled on a specific evening. The teacher should provide support to students to secure a location such as the school or local library. The teacher may need to engage with students as necessary to plan the event. Additionally, members of the community should be invited to attend the event. Specifically, the teacher should invite members of local business and industry who were involved in any of the prior units and those local professionals who sponsored job shadow opportunities for youth. Networking opportunities for youth and their families should be incorporated into the format of the event.

Website Links Referenced in Unit 8

- <https://cew.georgetown.edu/cew-reports/5rules/>
- [https://www.acenet.edu/news-room/Documents/Final%202017%20Pre-College%20and%20Career%20Readiness%20Curriculum%20for%20Students%20\(and%20their%20Families\)%20.pdf](https://www.acenet.edu/news-room/Documents/Final%202017%20Pre-College%20and%20Career%20Readiness%20Curriculum%20for%20Students%20(and%20their%20Families)%20.pdf)
- <https://www.youtube.com/watch?v=G4fHre-yRPY>
- <https://www.act.org/content/act/en/products-and-services/act-profile.html>
- <https://www.louisianabelieves.com/courses/all-things-jump-start>
- http://www.laworks.net/PublicRelations/WIC_IndustryBasedCertification.asp
- http://www.ecampustours.com/for-students/college-planning/choosing-a-college.aspx#.XOwFRCMrI_V
- <https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/9-things-you-need-to-know-about-net-price>
- <https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/focus-on-net-price-not-sticker-price>
- <http://louisiana.byf.org/professions>
- http://www.laworks.net/Apprenticeship/APP_MainMenu.asp
- <https://www.goarmy.com/careers-and-jobs/browse-career-and-job-categories.html>
- <https://www.navy.com/careers>
- <https://www.airforce.com/careers/browse-careers/>
- <http://www.marforres.marines.mil/>
- <https://www.gocoastguard.com/active-duty-careers/enlisted-opportunities/view-job-descriptions>