

SUMMER AFTER HIGH SCHOOL?

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 4: Week 5, Lesson 3 Week 6, Activity (U4: W5-L3; W6-A)
Lesson Duration:	50 minutes

Overview

Elevate students will be able to explore ideas on how they will spend the summer following high school graduation.

ELEVATE OBJECTIVES

Introduction

- Define post-secondary-“post – after” “secondary – high school” or education after high school.”

COMMON CORE COLLEGE AND CAREER READINESS OBJECTIVES

- CCSS.ELA-LITERACY.CCRA.SL.1** -Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.CCRA.L.6** -Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

EXPLORE / ACT-TARGETED STANDARDS

- ELA** – Revise vague nouns and pronouns that create obvious logic problems.

CASEL COMPETENCIES:

- Social Awareness, Relationship Skills

7 AREAS OF A WHOLE PERSON

- Social, Vocational, Intellectual

40 DEVELOPMENTAL ASSETS

- Commitment to Learning** – School Engagement

Materials

- Copies, one for each student
 - Bell Work: “*I graduated - Now What?*”
- Computer with sound, internet and projection
- Craft Paper, Markers, Pens, Pencils

Preparation

- Room Set-Up: Desks set up in table groups of 3 or 4
- Write the Elevate Objectives on the board
- Make a life map to share with students
- Prepare the video:
 -  What's Your Path After High School?

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BELL WORK: MORE THAN COLLEGE

Warm-Up 10 minutes Team Teaching  #1: G  #2: BW  #3: A	- Hand out Bell Work: <i>"I graduated...now what?"</i> to each student as they walk in. Teacher can model the activity with an example on the board prior to asking students to complete the handout. - Allow students 3-5 minutes to complete their Bell Work, and then call on several students to respond to: - What feelings do you think you will experience when you graduate from high school? - What concerns do you have about graduating from high school? - What makes you excited about graduating from high school?
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MINI-LESSON: LIFE AFTER HIGH SCHOOL MAPPING

KWL Charts 15 minutes Team Teaching  #2: L  #3: A  #1: A	Lead Teacher Says: Say <i>"Today we are going to watch a short video about life after graduation. The video is going to share about choices we can make after we graduate and we are going to review the website that comes with this video."</i> Play video:  What's Your Path After High School? Open the Website on the Projector: Learning Clicks Go over some of the questions with students: An example of some of the questions are: <i>What am I good at?</i> <i>What career paths interest me?</i> <i>How will I live after high school?</i> <i>How much money do I need to make?</i> <i>"We do not expect you to know all of the answers, but we would like you to dream."</i> <i>Have any of you ever created a dream board or a map of your future?" Take 1-2 answers, then say "Today, we are going to discuss life after high school graduation and then we will create a map or a dream board about what we want our lives to look like after college."</i> - Provide each student with a piece of craft paper, markers, pencils, pens - Instruct students to draw a map or create a vision board of what they want for their future after high school. - Then give students time reflect on what they learned in previous college and career sessions.
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	Once done, ask students to turn in their projects.
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ACTIVITY: LIFE MAPS / VISION BOARDS

Inquiry-Based Learning, Think-Pair-Share 15 minutes Team Teaching ★ #3: L 📋 #1: A 🗣️ #2: ONE	Lead Teacher Says: “Now that we have talked about types of colleges and other post-secondary option, we are going to take time to dream about what our future lives could look like.” - Encourage different students to review the webpage for as long as they need to. - Close the activity by reminding students that they do not have to finish in one session.
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Wrap Up, KWL Charts 10 minutes Team Teaching 🔔 #1: L 📋 #2: G 📋 #3: A	WRAP-UP: Activity - Instruct students to post their maps or vision boards around the room. - When students are done, have them silently walk around and review others posters. - Wrap up the activity by asking them the following: - Thank you all for being brave enough to share your dreams. Remember, your dreams can change and you are not stuck with what you created.
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COLLEGE & CAREER WEEK 6 ACTIVITY

ACTIVITY: VISION CASTING

Blended Learning 30 minutes Team Teaching ★ #3: L 🗣️ #1: A	Lead Teacher Says: “Today we are creating a map of our future after high school. For those of you who struggle with making a map, you can create a vision board. We have a few examples for you to look at.” - Students will be provided paper and markers/pens/pencils - Students will use examples to create their own life map/ vision board. - Close the activity by asking students the following questions: - With the two career interests you chose after the Holland Code Career Test, what kind of classes would be helpful to take in high school for those two careers? - What kind of extracurricular activities would be helpful for your career interests?
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		<i>o How else can you prepare in high school for your future college and career goals?</i>
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BELL WORK: I GRADUATED...NOW WHAT?

1. What feelings do you think you will experience when you graduate high school?
2. What concerns do you have about graduating from high school?
3. What makes you excited about graduating from high school?

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