

COLLEGE AND CAREER READINESS CURRICULUM

Edition 4.0 (updated May 2023)



Introduction to the College and Career Readiness Curriculum

College and career readiness is now an integrated and measured standard of a student's progress. Student success depends on soft skills and planning as much as it depends on content-focused knowledge.

The curriculum adheres to the principles outlined in The Understanding by Design Guide to Creating High-Quality Units. This practice designs courses backward, it goes from objectives to assessments and then aligns each lesson with those goals.

The TEKS, Cross-Disciplinary Standards, and Student Competencies for Success guide the development of our essential questions and enduring understandings, which focus student learning and drive the lessons toward a unit performance assessment. Essential questions are not quickly answered yes-or-no questions; they should provoke thought and discussion. Enduring understandings are lifelong objectives or takeaways from the units.

Lessons are designed to build and scaffold learning each day. Whether something is written on the board or reviewed at the beginning of class, students need to know what they are learning about, and they need to analyze their thoughts on key concepts. Teachers should help students break down formal objectives and essential questions so that students thoroughly understand the lesson. This builds connections and a deeper understanding of the material.

For more information on topics covered in each unit, see the unit overviews. They incorporate a high-level outline of the unit's big ideas and key concepts.

In order to increase the accessibility of the curriculum, we have created the College and Career Readiness Middle School Student Modules that include resources, activities, and information that mirror the lessons. If a student is absent or home for an extended time period, or if you prefer students to keep their work online, we have that option available. Share the link to the module you want your students to access. Other ways to use the link:

- Provide students the link as an additional resource to review prior to the test.
- Provide links to parents so they can also stay up to date with what is happening in class.
- Provide the link prior to class instruction so students can study and so you can easily practice a flipped classroom.

The appendix contains additional lesson plans, family resources, and a MiddleGalaxy educator guide. The family resources are links to articles, in English and Spanish, created by the Texas Higher Education Coordinating Board to inform parents about important topics on preparing their student for college and career success.

Reference

Wiggins, G., & McTighe, J. (2011). The understanding by design guide to creating high-quality units. Alexandria, VA: ASCD.

Leverage the College and Career Knowledge Assessment to Better Target Instruction

Texas OnCourse developed the College and Career Knowledge Assessment to measure students' familiarity with college and career topics. The assessment also includes questions about mindset and perceptions of abilities. As one of our partners, your school or district is encouraged to administer this assessment to seventh- and eighth-grade students twice during the school year – once in the fall and once in the spring. The purpose of the first assessment in the fall is to compare with the results in the spring and highlight their growth in critical areas.

The College and Career Knowledge Assessment will be available as both a pre- and post-instruction assessment. The pre-instruction assessment is active starting mid-August through mid-September if you are teaching a full year or fall semester course. If you are teaching a single semester course in the spring, the pre-instruction assessment is active January–February. The post-instruction assessment will be available mid-April to the end of May if you are teaching a full year or spring semester course. For anyone teaching a single semester course in the fall, the post-instruction assessment will be available November–December. We recommend administering the pre-instruction assessment as early in the semester as is practical for you. The post-instruction administration (close to the end of the year) will help you ensure that students are prepared to create their high school personal graduation plan as they prepare for ninth grade.

Topics Covered in the Assessment

- The creation of a high school personal graduation plan
- The distinguished level of achievement
- Each of the five endorsement options
- College readiness standards
- Potential career choices and the education needed to enter those careers

For questions regarding accessing the assessment and results, please email Lara Gueguen, Director of Professional Learning and Engagement, at lara.gueguen@highered.texas.gov

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Scope and Sequence

Units at a Glance	Lesson	Essential Questions
Unit 1: Envisioning Success 2–4 weeks	1.1: College and Career Readiness	• What is my vision for my future? • How do I use information I gather to apply to my goals? • How does my level of community involvement now help prepare for my future?
	1.2: My Vision – Reflecting on What I Want	
	1.3: Investigating Strength and Skills	
	1.4: Myself – Interpersonal Skills Development	
	1.5: Navigating Life	
	1.6: Your Resume	
	1.7: Setting Personal and Academic Goals	
	1.8: Self-evaluation – Reflecting on My Vision	
Link to CCR MS student module Unit 1 : https://texasoncourse.h5p.com/content/1291920650367665948		

Unit 2: Career Pathways 2–3 weeks	2.1: Career Clusters	• Why does thinking about my career now matter? • How does planning my next-steps help set me up for success?
	2.2: Deep Dive	
	2.3: Space Journal	
	2.4: Career Skills	
	2.5: Personal Portfolio	
	*Additional Lessons in the Appendix	

Link to **CCR MS student module Unit 2**: <https://texasoncourse.h5p.com/content/1291921491459246068>

Unit 3: Postsecondary Education Readiness 2–4 weeks	3.1: Postsecondary Options	• How do my educational choices connect with my long-term goals and vision for my life? • How does planning my next steps help set me up for success?
	3.2: The Value of a Four-Year Degree	
	3.3: Types of Colleges and Degrees	
	3.4: Financial Aid	
	3.5: Navigating College Life	
	3.6: My Pennant	
	*Additional lessons in the Appendix	
Link to CCR MS student module Unit 3 : https://texasoncourse.h5p.com/content/1291921603697245398		

Unit 4: Getting Ready for My Next Steps 3–4 weeks	4.1: The Foundation	• How do my educational choices connect with my long-term goals and vision for my life? • How does planning my next steps help set me up for success?
	4.2: Endorsement Requirements	
	4.3: Understanding the Five High School Endorsements	
	4.4: What is DLA?	
	4.5: Find My Path	
	4.6: Navigating High School	
	4.7: Letter to My Future Self	
Link to CCR MS student module Unit 4 : https://texasoncourse.h5p.com/content/1291921662643501638		

Unit 1: Envisioning Success

Unit Overview

Lessons in this unit are designed to have the students think about who they are. They pose questions such as "Who am I?" and "What am I interested in?" We want to encourage students to explore their interests, find their passions, and envision themselves with their most positive outcome. Lessons in this unit also show students the skills they need to develop across disciplines to set them up for success in their personal and professional lives. This is the beginning of building the skill sets they need to properly communicate and navigate through college and their future careers. Students will subsequently explore interpersonal and intrapersonal skills. They will also connect how they respond and relate to others with their goals and experiences.

Essential Questions

- What is my vision for my future?
- How do I use information I gather to apply to my goals?
- How does my level of community involvement now help prepare for my future?

Enduring Understandings

- Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
- Visualization is a powerful tool that can help me formulate and achieve goals.
- Learning is a lifelong journey and will continue to develop and evolve over time.
- Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Big Ideas and Key Concepts

- Growth mindset: Building the belief that most abilities can be developed through focused effort
- Strengths: Identifying personal and academic strengths
- Self-reflection: Learning to reflect on one's actions and progress
- Self-efficacy: Building belief in one's own abilities in a variety of circumstances
- Self-regulation: Developing the ability to control one's own behavior, thoughts, and emotions in pursuit of long-term goals
- Time management: Using one's time productively and effectively
- Goal setting: Learning to set personal and academic goals
- Positive self-concept: Developing a positive perception of how we see ourselves and how we believe others see us
- Positive visualization: Using imagination to focus on desired outcomes and actions that will lead to academic, social, and emotional well-being
- Intrapersonal skills: Building strong individual internal skills and capacities
- Interpersonal skills: Building skills for effective interactions and communication with others
- College readiness: Having the ability as an entering student to successfully complete a first-year college course without remediation
- Career readiness: Having the critical thinking skills, attitudes, and foundational knowledge to succeed in an entry-level job on a career pathway

Performance Assessment

Students will complete a performance assessment: Self-Evaluation – Reflecting on My Vision. In their reflection and review of their vision board, they will explain what they have learned about themselves from this unit and what goals they have set for the future. They will explore the unit's essential questions.

Lesson 1.1: College and Career Readiness

Lesson Learning Objectives

I understand that I will need to have skills and abilities to set myself up for success.

I can define college readiness.

I can define career readiness.

Essential Questions

What is my vision for my future?

Materials per student

Paper

College and Career Readiness student activity sheet

Pen/pencil

Enduring Understandings

Learning is a lifelong journey and will continue to develop and evolve over time.

Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Estimated Time Required

40–60 minutes

Materials per class

Whiteboard/projector

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed.

I.D. Work habits 1. Work collaboratively.

I.D. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

HB 1026 Positive Character Traits Accountability Responsibility

Procedure

1. **Engaging Focus/Prior Knowledge:** Have the students do a quick-write on their thoughts about one or two of these quotes below. After they've finished, students can group and discuss their quick-writes either with students who chose a similar one or arrange students in groups with one student discussing each quote:
 - a) "Education is the most powerful weapon which you can use to change the world." (Nelson Mandela)
 - b) "If I have the belief that I can do it, I shall surely acquire the capacity to do it, even if I may not have it at the beginning." (Mahatma Gandhi)
 - c) "She believed she could, so she did." (R. S. Grey)
2. **Individual Activity:** The students will complete the questions on Part A of the College and Career Readiness student activity sheet (see student sheet following this lesson plan).
3. **Introduction of New Material:** Have the students read the material for Part B, and complete Part C.
4. **Whole Class Activity:** Students share out how their ideas and thoughts changed from Part A to Part C. Use this time to gauge their understanding of what it means to be college and career ready (see examples in Checks for Understanding below).

5. **Closure:** Have the students look at the quotes from the warm-up again. Ask them to edit their quick-write by adding in new thoughts that they've learned from their research or by clearing up any misconceptions they had before the research.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., acquire, capacity).
- Simplify the engaging focus for ELL students by asking them to choose the words that are most important in the quote.
- Ask GT students to research Nelson Mandela to find out why that quote is chosen and why education was a very important topic for him. They can present to a partner or the class if time permits.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

- Ask students if they are finished gaining the skills they need for college and beyond and have them answer using the Fist to Five strategy. Choose a few students to share their thoughts. Remind them again that acquiring skills to be successful in the future begins in middle school, and it's okay if they need to continue to fine-tune them or add to them over time.

College and Career Readiness

Student Activity Sheet

What does it mean to be able to face the responsibilities, tasks, and goals that come with earning a college education? How prepared are you to attain, maintain, and succeed in a career of your dreams? In this course, we will discover the skills and knowledge needed to be college and career ready.

Part A:

Write down three skills you think recent high school graduates have that would make them successful in college:

- 1.
- 2.
- 3.

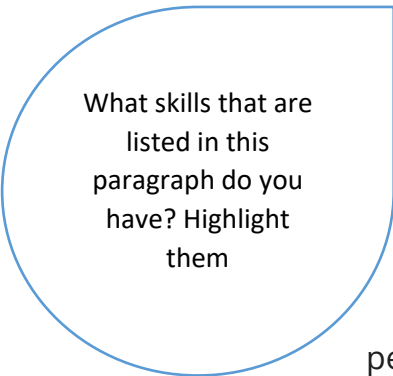
Write down three things someone must know to begin a career:

- 1.
- 2.
- 3.

Part B:

Read the following passage, use the guided prompts to help you take notes:

You might think middle school is too early to start planning for college and your future career. Being college and career ready means having a combination of knowledge and practical skills for success. These skills are learning behaviors and habits that you keep track of and practice throughout your time at school before going to college and starting your future career. These skills include time management, study habits, communicating effectively through speaking and writing, working collaboratively on a team, using your creativity to help you understand difficult concepts and solve problems, critical thinking, setting goals, and having a positive outlook on your abilities and future. As you can see, these skills go beyond reciting all the presidents of the United States or referencing a science term. These skills support your overall academic performance and even your personal life. Practicing these essential skills will help you go from the familiar environment of middle school to the unfamiliar settings like high school or college in the future.



What skills that are listed in this paragraph do you have? Highlight them

Define college ready in your own words here:

You are college ready when you can successfully complete a first-year college course without remediation.

You are career ready when you have the critical thinking skills, attitudes, and foundational knowledge to succeed in an entry-level job on a career pathway.

Define career ready in your own words here:

Being college and career ready is having the ability to look at a challenge, make an informed decision, and work hard to succeed. The projects, videos, readings, and activities throughout these lessons are designed to start where you are. Work with the knowledge and skills you already possess and learn new tactics along the way. This is an exciting time to get started with college and career planning because the possibilities are endless.

Part C:

1. Summarize one new thing you learned from the information in Part B.
2. Would any of your answers in Part A change? Explain why or why not.

Lesson 1.2: My Vision – Reflecting on What I Want

Lesson Learning Objectives

I can reflect on my own actions, progress, and thoughts to learn about my own self.

Enduring Understandings

Learning is a lifelong journey and will continue to develop and evolve over time.

Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Visualization is a powerful tool that can help me formulate and achieve goals.

Essential Questions

What is my vision for myself?

Estimated Time Required

60–80 minutes

Materials per student

Paper/large poster paper

My Vision – Reflecting on What I Want student activity sheet

Pen/pencil

Scissors

Glue/Art supplies

Materials per class

Whiteboard/projector

Addressed Standards

TEKS

Section 127.2(c)(3) – (3) The student evaluates skills for personal success. The student is expected to: (A) use interpersonal skills to facilitate effective teamwork; (6) the student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; (B) evaluate the impact of positive and negative personal choices.

Cross-Disciplinary Standards

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

I.E. Work habits 1. Work independently.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits: Diligence, Perseverance, Empathy

Procedure

1. **Engaging Focus/Prior Knowledge:** Pass out the student activity sheet; the activity sheet is following this lesson plan. Part A will be a rough draft for their final product of this lesson and a project that they will continue to come back to throughout the unit. Give students access to a mirror or a device, such as a cell phone, so that they can use the camera to see themselves. Tell students that self-reflection is like looking in a mirror. Ask them to take a minute to look at themselves, then have them brainstorm and write in all the things they see on Part A of their activity sheet. Remind students that their ideas can go beyond the physical;

however, we want this to remain a positive exercise. Monitor student responses, provide uplifting feedback, and redirect any negative ideas that occur while this is happening.

2. **Introduction of New Material:** Tell students that they are going to learn and practice self-reflection in this lesson and that it will be included in every lesson moving forward. Tell them this skill is an essential element of their growth and movement toward any goals they set for themselves in the future. Write on the whiteboard or post on the screen the definition for self-reflection:
 - a) Self-reflection: Learning to reflect on one's actions and progress
3. **Whole Class Activity:** Ask students to explain why they wrote down certain things and to practice self-reflection on their responses. After sharing, ask students to answer this question: How would you define self-reflection? Write down their version of the definition for the class to see on the whiteboard or projector screen.
4. **Independent Work:** For the remainder of the class, students will work on Part B of the activity sheet. They will need access to art supplies to make their vision board, such as: markers, colors, scissors, glue, poster paper, etc.
5. **Closure:** Allow students time to work on their vision. They can take this work home to make their boards. When students are done with their boards, post them around the class. Give every student 3–5 post-it notes. They can leave a post-it on a student's board where they see something that they have in common and leave a positive comment. *Note: Let students know that if a poster has 4 post-its to skip that poster and give their post-it to another poster. This practices empathy.
6. **Exit Ticket:** After they have completed the post-it note walk through, students will then complete Part C of their activity sheet as an exit ticket once class is done.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g. Diligence, Perseverance, Empathy)

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

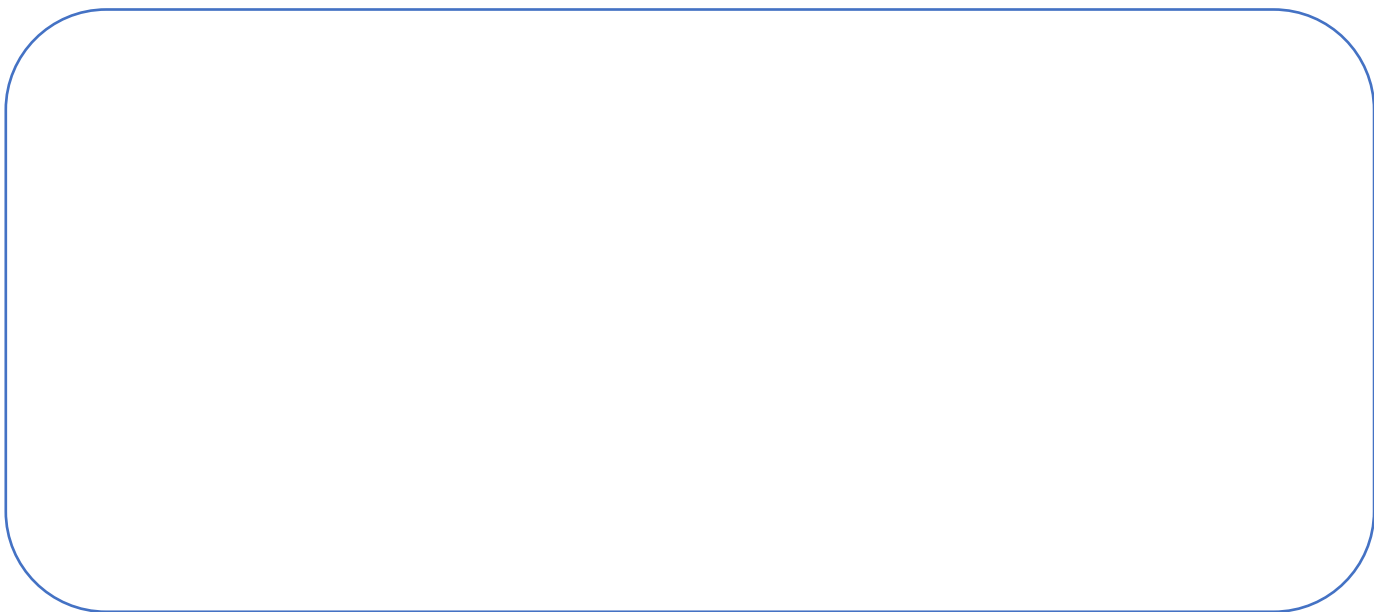
- 5 senses – If students feel stuck when writing down things about themselves, ask them to use their five senses.
 - What do you see? Who do you look like?
 - What is your favorite sound?
 - What is your favorite food? What food makes you feel connected to your culture?
 - What smell makes you feel comforted or at home?
 - What is your favorite texture? What is your least favorite texture?
- Make this project reflective. Help students feel creative by allowing them to move around the class, play soft, quiet background music, and create a calm, safe place.

