

ROADMAPS CHECKLIST

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 4: Week 9, Lesson 5 Week 10, Activity (U4: W9-L5; W10-A)
Lesson Duration:	50 minutes

Overview

Elevate students will be able to work in teams to outline the steps they will need to follow to be ready to graduate highschool.

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, Decision-Making, Self-Awareness

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: “Roadmaps Checklist”
- Computer with sound, internet and projection
- Provide Students with the Link to the [High School Checklist](#) Google Doc
- Make several copies of the following PDF for students to share:
 - PDF: Roadmap to Graduation [LINK](#)

Preparation

- Room Set-Up: Desks set up in table groups of 3 or 4
- Write the Elevate Objectives on the board
- Provide a copy of the Roadmap to Graduation Checklist
- For Week 4 Activity: Students will review the PDF to create a list of what the document outlines as what is needed for graduation. Students will also add to the list additional items that they felt were missing from the checklist.

Strategies and Best Practices Used • Think-Pair-Share • Inquiry-Based Learning	Suggestions for Supplemental Learning • Allow students to speak, write, or share in a variety of ways. It is ok for students to use pictures. Students can work in teams, this does not have to be independent work.
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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: “Roadmaps Checklist” 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 know what classes you need to take to graduate from high school? - Do you know what types of classes you can take when you get to high school? - Are there any classes you hope to take when you get to high school?
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MINI-LESSON: REVIEWING THE ROADMAP

KWL Charts 15 minutes Team Teaching #2: L #3: A #1: A	Lead Teacher Says: “Say “We have discussed post-secondary and types of colleges. We have discussed our ideas about the the summer after college and we have dreamed our futures as consider what we need to be able to eventually leave home. Today, we are going to work in teams to learn about what we need at every grade to be ready to graduate from high school.” - Break students into groups and provide them a link to the Google document to type in their responses or print a copy of them and provide one set to each student. - Instruct students to review the PDF and write down the most important items they will need in each grade to be ready to graduate from high school. - Then give students time to list what they find in the PDF. - Once done, ask a few students to share what they found in the PDF.
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ACTIVITY: EXTRA OPTIONS: WHAT ELSE DO I NEED?

Inquiry-Based Learning, Think-Pair-Share 15 minutes Team Teaching #3: L #1: A #2: ONE	Lead Teacher Says: “Now that we have written down what you need for high school, go back and write down what you need in 7th and 8th grade.” - Encourage different students to read. - Have students pair up with a partner. Have them add to each other’s lists. - On their sheet of paper, instruct students to use their laptops to find the pros and cons to choosing that specific post-secondary option. - Close the activity by calling on different students to share what they found.
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Wrap Up, KWL Charts 10 minutes Team Teaching #1: L #2: G #3: A	WRAP-UP: KWL Charts • Instruct students to return to their original groups and original KWL chart. • Have students take turns writing down as many things they have learned about that specific post-secondary option listed 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: ◦ <i>How has your perspective changed about your post-secondary options after learning about college and career?</i> ◦ <i>What is something you plan to do to prepare to graduate from high school that you didn't plan to do before?</i>
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COLLEGE & CAREER WEEK 10 ACTIVITY

ACTIVITY: CLASS TRACKER

Blended Learning 30 minutes Team Teaching #3: L #1: A	Lead Teacher Says: <i>"With high school around the corner, it's important to consider your high school journey as a stepping stone to your future career. The best way to start is to keep track of your current classes and to choose future ones wisely."</i> • Students will need to take out their laptops. Instruct them to first start by pulling up their class schedule. • Pull up the Class Tracker spreadsheet on the smartboard. Thoroughly go through the instructions with students found in the summary tab. • Pull up the High School Requirements link (adjust the link to fit your High School): https://reports.ecs.org/comparisons/high-school-graduation-requirements-01 • Emphasize to students how beneficial to plan the number of core classes that they will need to take each year until they graduate. (Example: In the 9th grade list, put English Class: Title TBD, 1 full credit; Math Class: Title TBD, 1 full credit). • Give students 15 minutes to enter their classes and to give them time to answer any questions they might have. • Close the activity by asking students the following questions: ◦ <i>What additional classes would you like to take each year?</i> ◦ <i>Write a few of those down, you can always change your mind.</i>
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2. *Do you know what types of classes you can take when you get to high school?*
3. *Are there any classes you hope to take when you get to high school?*

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