



Unit 8: Looking Forward

Suggested Timeline: 18 Days

Unit Focus: 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.

| Stage 1: Desired Results (both skills-based and concept-based) | |
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| <p>Big Ideas</p> <p>Understanding secondary and postsecondary options, costs, and barriers is essential to obtaining a desired career. To be what you want, first understand the conditions and how you are going to get there. Life does not get better by chance, it gets better by planning.</p> | <p>Essential Questions</p> <ul style="list-style-type: none"> • How do my personal and career goals influence my secondary and postsecondary education choices? • What type of secondary education path will help me to get a head start on my postsecondary education goals? • What type of postsecondary education path do I need for my career choice? • What secondary and postsecondary institutions offer the type of education I am interested in pursuing? • What barriers exist to attending the secondary education path of my choice? • What barriers exist to attending the postsecondary education path of my choice? • How can I link my secondary and postsecondary education paths to eliminate barriers and help me to pursue my desired career? |
| <p>Students Will Know and Be Able To:</p> <ul style="list-style-type: none"> • link secondary and postsecondary education and skill development with desired career choices • understand how to navigate and access the secondary and postsecondary education systems 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 • 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 when seeking postsecondary education • apply for resources that can help to offset the cost of postsecondary education • seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals | |

| Goals | |
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| <p>Applied Knowledge</p> <ul style="list-style-type: none"> • Critical Thinking Skills <ul style="list-style-type: none"> ○ thinking critically ○ thinking creatively ○ making sound decisions ○ solving problems ○ reasoning ○ planning ○ organizing • Career-Related Technical Skills <ul style="list-style-type: none"> ○ building background knowledge ○ understanding key concepts about an occupation or career pathway <p>Relational Skills and Personal Attributes</p> <ul style="list-style-type: none"> • Interpersonal Skills <ul style="list-style-type: none"> ○ understanding teamwork ○ working well with others ○ exercising leadership ○ resolving conflict through negotiation ○ respecting individual differences • Personal Qualities <ul style="list-style-type: none"> ○ demonstrating responsibility and self-discipline ○ adapting and showing flexibility ○ demonstrating integrity <p>Executive and Communication Skills</p> <ul style="list-style-type: none"> • Executive Skills <ul style="list-style-type: none"> ○ managing time and other resources effectively ○ communicating effectively with others in multiple formats • Technology Use Skills <ul style="list-style-type: none"> ○ understanding technology and its appropriate uses ○ using technology efficiently and effectively | <p>Louisiana K-12 Student Standards for English Language Arts <i>Reading Standards for Informational Text, Grade 8</i></p> <p>RI.8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grade 8 texts and topics</i>.</p> <p>RI.8.7: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>RI.8.8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p><i>Writing Standards, Grade 8</i></p> <p>W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p>W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><i>Speaking and Listening Standards, Grade 8</i></p> <p>SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>SL.8.6: Adapt speech to a variety of contexts, audience, and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><i>Writing Standards, Grades 9-10</i></p> <p>W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6 Use technology, including the Internet, to produce, publish, and update</p> |

| Goals | |
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| <p><i>Financial Literacy Skills</i></p> <ul style="list-style-type: none"> finding, evaluating and applying financial information setting financial goals and planning how to achieve them developing income-earning potential and the ability to save using financial services effectively meeting financial obligations. <p>Additional Competencies: (Adopted from the National Standards in K-12 Personal Finance Education) http://www.jumpstart.org/assets/files/2017_NationalStandardsBook.pdf</p> <p><i>Spending and Saving</i> - Apply strategies to monitor income and expenses, plan for spending and save for future goals.</p> <ul style="list-style-type: none"> Standard 1- Develop a plan for spending and saving. Standard 2- Develop a system for keeping and using financial records. Standard 3- Describe how to use different payment methods. Standard 4- Apply consumer skills to spending and saving decisions. <p><i>Credit and Debt</i> - Develop strategies to control and manage credit and debt.</p> <ul style="list-style-type: none"> Standard 1- Analyze the costs and benefits of various types of credit. Standard 2- Summarize a borrower's rights and responsibilities related to credit reports. Standard 3- Apply strategies to avoid or correct debt management problems. Standard 4- Summarize major consumer credit laws. <p><i>Employment and Income</i> - Use a career plan to develop personal income potential.</p> <ul style="list-style-type: none"> Standard 1- Explore job and career options. Standard 2- Compare sources of personal income and compensation. Standard 3- Analyze factors that affect net income. | <p>individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><i>Speaking and Listening Standards, Grades 9-10</i></p> <p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts, audiences, and tasks, demonstrating command of formal English when indicated or appropriate.</p> |