My Vision – Reflecting on What I Want

Student Activity Sheet

Part A

Use this space to reflect about yourself. Don't feel limited to words. You can draw pictures as well.



Part B

You are going to create a vision board for yourself. Something that reflects who you are now and who you want to be in the future. You can include images, words, quotes, etc. Here are some things you can consider, and some sentence stems you can complete:

- I chose to reflect on this specifically because it shows...
- In my family I am...
- A mentor I respect is.... Because they...
- Something I really worked to improve on this was...
- Something I really enjoyed doing or learning in this part was...
- Something that was really challenging for me was...
- I would describe my progress in school as...
- I'm most proud of...
- I wonder...
- My top three interests are...
- My favorite hobby is...
- I participate in...
- I see myself going...
- I want to help my community by...
- I want to be involved in...

Feel free to add more to your vision board. This is a board about who you are and what you want from life.

Part C

1. What is one thing you have learned through this process that surprised you the most?
2. What is one thing you struggled with that you would like help with moving forward?
3. What is one thing you learned from your peers during their presentations?
4. How do you think self-reflection can help you achieve your goals?

Lesson 1.3: Investigating Strengths and Skills

Lesson Learning Objectives

I know how to assess my strengths and skills.

I understand that keeping track of my strengths will help me continue to grow as a person.

Essential Questions

What is my vision for my future?

How do I use information I gather to apply to my goals?

Materials per student

Cross-disciplinary standards student activity sheet

Paper

Pen/pencil

Access to the internet

Enduring Understandings

Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Learning is a lifelong journey and will continue to develop and evolve over time.

Estimated Time Required

60–80 minutes

Materials per class

Whiteboard/projector

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning.

Section 127.3(c)(3) A–G – The student evaluates skills for personal success. The student is expected to: (A) use interpersonal skills to facilitate effective teamwork; (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies; (D) identify skills that can be transferable among a variety of careers; (E) create a personal career portfolio; (F) make oral presentations that fulfill specific purposes using appropriate technology; and (G) identify entrepreneurial opportunities within a field of personal interest.

Section 127.3(c)(4) A–B – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to: (A) prepare a personal budget reflecting the student's desired lifestyle; and (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue. 2. Accept constructive criticism and revise personal views when valid evidence warrants.

I.E. Work habits 1. Work independently. 2. Work collaboratively.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to structure of texts.

II.B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions. 2. Write in a variety of forms for various audiences and purposes. 3. Compose and revise drafts.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits Accountability Diligence Perseverance

Procedure

1. **Engaging Focus/Prior Knowledge:** Project the well-known Riddle of the Sphinx in your classroom and see if students can figure it out. Some may know the answer. After a few minutes of trying, give them the answer:

- In Greek legend, the Sphinx devoured all travelers who could not answer the riddle it posed: "What is the creature that walks on four legs in the morning, two legs at noon, and three in the evening?"
- The hero Oedipus gave the answer, "Man," causing the Sphinx's death.

Have students think about the riddle and the skills humans learn as they grow and develop. Tell them that when they're babies, they have to learn how to do everything – crawl, walk, talk, eat solid food, etc. We have a certain set of strengths and skills we need to learn to manage living in society as adults.

Weaknesses should also be viewed as areas for growth that will be developed over time. Ask them to share out some of the things they have learned from various classes. Lastly, tell them the state of Texas focuses on skills for college and career readiness that are meant to help them grow during middle and high school so that they have what they need for college and adult life.

2. **Introduction of New Material:** The students will complete the cross-disciplinary standards student activity handout. Let them know this is an abbreviated version of the **official state standards** (tinyurl.com/y73p3j5t). Define cross-disciplinary: knowledge or skill that is needed in multiple courses.
3. **Independent work:** After students complete their activity sheet, they will then go to this strengths inventory survey (tinyurl.com/uuhxg4l). Encourage the students to start thinking about how this survey highlights the strengths and skills they currently have that will support them when they are in college.
4. **Closure:** Students will write a reflection on the back of their activity sheet. Based on the strengths inventory survey and cross-disciplinary standards student activity handout, students will create two lists in the form of a T-chart with one side for strengths and the other for weaknesses. Students will answer the following questions and share them with a partner when they are done:
 - What current strengths do you have that can help you in school, college, and adult life?
 - What strengths and skills do you need to learn to achieve your future goals?
 - How can you use your strengths to help support and develop your weaknesses/growth areas?

Differentiation and Additional Support Opportunities

- Further vocabulary practice: Quizlet – College and Career Readiness Vocabulary (tinyurl.com/m4xz3kc).

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

- Reflection is embedded into the closure activity.
- After the students have finished sharing their answers to the closure reflection, have them share out anything interesting to the whole class.
- Ask students to think about the challenge of learning something new. Have them share how they can be supported to learn these skills and who they can reach out to for that support.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [What Are Your Eighth Grader's Skills and Interests? \(tomorrowreadytexas.org\)](http://tomorrowreadytexas.org)

Cross-Disciplinary Standards

Student Activity Sheet

Overview: Cognitive skills are behaviors and practices that help you gain knowledge through thoughts and experiences. Foundational skills are a student's ability to gather information and knowledge and can be used in any academic pursuit. The skills listed below are ones that students can use in science, math, English, social studies, the arts, athletics – any and all academic courses.

Part A

Place a check next to the skills you have.

 Cognitive Skills	 Foundational Skills
Intellectual curiosity: I can engage in discussion and ask questions on an academic topic to gain more knowledge.	Reading: I know how to use reading strategies in any text to identify key information and the purpose of the text.
Reasoning: I can gather evidence to support my viewpoint on a topic of discussion. I can discuss this point and determine if my reasoning is correct.	Writing: I can write clearly and with purpose to the intended audience.
Problem solving: I can look at a situation to identify if there is a problem. I can then come up with different ways to solve those problems and finally determine if the problem was solved.	Research: I can find trusted sources of information on a topic. I can then organize and condense that information to present to others.
Academic behavior: I know when I need help on an academic topic, and I know how to manage my study habits so that I am doing my best in class.	Use of data: I can identify patterns when given a data table or chart. I can summarize the findings of the data and explain it to others.
Work habits: I can work independently by myself, and I can work collaboratively with a group of people.	Technology: I can use technology appropriately to help me gather and organize information and communicate with others.
Academic integrity: I know how to avoid plagiarism and give credit to sources. I also know if a source is credible and trustworthy.	

Write about a time you used one skill from the Cognitive Skills column and one skill from the Foundational Skills column successfully.

Part B

Work with a partner to answer these questions:

1. What current strengths do you have that can help you in school, college, and adult life?
2. What strengths and skills do you need to learn to achieve your future goals?
3. How can you use your strengths to help support and develop your weaknesses/growth areas?

Lesson 1.4: Myself – Intrapersonal Skills Development

Lesson Learning Objectives

I know how to assess my strengths and skills.

I can use my intrapersonal skills.

Enduring Understandings

Visualization is a powerful tool that can help me formulate and achieve goals.

Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Essential Questions

What is my vision for my future?

Estimated Time Required

60–80 minutes

Materials per student

Myself – Intrapersonal Skills student activity sheet
Lesson plan for “number” group, only one of the four for each student. (Example: class of 24, print only six of Lesson Plan 1, six of Lesson Plan 2, six of Lesson Plan 3 and six of Lesson Plan 4)

Paper

Pen/pencil

Access to the internet

Materials per class

Set up lesson plan per “number” group and required materials for that group.

Whiteboard/projector

Print article for group 2: tinyurl.com/yabfdbrx

Print article for group 3: tinyurl.com/j6foc4j

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning.

Section 127.3(c)(3) A–G – The student evaluates skills for personal success. The student is expected to: (A) use interpersonal skills to facilitate effective teamwork; (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies; (D) identify skills that can be transferable among a variety of careers; (E) create a personal career portfolio; (F) make oral presentations that fulfill specific purposes using appropriate technology; and (G) identify entrepreneurial opportunities within a field of personal interest.

Section 127.3(c)(4) A–B – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to: (A) prepare a personal budget reflecting the student's desired lifestyle; and (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue. 2. Accept constructive criticism and revise personal views when valid evidence warrants.

I.E. Work habits 1. Work independently. 2. Work collaboratively.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to structure of texts.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Positive self-concept

Motivation to succeed

HB 1026 Positive Character Traits Accountability Diligence Perseverance Patience Self-Control

Procedure

1. **Engaging Focus/Prior Knowledge:** Write the definition for Intrapersonal skills on the board. As students enter, instruct them to write down the definition and complete the table at the top of their *Myself – Intrapersonal Skills* student activity sheet.
 - a) Intrapersonal Skills: Skills that are based on the understanding of your own self.
2. **Introduction of New Material:** Begin by re-reading the definition of intrapersonal skills, then have students share out their definitions or add to what they already know about intrapersonal skills. Write a list of skills students think would be intrapersonal skills. You can prompt them with “self-reflection” which they have learned previously. In this lesson, students will be going around to four stations to learn about four other intrapersonal skills. Introduce the four stations:
 - (1) Introduce the idea of positive self-concept. This relates to having confidence and positive thoughts about who you are and who you wish to become. Focus on self-image, self-esteem, and the ideal self. Self-image is how one sees themselves physically, socially, and personally (examples include strong, student, and kind). Self-esteem is how much you value, appreciate, love, or accept yourself. Ideal self is who you wish to become.
 - (2) Define self-efficacy as “belief in one’s ability to achieve a goal.” It is also having an understanding that obstacles will come up as you work toward your goal. Self-efficacy is achieved through having a specific goal in mind and monitoring that goal. Ask students for examples of people they know who show self-efficacy. This person might be a family member, friend, teacher, or a leader of their community who achieved a goal despite the obstacles they faced.
 - (3) Self-regulation is the way you control your behavior, thoughts, and feelings so that you can achieve your goals. Self-regulation is monitoring your reaction to something and controlling your response and taking steps to think clearly in times of extreme emotions.
 - (4) Growth mindset is the belief that someone can improve their own abilities despite failure. Growth mindset incorporates many intrapersonal skills to preserve, remain in control and believe that someone will meet their goals.
3. **Jig-saw Activity:** Divide the students into groups of four; these will be their “home” groups. Give each student in the group a number 1–4. Explain that students are then going to move to a “number” group. Explain all number 1s are going to learn about positive self-concept, 2s will learn about self-efficacy, 3s will learn about self-regulation, and 4s will learn about growth mindset. Once students have completed the task with their “number” groups, they will come back to their “home” groups and teach their “home” groups about their topic. Once each student in their home group finishes their lesson, the group will complete that section of their *Myself – Intrapersonal Skills* student activity sheet.
4. **Closure:** As students finish their lessons with their home groups, walk around and monitor the conversations. Once class is complete, have the students go back to the table at the top of their activity sheet. Tell them to use another color of pen or pencil and add to the definition and their drawing of intrapersonal skills. They can add more details or examples to the table.

Differentiation and Additional Support Opportunities

- For each lesson have key vocabulary words posted and defined in simple terms.

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.
- Before students go back to their home groups, ask them how comfortable they feel teaching their home groups about their topic. If students are not confident, partner them within their number groups to practice what they will say to their home groups about their topic. Give an additional 5–10 minutes, then have them go back to their home group.

Parent and Guardian Engagement

- In a newsletter, message or email, you can send this to parents and guardians regarding the lesson:
 - [Personal Development \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Myself – Intrapersonal Skills Development

Student Activity Sheet

Intrapersonal Skills:

Definition:	Define having good intrapersonal skills into your own words:	Draw a picture of what this looks like:
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Positive Self-Concept:

Definition:	Define having good intrapersonal skills in your own words:	Draw a picture of what this looks like:
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Self-Efficacy:

Definition:	Define having good intrapersonal skills in your own words:	Draw a picture of what this looks like:
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Self-Regulation:

Definition:	Define having good intrapersonal skills in your own words:	Draw a picture of what this looks like:
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Growth Mindset:

Definition:	Define having good intrapersonal skills in your own words:	Draw a picture of what this looks like:
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Lesson 1: Positive Self-Concept

Part A:

- 1) Watch the [First Lady Michelle Obama "I'm First" Video](https://youtu.be/RYSQp_ocMvQ) (youtu.be/RYSQp_ocMvQ).
- 2) How did Michelle Obama describe herself in the video?

Part B:

- 1) Find a partner in your number group, then do the following:
- 2) Round 1: One partner will complete an "I am..." statement with a word that describes who they are socially (you/they might say dancer, student, daughter, athlete, etc.) and explain why they chose that description for thirty seconds. The other partner is only allowed to listen. Then the second partner will complete the social statement and the first partner listens.
- 3) Round 2: For the second round, the first partner will complete an "I am..." statement with a personal quality (generous, thoughtful, diligent, etc.). They will explain their thinking for thirty seconds. When time expires, the second partner will complete the same statement while the first partner listens.
- 4) Write down your two "I am..." statements here. Explain how they make you feel about yourself.

Part C:

Self-concept is who you think you are as a person socially – who you are in your community (sister, friend, cousin, etc.). Self-concept also includes personal characteristics you apply to yourself (friendly, happy, stubborn, etc.). Sometimes words can change with your perspective. Here is an example: Sai's family says he is stubborn and grumpy in the mornings. However, he looks at it like he knows what he wants to do and doesn't give in to pressure. Perhaps he just likes his alone time until he is fully awake. This is a positive view of himself. Here is another example: Cameron's teacher says they are bossy. They prefer to see themselves as knowing what needs to get done and ask others to help complete the task.

The first step toward developing a positive self-concept is the practice of accepting who you are right now.

- Complete these sentence prompts:
 - I feel confident when I...
 - I mean a lot to... because...
 - I really admire myself for...
 - Something that I'm really proud of is...
 - One unique thing about me is...

Lesson 2: Self-Efficacy

Part A:

Self-efficacy is belief in one's ability to achieve a goal. It is also having an understanding that obstacles will come up as you work toward your goal. Self-efficacy is achieved through having a specific goal in mind and monitoring that goal.

- Write about a time you overcame a problem or struggle to achieve a goal. This could be something small or big in your life.

Part B:

Read the 3 sections about people from the article [People who overcame difficult odds](https://www.tinyurl.com/yabfdbrx) (tinyurl.com/yabfdbrx). Record notes about those three people here:

-
-
-

Part C:

Find a partner in your number group and answer the following questions about one person from the article:

- What was their ultimate goal?
- What are some of the obstacles they faced?
- How would you describe them? Strong, compassionate, creative, reflective, kind, organized, caring, hard-working, reliable, thoughtful, and trustworthy?
- How did they achieve their goals despite the challenges?
- How is this an example of someone who has self-efficacy?

Part D:

How can you take what you have learned today and apply it to your future goals? What are some potential obstacles you might face when working toward your goals for the future?

Lesson 3: Self-Regulation

Part A:

Stress is a normal part of life. Sometimes it happens from our own actions. For example, if you talk too long with a friend in the hallway, you may have to rush to class. Sometimes stress happens because of outside conditions. For example, your English, science, and math teachers all assign a test on the same day, and you struggle to find enough time to study. The best part about stress is it happens to everyone, and everyone understands feeling anxious or stressed about something. Write about a time that you were stressed.

Part B:

Take a minute to do this meditation activity.

1. Take a deep breath.
2. As you are breathing, try picturing a balloon blowing up slowly.
3. As you exhale, slowly control your breath, imagining the balloon slowly releasing the air.
4. Repeat these steps for a total of 10 breaths.

After you've taken these slow, deep breaths, write how you feel.

Part C:

Read [For Teens: Creating Your Personal Stress Management Plan](https://tinyurl.com/j6foc4j) (tinyurl.com/j6foc4j). Write down four takeaways from the reading that you can apply to your own life.

