

WHAT ARE MY OPTIONS?

Focus Area:	College and Career Readiness
Elevate Propel:	Unit 1: Week 3, Lesson 1 Week 4, Activity (U1: W3-L1; W3-A)
Lesson Duration:	50 minutes

Overview

Elevate students will be able to identify four post-secondary and list the pros and cons. They will be able to make observations to analyze which one may benefit them the most towards their post-secondary goals.

ELEVATE OBJECTIVES

Introduction

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

COMMON CORE OBJECTIVES

- **CCSS.ELA-LITERACY.SL.7.1.D** - Acknowledge new information expressed by others and, when warranted, modify their own views.

EXPLORE / ACT-TARGETED STANDARDS

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

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: “More Than College”
- Computer with sound, internet and projection
- PowerPoint-“Evolution: Post-Secondary Options”
- Prepared KWL charts, enough for one per four students, hung around the room

Preparation

- Room Set-Up: Desks set up in groups of 4 or in a U
- Write the Elevate Objectives on the board
- Prepare 4 KWL charts with three columns on each chart titled: K, W, L and list one of the four post-secondary options on each chart (Military, Tech/Trade School, Community College, and University).
- 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 allowing students to draw what “personal success” would look like if they chose one of the post-secondary options mentioned today.

Warm-Up 10 minutes

Team Teaching



#1: G
#2: BW
#3: A

BELL WORK: MORE THAN COLLEGE

- Hand out Bell Work: “*More Than College*” 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 believe college is meant for you? Why or why not?*
 - *Other than college, what else can you see yourself doing after graduating high school?*
 - *“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” -Malcom X. How does this quote relate to your future career goals?*

KWL Charts 15 minutes

Team Teaching



#2: L
#3: A
#1: A

MINI-LESSON: KWL CHARTS

Lead Teacher Says: “Say “Who can tell me what post-secondary means?” Take 1-2 answers, then say “Today, we are going to dig deeper as to what post-secondary is and some post-secondary options you have for your future. As for the definition, post-secondary simply means “post – after” “secondary – high school” or education after high school.”

- 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 specific post-secondary option listed on their chart in the K column. For example: “I know you have to do bootcamp in the army” (Military Chart).
- Then give students time to list what they would like to learn about about that specific post-secondary option listed on their chart in the L column. For example: “I want to know what is the difference between community college and university?” (Community College Chart).
- Once done, ask students to have a seat and take out a sheet of paper.

Inquiry-Based Learning, Think-Pair-Share 15 minutes

ACTIVITY: PROS AND CONS

Lead Teacher Says: “Now that we have established what we know and want to know about some post-secondary options, let’s take a further look into each one.”

Team Teaching



#3: L
#1: A
#2: ONE

- Open up the PowerPoint titled “Evolution: Post-Secondary Options” and go through each slide with students.
- Encourage different students to read.
- 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 the pros and cons to choosing that specific post-secondary option.
- Close the activity by calling on different students to share what they found.

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:
 - How has your perspective changed about your post-secondary options after learning about each one?

Student Action: Combine what you learned about the four post-secondary options and what you learned about yourself in the 5 Minute Personality Test. Can you identify which option(s) might match well with your personality?

COLLEGE & CAREER WEEK 4 ACTIVITY

ACTIVITY: CLASS TRACKER

Blended Learning
30 minutes

Team Teaching



#3: L

#1: A

Lead Teacher Says: *“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.”*

- 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.
- Emphasize to students how beneficial this will be to track their classes each year as it will help guide them to make decisions towards their post-secondary goals.
- Give students 15 minutes to enter their classes and to give them time to answer any questions they might have.
- When time is up, pull up the High School Requirements link:
<https://reports.ecs.org/comparisons/high-school-graduation-requirements-01>
- Find your state and review the high school requirements needed to graduate.
- 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?*
 - *How else can you prepare in high school for your future college and career goals?*

BELL WORK: MORE THAN COLLEGE

1. Do you believe college is meant for you? Why or why not?
2. Other than college, what else can you see yourself doing after graduating high school and why?
3. "Education is the passport to the future, for tomorrow belongs to those who prepare for it today." -Malcom X. How does this quote relate to your future career goals?

BELL WORK: MORE THAN COLLEGE

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