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| Goals | |
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| <p><i>Financial Decision Making</i> - Apply reliable information and systematic decision making to personal financial decisions.</p> <ul style="list-style-type: none"> Standard 2. Use reliable sources when making financial decisions. | <p>Targeted Career Cluster(s):</p> |
| <p>Supports for Diverse Learners</p> <ul style="list-style-type: none"> Provide notes and readings ahead of time that include additional details and background information. Highlight any key points or topics and make notations to provide background information. Provide additional support for vocabulary <ul style="list-style-type: none"> Preview the text or topic and identify vocabulary or sentence structures that might be new for the students. Write these words and phrases on the board and have students write them in their notebooks or on index cards. Use visuals, acting, translation or synonyms to relay the meaning of the word to the students. Reinforce the newly learned language by asking the students to draw it, act it out, or use it in an appropriate sentence. Send out video links early and provide students with time to ask questions and retell the key points to the teacher. Provide project templates and set aside time for students to ask clarifying questions. Model directions and use gestures to support student understanding. Use checklist for modifying lesson plans. Refer to Guidebook for Supporting Students with Disabilities and English Learner Guidebook as needed. | |



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| Stage 2: Assessment/Evidence of and for Student Learning | |
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| <p>Curriculum-Embedded Performance Task(s):</p> <p>Performance Task 1: Bulletin Board or Scientific Poster Presentation</p> <ul style="list-style-type: none"> Students will evaluate secondary education options to earn early college credit and industry credentials that can be applied to postsecondary education and technical schools. Students will present this information and host peer learning discussions or poster talks throughout the school to inform students of the potential to earn college credit, industry credentials, and technical credit while still in high school. <p>Performance Task 2: Parent and Community Night</p> <ul style="list-style-type: none"> Students will evaluate their personal and career goals to take steps in pursuing high school coursework that helps to move them toward their educational and career goals. Students will reflect on their personal and career goals to evaluate postsecondary education options aligned with their career choices. Students will research the costs associated with postsecondary education and options for financial aid, which can include eligible grants, scholarships, and loans available to offset the costs of their postsecondary education. Students will create a multi-media presentation that outlines the secondary and postsecondary education and career path. Students will work together to organize a parent and community event to showcase the possible pathways from high school and postsecondary education to a meaningful career. | <p>Formative Checkpoints</p> <ul style="list-style-type: none"> Class Discussion—Students participate in daily class discussions throughout the unit. Parent/Family Handouts—The teacher reviews responses to assess understanding. Teacher Observation—The teacher observes students’ progress in classroom and team settings. Bulletin Board of Scientific Poster—Students develop a bulletin board or scientific poster and make presentations to their peers about accelerated college and career programs at the secondary level. College Costs—Students complete a chart of college costs based on their top career choices. Reflection Paper—Students reflect on their virtual tour of a postsecondary choice. Parent and Community Meeting—Students host their parents/guardians and members of the community to showcase their secondary and postsecondary career choices and build support from those around them to accomplish their goals. |

| Stage 3: Learning Plan Overview | |
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| Lessons Overview | |
| Lessons | Day 1: Students will be introduced to the unit and the ACT Center for Equity in Learning and ACE American College Application Campaign: Pre- |



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| Stage 3: Learning Plan Overview | |
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| <p>College or Career Technical Credit in High School</p> <p>2 days</p> | <p>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 and technical education programs, early college programs, and specialized programs that are available in the local or regional area. The teacher will introduce PT 1 and its rubric. Students will work in groups of two to create informational bulletin boards or scientific posters that showcase early college and career programs in local or regional high school.</p> <p>Day 2: Students will finalize their informational bulletin boards or posters that showcase early college and career programs in the school. The teacher and students will schedule time that the class can present their bulletin boards or scientific posters during 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. 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.</p> |
| <p>Lesson Two: What It Takes: Graduating from High School and Enrolling in College</p> <p>1 day</p> | <p>Day 1: Students will watch a video clip from <i>Walt Disney's Alice in Wonderland</i> and discuss the importance of having 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 and take it home to share with their families.</p> |
| <p>Lesson Three: Who Am I and How Does That Impact My Career?</p> <p>1 day</p> | <p>Day 1: The teacher will review PT 2 and its rubric. 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 five 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 in preparing for the Family Night.</p> |
| <p>Lesson Four: What Do I Study to Become ___? And How Do I Pay for it?</p> <p>1 day</p> | <p>Day 1: The teacher will review PT 2 and the PT 2 rubric. 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 in preparing for the Family Night.</p> |
| <p>Lesson Five: Today's Choices Impact Tomorrow's Options</p> <p>1 day</p> | <p>Day 1: The teacher will review PT 2 and the PT 2 rubric. 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 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 make predictions and share their responses with the class.</p> |
| <p>Lesson Six:</p> | <p>Day 1: Students will learn about postsecondary options in order to schedule a tour to attend a local postsecondary institution, which can include</p> |