Part D:

Here are some examples of other stressors in middle school: peer pressure, too much homework, conflict with peers, conflict with teachers, responsibilities outside of school, insecurity, etc. Choose one of these stressors, or one of your own. Choose one of these stressors, or one of your own, and work with a partner to develop a plan for managing how you feel in those moments.

Lesson 4: Growth Mindset

Part A:

Did you know that doing hard things makes your brain grow? It's true! The more times we attempt and fail at something the more our brain works to solve that problem and grow. It may be learning a tricky set of notes for an upcoming band concert, practicing a new concept in science class, or public speaking. The list could go on and on!

Your brain grows your entire life as you learn to navigate the world around you. It's easy to see that growth watching a baby grow into a child. They learn to walk, talk, eat, sleep, and put on clothes. It gets hard as we get older, and our struggles get more challenging. When you have a growth mindset, however, you believe your brain will grow, and you will accomplish what you set your mind to.

Here are some thoughts you may believe if you have a fixed mindset:

- "I'll never be able to do that. I'm not tall enough."
- "I can't get up in front of everyone. I don't know how to talk to a big group."

But if that person has a growth mindset, you might believe these thoughts:

- "I'm not tall enough to make this task easy, but if I problem-solve, I will be able to do it soon."
- "I'm not sure how to talk to a big group, yet! I'll practice what I'll say and give it a try."

What are two differences between a fixed mindset and a growth mindset?

-
-

Part B:

Make a tale of two stories: a simple story about a person who has a fixed mindset, and then another story about a person with a growth mindset. Use your imagination to show that even though they have the same problem, their outcomes will be different.

Lesson 1.5: Navigating Life

Lesson Learning Objectives

I can learn specific skills and strategies to set myself up for success in school, work, and life.

I can practice interpersonal skills.

Essential Questions

What is my vision for my future?

How does my level of community involvement now help prepare for my future?

Materials per student

4 pieces of printer paper

Staples

Pen/pencil

Access to the internet

Enduring Understandings

Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Estimated Time Required

80–120 minutes

Materials per class

Whiteboard/projector

Station page (2–3 of each of the station pages)

Have a laptop for Station 2 Student Success – Time

Management YouTube video (youtu.be/rUO8Qvcs7cY)

Addressed Standards

TEKS

Section 127.3(c)(3)C – The student evaluates skills for personal success. The student is expected to: use effective time-management and goal-setting strategies.

Section 127.3(c)(6) – The student develops skills for professional success. The student is expected to: and community (A) demonstrate effective verbal, nonverbal, motivation to succeed written, and electronic communication skills; and (B) evaluate the impact of positive and negative personal choices, including the use of electronic communications such as social networking sites. (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and (E) explore characteristics.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue.

I.A. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly relate to solving a problem.

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Appropriate behavior to the situation and environment

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits Responsibility Patience Accountability Integrity Reliability Courtesy Concern for the common good

Procedure

1. **Engaging Focus/Prior Knowledge:** As students enter the classroom, give them the four pieces of paper and have them fold the pages together to create a booklet; they can staple the middle seam to keep the pages together. On the front page of the booklet, they can write their name and title of the lesson “Navigating Life”. For ease of explaining, instruct them to label their booklet with page numbers. The back of the cover they’ve created is Page 1, and across from that is Page 2. They can continue to label until they run out of pages. They should have at least 14 pages. Students will label the following pages with the titles:
 - o Page 1 – Interpersonal Skills
 - o Page 3 – Communication

- Page 5 – Time Management
 - Page 7 – Study Habits
 - Page 9 – Teamwork
 - Page 11 – Community
2. **Introduction of New Material:** Explain that they will document important interpersonal skills in their booklet. Define, and write on the board, interpersonal skills: abilities that are needed for successful interactions and communication with others. Instruct students to write down this definition under the title of Page 1 of their booklet. Discuss with students examples of when people use interpersonal skills. Some examples to share:
 - a) When you speak to a teacher about make-up work from when you were absent, you are using communication skills. If you understand what work you need to make up and successfully turn that work in to the teacher, you've successfully used communication skills. If you turned the assignment in on time, then you've also successfully used time management and study habit skills.
 - b) Have the students share out other skills they believe are interpersonal skills. If they have successfully identified one, write it on the board next to the definition for interpersonal skills. Record 4–5 words on the board.
 3. **Independent Work:** Under the definition of interpersonal skills, instruct students to choose two of the following on Pages 1 and 2 of their booklet. You can post these options on the board or projector:
 - a) Write an example of someone using two interpersonal skills.
 - b) Define three different skills.
 - c) Write about a time that you used two interpersonal skills successfully.
 - d) Draw a picture of what two interpersonal skills would look like as superheroes.
 4. **Gallery Walk:** You will set up five different stations. Depending on class size, you may need to set up multiples of these stations; two of each station is recommended. Students will work with a partner and visit the five stations; let them know that they don't need to go to a duplicate station. The stations will be:
 - a) Station 1 – Communication
 - b) Station 2 – Time Management
 - c) Station 3 – Study Habits
 - d) Station 4 – Teamwork
 - e) Station 5 – Community

The stations will have instructions, articles, or a laptop set up for a video to watch; have those things printed and ready for use.
 5. **Closure:** Give students an exit ticket. Post these questions on the board and have the students pick one to answer on their ticket to hand to you as they leave.
 - a) How do interpersonal skills relate to college and career readiness?
 - b) What interpersonal skill do you want to work on and why?

Differentiation and Additional Support Opportunities

- Consider setting a timer, 15-20 minutes per station should be enough, but adjust accordingly.

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

- Reflection is embedded into the closure activity.
- After the students have finished sharing their answers to the closure reflection, have them share out anything interesting to the whole class.
- Ask students to think about the challenge of learning something new. Have them share how they can be supported to learn these skills and who they can reach out to for that support.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Guiding Your Student in Becoming Their Own Advocate \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/guiding-your-student-in-becoming-their-own-advocate)
 - [Managing Conflict \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/managing-conflict)
 - [How to Study Better \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/how-to-study-better)
 - [Five Time-Management Tips for High School Students \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/five-time-management-tips-for-high-school-students)

Station 1 – Communication

Overview: Communication is any way you try to get a message across to another person. It can come in many forms:

- Written communication – Notes, emails, text messages
- Verbal communication – Talking to someone or a group of people
- Nonverbal communication – Using your hands, head, or other body language to communicate

Communication can also be formal or informal. Informal can be casual, imperfect, or personal. Formal can be proper and used in professional or academic settings. Here are two examples of the same message sent to different people. The first message is informal and the second is formal:

- Hey! I'm not staying. Mom called and said I had 2 go.
- Good morning, I will not be able to stay after school today. My mom called and asked me to reschedule.

Who do you think the first message was sent to? It could be a friend who that person was going to meet up with or another student they are in a study group with. The second message could have been sent to a teacher that the student has scheduled tutorials with.

Part A:

On Page 3 of your booklet, summarize the many ways that you can communicate.

Part B:

On Page 4, draw a table like the one below. Add examples of when you used the communication style in the box that matches the correct label. See the examples in the table.

	Verbal	Nonverbal	Written
Formal	Formal Verbal Jack says, "Hello Mrs. Bradshaw, I have a question about the agenda you posted on our class page."	Formal Nonverbal Maritza bows at the end of her piano performance.	Formal Written Kim begins to document her accomplishments for her college applications.
Informal	Informal Verbal Jack sees his friend in the hallway and says, "Hey, I got that new setup, I'll show you later."	Informal Nonverbal Maritza shakes her hands before starting her piano performance to warm up and calm her nerves.	Informal Written Kim quickly texts her friend about the hours they worked at the Humane Society. "Hey, how long did we work at that place last week?"

Station 2 – Time Management

Part A:

1. Turn to Page 5 of your booklet.
2. Under the title, write “Self-Assessment.”
3. Read the statements below and decide if you agree with each one. On Page 5, copy the statements that you agree with. These are your “yes” statements. Do not copy the statements that you do not agree with.
 - a. I make lists to help organize things that I have to do.
 - b. I often procrastinate when faced with tasks.
 - c. I make good use of small blocks of time.
 - d. I seldom prioritize among tasks.
 - e. I use my time wisely.
 - f. I find it difficult to resist pressure from others for my time.
 - g. I plan my goals in steps so that I can reach them.
 - h. I lack balance in my life.
 - i. I can motivate myself to complete boring tasks.
 - j. I have trouble concentrating on a task.

When finished, count the “yes” statements you responded to with “yes.” Here are the scoring ranges and results:

- 8 to 10 “yes” statements – Congratulations! You have strong time management skills and balance.
- 5 to 7 “yes” statements – You have time management skills that you can build upon so that you have more balance.
- 0 to 4 “yes” statements – You can benefit from strengthening your time management skills to gain balance.

Part B:

Watch the Student Success – Time Management YouTube video(youtu.be/rUO8Qvcs7cY). At the bottom of Page 5, write down what you find interesting about the connection between time management and balance.

Part C:

Think about your school day. On Page 6 of your booklet, copy the activity list below and write how many minutes or hours of a normal school day you spend doing the following activities. You can add more activities, if needed.

- | | |
|---|---|
| • Sleeping | • Personal time (something you do for yourself to improve your skills or make yourself happy or calm) |
| • Eating | • Exercising |
| • Getting to or from school | • School or Community activities (sports, arts activities, volunteering) |
| • Hygiene (brushing teeth, hair, getting dressed, shower, using the bathroom) | |
| • Studying | |
| • Class time | |

Reflect on how your time is spent. Are there areas that need more or less time? Under your list on Page 6, explain how you can find balance to have a successful personal and academic life.

Station 3 – Study Habits

Overview: Study habits might not seem like an interpersonal skill, but think about all the skills you need to be successful in your schoolwork. For example, taking notes requires listening and writing skills. Asking questions also requires communication. In order to organize a time to work with a study group, you would need time management and communication. Study habits take discipline and responsibility to find what works for you and to succeed in school.

Part A:

Answer the following questions on Page 7 of your booklet:

1. What are your current study habits?
2. What helps you focus while studying?
3. Describe what will need to change in your study habits.
4. Goals! What would you like your study habits to look like?
5. What habits do you want to break?

Part B:

Read about these five study habits. On Page 8 of your booklet, write down two of the habits you think would help you study better.

- a. Planning Ahead – Use a calendar to track your assignments, projects, quizzes, and exams. Use this calendar to pace yourself by determining which days you will study and periodically review your notes.
- b. Chunking – Break up your notes into small pieces (chunks) and plan out time to focus on certain areas on certain days. Decide on how many total hours you want to study and break down those hours into shorter segments throughout the week.
- c. Speak, Write, Sketch – This skill will help you remember information and is especially helpful when studying with a friend. After studying a section of your notes, close your notebook and repeat the information back by speaking, writing, or sketching. Pause after “Speak, Write, Sketch,” and practice this skill with content you learned from a previous lesson.
- d. Exploring Examples – Anytime you study, pause and write an example (or evidence) of what you are studying. For example, when studying the American Revolution and the French Revolution, create an example of a detail about each war and determine the similarities and differences between the two.
- e. Annotating – Use a highlighter, pen, notecards, or even stickers to annotate notes in your notebook; you can also use them on your handouts during class or while you study independently. This practice can also be used during reading assignments. Some examples of this include underlining unfamiliar words, drawing arrows to show related ideas, using a star to label important ideas, and highlighting words you do not know. Annotation will be extremely helpful for you when studying notes in the future.

Part C:

Read the following scenarios. Pick one scenario to write about on Page 8 of your booklet. Choose one of the five study habits that would benefit the student and explain in two or three sentences how it could help the student succeed.

1. Right before the school day ends, Ms. Madera announces to her science class that there will be a vocabulary quiz on Friday. In the third row, Jenny listens and nods her head while her classmates take out their planners to write down the date. Jenny packs her bag and leaves for the day.
2. On a Thursday night, Ethan sits in his bedroom and stares at his notebook to study his history notes. He looks up from his desk to glance at his assignment calendar taped to the wall and sees "HISTORY EXAM" circled in red and written in large, capitalized letters under "Monday." He sighs and continues to read all his notes in silence.
3. Miguel eats dinner with his family and announces that he received an 80% on his most recent English exam. His mom and dad react with joy, while his grandma asks why he received an 80% and not 100%. He agrees to show her the exam, and they sit down together to review his work. Miguel's grandma notices her grandson lost points in the short response section and that his teacher left a small note indicating that he did not include enough evidence.
4. Diana and Nagely study in the library side by side. They both have their notes and textbooks in front of them. A few times, they get distracted and check their cell phones for new messages. The period passes by while the two of them remain silent until the lunch bell rings.

Station 4 – Teamwork

Overview: Teamwork, like study habits, involves multiple interpersonal skills to be successful. Communicating is a big part of a team's success. However, when teams get larger, more people's thoughts add to a team's decisions. This can cause disagreements. So, a very successful team figures out early how to manage conflict. They come up with a system to follow that lets the team function smoothly.

Part A:

Read the following scenario with your partner. After reading, discuss what you would do if you were Huong.

Five friends want to plan a party for their class. Each friend is taking a portion of the party-planning duties to have the party in three weeks. The friends have decided not to let anyone spend more than \$25.

- Cseke will get the invitations.
- Leslie must plan the decorations.
- Huong needs to get a gift for the teacher.
- Megan and Jamie will get food, as the party will be during lunch.

Huong has a dilemma: the gift she wants to buy the teacher costs \$35. She knows everyone else is staying within budget. What should she do? Write your answer on Page 9 of your booklet.

Part B:

Conflict is often seen as negative, but it is an opportunity to create, improve, and grow. Knowing how to resolve conflict can help develop leadership skills and boost teamwork. There are five ways to deal with conflict. Read the descriptions below. On Page 9 of your booklet, write a short summary of each one.

Competition – Competitors keep their “eyes on the prize.” The emphasis is on winning. Competition is common in our society, from sports to business to war. Competition usually benefits the powerful but is also important to those who are determined to meet their goals. It is the style used when success is important enough to risk defeat.

Avoidance – Sometimes a conflict just isn't worth the trouble of getting involved, no matter the outcome. Perhaps the issue doesn't affect you much. Occasionally, problems go away on their own. Other times, avoidance may allow the problem to escalate until another style needs to be applied.

Accommodation – When relationships matter more than objectives, you may give up your position to remain on good terms with others involved. Accommodation is “your way's fine with me, friend.” Maybe you know that the other person feels more strongly about the issue than you do. Accommodating means pleasing the other parties, even if that means letting them win.

Compromise – Splits and shares; in a compromise, no party loses, and no party wins. Usually a compromise involves fairness, like 50/50, taking turns, or “if we can't both have our way, neither of us will.” Compromises allow you to get part of what you want. However, compromises can feel unsatisfying and may replace a more creative, potentially win-win solution.

Collaboration – Collaborators place a high value on both their own goals and their relationship with others involved in the conflict. Collaborators seek to create lasting solutions that everyone can accept. Collaboration requires time and creativity, but it usually results in win-win outcomes.

Part C:

Answer the following questions on Page 10 of your booklet:

1. Which conflict management style do you think is the best and which do you think is the worst? Explain why.
2. Which conflict management styles do you use?
3. Which conflict management style do you believe would be most likely to help you succeed in your future? Explain why.

Part D:

Read the following scenarios and choose one to discuss. Explain how you would work as a team in each of these scenarios. Explain what you would do and what conflict management style would work best in this scenario.

- This month, your school is engaging students in an antidrug campaign. You and Eduardo have been chosen to create a large banner to be hung in the school's main hallway. Eduardo wants to draw a series of student portraits, each with their own drug awareness slogan. You don't like drawing and would rather use the banner to explain the school's campaign in large, block letters.
- Every summer you work for your grandpa doing odd jobs around his farm. You enjoy the work and really like having extra money for the school year. But this year, your grandpa has also hired his neighbor's son, Curtis, to help. Slowly, Curtis is taking more and more of your jobs! Some days, you arrive and your grandpa has nothing for you to do. You don't know Curtis that well but feel like you should have first pick of the jobs.

