

LEAVING HOME

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 4: Week 7, Lesson 4 Week 8, Activity (U4: W7-L4; W8-A)
Lesson Duration:	50 minutes

Overview

Elevate students will be able to evaluate their thoughts, feelings and ideas around moving away from home after 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: “Leaving Home”
- Computer with sound, internet and projection
- Prepared KWL charts, enough for one per four students, hung around the room

Preparation

- Room Set-Up: Desks set up in 4 groups
- Write the Elevate Objectives on the board
- Prepare 4 KWL charts with three columns on each chart titled: “Leaving Home” K, W, L
- For Week 4 Activity: For computer access, take students to computer lab or have them use their laptops/phones for Class Tracker activity.

Strategies and Best Practices Used • KWL Charts • Think-Pair-Share • Inquiry-Based Learning	Suggestions for Supplemental Learning • Consider sharing with students your own personal experiences about the idea of leaving home for the first time.
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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: “Leaving Home” 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: - Do you feel like you will leave home right after high school or will you wait? - What do you think you will need to be able to live on your own? - What resources are in your community to help you move out on your own?
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MINI-LESSON: KWL CHARTS

KWL Charts 15 minutes Team Teaching  #2: L  #3: A  #1: A	Lead Teacher Says: “Say “I want to share with you about how I felt about moving out of my house after high school?” “Would anyone like to share their feelings about moving out of your home after high school?” Take 1-2 answers. - Break students into groups of four by numbering them off and then asking them to gather around a KWL chart. - Instruct students to take turns writing down what they know about that the things they will need to do to be able to move out on their own. - Then give students time to list what they would like to learn about moving out on their own. - Once done, ask students to have a seat and take out a sheet of paper.
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ACTIVITY: PROS AND CONS

Inquiry-Based Learning, Think-Pair-Share 15 minutes Team Teaching  #3: L  #1: A  #2: ONE	Lead Teacher Says: “Now that we have established what we know and want to know about leaving home, let’s take a further into what people need to live on their own.” - Have students pair up with a partner. Assign a post-secondary option to each pair of partners. - On their sheet of paper, instruct students to use their laptops to find more details about moving away from home. - Close the activity by calling on different students to share what they found.
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Wrap Up, KWL Charts	WRAP-UP: KWL Charts Instruct students to return to their original groups and original KWL chart.
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10 minutes Team Teaching #1: L #2: G #3: A	- Have students take turns writing down as many things they have learned about moving out and list those things on their chart in the L column. - When students are done, review what they had written down. - Wrap up the activity by asking them the following: - How has your perspective changed about moving outs after you have had time to research? <i>Student Action: Thinking about what you learned, consider if you will move out right after high school, right after college, or if you are still unsure?</i>
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COLLEGE & CAREER WEEK 8 ACTIVITY

ACTIVITY: NOTE TO FUTURE SELF

Blended Learning 30 minutes Team Teaching #3: L #1: A	<i>Lead Teacher Says: “With high school around the corner, it’s important to consider how you want to live after you graduate. We have talked about a variety of options for post-secondary college and career and you have dreamed of your future by creating a map. Today, you are going to write a letter to your future self with instructions on what you will need to do when you move out of your home for the first time.”</i> - Students will need to take out their laptops. Instruct them to either open a Google document or to pull out a piece of paper. - Have them write a letter to their future self about how they feel about moving out and what they believe they will need when they leave home. - Close the activity by asking students the following questions: - When you are writing to your future self, explain how you feel now about the idea of being able to make choices for yourself in the future. - What kind of extracurricular activities would you tell your future self to continue participating in? - How else would you tell your future self to prepare?
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BELL WORK: MORE THAN COLLEGE

1. *Do you feel like you will leave home right after high school or will you wait?*
2. *What do you think you will need to be able to live on your own?*
3. *What resources are in your community to help you move out on your own?*

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