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| Stage 3: Learning Plan Overview | |
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| <p>Postsecondary Tour</p> <p>4 days</p> | <p>a four-year college, two-year college, apprenticeship provider, or professional trade school that aligns with their career goal and related educational requirements.</p> <p>Days 2, 3, and 4: Students will schedule a tour or virtual tour to attend a local postsecondary institution (a four year institution, a two year institution, an apprenticeship program, a professional trade school, or military service) that aligns with their career goal and related educational requirements. Students will complete the tour and reflect on what they learned through the experience.</p> <p>Days 1 and 2: Students will review their Vision Boards from unit 1. Students will review their original personal goal statement. Students will update their vision statement based on a shift in thinking in their personal and career goals.</p> |
| <p>Lesson Seven: Putting It All Together: Vision Board Revision</p> <p>2 days</p> | <p>Day 1: The teacher will review PT 2 and the PT 2 rubric. Students will brainstorm activities that need to be completed to host a parent and community night and form groups to complete related activities. Students will brainstorm how they will manage each group's performance. Students will determine roles and responsibilities within their group and begin activities related to the parent and community night.</p> <p>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 work with their group and independently to complete related activities for the parent and community engagement night. 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.</p> |
| <p>Lesson Eight: Parent and Community Night</p> <p>6 days</p> | <p>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.</p> <p>Day 6: The teacher will review PT 2 and the PT 2 rubric. Students will make final preparations to host the family and community night and complete their presentations. Students will host the family and community night.</p> |



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| Lesson One: Earning College or Career Technical Credit in High School | |
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| <p>Synopsis</p> <p>Students will identify and define multiple options for earning college or career technical credit while enrolled in high school.</p> | <p>Essential Questions</p> <ul style="list-style-type: none"> How do my personal and career goals influence my secondary and postsecondary education choices? What type of secondary education path will help me to get a head start on my postsecondary education goals? |
| <p>Assessed Career and Life Readiness Competencies:</p> <p><i>Thinking critically is demonstrated by creating a bulletin board that highlights the relationship between high school courses and requirements for earning college or technical credit prior to high school graduation.</i></p> <p><i>Thinking creatively is demonstrated by creating a bulletin board that is original and interesting to peers.</i></p> <p><i>Planning and organizing is demonstrated by creating a bulletin board that clearly outlines the relationship between high school courses and requirements for earning college or technical credit prior to high school graduation.</i></p> <p><i>Understanding relationships among the components of a system is demonstrated by outlining the relationship between high school courses and requirements for earning college or technical credit prior to high school graduation.</i></p> <p><i>Using information is demonstrated by correctly identifying the path to obtain credit for high school courses and requirements for earning college or technical credit prior to high school graduation.</i></p> | |
| <p>Suggested Texts and Resources:</p> <p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> dual enrollment classes concurrent enrollment classes online classes Advanced Placement (AP) credit classes College Level Examination Program (CLEP) credit | |
| <p>Learning Events and Formative Checkpoints:</p> | |
| <p>Day 1</p> <p>Students will know and be able to</p> <ul style="list-style-type: none"> 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. <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of responses to the parent/family handout | |