Station 5 – Community

Overview:

Your community could be set by where you live, where you go to school, and the connections you make there. Your community could be a safe place where you can be yourself online. Your community could also be your family. Community can be defined by the following quote from Suzanne Goldsmith's memoir, *A City Year*:

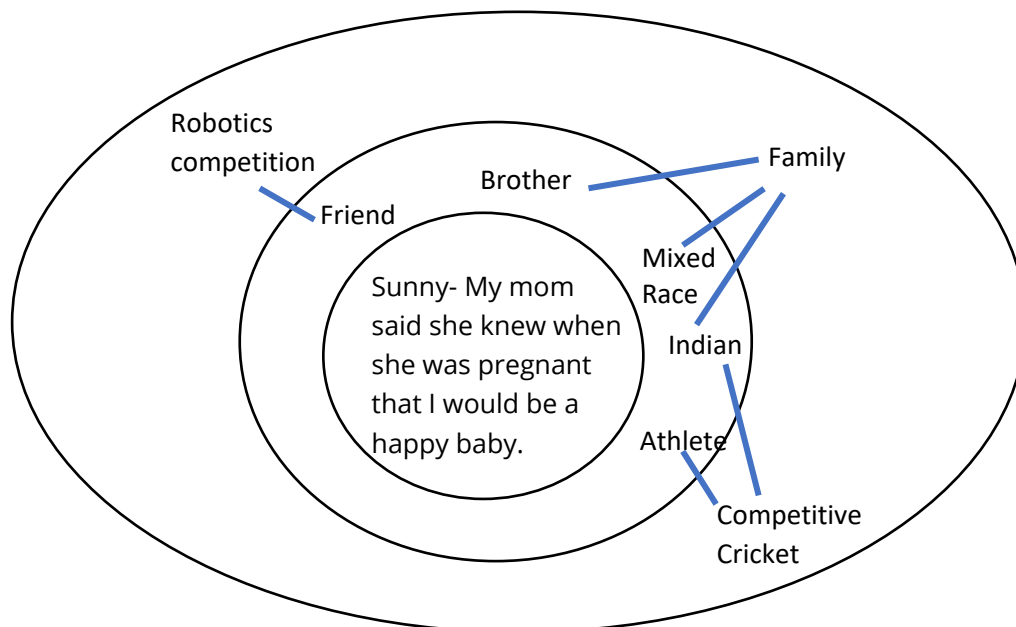
Communities are not built of friends, or of groups with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshipping a god. To build community requires only the ability to see value in others, to look at them and see a potential partner in one's enterprise.

As you grow and become more independent, you will get to know more people as a part of your community. Culture is often a big part of your community identity. Because we live in an ever-connecting world, we get to experience different cultures. When you meet new people, be curious and ask questions to get to know who they are. As you build your personal, academic and eventually professional connections it is important to recognize that the people you meet become the web that will create your community. Some of those people will lead you through something. Others will be there for support, and others will depend on you to help guide them.

Part A:

On Page 11 of your booklet, complete the following steps. You can see the example below.

1. Draw a circle in the middle of the page. Write your name inside the circle, along with the answer to the following questions: If you know who chose your name, what is their name or relation to you? If your name has a meaning or story, what is it?
2. Next, draw another circle around the center circle. In this new circle, write words that describe your identity. (Examples include athlete, brother, Latina, student.)
3. Finally, draw a third, larger circle around the first two circles. In this new circle, write the communities that relate to your identity. Draw a line to connect each identity and community. It is okay for the lines to cross to multiple identities.



Part B:

Sharing your personal stories, identities, and communities helps students understand that each community has its own set of manners, values, and histories. Even though you might not be a member of your classmate's community, you can appreciate their identities, communities, and cultures. Ask questions and listen to gain an understanding of another person's background.

Share your identity web with your partner. Share a story about a moment you felt especially proud to be associated with one of your identities.

Part C:

On Page 12 of your booklet, reflect on who is in your community. Write a list of five adults you know that help or have helped you. Now list three peers that are part of your community identity. Write a small summary about how writing about and reflecting on your community helps you value and appreciate those in your life.

Lesson 1.6: Your Resume

Lesson Learning Objectives

I can learn specific skills and strategies to set myself up for success in school, work, and life.

I understand how to keep track of my accomplishments.

Essential Questions

What is my vision for my future?

How do I use information I gather to apply to my goals?

How does my level of community involvement now help prepare for my future?

Materials per student

Paper

Pen/pencil

Copy of article "How colleges are preparing students for jobs that don't exist yet." (tinyurl.com/w76qlus)

Access to the internet or Word/Google docs

Middle School Resume Template

Enduring Understandings

Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Visualization is a powerful tool that can help me formulate and achieve goals.

Learning is a lifelong journey and will continue to develop and evolve over time.

Estimated Time Required

40–60 minutes

Materials per class

Whiteboard/projector

Addressed Standards

TEKS

Section 127.2(c)(5) – The student investigates job-seeking skills. The student is expected to: (A) identify the steps for an effective job search.

Section 127.2(c)(6) – The student creates professional documents required for employment. The student is expected to: (A) develop a resume; and (D) explain protocol for selecting and using references.

Cross-Disciplinary Standards

I.F. Academic integrity 1. Attribute ideas and information to source materials and people. 2. Evaluate sources for quality of content, validity, credibility, and relevance. 3. Include the ideas of others and the complexities of the debate, issue, or problem. 4. Understand and adhere to ethical codes of conduct.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to structure of texts. 8. Connect reading to historical and current events and personal interest.

II.C. Research across the curriculum 1. Understand which topics or questions are to be investigated. 2. Explore a research topic. 3. Refine research topic based on preliminary research and devise a timeline for completing work. 4. Evaluate the validity and reliability

Student Competencies for Success

Intrapersonal Effectiveness:

Positive student self-concept

Effective executive functioning skills

Appropriate behavior to the situation and environment

Interpersonal Effectiveness: Effective and appropriate communication skills

Development of healthy relationships

Post-secondary Planning and Career Readiness:

Motivation to succeed in personal endeavors

Demonstration of career exploration skills

Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning

Demonstration of awareness of the importance of postsecondary education Understanding of the relationship of academics to the world of work and to life at home and in the community

HB 1026 Positive Character Traits Reliability Punctuality

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to reflect on what the lessons in Unit One taught them about themselves. Have them draw three columns on a piece of paper and write their top three character traits as headings for the columns. Ask the students to write out all the ways (e.g., actions, words, etc.) they use that specific quality every day to impact those around them. Explain to students that as they move toward being old enough to work, it's important to use their best qualities and explain how those qualities can help in a job situation.
 - You can provide this list of character traits. Students can create their own, or they can use or add to these suggestions: integrity, honesty, practical, trustworthy, reliable, optimistic, loyal, humble, proactive, funny, generosity, sincerity, self-control, patient, cooperative, etc.
2. **Independent Activity:** Give students the article "How colleges are preparing students for jobs that don't exist yet." (tinyurl.com/w76qlus) Students will annotate the article utilizing the annotation strategies (examples – underline unfamiliar words, draw arrows to show related ideas, use question marks to indicate areas of confusion, use a star to label important ideas, and highlight words you do not know). After reading the article, discuss it with them. Guide the conversation around the question: What does this article teach us about what students should do in college to prepare for life after graduation?
3. **Introduction of New Material:** After discussing their thoughts, explain to the students that it is never too early to start searching for opportunities that will set them up for success in the future. This might look like volunteer opportunities, extracurricular activities, or jobs. Ask if they have ever heard of a resume; on the board, write down what the students say it is, how it is used, etc. Define for them: a resume is used to share your experiences, skills, and accomplishments. The students will take notes over the components of a resume using this Resume Writing Video (tinyurl.com/r7mtmhq). Be sure to stop throughout the video to check for understanding with students and allow them time to capture the key pieces of the resume writing process.
4. **Independent Activity:** Project the components of a resume on the board. The students will use those notes to draft a resume for themselves either in a Word doc or on a piece of paper. Remind them that a resume is a constantly-changing document of their experiences, education, skills, and training. They will compile all the information they want to include in their first draft. During the drafting time, circulate around the room to address any questions or areas of confusion.
5. **Partner Activity:** Once students are done with their drafts, they will review their work with a peer partner. They will provide additional feedback or suggestions while making sure their classmate included all the essential components of the resume.
6. **Independent Activity:** The students will complete an official resume template on paper, or you can upload the template to Google Docs, depending on classroom resources.
7. **Closure:** Instruct students to take out their Engaging Focus list. At the bottom of the list, have them explain why they agree or disagree with the following statement: My personal character, achievements, and abilities are all important and help me build towards my future goals.

Extension Opportunities for Everyone

- Have students create a timeline and set short-term goals to prepare themselves for their first job, internship, apprenticeship, etc.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language. (e.g., resume, networking, extracurricular, internships)
- Give ELL students a guide with sentence stems and notes to fill in during the video.
- Allow ELL students the opportunity to use a language aid to look up unknown words. You may also give them a word bank that includes character traits they can choose from or sentence stems in the columns to assist their writing.

Reflection/Engagement Strategies

- Reflection is built into the lesson. See step 7.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [How to Write a Resume \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/how-to-write-a-resume)

Middle School Resume Template

Name:

City:

Contact Information:

Education:

Career Objective:

Skills:

Extracurriculars:

Accomplishments/Responsibilities:

Lesson 1.7: Setting Personal and Academic Goals

Lesson Learning Objectives

I can determine how to use my skills and abilities to set myself up for success.

I can develop a plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.

Essential Questions

What is my vision for my future?

How do I use information I gather to apply to my goals?

Materials per student

Paper

Pen/pencil

Goals student activity sheet

Enduring Understandings

Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Visualization is a powerful tool that can help me formulate and achieve goals.

Estimated Time Required

40–60 minutes

Materials per class

Whiteboard/projector

Sticky notes (optional)

Chart or butcher paper

Addressed Standards

TEKS

Section 127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies;

Cross-Disciplinary Standards

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks

I.E. Work habits 1. Work collaboratively

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to structure of texts.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits Accountability Diligence Perseverance

Procedure

- 1) **Engaging Focus/Prior Knowledge:** On a piece of paper, have the students write out the acronym for SMART Goals – Specific, Measurable, Attainable, Realistic and Relevant, Timely. They can color and decorate it to help remember what each letter stands for.
- 2) **Introduction of New Material:** Write out the goal below on the board, reading aloud as you write. Then have students draw lines to which part of the goal connects to the SMART acronym.
 - a) I want to get an A on my science test two weeks from today. I will reach this goal by doing the following three things: 1) Study 20 minutes every night. 2) Ask my teacher a question about what I studied the night before, if I have any. 3) Study with Sasha two hours the day before the test, to quiz each other.
- 3) **Whole Class Activity:** Poll the class to see if they know the difference between long-term and short-term goals. Ask students who respond to give specific examples of both. Your students will most likely have an idea of what goals are, but they may not know what the differences and connections between long-term and short-term goals are. Show students the YouTube video “[How to set your short and long term goals](https://youtu.be/-)” (youtu.be/-

DYiNTKngk) and ask them to take notes on the differences under their SMART acronym. Ask for students to share their notes as a check for understanding and as an opportunity to add or revise answers before moving forward. **Please note that though the video's intended audience is high school, the format and delivery are still appropriate for middle schoolers.

- 4) **Independent Activity:** Ask students to write a short-term goal to work on for one week. Ask them to reflect on this goal, then specifically set their parameters for that goal by using the sentence stem on their SMART acronym paper: *In one week, I will... or I will work towards this goal by...*
- 5) **Whole Class Activity:** On two pieces of chart or butcher paper, title one piece "Vague" and the other one "SMART." Explain the difference between a vague goal and a SMART one. Ask students to brainstorm goals that would be examples for both categories. Encourage all students to contribute to the lists. Once the lists are complete, model whether a goal meets the SMART criteria by doing a think-out-loud for between 5 and 10 of the goals. By the end of the list, the class should be telling you the answers.
- 6) **Independent Activity:** Ask students to go back to the short-term goal they chose. Give them time to reflect on it and refine it to make sure it's not vague. Encourage them to completely rewrite their goal and start over, if necessary. Have students write their finalized goal on a sticky note to post on a piece of chart or butcher paper on the classroom wall. This will help them hold each other accountable, and it will maintain a visual of their goals for the duration of the lesson.
- 7) **Independent Activity:** Pass out the Goals student activity sheet. Work on the first scenario as a class, then have the students pair up to work on the second scenario, then allow students time to work on sheet.
- 8) **Closure:** Allow students time to turn and talk about their Goals student activity sheet with a partner.

Extension Opportunities for Everyone

- Show students the TED Ed video "[How Two Decisions Led Me to Olympic Glory](https://www.tinyurl.com/w3nsd2h)" (tinyurl.com/w3nsd2h). After watching, ask students to identify key elements of the video that will connect to their experience in this lesson.
 - a) What motivated Mesler to become an Olympic bobsledder?
 - b) How did he respond to the challenges he faced when making that decision?
 - c) How were his goals impacted by that life experience?
 - d) How was he able to use self-reflection to overcome his negative self-talk?
 - e) How was Mesler's growth mindset connected to his short-term and long-term goals?
 - f) How can using the skills of growth mindset, self-reflection, and goal-setting impact *your* future?

Differentiation and Additional Support Opportunities

- Allow SPED and 504 students extra time to work on their goal and sentence stems and offer check-ins throughout the week to ensure their progress in this activity.
- Give ELL, SPED, and 504 students a teacher-made copy of the goals tracker instead of having them draw it on their own.

Formative Assessments/Checks for Understanding

- Class Mind Map – In groups of three or four, hand out one piece of whiteboard or chart paper. Tell students to let one member write the word "Goals" in the middle with a circle around it. Then, ask another group member to draw four branches with circles on the other end that come out from the one in the middle. Lastly, on the branches, ask the other group members to write "Looks like...," "Sounds like...," "Feels like...," and "Is supported by..." Ask students to work together to complete the map with information they have learned in this lesson.

Goals

Student Activity Sheet

In this lesson, you will work collaboratively and independently to identify the goals for others.

Procedure

In each scenario, identify a long-term goal for each student along with the short-term goals they need to set to achieve their long-term goal in time. Also, explain whether you think they are setting themselves up for success by their actions.

Class: Complete this scenario as a class.

It is the end of August, and Ella is trying to prepare for the science fair in November. She knows she wants to do an app creation project. She will need time to build the app plus a month of beta testing to generate enough feedback and data to chart. She also wants to give herself three weeks for completing paperwork and putting together the project board. She has her calendar marked with important dates. Ellas has also set tutorial times with her teacher every two weeks for questions and help.

- Long-term goal:
- Short-term goals:

•Is Ella setting herself up for success? Why or why not?

Pair: Complete this scenario with a partner.

Carson loves basketball, and this is his first chance to play for school. He's signed himself up for Athletics to train during the school day and get to know the coaches. Outside of school, he's really busy with homework, and on the weekends, he's involved with family activities. He hasn't planned any training outside of school. He knows tryouts are in January and it's currently August. He thinks if he starts really training in December over the holiday break, he'll be in. He'll figure out his game plan later.

- Long-term goal:
- Short-term goals:

•Is Carson setting himself up for success? Why or why not?

Independent: Work on this one by yourself.

Sam isn't really motivated outside of school, but in school, she pays attention and does the work. She makes C's and sometimes B's; however, this year she really wants to get mostly B's and even an A or two. She thinks she will be able to keep a B or get an A in math, because it's easy for her. She has set up a weekly tutorial schedule for science, English, and social studies.

- Long-term goal:

- Short-term goals:

- Is Sam setting herself up for success? Why or why not?

Your own: Create your own scenario and fill in the goals you could use to solve the problem.

- Long-term goal:

- Short-term goals:

Lesson 1.8: Self-evaluation – Reflecting on My Vision

Lesson Learning Objectives

I can display the knowledge and skills I acquired during this unit.

Enduring Understandings

Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Visualization is a powerful tool that can help me formulate and achieve goals.

Learning is a lifelong journey and will continue to develop and evolve over time.

Ongoing development of intrapersonal and interpersonal skills will help with my success beyond education.

Essential Questions

What is my vision for my future?

How do I use information I gather to apply to my goals?

How does my level of community involvement now help prepare for my future?

Estimated Time Required

60–120 minutes

Materials per student

Paper

Pen/pencil

Lesson 1.2 Vision Board

Self-Evaluation – Reflecting on My Vision Assessment and Grading Rubric

Materials per class

Whiteboard/projector

Sticky notes (optional)

Chart or butcher paper

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals; (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning; and (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning.

Cross-Disciplinary Standards

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

I.E. Work habits 1. Work collaboratively.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to structure of texts.

Student Competencies for Success

Texas Model Student Competencies Intrapersonal Effectiveness: Effective executive functioning skills

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits Accountability Diligence Perseverance Self-Control

Procedure

- 1) **Engaging Focus/Prior Knowledge:** Instruct students to bring in or have ready for them to take out their vision boards from Lesson 1.2 – My Vision. Give them 5–10 minutes to let students review their vision board.
- 2) **Day 1:** Explain that the assessment for this unit will be done in two parts. Explain to students that they will be connecting them to some of the key concepts and skills they learned throughout the unit. They will be self-evaluating, meaning they will reflect on themselves, what they have learned, and how they can use what they have learned in this unit to better themselves and achieve their goals. Ask if they have questions about what self-evaluation means. After answering questions, project this list:
 - a) Study and time management skills you can use to achieve your goals
 - b) College and career readiness
 - c) How growth mindset helps you persevere over obstacles
 - d) Personal and academic goals
 - e) Study habits you have learned or used for success
 - f) What time management and well-roundedness means to you
 - g) Highlighting your strengths and skills
 - h) What self-efficacy means for you
 - i) How you will use self-regulation and stress management to overcome obstacles
 - j) How conflict resolution helps you grow healthy relationships
 - k) The support network you have available that helps you persevere when life or school becomes challenging
 - l) The life plans and goals you have for the future
- 3) Explain that for the next 2–3 class periods students will complete a two-part assessment. Part 1 is using the list of guiding questions to think about and add to their vision board. See Part 1 of the student assessment sheet for further details. Part 2 will be a multiple-choice assessment. Both combined scores will be their summative assessment grade for the unit.
- 4) **Day 1–2:** Students can use in-class time to study their notes and work on Part 1.
- 5) **Day 3:** Multiple-choice assessment/turn in Part 1.

Self-evaluation – Reflecting on My Vision

Assessment directions and grading rubric

Part 1 Instructions:

- Write a reflection about what you've learned in this unit. You can use your notes and other resources from this unit. Explain the following:
 - What is my vision for my future?
 - What is a long-term goal I have (make sure it is SMART) and what skills will I work on to achieve that goal?
 - How does my current level of community involvement help me prepare for my future?
- Use sticky notes to add information to your vision board. You can also add more pictures and information in a different color to make the changes stand out. Then choose at least 5 statements from the following list to address on your vision board.
 - Study and time management skills you can use to achieve your goals
 - College and career readiness
 - How growth mindset helps you overcome obstacles
 - Personal and academic goals
 - Study habits you have learned or used for success
 - What time management and well-roundedness means to you
 - Highlighting your strengths and skills
 - What self-efficacy means to you
 - How you will use self-regulation and stress management to overcome obstacles
 - How conflict resolution helps you grow healthy relationships
 - The support network you have available that helps you persevere when life or school becomes challenging
 - The life plans and goals you have for the future.

Part 1 Rubric: 50 points, with an extra two points at teacher's discretion

	0–5 points	5–8 points	9–12 points	Score
Vision for your future	Not answered or is answered without thought.	Answer shows some thought and is related to your vision.	Answer is thoughtful and personal to your desired vision.	
Long term goal	Not answered or is answered without thought or connection to your goals.	Answer shows some thought and is related to your goal.	Answer is thoughtful and personal to your desired goals.	
Community involvement	Not answered or is answered with little thought about personal communities.	Answer shows some community connections and your future.	Answer thoughtfully links community and your future.	
Self-evaluation	No changes or little thought put in to changes of your vision board.	Vision board addresses statements with thought put into changes on the vision board.	Vision board shows thoughtful changes and updates related to statements.	

Part 2: Envisioning Success Assessment Bank

1. What is a good example of having a growth mindset?
 - a. I just can't do this.
 - b. I'm not very good now, but I want to work to get better.
 - c. People like me don't do this.
 - d. I'm going to try, but I won't be surprised if I fail.
2. Which of the following is a benefit of using self-reflection?
 - a. Self-awareness
 - b. Achieving goals
 - c. Seeing growth and progress
 - d. All of the above
3. How is self-efficacy achieved?
 - a. By giving up when times get tough
 - b. By partially working through obstacles
 - c. By setting specific goals and monitoring them
 - d. By not having any goals and hoping it all turns out okay
4. How does having a positive self-concept impact our community?
 - a. It values the uniqueness of each individual.
 - b. It doesn't have any impact at all.
 - c. It only has an impact if everyone is in it.
 - d. It can't have an impact because it's very personal.
5. Which of the following factors can make stress management and self-regulation challenging?
 - a. Peer pressure
 - b. Conflict at home
 - c. Too much homework
 - d. All of the above
6. True or False: Achieving personal and academic goals is an easy process that happens overnight.
 - a. True
 - b. False
7. True or False: Everyone has strengths and skills that can help us be college and career ready.
 - a. True
 - b. False
8. True or False: Conflict resolution can be difficult, but it is always the best way to maintain healthy relationships.
 - a. True
 - b. False
9. True or False: Communication only means using an electronic device to send a message.
 - a. True
 - b. False
10. True or False: Teamwork is an essential life skill that requires time and practice.
 - a. True
 - b. False
11. "Good evening, ladies and gentlemen, we are here to discuss an important matter pertaining to our neighborhood ordinances."
This is a form of:
 - a. Informal verbal communication
 - b. Formal written communication
 - c. Nonverbal communication
 - d. Formal verbal communication
12. What type of conflict style would be best when two people who are coworkers have to make the best decision for a larger team? They want to remain pleasant, but neither feels strongly about which decision to make.
 - a. Avoidance
 - b. Accommodation
 - c. Compromise
 - d. Collaboration
13. Define "college readiness."

- a. A student graduates high school.
 - b. A student knows what college they want to go to and takes all the correct courses in high school.
 - c. A student can complete a first-year college course without remediation.
 - d. A student knows which college courses will get them on the career path they want to take.
14. Which student is career ready?
- a. Jai wants to be a mechanical engineer. He understands what education he needs and the other careers that can lead him to his final goal. He gets an internship at an engineering firm and can input data into a spreadsheet for the engineers to study.
 - b. Dhitvi wants to be a veterinarian. She gets hired at a large animal clinic. She does not like working with the large animals and spends time cleaning out the kennels. The veterinarian asks if she would like to help with smaller animal procedures, but Dhitvi does not want to work at the clinic anymore until she finishes college. She quits.
 - c. Emilia has worked very hard in school. She is preparing to begin her work in the construction site management field. She applies to entry level jobs with local construction companies. However, she doesn't have a resume ready when they ask for one. She knows she could do the job and understands its basic duties. She isn't sure how to explain that, even though she hasn't been at a construction site, she could work for the company.

Envisioning Success Answer Key

1. B
2. D
3. C
4. A
5. D
6. False
7. True
8. True
9. False
10. True
11. D
12. D
13. B
14. A

Unit 2: Career Pathways

Unit Overview

In this unit, the students will research the 14 career clusters and pathways identified by Advance CTE. Investigating career clusters is designed to continue the conversation surrounding career pathways, sometimes called programs of study. Students should understand that these choices are important but not final. A student's career cluster can change over the course of their learning, perhaps even their lifetime. Students will conduct effective research to understand their future options and start thinking of the next steps they will take.

Essential Questions

- Why does thinking about my career now matter?
- How does planning my next-steps help set me up for success?

Enduring Understandings

- Analyzing all options allows me to make better choices.

Big Ideas and Key Concepts

- Career clusters: Developing a basic understanding of the 14 Texas Career Clusters – collections of career pathways organized around a broad career topic
- Career exploration: Learning to effectively research career possibilities for which one may have both the interest and aptitude for success
- Effective research: Learning to find reliable information about multiple topics using reputable, accurate, and current sources

Performance Assessment

Students will complete a performance assessment: Personal Portfolio, creating a portfolio that represents their five top traits and skills and how they relate to their intended career pathway. They will also creatively explore and represent their goals and pathways while answering this unit's essential questions.

Lesson 2.1: Career Clusters

Lesson Learning Objectives

I understand different career clusters.

Essential Questions

Why does thinking about my career now matter?

Materials per student

Copy of Career Cluster student activity sheet (following this lesson)

Copies of pages 5–7 of the Student Workbook from the Federal Reserve Bank of Dallas Student Handbook (tinyurl.com/rea4mav)

Enduring Understandings

Analyzing all options allows me to make better choices.

Estimated Time Required

80 minutes

Materials per class

Computer lab access or one laptop per group of three or four students

Addressed Standards

TEKS

Section 127.2(c)(1) – The student investigates one or more careers within the 16 career clusters. The student is expected to: (A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.

Section 127.2(c)(2) – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to: (A) research the academic requirements for one or more of the careers in an identified cluster; (B) research the certification or educational requirements for careers; and (C) describe the technical-skill requirements for careers.

Cross-Disciplinary Standards

I.C. Problem Solving 3. Collect evidence and data systematically and directly relate to solving a problem.

I.E. Work habits 1. Work collaboratively.

II.A. Reading across the curriculum 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate.

II.C. Research across the curriculum 1. Understand which topics or questions are to be investigated. 2. Explore a research topic. 4. Evaluate the validity and reliability of sources. 5. Synthesize and organize information effectively.

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Effective executive functioning skills

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education

Procedure

1. **Engaging Focus/Prior Knowledge:** Students will create an individual list of five skills, talents, or hobbies that they have on a piece of paper. After they've taken a few minutes to jot down these ideas, ask them if they think things from this list could become a career? Have them explain their thinking.
2. **Partner Activity:** Have students share and discuss their answers with a partner or share with the class.
3. **Introduction of New Material:** Explain how career clusters encompass many careers with similarities in their job descriptions. For example, one cluster is hospitality and tourism, which includes career pathways for restaurants and food/beverage services as well as travel and tourism. Explain that the students will work with their group to briefly summarize the 16 different clusters using this BLS Career Outlook site (tinyurl.com/z8d2co2) and the Career Cluster Summary handout.

4. **Independent Activity:** Once the students understand the 16 different clusters, pass out copies of pages 5–7 of the [Navigate student workbook](https://tinyurl.com/y8gced2e) (tinyurl.com/y8gced2e). The students will use their knowledge of career clusters to determine a career to research. This can be homework if time is limited.
5. **Closure:** Do a visual survey. Call out each cluster and have students stand up if they think their future career path would fall in that cluster. Students can stand up for more than one cluster. Remind them it's okay to not know exactly what they want right now. The takeaway is to think about their future and where they would like to go.

Extension Opportunities for Everyone

- When the students return with their career exploration (Page 7 of the Navigate student workbook), have them post the results around the room. Next, have the students do a gallery walk for 5–10 minutes. Have them complete a formative assessment of your choice. Possible suggestions:
 - Post-It note conversations – give each student two Post-It notes or note cards. They will view the career explorations and leave specific notes on their two favorites about what they learned and why they liked them.
 - 3-2-1 summary – students will survey the career explorations and then write out three things they didn't know before they saw all the other students' work, two things that surprised them, and one thing that they would want to learn more about after reading all the career explorations.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., career clusters, encompass).
- Offer a chart that has sentence stems or portions completed for ELL or students struggling to get through the content on the site. This should allow them to navigate the information better.
- Allow GT students to pick one cluster of their choice to research the way the industry is currently working to address societal challenges.

Formative Assessments/Checks for Understanding

- Twitter post – at an appropriate time for a break or a need to move around the room, ask students to consider one fun fact they learned about a career cluster and how they would share it in 140 characters or less. Have students write their “tweet.”

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Labor Market and Career Information \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Career Clusters

Student Activity Sheet

Overview: Texas has defined 14 career clusters, combining a couple from the list below. However, today, you will research 16 clusters. Complete the chart below using BLS Career Outlook site (tinyurl.com/z8d2co2).

Career Cluster	Summary	Salary range	Education range	One job someone can have in this cluster
Agriculture, food, and natural resources				
Architecture and construction				
Arts, audio/video technology, and communications				
Business management and administration				
Education and training				
Finance				

Government and public administration				
Health science				
Hospitality and tourism				
Human services				
Information technology				
Law, public safety, corrections, and security				
Manufacturing				

Marketing				
Science, technology, engineering, and mathematics				
Transportation, distribution, and logistics				

Lesson 2.2: Deep Dive

Lesson Learning Objectives

I understand different career clusters.

Essential Questions

Why does thinking about my career now matter?

Materials per student

Construction paper for a Know, Want to Know, Learned (KWL) chart

Paper for reflection writing

Pencil/pen

Enduring Understandings

Analyzing all options allows me to make better choices.

Estimated Time Required

60 minutes

Materials per class

Computer lab access or enough laptops where students can quickly cycle through to complete the interest survey

Half a sheet of poster (or legal-size paper) per pair/group

Markers

Addressed Standards

TEKS

Section 127.2(c)(1) – The student investigates one or more careers within the 16 career clusters. The student is expected to: (A) identify the various career opportunities within one or more career clusters; and (B) identify the pathways within one or more career clusters.

Section 127.2(c)(2) – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to: (A) research the academic requirements for one or more of the careers in an identified cluster; (B) research the certification or educational requirements for careers; and (C) describe the technical-skill requirements for careers.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Connect reading.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education and career planning

Procedure

1. **Engaging Focus/Prior Knowledge:** Have students create a KWL chart on a piece of construction paper in pairs or small groups. They will write out the things they already KNOW about career clusters and the things they WANT to know about career clusters. Students will leave the LEARNED column about career clusters blank until the end of the lesson.
 - Suggested stems for the WANT column include: *I want to know more about (blank) because I see myself doing (blank), What skills are needed to (blank)? and What steps are needed to become a (blank)?*
2. **Individual Activity:** Determine which career cluster and program of study best matches with their interests. Have students complete the [Career Cluster Interest Survey](https://tinyurl.com/y7k7vzf5) (tinyurl.com/y7k7vzf5).
3. **Partner Activity:** When students' top three careers have been identified, pair students up by career cluster and have them investigate their top career and write what they learn on their LEARNED column of their KWL chart. Use [Texas CareerCheck](https://tinyurl.com/y4a7pwyq) (tinyurl.com/y4a7pwyq) and the descriptions on [CareerWise](https://tinyurl.com/y7onoxw9) (tinyurl.com/y7onoxw9) as resources.
4. **Closure:** Have students complete the LEARNED column of their KWL chart in their pairs or groups. To wrap up the lesson, students will write a reflection using the following questions:
 - How does this career cluster mirror the things you like to do?
 - Now that you've researched your career clusters, which one are you most interested in?
 - Why do you think it is important to start thinking about these career choices now?
 - Discuss some of the students' responses to these questions as a class.

Extension Opportunities for Everyone

- Ask students to look up key figures in the career cluster/program they are most interested in. Have them choose one to create a short biography to share with the class.

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working together successfully. This could also be any other signal of your choice that is appropriate and applicable in your classroom.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Which Careers Match Your Skills? \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
 - [Getting Involved in the World of Work \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Lesson 2.3: Space Journal

Lesson Learning Objectives

I understand the relationship between skills, abilities, and job alignment.

Essential Questions

Why does thinking about my career now matter?

Materials per student

Computer access
Space Journal student activity sheet

Enduring Understandings

Analyzing all options allows me to make better choices.

Estimated Time Required

80 minutes

Materials per class

Internet access

Addressed Standards

TEKS

Section 127.2(c)(1) – The student investigates one or more careers within the 16 career clusters. The student is expected to: (A) identify the various career opportunities within one or more career clusters.

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (A) use interpersonal skills to facilitate effective teamwork; (B) use problem-solving models and critical thinking skills to make informed decisions; and (D) identify skills that can be transferable among a variety of careers.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly related to solving a problem.

Student Competencies for Success

Interpersonal Effectiveness: Effective and appropriate communication skills

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits Patience Consideration Responsibility

Procedure

1. **Engaging Focus/Prior Knowledge:** Have students log in to **MiddleGalaxy** (middlegalaxy.org). After they have logged in, go through one game together as a whole class using a projector.
2. **Independent Activity:** The students will also complete their Space Journal while they are playing.
3. **Closure:** This can be done the next day at the start of class if the students needed the whole period to complete their journal and play the game.
 - a) **Think-Pair-Share** – students will get a couple of minutes to think about what they've written in their Space Journal. They will then pair up with another student to discuss their findings and thoughts. Finally, the teacher will select students to share what they've discussed and their thoughts on their findings.

Extension Opportunities for Everyone

- The students choose one profile from their journal to research. They can develop a character portrait with a description, or they can complete a short essay about what they think a day in that character's life is like on a mission.

Differentiation and Additional Support Opportunities

- Allow extra time for ELL and SPED/504 students to get through the game. If need be, pair them up.
- Ask GT students who finish early to help other students around the room who are having challenges with the game. Tell them not to do anything for those other students; rather, have them drop a clue about the part they are struggling with.