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| Lesson One: Earning College or Career Technical Credit in High School | |
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| | <p>Materials/Resources</p> <ul style="list-style-type: none"> • construction paper • markers • tape • tacks • PT 1: Student Resource • PT 1: Rubric • ACT's Center for Equity in Learning and ACE's American College Application Campaign online curriculum |
| Day 2 | <p>Students will know and be able to</p> <ul style="list-style-type: none"> • 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. <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher review of responses to the parent/family handout <p>Materials/Resources</p> <ul style="list-style-type: none"> • construction paper • markers • tape • tacks • PT 1: Student Resource • PT 1: Rubric • ACT's Center for Equity in Learning and ACE's American College Application Campaign online curriculum |

| Lesson Two: What It Takes: Graduating from High School and Enrolling in College | |
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| Synopsis | <p>Students will learn about high school graduation requirements and postsecondary admissions requirements. Students will create a graduation plan.</p> <p>Essential Question</p> <ul style="list-style-type: none"> • What type of postsecondary education path do I need for my career choice? |
| <p>Assessed Career and Life Readiness Competencies:</p> <p><i>Making sound decisions is demonstrated by creating a four-year graduation plan that provides students a path from high school to their career goals.</i></p> <p><i>Reasoning is demonstrated by understanding the way to create a four-year graduation plan that provides students a path from high school to their career goals.</i></p> <p><i>Evaluating and using a variety of information is demonstrated by reviewing high school courses to determine which will support a path from high school to their career goals.</i></p> | |



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| Suggested Texts and Resources: | |
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| <p>Resources</p> <ul style="list-style-type: none"> • Pre-College and Career Readiness Curriculum • Four Year Plan Exercise • PT 2: Student Resource • PT 2: Rubric • Walt Disney's Alice in Wonderland: Which Way Do I Go? • Pre-College and Career Readiness Curriculum for Students and Their Families | <p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> • high school credits or units • prerequisite • corequisite • required courses • elective courses • college preparation courses • percentile class rank • grade point average (GPA) • minimum postsecondary admission requirements • standardized tests (ACT, Advanced Placement tests, and SAT) |
| Learning Events and Formative Checkpoints: | |
| <p>Day 1</p> <p>Students will know and be able to</p> <ul style="list-style-type: none"> • 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 <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion. • teacher review of the students' four-year plans <p>Materials/Resources</p> <ul style="list-style-type: none"> • PT 2: Student Resource • PT 2: Rubric • four-year plan template (optional) • district/state graduation requirements • ACT Center for Equity in Learning and ACE American College Application Campaign online curriculum | |

| Lesson Three: Who Am I and How Does That Impact My Career? | |
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| <p>Synopsis</p> <p>Students will learn how skills and values connect to careers. Students will complete the ACT Profile interest inventory and use the information to match their interests to careers.</p> | <p>Essential Question</p> <ul style="list-style-type: none"> • How do my personal and career goals influence my secondary and postsecondary education choices? |
| Assessed Career and Life Readiness Competencies: | |
| <p>Analyzing postsecondary options based on career awareness is demonstrated by completing the ACT profile.</p> | |



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| Suggested Texts and Resources: | |
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| <p>Resources</p> <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric ACT Profile for Students Pre-College and Career Readiness Curriculum for Students and Their Families | <p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> abilities skills career career area career clusters |
| Learning Events and Formative Checkpoints: | |
| Day 1 | <p>Students will know and able to link secondary and postsecondary education and skill development with desired career choices.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of responses to the parent/family handout <p>Resources</p> <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric ACT Profile for Students Pre-College and Career Readiness Curriculum for Students and Their Families |
| Lesson Four: What do I Study to Become _____? And How do I Pay for it? | |
| <p>Synopsis</p> <p>Students will identify educational requirements that go with their career options. Students will learn about the costs associated with attending a college or technical institution.</p> | <p>Essential Question</p> <ul style="list-style-type: none"> What barriers exist to attending the secondary education path of my choice? What barriers exist to attending the postsecondary education path of my choice? |
| Assessed Career and Life Readiness Competencies: | |
| <p><i>Thinking critically is demonstrated by identifying the costs of college based on career choices.</i></p> <p><i>Locating information is demonstrated by researching the costs of college based on career choices.</i></p> <p><i>Communicating information is demonstrated by creating a chart of college costs based on career choices.</i></p> <p><i>Analyzing postsecondary options based on career awareness is demonstrated by accurately identifying the educational requirements and costs for career options.</i></p> <p><i>Assessing postsecondary costs, financing options, and return on investment by identifying possible grants and scholarships available.</i></p> | |
| Suggested Texts and Resources: | |
| <p>Texts/Resources</p> <ul style="list-style-type: none"> PT 2: Student Resource | <p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> academic concentration |