Formative Assessments/Checks for Understanding

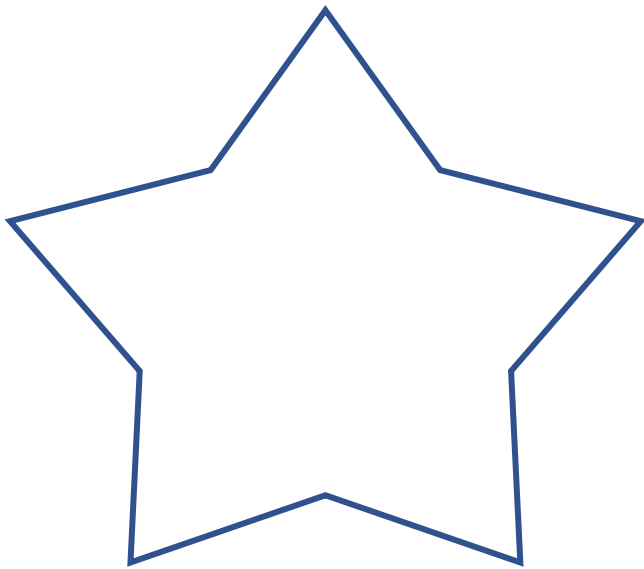
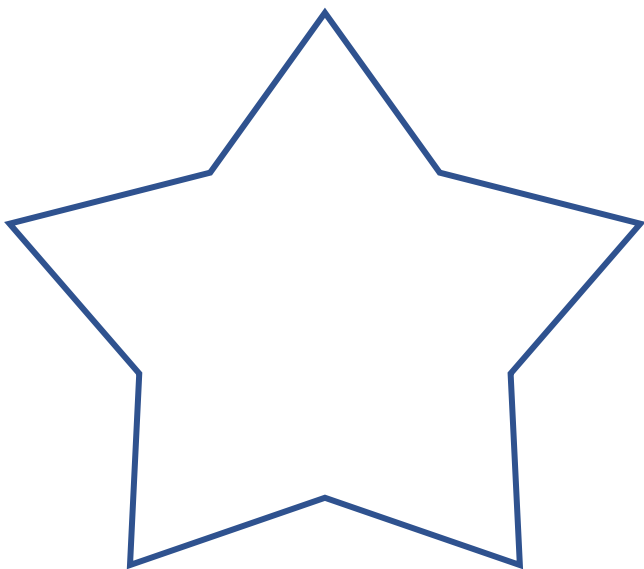
- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

- Quickly have the class make a list of all the careers that were chosen on their journey through MiddleGalaxy. Ask students to consider what importance those careers have to a town or city. Does their town or city have those jobs available, or would they have to go somewhere else to pursue their career interests? Lastly, why is it important that a town or city have a mix of career opportunities and not just a few?
 - In a think-pair-share, ask the students if they identify with any career profile they viewed and why.

Cadet	What are their skills and abilities?	What education do they require?

In the following stars, write about two ideal cadets for a mission. Explain their career, skills, and why they are the best fit for that mission.



Lesson 2.4: Career Skills

Lesson Learning Objectives

I understand the relationship between skills, abilities, and job alignment.

Essential Questions

How does planning my next-steps help set me up for success?

Materials per student

Career Skills student activity sheet
Internet access

Enduring Understandings

Analyzing all options allows me to make better choices.

Estimated Time Required

40–60 minutes

Materials per class

White board/projector

Addressed Standards

TEKS

Section 127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to: (A) prepare a personal budget reflecting the student's desired lifestyle; and (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Section 127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to: (A) compare the advantages and disadvantages of different types of money management services.

Cross-Disciplinary Standards

I.C. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly related to solving a problem.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness:

Positive student self-concept

Effective executive functioning skills

Appropriate behavior to the situation and environment

HB 1026 Positive Character Traits Diligence Responsibility Accountability Diligence Perseverance Self-control

Procedure

1. **Engaging Focus/Prior Knowledge:** In groups of 3–4, have students discuss what a typical day would look like for a person who graduated high school and now has an entry-level job. Here are some things to think about and post as prompts on the board:
 - a) Where do they go in a typical day?
 - b) What things do they own?
 - c) How do they pay for things?
 - d) What responsibilities do they have?
 - e) Where do they go or what do they do for fun or to relax?
 - f) Who do they have to interact with during the day?
 - g) How do they solve a problem that comes up during the day?
2. **Whole Class Activity:** Ask each group to share their thoughts. Discuss what interpersonal and intrapersonal skills this person would need to use each day. Give the groups time to think and discuss and then share out again. As students bring up the skills, write them on the board.
3. **Individual Activity:** After students complete Part A of their Career Skills student activity sheet, have students work through Texas Reality Check Lifestyle Calculator (<https://texasrealitycheck.com/>) and record their answers on Part B and C of their career skills sheet.
4. **Closure:** After students complete their career sheet, take a minute to discuss their findings.
 - a) First complete: Think-Pair-Share – students will get a couple of minutes to think about what they've written in their activity sheet. They will then pair up with another student to discuss their findings

and thoughts. Finally, the teacher will select students to share what they've discussed and their thoughts on their findings.

- b) After sharing out, have students complete a quick exit ticket. Ask them to answer one of the two questions:
- i) How does doing the reality check change your perspective of what life is like after high school and in the career field that interest you?
 - ii) Think about the engaging focus discussion at the beginning of this lesson; how have your thoughts changed after walking through the Texas reality check?

Extension Opportunities for Everyone

- Students can always research more than one career or go to Texas Career Check and compare the two careers they have profiled.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Understanding Money Management \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/understanding-money-management)

Career Skills

Student Activity Sheet

Part A:

Write down two interpersonal skills and two intrapersonal skills that someone who graduated high school, lives on their own, and is starting their career would use on a daily basis. Explain how these skills help that person succeed in their day-to-day life.

Interpersonal

- 1.
- 2.

Intrapersonal

- 1.
- 2.

Part B:

Write down your choices from the Texas Reality Check Lifestyle Calculator (texasrealitycheck.com). Remember these are your future choices and what you want for your life. For some questions, you can make more than one selection.

1. Location:

2. Housing:

3. Utilities:

4. Food:

5. Transportation:

6. Clothing:

7. Health Care:

8. Optional Health Care Cost:

9. Personal Care:

10. Entertainment:

11. Miscellaneous:

12. Student Loan Debt:

13. Family:

14. Savings:

Total Monthly Expenses:

Annual Expenses:

Income Tax:

Annual Salary Needed:

Part C:

Select "Explore Occupations." Filter the Occupations by Occupational Cluster. In the space below, you will write an Occupational Profile for two careers that interest you.

Title		Title	
Job Description		Job Description	
Average Salary		Average Salary	
Method of Entry		Method of Entry	
Endorsement		Endorsement	
Labor Market Information (What percentage of change will happen between 2020-2030) – Will this career increase in jobs?		Labor Market Information (What percentage of change will happen between 2020-2030) – Will this career increase in jobs?	
What interests you about this career?		What interests you about this career?	
What skills and abilities will you need to develop for this career?		What skills and abilities will you need to develop for this career?	

Additional Financial Management and Career Skills Lessons in the Appendix

Additional Lesson Summaries

- Understanding Credit – This lesson is designed to explore the pros and cons of credit.
- Exploring Financial Accounts – This lesson is designed to be a brief overview of how students can spend and save money.
- Investigating Money Management – This lesson is designed to introduce money management. The students will understand saving, budgeting, and spending.
- The Interview – Students will conduct mock interviews as an employer and as a job seeker.

Lesson 2.5: Personal Portfolio

Lesson Learning Objectives

I can display the knowledge and skills I acquired during this unit.

Essential Questions

Why does thinking about my career now matter?
How does planning my next-steps help set me up for success?

Materials per student

Personal Portfolio Assessment and Grading Rubric
Student's Middle School Resume Template from Unit 1

Enduring Understandings

Analyzing all options allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

White board/projector

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences; (D) identify professional associations affiliated with a career pathway; (E) recognize the value of community service and volunteerism; and (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

Section 127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical thinking skills to make informed decisions. (D) identify skills that can be transferable among a variety of careers; (E) create a personal career portfolio; (F) make oral presentations that fulfill specific purposes using appropriate technology; and (G) identify entrepreneurial opportunities within a field of personal interest.

Section 127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to: (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Cross-Disciplinary Standards

I.C. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly related to solving a problem.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education and career planning

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask the class for a show of hands for the following question: Who knows what a portfolio is? Allow students to contribute their ideas. Lead a class discussion using the following questions:
 - a. What is a portfolio?
 - b. What should you include in your portfolio?
 - c. Why create and maintain a portfolio?
 - d. If I asked you to create a portfolio with your work from this unit, which handouts or writings would you include? Explain your answer. (This question may take some time, but if your students need a more concrete example of how to choose their best work from your class, this question may help.)
 - e. If I told you that this task is to create a career portfolio, what kinds of things do you predict would be included?
2. **Days 1–3:** Allow time for independent work in class on Parts 1 and 2. Part 3 can be done at the end of the time frame at teacher's discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to any notes and activities from past lessons.

- a. Part 1 – performance assessment. Pass out the Personal Portfolio assessment directions and rubric sheet and explain the performance assessment to the students. Let them know that they will create a personal career portfolio. You can let them use printer paper to sketch a rough draft prior to starting their final product.
 - b. Part 2 – multiple-choice, knowledge-based quiz using the bank of questions below.
3. **Closure:** Portfolio Showcase Gallery Walk – split your class in half and allow one half to set up and showcase their portfolio. The other half of the class will travel to each presenter. After some time, flip your presenters with your travelers. Then have students submit all components of the portfolio. If you prefer, you could allow a first submission, provide feedback, allow time for corrections, and then have them resubmit the portfolio on the final due date before the showcase.

Differentiation and Additional Support Opportunities

- Create a template, give sentence stems, or break down the components of the task into smaller, more manageable chunks for ELL and SPED students.
- Allow for a language aid to be used by ELL students to assist in their writing.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Personal Portfolio

Assessment Directions and Grading Rubric

Part 1 instructions:

Create a personal portfolio:

- Include a list of five of your top traits or skills along with an explanation of how these qualities will help you succeed in a career pathway you are interested in.
 - Include either supporting documents or detailed examples of when you have exhibited this trait. For example, if you say you are hardworking, you can write an example explaining a time you worked very hard to achieve a goal. You could also attach three report cards and explain how you worked very hard in math and improved your grade over time.
- Create a resume for a job that interests you using your resume that you created in Unit 1.
 - Edit the resume to make the wording match skills and abilities needed for the job that interests you.
 - At the top of the resume, add a Career Objective. This statement should explain why this career is a good fit for you.
- On another piece of paper, answer this unit's essential questions:
 - Why does thinking about my career now matter?
 - How does planning my next steps help set me up for success?

Part 1 Rubric: 50 points, extra two points at teacher's discretion.

	0–5 points	5–10 points	11–16 points	Score
Top Five	All five traits and skills are not clearly explained or related to a career pathway. No, or little, supporting documents.	All five traits and skills are explained and somewhat related to a career pathway. Some documentation.	All five traits and skills are clearly explained and related to a career pathway. Good to Great documentation to support the traits or skills.	
Resume	Little to no editing done to the resume. Vague or no career objective.	Some editing. Shows some thought that is related to your career objective.	Well-edited resume, with a career objective that aligns career, goals, and your skills and abilities.	
Reflection	Questions are not answered, or answers show very little thought or use of unit vocabulary.	Questions are answered and unit vocabulary is used.	Questions are thoughtfully answered and show skilled use of unit language.	

Part 2: Career Readiness Assessment Bank

1. Why is creating a budget beneficial?
 - a. Budgeting is a one-time event that automatically saves you money.
 - b. Budgeting guarantees you can cover all of your wants and needs.
 - c. Budgeting allows you to reduce your income taxes and earn more money.
 - d. Budgeting allows for planning and responsible spending of your money.
2. Explain the financial choices you will need to make in the future for postsecondary planning as well as adult life.
3. True or false: Resumes are meant to showcase your skills and summarize your previous work experience and education.
 - a. True
 - b. False
4. Define "career readiness."
 - a. Having all of the education required to start a job
 - b. Being ready to start a top-level job within a career pathway
 - c. Having the critical thinking skills, attitudes, and foundational knowledge to succeed in an entry-level job on a career pathway
 - d. None of these
5. Which is not a career pathway?
 - a. A paper that explains all of the steps needed to get into a career field
 - b. A series of careers that connect and build on information learned from the previous career
 - c. A set of educational choices that gets someone into a job
6. Define "career cluster."
 - a. A group of careers that have similarities in their job descriptions
 - b. A group of careers that a person has to have to be an expert in that career field
 - c. A job that is the entry level of a career pathway
 - d. A list of jobs you must have in order to get a top job in your career field
7. Which is an appropriate entry-level job for a career pathway?
 - a. General medicine doctor
 - b. Teacher
 - c. General Manager
 - d. Cashier
8. True or False: Being able to self-evaluate will help you identify if a career pathway would be a good fit for you.
 - a. True
 - b. False

Assessment Answer Key

1. D
2. Answers will vary; however, students should discuss key concepts such as checking, savings, budgeting, and talking to counselors about scholarships and financial aid availability. Consider including a list of these keywords for students with needs.
3. A
4. C
5. B
6. A
7. D
8. A

Unit 3: Postsecondary Education Readiness

Unit Overview

Postsecondary success is a real possibility for our students. In this unit, students are allowed the time and guidance to research these options. While thinking about the direction they want their future to go, they also can begin thinking about the steps needed to succeed. This unit provides foundational information on the postsecondary options available to students. Throughout this unit, students will utilize the professional skills for success that they learned in Unit 1 to explore and envision their future college and postsecondary goals.

Essential Questions

- How do my educational choices connect with my long-term goals and vision for my life?
- How does planning my next-steps help set me up for success?

Enduring Understandings

- Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
- Learning is a lifelong journey and will continue to develop and evolve over time.
- Analyzing all options before making a decision allows me to make better choices.

Big Ideas and Key Concepts

- Military service: Options for enlistment and service in the US armed forces
- Industry-based certification (IBC): Certification validating a student's mastery of skills related to a specific career
- Postsecondary options: Awareness of educational and career options after high school
- Financial aid: Options offered, and applied for, that allow students to pay for postsecondary education
- Degrees: A title that references the level of academic achievement earned
- Types of colleges: Certain colleges offering certain degrees or serving a certain group of students

Performance Assessment

Students will complete a performance assessment: My Pennant, creating a school pennant that represents their future postsecondary choices and how they relate to their future goals. They will also reflect on what they've learned in this unit while answering this unit's essential questions.

Lesson 3.1: Postsecondary Options

Lesson Learning Objectives

I understand the educational options available to me after high school.

Enduring Understandings

Learning is a lifelong journey and will continue to develop and evolve over time.

Analyzing all options before making a decision allows me to make better choices.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Estimated Time Required

60–80 minutes

Materials per student

Paper

Pen/pencil

Materials per class

White board/projector

Internet access

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities.

Section 127.3(c)(1) – The student explores career assessments as related to college and career planning. The student is expected to: (E) research educational options and requirements using available resources.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Procedure

1. **Engaging Focus/Prior Knowledge:** Write “Postsecondary Options” on the board. Have students write their thoughts on what this means on a piece of paper. Then discuss what they think it means.
2. **Individual Activity:** Ask the students to divide their paper into four sections, however they would like, and label the sections as follows:
 - a. On-the-job training
 - b. Military experience
 - c. Two-year college
 - d. Four-year college
 - Explain that they will write out what they think these four things mean. They can draw a small picture for or write a brief description of each postsecondary option.
3. **Partner Activity:** After completing the previous task, partner the students up. With their partner, students will discuss their thoughts. Then, students will work with a partner to research the benefits each of these postsecondary options offers someone.
4. **Whole Class Activity:** Pair the partner groups up, creating groups of four. Within the groups, have the students exchange notes, adding or editing their findings. Clarify for them:

- a. On-the-job training: When you are hired at a job, you will receive training, education, and license/credentials from your employer.
 - b. Military experience: Any of the five branches of military offer ways to gain experience. They have entry-level positions as well as education institutions.
 - c. Two-year college: A school offers degrees and credentials within a two-year program.
 - d. Four-year college: A school offers degrees within a four-year program.
5. **Closure:** Complete discussion by completing a ticket out the door.
- a. How has your idea of postsecondary learning changed since your reflection in step 1 of the procedure?
 - b. Which option interests you the most, and why?

Extension Opportunities for Everyone

- Investigate the opportunities across Texas and in the United States using [O*Net Online](https://onetonline.org/) (onetonline.org/), [OwnYourFuture](https://tinyurl.com/sdv99vt) (tinyurl.com/sdv99vt), or the [Texas Workforce Commission](https://twc.texas.gov/) (twc.texas.gov/) websites.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about each postsecondary option.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [What the Military Can Offer You \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/)
 - [Career pathways and Where They Lead \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/)
 - [College for All Texans \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/)

Lesson 3.2: The Value of a Four-Year Degree

Lesson Learning Objectives

I can explain the benefits of earning a four-year degree.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

Materials per student

Paper

Pen/pencil

Why College? student activity sheet

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

Printed slides from the College Board Education Pays (tinyurl.com/ydedta89) presentation (have them numbered 1–9 and hung on the walls around the room) Recommended Slides: 3, 15, 18, 21, 22, 27, 34, 37, 48

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities.

Section 127.3(c)(1) – The student explores career assessments as related to college and career planning. The student is expected to: (E) research educational options and requirements using available resources.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

Procedure

- Engaging Focus/Prior Knowledge:** Have students respond to the questions below on a piece of paper. After students have written their responses, have them discuss their answers with a partner. Ask for volunteers to share one thing that they wrote or heard in response to the second question. Continue accepting answers until the students can't think of any more. Record responses on the board and projected screen.
 - What do you think are the main factors that people consider when deciding whether they want to go to college?
 - What do you think are the benefits of earning a college degree? List as many as you can think of.
- Introduction of New Material:** Tell students that today's lesson will allow them to explore both commonly known and less expected advantages of earning a four-year degree. These varying benefits show up in multiple areas of life, including income, security, career satisfaction, civic engagement, and even health.
- Group Activity:** Divide students into nine groups (or match the number of groups with the number of slides that are posted around the room). Give each group a copy of the *Why College? The Value of a Four-Year Degree* handout. Preview the handout for students and note that there is a section that corresponds with each slide. As they rotate through the slide stations, they should take turns writing the group's response to the questions on the handout. Tell students that some of the graphs may be difficult to interpret and that learning to read and analyze data is an important skill to develop. If they get stuck on the interpretation of a graph, they should ask for teacher support.

4. **Group Activity:** After previewing the lesson purpose and materials, ask each group to stand by the slide that corresponds with their group number (e.g., “Group 1, go to Slide 1.”). Tell students that they will have two minutes at each slide to interpret the graph and respond to the corresponding section of the handout. Have students rotate to the next slide and repeat the process of interpreting and discussing the graph and recording their response. Repeat this process between five and nine times, depending on how much time you have available.
5. **Whole Class Activity:** After students return to their seats, tell students that each group will briefly share their graph interpretation and handout response for the slide where they started the rotation. This will ensure that every group has an opportunity to share, and that all data will be presented to the whole group. Tell students to be prepared to share the following when it is their turn:
 - a. Describe what the graph was about.
 - b. Read the corresponding question on the handout.
 - c. Share the response that your group recorded.
6. **Whole Class Activity:** Have groups 1–9 share their findings in turn and give the class the opportunity to ask questions and share any different observations before moving to the next group. Use this opportunity to clarify any misconceptions and/or add any missing details.
7. **Closure:** Ask students to respond to the following prompt on the piece of paper they used for the engaging focus:
 - a. Write the big ideas that you are taking away from this lesson in the form of an Instagram post. Be sure to include appropriate hashtags that capture your most important ideas, and feel free to include an illustration.

Extension Opportunities for Everyone

- Ask students to read and annotate the included *New York Times* article “[Is College Worth It? Clearly, New Data Say](https://www.nytimes.com/2020/05/13/us/politics/coronavirus-college.html)” (tinyurl.com/vjm469r). Review the process of annotating by referencing what they learned in Unit 1.

Formative Assessments/Checks for Understanding

- Because data analysis will be a growth area for many students, checking for understanding during student discussions and individual group presentations is essential. Also consider using Fist to Five, Red Light/Green Light, Thumbs Up/Thumbs Down, or another informal CFU strategy at intervals throughout the lesson and activities.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [To Pursue a Degree or Not, That Is the Question \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Why College?

Student Activity Sheet

Graph	In your own words, describe what this graph is mainly about.	Why do you think this issue might be important for you to consider?	How important is this issue to you on a scale of 1–5?
#1) Postsecondary enrollment rates of recent high school graduates of all 18–24-year-olds			
#2) Estimated cumulative full-time earnings			
#3) Median earnings of full-time, year-round workers by race/ethnicity, gender, level of education			
#4) Median earnings of full-time, year-round workers by age and education level			
#5) Median earnings of full-time workers with a high school diploma and those with at least a bachelor's degree, by occupation			
#6) Unemployment rates of individuals aged 25 and older, by education level			
#7) Percentage of individuals aged 25 and older living in households in poverty by household and education level			
#8) Smoking rates among individuals aged 25 and older by education level			
#9) Voting rates among US citizens during presidential elections by education level			

Lesson 3.3: Types of Colleges and Degrees

Lesson Learning Objectives

I understand the educational options available to me after high school.

Enduring Understandings

Learning is a lifelong journey and will continue to develop and evolve over time.

Analyzing all options before making a decision allows me to make better choices.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Estimated Time Required

60–80 minutes

Materials per student

Types of Colleges student activity sheet
Types of Degrees student activity sheet
Pen/pencil

Materials per class

Whiteboard/projector
Internet access
Make a set of cards with the types of colleges on them, and another set with the types of degrees on them. Then make another set of cards with the definitions of all the degrees and colleges on them

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

I.E. Work habits 1. Work collaboratively.

II.A. Reading across the curriculum 1. Use effective pre-reading strategies. 2. Use a variety of strategies to understand the meanings of new words. 3. Identify the intended purpose and audience of the text. 4. Identify the key information and supporting details. 5. Analyze textual information critically. 6. Annotate, summarize, paraphrase, and outline texts when appropriate. 7. Adapt reading strategies according to the structure of texts.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

HB 1026 Positive Character Traits Accountability Diligence Perseverance

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to discuss with a partner the following questions:
 - a. List the types of colleges that you know about. Do you think that different types of colleges are mostly the same or mostly different from one another? Why?
 - b. What is a degree? What does it do for someone?
2. **Whole Class Activity:** Explain to students that they will be learning about the many different types of colleges and degrees today. Give each student one “Types of Colleges” and a “Type of Degree” note card and a “Types of Colleges” and “Types of Degrees” student activity sheet. Using an instructional strategy such as **Hand Up, Stand Up, Pair Up** or **Find Someone Who...**, complete the following:

- a. Instruct students to find a partner with a different college term and definition than the one on their own card.
 - b. Once students have paired, have them explain their terms and definitions to each other and then copy down the definitions on their individual handouts in the appropriate box.
 - c. Have students repeat this process until they have discussed and written down a definition for each term on the handout by pairing with different partners.
3. **Whole Class Activity:** After students have returned to their seats, conduct a review of each term and definition with the whole class, answering any clarifying questions that arise and ensuring that all students have written down accurate and complete notes.
4. **Partner Activity:** Ask students to work in pairs to complete the rest of the activity. If Chromebooks or laptops are available, students should use them for this short research task. If there are not enough Chromebooks for students to work in pairs, have them work in larger groups.
5. **Whole Class Activity:** Go through each of the types of colleges on the handout and allow volunteers to share either their own answer or a great answer that they heard from someone else about the last two columns of the handout.
6. **Closure:** Ask students to respond to the prompt, either on an exit ticket or, if you have time, do a think-pair-share: “Based on the information that you learned today about the different types of colleges, what are the two types that seem like they could be a good fit for you? Why?”

Extension Opportunities for Everyone

- Ask students to highlight or circle the three types of colleges that they are most interested in exploring and ask them to explain their reasoning with a shoulder-partner.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [College for All Texans \(tomorrowreadytexas.org\)](http://CollegeforAllTexans(tomorrowreadytexas.org))

Types of Colleges

Student Activity Sheet

Type of College	Definition	What is an example of this type of college?	Why might this type of college be a good choice for some students?
University			
College			
Public			
Private			
Four-Year College			
Two-Year College			
Liberal Arts College			
For-Profit School			
Single-Gender College			
Historically Black College or University (HBCU)			

Hispanic-Serving Institution (HSI)			
Asian-American and Native American Pacific Islander-Serving Institution			
Military Service Academies			
Religiously Affiliated Colleges			

Types of Degrees

Student Activity Sheet

Type of Degree	Definition	List 1-2 jobs that require this credential
Associate		
Bachelor's		
Master's		
Doctorate		
Certification/License		

Types of Colleges

Student Activity Sheet

Type of College	Definition	What is an example of this type of college?	Why might this type of college be a good choice for some students?
University	Student Definition: Universities often are larger and offer more majors and degree options—bachelor's, master's and doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study. In order to be labeled as a university, the school must offer at least one type of graduate degree. Additional Teacher Notes: Don't worry about whether the school is a college or university. The label is not a reflection of quality, just size and program offerings.	Teacher Note: Just a few of many possible examples are provided. Feel free to include your own. The University of Texas at Austin Southwestern University Boston University	Teacher Note: There are numerous appropriate responses to the question in this column. Students' answers should show evidence of thoughtfulness and an attempt to connect "college type" with their own and other students' real-life experiences and feelings.
College	Student Definition: This label describes schools with few or no graduate programs. Size is not a measure of quality. Additional Teacher Notes: There are numerous high-quality colleges, so please do not think that "university" = better.	Austin College Hope College Hendrix College	
Public	Student Definition: Public colleges are funded by the government and usually offer lower tuition than private colleges, especially for students who are residents of the state where a college is located. Applicants who are from a different state will pay a large additional fee called out-of-state tuition. Additional Teacher Notes: Despite the common myth, public schools are not always more affordable.	University of North Texas Louisiana State University University of Michigan	
Private	Student Definition: Private colleges rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students. Additional Teacher Notes: Don't judge private colleges by the sticker price. After financial aid has been awarded, private schools often end up being the least expensive option!	Rice University Rhodes College Earlham College	
Four-Year College	Student Definition: Four-year colleges offer four-year programs that lead to a bachelor's degree. These include universities and liberal arts colleges. Additional Teacher Notes: With all college research it is essential that you research both the overall graduation rate and the minority graduation rate for all colleges so that you can choose a campus environment that is more likely to support you through graduation.	Whitman College Texas A&M -Kingsville University of Texas -Tyler	

Two-Year College	Student Definition: Community colleges offer two-year associate degrees that prepare you to transfer to a four-year college to earn a bachelor's degree. They also offer other associate degrees and certificates that focus on preparing you for a certain career. Community colleges are often an affordable option with relatively low tuition. Additional Teacher Notes: <i>Transfer and graduation rates can be extremely low, so it is essential that you have a solid and detailed plan if you intend to begin at a community college.</i>	Houston Community College Tyler Junior College El Paso Community College	
Liberal Arts College	Student Definition: These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor's degree. These colleges can prepare you for a variety of careers or for graduate study. Additional Teacher Notes: <i>Don't judge liberal arts colleges by the sticker price. After financial aid has been awarded, private liberal arts colleges are often affordable options!</i>	Bates College Pomona College	
For-Profit School	Student Definition: These are businesses that offer a variety of degree programs which typically prepare a student for a certain career. They tend to have higher costs, which could lead to graduating in greater debt, and their courses are typically not transferable to other colleges. Additional Teacher Notes: <i>For-profit schools routinely prey upon low-income and first-generation students, frequently leaving them with severe debt and a degree with minimal value.</i>	The Art Institute University of Phoenix	
Single-Gender College	Student Definition: Some private colleges are specifically for men or for women. Additional Teacher Notes: <i>Many students choose a single-gender college because they find the environment to be more supportive and nurturing. Although the student body is single-gender, there are still ample opportunities for social activities involving both men and women.</i>	Spelman College Morehouse College Salem College	
Historically Black College or University (HBCU)	Student Definition: HBCUs Originated during a time when African-American students were denied access to most other colleges and universities. The 100+ HBCUs serve a predominantly African-American student body, providing an opportunity to both earn a degree and connect with their cultural heritage. Additional Teacher Notes: <i>Many African-American students choose to attend an HBCU because they want a supportive cultural environment and/or want to explore their cultural roots more deeply. Students who are not African-American are also welcome at HBCUs, and in many</i>	Grambling State University Southern University Florida A&M University Hampton University Fisk University Howard University	

	<i>cases can find attending one to be an affordable and culturally rich experience. There are over 100 HBCUs in the United States, and several in the state of Texas.</i>		
Hispanic-Serving Institution (HSI)	Student Definition: Hispanic-Serving Institutions (HSIs) are defined as colleges or universities where at least 25% of the students enrolled are Hispanic. Additional Teacher Notes: While the designation of HSI does not automatically mean that the school has special programming for Hispanic students, that is often the case. Some Hispanic students choose to attend an HSI because they want to be certain that there will be a large community where they can be supported, they can relate culturally, and become involved.	University of Texas-San Antonio St. Edwards University	
Asian-American and Native American Pacific Islander-Serving Institution	Student Definition: Colleges and/or universities that serve at least 50% low-income students and at least 10% students who identify as Asian-American, Native-American, or Pacific Islander.	University of Maryland College Park Austin College Fullerton College	
Military Service Academies	Student Definition: The Academies are five highly selective institutions that prepare students to serve immediately as officers in their chosen branch. Additional Teacher Notes: Service Academies are intensely competitive and require students to begin preparing for them no later than 9th grade. If students are accepted, a full scholarship is provided. Graduates receive B.S. and are required to serve for a minimum of five years.	US Naval Academy (Navy & Marines) US Air Force Academy (Air Force) US Coast Guard Academy (Coast Guard) US Merchant Marine Academy (Merchant Marines)	
Religiously Affiliated Colleges	Student Definition: Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life. Additional Teacher Notes: Students should not make assumptions, but rather research each religiously-affiliated college separately to assess whether the religious climate suits their needs.	University of the Incarnate Word Houston Baptist University University of Notre Dame Brigham Young University	

Types of Degrees

Student Activity Sheet

Type of Degree	Definition	List 1–2 jobs that require this credential
Associate	A postsecondary academic program, below a bachelor's degree, that delivers basic academic knowledge and skills.	<i>Teacher's note:</i> Student answers will vary.
Bachelor's	A postsecondary academic program that typically takes four years to complete. It is considered an undergraduate degree.	
Master's	A postsecondary course of study demonstrating mastery or a high-order overview of a specific field of study or area of professional practice.	
Doctorate	A postsecondary course of study that demonstrates mastery of a specific area of study that requires a significant amount of research and study, and a presentation of findings.	
Certification/License	Proof, by exam, to a government or self-governing professional body that one is able to complete a task or has the knowledge needed to practice in a specific field.	

Lesson 3.4: Financial Aid

Lesson Learning Objectives

I can compare and contrast different financial accounts and money management systems.

I can explore ways to pay for college.

Essential Questions

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Types of Financial Aid student activity sheet

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

Whiteboard/projector

Internet access

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; and (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly related to solving a problem.

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements.

Student Competencies for Success

Personal Health and Safety: Possession of assertiveness skills necessary for personal protection

HB 1026 Positive Character Traits Diligence Responsibility Accountability Diligence Perseverance Self-control

Procedure

1. **Engaging Focus/Prior Knowledge:** Lead a discussion by asking students how much they would be willing to spend on something they really want. Ask them what they would do if an item they want is more than they can afford. Discuss why this item is so important to them and what value it will add to their life. Allow students to share their answers. How would that choice change if they knew there was a sale coming that would bring the cost of the item down? Would they choose to buy the item at full price or wait until the sale? What if they found another item that was extremely similar and less expensive? How would that impact their decision? Allow students time to share their choices. Explain that paying for college can seem expensive at first, but financial aid and comparing the cost of different types of schools can help them make a final decision on where they will go.
2. **Independent Activity:** Ask students to imagine that they've applied to college and have been accepted. The next step is not letting sticker shock keep them from attending the right school. Ask students to create a KWL chart on a piece of construction paper in pairs or small groups. They will chart the things they already KNOW about the cost of college and the things they WANT to know about it. Students will leave the LEARNED column about college costs blank until later on in the lesson. Allow students time to share out their answers.
3. **Group Activity:** Tell students that they are going to work in their groups to explore types of financial aid and how those can make a big impact on their overall cost of college. Assign groups one of the following categories and allow time to complete the Financial Aid Student Document:

- a. AP Classes/Dual Credit Classes
 - b. Tuition Guarantee Programs
 - c. Grants
 - d. Scholarships
 - e. Student Loans
 - f. Work Study Program
 - g. College Savings Accounts
4. **Group Activity:** After groups have completed the Financial Aid Student Document, groups will create a presentation in top-ten style, where students choose the top ten points about their assigned financial aid that other students need to know. They can include visuals, and the presentation can be physical or electronic, depending on the available technology. In their presentations, students should also include some of the misconceptions about the aid and how their research helped to prove them incorrect.
 5. **Whole Class Activity:** Allow groups time to present to the class. Encourage students to be active listeners and have their KWL chart out during presentations. They can add interesting or helpful parts of the presentations to the LEARNED part at this time.
 6. **Closure:** Present examples of [financial aid award letters](https://tinyurl.com/yykbax4n) (tinyurl.com/yykbax4n) to show how financial aid can significantly decrease the cost of postsecondary education. Also be sure to point out that this can happen at public and private institutions, including trade schools. They need to know they have plenty of time to prepare themselves for candidacy and to always research what money is available. Allow students time to add anything else they want to the LEARNED portion of their KWL chart.

Extension Opportunities for Everyone

- Ask students to highlight or circle the three types of colleges that they are most interested in exploring and ask them to explain their reasoning with a shoulder-partner.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Financial Aid Options \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
 - [Understanding and Estimating College Cost \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Types of Financial Aid

Student Activity Sheet

Assigned type of aid:

What is it?

Who can receive it?

How does a student receive it?

When should a student start looking into this type of aid?

How can it help the cost of college?

Does it need to be repaid, or is it gifted? Explain.

Is there a limit to the amount of this type of aid you can receive? Explain.

Lesson 3.5: Navigating College Life

Lesson Learning Objectives

I understand the interpersonal and intrapersonal skills I need to develop for life after high school.

Essential Questions

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Navigating College Life student activity sheet

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

40–60 minutes

Materials per class

White board/projector

Internet access

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; and (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving 1. Analyze a situation to identify a problem to be solved. 2. Develop and apply multiple strategies to solve a problem. 3. Collect evidence and data systematically and directly related to solving a problem.

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements.