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| Lesson Four: What do I Study to Become _____? And How do I Pay for it? | |
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| <ul style="list-style-type: none"> PT 2: Rubric Pre-College and Career Readiness Curriculum for Students and Their Families All Things Jump Start Library | <ul style="list-style-type: none"> associate degree Bachelor of Arts/Science (BA/BS) doctoral degree certificate program Expected Family Contribution (EFC) Free Application for Federal Student Aid (FAFSA) grants loans major Master of Arts/Science (MA, MS) minors net price versus sticker price professional and/or terminal degree savings scholarships |
| Learning Events and Formative Checkpoints: | |
| Day 1 | Students will know and be able to <ul style="list-style-type: none"> 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 when seeking postsecondary education |
| | Formative Assessment <ul style="list-style-type: none"> teacher observation of class discussion teacher review of students' college costs charts |
| | Materials/Resources <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric ACT's Center for Equity in Learning and ACE's American College Application Campaign online curriculum |

| Lesson Five Learning Plan: Today's Choices Impact Tomorrow's Options | |
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| Synopsis Students will identify the connection between choices made today and their options in the future. | Essential Questions <ul style="list-style-type: none"> What barriers exist to completing the secondary education path of my choice? What barriers exist to attending the postsecondary institution of my choice? How can I link my secondary and postsecondary education paths to eliminate barriers and help me to pursue my desired career? |



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| Assessed Career and Life Readiness Competencies: | |
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| <i>Thinking critically is demonstrated by researching college costs and completing an analysis chart.</i> | |
| Suggested Texts and Resources: | |
| Resources <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric Pre-College and Career Readiness Curriculum | New Vocabulary for the Learning Plan <ul style="list-style-type: none"> scenario decision-making framework critical thinking cause and effect delayed gratification |
| Learning Events and Formative Checkpoints: | |
| Day 1 | <p>Students will know and be able to identify and navigate barriers to enrolling in the desired postsecondary education program to match career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion <p>Materials/Resources</p> <ul style="list-style-type: none"> PT 2: student handout PT 2: rubric ACT's Center for Equity in Learning and ACE's American College Application Campaign online curriculum. |
| Lesson Six: Postsecondary Tour | |
| Synopsis Students will learn about local postsecondary options that meet the educational requirements of their career choice. Students will learn about the true costs of apprenticeships, community or technical college and four-year colleges and universities and understand the importance of researching postsecondary schools. | Essential Questions <ul style="list-style-type: none"> What type of postsecondary education path do I need for my career choice? What secondary and postsecondary institutions offer the type of education I am interested in pursuing? |
| Assessed Career and Life Readiness Competencies: | |
| <p><i>Thinking critically is demonstrated by reflecting on the virtual tour.</i></p> <p><i>Understanding, evaluating and using a variety of information is demonstrated by determining the best virtual tour option.</i></p> <p><i>Communicating information is demonstrated by completing a jigsaw activity.</i></p> <p><i>Utilizing postsecondary search, application, and financing resource by completing a virtual tour.</i></p> <p><i>Analyzing postsecondary options based on career awareness by completing a virtual tour.</i></p> <p><i>Assessing postsecondary costs, financing options, and return on investment by completing a virtual tour.</i></p> | |



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| Lesson Six: Postsecondary Tour | |
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| Suggested Texts and Resources: | |
| <p>Resources</p> <ul style="list-style-type: none"> • http://www.ecampustours.com/for-students/college-planning/choosing-a-college.aspx#.WvduD0xFy3A • https://bigfuture.collegeboard.org/pay-for-college/paying-your-share/focus-on-net-price-not-sticker-price • http://www.ecampustours.com/campus-tours.aspx • https://www.lctcs.edu/explore/ • 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 | <p>New Vocabulary for the Learning Plan</p> <ul style="list-style-type: none"> • net price |
| Learning Events and Formative Checkpoints: | |
| <p>Day 1</p> <p>Students will know and be able to evaluate career and technical education programs, early college programs, and specialized secondary programs aligned to desired postsecondary education and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion <p>Materials/Resources</p> <ul style="list-style-type: none"> • Article from E Campus Tours website | <p>Students will know and be able to evaluate career & technical education programs, early college programs, and specialized secondary programs aligned to desired postsecondary education and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher review of students' reflection paper <p>Materials/Resources</p> |
| <p>Days 2, 3, and 4</p> | <p>Students will know and be able to evaluate career & technical education programs, early college programs, and specialized secondary programs aligned to desired postsecondary education and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • teacher observation of class discussion • teacher review of students' reflection paper <p>Materials/Resources</p> |



Unit 8: Looking Forward

Suggested Timeline: 18 Days

| Lesson Six: Postsecondary Tour | |
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| | <ul style="list-style-type: none"> Decide if Virtual Campus Tours are Worth It Paying your share (net price) Postsecondary Virtual Tour |

| Lesson Seven: Putting it All Together – Vision Board Revision | |
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| <p>Synopsis</p> <p>Students will review their vision boards from Unit 1. Students will review their original personal goal statement. Students will update their vision statement based on a shift in thinking in their personal and career goals.</p> | <p>Essential Question</p> <ul style="list-style-type: none"> How do my personal and career goals influence my secondary and postsecondary education choices? |
| <p>Assessed Career and Life Readiness Competencies:</p> | |
| <p><i>Thinking critically is demonstrated through the revisions to the vision board.</i></p> | |
| <p>Suggested Texts and Resources:</p> | |

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| <p>Resources</p> <ul style="list-style-type: none"> Paper Options <ul style="list-style-type: none"> Old magazines or clip art from the computer Markers, crayons or colored pencils Poster board or large sheets of construction paper Scissors Tape and/or glue sticks Plain white paper Online Options <ul style="list-style-type: none"> Computer-Based: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint APPS: Subliminal (\$4.99); Hay House (Free); Wishboard (\$3.99); Dream Vision (Free) Web-Based: Pinterest; DreamItAlive.com | |
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| Learning Events and Formative Checkpoints: | |
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| <p>Days 1 and 2</p> <p>Students will know and be able to link secondary and postsecondary education and skill development with desired career choices.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher review of revised vision board | |

| Lesson Seven: Putting it All Together – Vision Board Revision | |
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| Materials/Resources | <ul style="list-style-type: none"> • Paper Options <ul style="list-style-type: none"> ○ Old magazines or clip art from the computer ○ Markers, crayons or colored pencils ○ Poster board or large sheets of construction paper ○ Scissors ○ Tape and/or glue sticks ○ Plain white paper • Online Options <ul style="list-style-type: none"> ○ Computer-Based: Microsoft Word; Microsoft Publisher, Microsoft PowerPoint ○ APPS: Subliminal (\$4.99); Hay House (Free); Wishboard (\$3.99); Dream Vision (Free) ○ Web-Based: Pinterest, DreamItAlive.com |

| Lesson Eight: Putting It All Together- Parent and Community Night | |
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| Synopsis Students will use prior knowledge about college/technical cost, debt, financial literacy and connection to careers to create a parent night presentation. | Essential Questions <ul style="list-style-type: none"> • How do my personal and career goals influence my secondary and postsecondary education choices? • What type of secondary education path will help me to get a head start on my postsecondary education goals? • What type of postsecondary education path do I need for my career choice? • What secondary and postsecondary institutions offer the type of education I am interested in pursuing? • What barriers exist to attending the postsecondary education path of my choice? • How can I link my secondary and postsecondary education paths to eliminate barriers and help me to pursue my desired career? |
| Assessed Career and Life Readiness Competencies: | |
| <p><i>Thinking critically is demonstrated by creating a community night presentation on postsecondary options.</i></p> <p><i>Thinking creatively is demonstrated by creating a multi-media presentation.</i></p> <p><i>Planning and organizing is demonstrated by hosting a community night.</i></p> <p><i>Understanding teamwork and ability to work with others is demonstrated by teams working together to host a community night.</i></p> <p><i>Understanding, evaluating, and using a variety of information is demonstrated by the ability to make connections between careers, educational requirements, and costs.</i></p> | |



Unit 8: Looking Forward

Suggested Timeline: 18 Days

| Lesson Eight: Putting It All Together- Parent and Community Night | |
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| <i>Using information is demonstrated by the ability to organize information for the multi-media presentation.</i> | |
| Suggested Texts and Resources: | |
| Resources | <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric |
| Learning Events and Formative Checkpoints: | |
| Day 1 | <p>Students will know and be able to seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher will observe class discussion <p>Materials/Resources</p> <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric |
| Days 2-5 | <p>Students will know and be able to seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher will observe class discussion teacher will review the student presentation <p>Materials/Resources</p> <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric access to technology |
| Day 6 | <p>Students will know and be able to seek support from parents/guardians to make secondary education and postsecondary education choices related to personal and career goals.</p> <p>Formative Assessment</p> <ul style="list-style-type: none"> teacher will observe class discussion teacher will review the peer feedback <p>Materials/Resources:</p> <ul style="list-style-type: none"> PT 2: Student Resource PT 2: Rubric access to technology |