Student Competencies for Success

Personal Health and Safety: Possession of assertiveness skills necessary for personal protection

HB 1026 Positive Character Traits Diligence Responsibility Accountability Diligence Perseverance Self-control

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to discuss, or write on a piece of paper, the first time they spent the night away from home. Ask them about the emotions they felt, how they behaved differently. Spend some time letting them reflect, then ask a few to share their experience, if they are comfortable.
2. **Independent Activity:** The students will do a before and after brainstorm, so have them keep track of their Navigating College Life student activity sheet. They will first write out their thoughts on these topics in Part A of their sheet.
3. **Whole Class Activity:** Present these two Roadtrip Nation/Texas OnCourse videos. While the video is playing, tell the students that they only need to reflect; they do not need to take notes.
 - a. [Roadtrip Texas: Leaving Home - YouTube](#)
 - b. [Roadtrip Texas: Getting Involved in High School - YouTube](#)
4. **Whole Class Activity:** Post a list of your campus's available resources, clubs, and organizations. Have the students discuss with a small group what they are involved in and if they are aware of resources available to them. Some of these things might be:
 - a. NJHS, Lego club, Science club, etc.
 - b. Reading programs or other tutoring programs
 - c. RideShare/bussing options, or other social services
 - d. After school extended programs
5. **Independent Activity:** Give students time to complete Part B of their activity sheet.

6. **Closure:** Guide students through a four corners activity. Write the topic “I have resources that help me navigate life if I stay connected and ask for help.” on the board. Then, post four pieces of paper in the four corners of the class, each with a different stance on the topic. Have students move to the corner that best matches their stance (If social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions.). Suggested stances include:
- I completely agree, and know how to ask for help.
 - I agree, but I’m not always sure who to ask for help.
 - I disagree, I don’t have a support network.
 - I disagree, I don’t know how/I don’t like to ask for help.

Some follow up here: Group up people from each stance and have them discuss the reason they chose the corner they did.

Formative Assessments/Checks for Understanding

- 3-2-1 Summary – students will survey their understanding. They will write out three things they didn’t know before they started, two things that surprised them, and one question they still have.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Students with Disabilities Preparing for Postsecondary Education \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/students-with-disabilities-preparing-for-postsecondary-education)
 - [Teaching Your Teen about Personal Safety \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org/teaching-your-teen-about-personal-safety)

Navigating College Life

Student Activity Sheet

Part A:

1. What are you looking for in postsecondary education or training? (Will you move away, stay at home, get roommates, be on a campus, etc.)

Before	After
--------	-------

2. What support do you think students have on a campus? Or what support do you want to have?

Before	After
--------	-------

3. What emotions do you have when you think about leaving for postsecondary education or training?

Before	After
--------	-------

Part B:

How involved are you? Choose one	
I'm very Involved: Explain what you're involved in, what motivates you to stay connected to others, and how these activities positively affect you.	I want to get involved but I'm not sure how, or where: Explain what you're most interested in. Identify available activities. What keeps you from joining? If nothing is available, what can you do to fix that?
Find someone who chose the other option. Chat with them about their answer. What do you think could motivate them or help them start getting involved? Write that advice here.	

Additional College and Paying for College Lessons in the Appendix

Additional Lesson Summaries

- Paying for College – This lesson will have students research ways to fund their postsecondary education.
- Exploring Colleges – Fit and Match – This lesson is designed to help students begin exploring various types of colleges.
- Federal Reserve Bank of Dallas – Navigate Student Workbook

Lesson 3.6: My Pennant

Lesson Learning Objectives

I can display the knowledge and skills I acquired during this unit.

Enduring Understandings

Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Learning is a lifelong journey and will continue to develop and evolve over time.

Analyzing all options before making a decision allows me to make better choices.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Estimated Time Required

120 minutes

Materials per student

My Pennant Assessment and Grading Rubric
Construction paper, other crafting materials

Materials per class

White board/projector

Addressed Standards

TEKS

Section 127.2.(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals; (C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities; (2) the student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit; (C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; (D) discuss the impact of effective college and career planning; (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and (F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals.

Cross-Disciplinary Standards

IC. Research across the curriculum 1. Understand which topics or questions are to be investigated. 2. Explore a research topic. 3. Refine research topic based on preliminary research and devise a timeline for completing work. 4. Evaluate the validity and reliability of sources. 5. Synthesize and organize information effectively. 6. Design and present an effective product. 7. Integrate source material. 8. Present final product.

Student Competencies for Success

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education and career planning

Procedure

1. **Engaging Focus/Prior Knowledge:** Display college pennants and ask students to share out which colleges they are most interested in. Ask follow-up questions about mascots, school colors, and any school traditions they are excited about. If they are not interested in college, have them share with equal excitement the postsecondary education or training they will need to get started on the career pathway they are interested in.

2. **Days 1–3:** Allow time for independent work in class on Parts 1 and 2. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to any notes and activities from past lessons.
 - a. Part 1 – performance assessment. Pass out the My Pennant assessment directions and rubric sheet and explain the performance assessment to the students. Let them know that they will create a postsecondary pennant. You can let them use printer paper to sketch a rough draft prior to starting their final product.
 - b. Part 2 – multiple-choice, knowledge-based quiz using the bank of questions below.
3. **Closure:** You will have the students present and explain their pennants through a gallery walk, or individual presentation, if time allows.

Differentiation and Additional Support Opportunities

- Create a template, give sentence stems, or break down the components of the task into smaller, more manageable chunks for ELL and SPED students.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

My Pennant

Assessment Directions and Grading Rubric

Part 1 instructions:

Create a postsecondary pennant:

A college pennant is a triangle-shaped banner that shows the school name or initials along with school colors and mascot. You will create a pennant showing your postsecondary path after high school. It should include:

- Colors of the college you are interested in and/or a color theme with an explanation on the back of the pennant of how those colors represent your life in college. Example: My pennant is yellow because that is one of Baylor's colors, and it represents how happy I will be there.
- On the front of the pennant, include a drawing or collage that creatively answers the essential questions for the unit. On the back of the pennant, write out an explanation of your representations and why they answer the essential questions. Be sure to use your notes, and mention paying for this path as well as resources you will need to use.
 - How do my educational choices connect with my long-term goals and vision for my life?
 - How does planning my next steps help set me up for success?
- Finally, include as many of the colleges or postsecondary paths that you are interested in on the front of the pennant.

Part 1 Rubric: 50 points

	0–10 points	11–20 points	21–25 points	Score
My Pennant	Colors, images, and explanations are not cohesive and do not identify your future goals/postsecondary interests.	Colors, images, and explanations are cohesive and identify your future goals/postsecondary interests.	Colors, images, and explanations are thoughtful, cohesive, and clearly identify your future goals/postsecondary interests.	
Essential questions	Questions are not answered, or answers show very little thought or use of unit vocabulary.	Questions are answered and unit vocabulary is used.	Questions are thoughtfully answered and show skilled use of unit language.	

Part 2: Postsecondary Readiness Assessment Bank

1. Which one of these explains the difference between a four-year college and a university?
 - a. A four-year college offers no graduate programs; universities offer many degree options.
 - b. There isn't a difference between the two; a university is a type of four-year college.
 - c. Universities have more options for students and are larger than colleges.
 - d. Universities are a type of for-profit school; all colleges are free.
2. List the main postsecondary pathways:
 - a. Community college, a master's degree, on-the-job training, and a military university
 - b. Bachelor's degrees, master's degrees, and doctoral programs
 - c. Two-year degree, four-year degree, on-the-job training, and the military
 - d. High school diploma, military enlistment, on-the-job training, and a GED certificate
3. True or False: The Military postsecondary pathway is a good option for students who cannot achieve the foundation high school plan.
 - a. True
 - b. False
4. True or False: A large college population means that the education provided is really good.
 - a. True
 - b. False
5. True or False: If my parents cannot pay for college and I cannot work while I study, then I cannot pay for school.
 - a. True
 - b. False
6. True or False: Most postsecondary education options have resources and funding options.
 - a. True
 - b. False

College and Postsecondary Pathway Answer Key

- 1.B
- 2.C
- 3.B
- 4.B
- 5.B
- 6.A

Unit 4: Getting Ready for My Next Steps

Unit Overview

In this unit, students will explore the options they have in high school. Students should understand that these choices are important, but not final. Students often have reservations about transitioning from middle to high school. These lessons are designed to help students think critically about this transition. Exploring the five high school endorsements begins the important conversation surrounding career pathways and their high school implications for middle school students. Students will be asked to choose an endorsement in their end-of-year meeting with their parents or guardians and counselors.

Essential Questions

- How do my educational choices connect with my long-term goals and vision for my life?
- How does planning my next steps help set me up for success?

Enduring Understandings

- Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
- Analyzing all options before making a decision allows me to make better choices.

Big Ideas and Key Concepts

- Programs of study: Course sequences that prepare students with the knowledge and skills necessary for success in a chosen career
- Endorsements: Related series of courses grouped together by subject or skillset
- Advanced courses: Learning the value of courses that provide opportunities to build deeper knowledge of a specific content or skill, including Pre-AP/IB, AP/IB, dual credit and courses at the highest level of a course sequence
- Graduation plan: An individualized plan detailing the courses and other requirements necessary for graduation from high school
- High school transition: Planning for a successful move from middle school to high school

Performance Assessment

Students will complete a performance assessment: a letter to their future self and a graduation plan. Their letter will state their future goals and advice to themselves, drawn from what they have learned in the course. They will also reflect on what they've learned in this unit while answering this unit's essential questions. Finally, they will use a template to create a graduation plan.

Lesson 4.1: The Foundation

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

40 minutes

Materials per class

White board/projector

Addressed Standards

TEKS

Section 127.3(c)(2) –The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Positive self-concept

Procedure

1. **Engaging Focus/Prior Knowledge:** Have students discuss the following prompt with a partner. Then have them share out what they know.
 - a. What is required to graduate high school?
 - b. What can you do to go above and beyond to earn credit and other honors in high school?
2. **Introduction of New Material:** Explain to students what the Foundation High School Program is (with endorsements, it is a flexible program that allows students to pursue their interests). They should take notes. The program contains four parts:
 - a. A 22-credit foundation plan that is the core of the Texas high school diploma program
 - b. Five endorsement options that allow students to focus on a related series of courses
 - c. A higher performance category called Distinguished Level of Achievement (detailed in another lesson).
 - d. Performance acknowledgments that note outstanding achievement in specific areas
 - i. Clarify that any student can earn a performance acknowledgment by completing or accomplishing one of the following:
 1. Dual credit courses;
 2. Bilingualism and biliteracy;
 3. PSAT, ACT Aspire, SAT or ACT;
 4. Advanced Placement exams;
 5. International Baccalaureate exams; or
 6. Earning a business or industry certification or license recognized at the state, national, or international level.

- ii. Reiterate to students that they should talk with their counselors or advisers and parents or guardians to determine which endorsement to pursue.
 - iii. Ask students to predict the advantages of endorsements, the Distinguished Level of Achievement, and performance acknowledgments. Discuss with Turn and Talk.
 - e. Help students understand that most college admission requirements include rigorous advanced courses in Algebra II, higher-level science, and languages other than English. These courses might not be a part of their chosen endorsement, but students should consider taking them to meet college requirements.
 - f. Students should know that there are limitations to graduating without an endorsement. Ask students to predict what these limitations might be and discuss with Turn and Talk.
3. **Closure:** After students have finished their notes, have them reflect on how they feel about these requirements. Do they feel attainable?

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., endorsement, limitations, advantages, flexible program, preferred).
- Additional vocabulary resources for pre-teaching opportunities:
 - [Quizlet – Gear Up Vocabulary](https://www.tinyurl.com/kxp8t9k) (tinyurl.com/kxp8t9k)
 - [Quizlet – High School & College Vocabulary](https://www.tinyurl.com/llv35yt) (tinyurl.com/llv35yt)

Formative Assessments/Checks for Understanding

- 3-2-1 Strategy – ask students to list three new things they learned, two questions they still have, and one big takeaway that they will apply from the lesson.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Why Create a High School Graduation Plan? \(tomorrowreadytexas.org\)](https://www.tomorrowreadytexas.org/why-create-a-high-school-graduation-plan/)
 - [Review the Types of Plans \(tomorrowreadytexas.org\)](https://www.tomorrowreadytexas.org/review-the-types-of-plans/)

Lesson 4.2: Endorsement Requirements

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Page 6 of TEA's Graduation Toolkit

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

40 minutes

Materials per class

White board/projector

Internet access

Index cards

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit; (D) discuss the impact of effective college and career planning; and (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Positive self-concept

Procedure

1. **Engaging Focus/Prior Knowledge:** Give each student a career on an index card. Tell them to post it on the board where you have written out the five high school endorsements. They should try to select the endorsement that would closely align with their career description.
2. **Independent Activity:** Go through **Page 6 of TEA's Graduation Toolkit** (tinyurl.com/ycoe3kcq) and have students answer the questions below to guide the discussion about choosing an endorsement. They can answer out loud and record their answers.
 - a. What endorsement matches a career field that interests you?
 - b. What endorsements are offered at your school? Remember that schools are not required to offer all five endorsements.
 - c. After you select an endorsement, it becomes an official part of your high school personal graduation plan. Your parents/guardians must sign off on your choice and provide their consent for your chosen endorsement.
 - d. Having trouble choosing an endorsement? Here are some options:
 - i. Earn the multidisciplinary endorsement
 - ii. Work toward earning more than one endorsement
3. **Introduction of New Material:** Explain "Most likely, you will be completing your high school personal graduation plan during your eighth-grade year. However, you may change your mind after you get to high

school and start taking classes for your endorsement. That's okay! You can change your endorsement at any time – we will discuss these steps below.” Describe the process for modifying their high school personal graduation plan. Students can add to their notes from the previous lesson about the foundation plan.

- a. Students will need a parent or guardian's signature to amend, change, or add an endorsement. Students must wait until after their sophomore year to opt out of earning an endorsement.
 - b. Students can change endorsements at any time.
 - c. Students can earn more than one endorsement by adding another before their junior year.
 - d. Students may graduate on the Foundation High School Program without an endorsement by completing the opt-out process. It is important for students to note that in order to opt-out, they must:
 - i. They must do so after completing sophomore year
 - ii. They must do so in writing and with parent or guardian consent
 - iii. They will not be eligible for Top 10% Automatic Admission
 - iv. They must note any missing coursework or college admission requirements
 - v. They will not get the opportunity to explore interests through an endorsement
 - e. Have students take out their notes about the Foundation High School Program (with endorsements, it is a flexible program that allows students to pursue their interests). The program contains four parts:
 - i. A 22-credit foundation plan, which is the core of the Texas high school diploma program
 - ii. Five endorsement options that allow students to focus on a related series of courses
 - iii. A higher performance category called Distinguished Level of Achievement
 1. This option requires more math and science than the Foundation High School Program.
 2. It requires a total of four credits in math, including Algebra II.
 3. It requires a total of four credits in science.
 4. It requires successful completion of an endorsement.
 - iv. Performance acknowledgments that note outstanding achievement in specific areas
 1. Any student can earn a performance acknowledgment by completing or accomplishing one of the following:
 - a. Dual credit courses;
 - b. Bilingualism and biliteracy;
 - c. PSAT, ACT Aspire, SAT or ACT;
 - d. Advanced Placement exams;
 - e. International Baccalaureate exams; or
 - f. Earning a business or industry certification or license recognized at the state, national, or international level.
4. **Closure:** After students have finished their notes, have them reflect on the following questions:
- a. How do you feel about these requirements? Do they feel attainable?
 - b. Why do you think the endorsement you take in high school is a good step toward the career you want as an adult?

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., endorsement, limitations, advantages, flexible program, preferred).
- Additional vocabulary resources for pre-teaching opportunities:
 - [Quizlet – Gear Up Vocabulary](https://www.tinyurl.com/kxp8t9k) (tinyurl.com/kxp8t9k)
 - [Quizlet – High School & College Vocabulary](https://www.tinyurl.com/llv35yt) (tinyurl.com/llv35yt)

Formative Assessments/Checks for Understanding

- 3-2-1 Strategy – ask students to list three new things they learned, two questions they still have, and one big takeaway that they will apply from the lesson.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Review the Types of Plans](https://www.tomorrowreadytexas.org) (tomorrowreadytexas.org)

Lesson 4.3: Understanding the Five High School Endorsements

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Endorsement Summary student activity sheet

Endorsement Expert student activity sheet

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

Whiteboard/projector

PDF of each endorsement summary (see Step 2 of procedure)

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit; (D) discuss the impact of effective college and career planning; and (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Positive self-concept

Procedure

1. **Engaging Focus/Prior Knowledge:** Have students do a quick-write on which of the five high school endorsements interest them the most, and why? After a few minutes, have students share out, or you can ask them to raise their hand for the endorsement they're interested in as you call them out.
2. **Group Activity:** Using the jigsaw format, divide the class up by endorsement. This will be their expert group. The students in these groups will become experts on the endorsement they're focusing on. They will summarize the key points of this endorsement to tell their teaching groups.
 - a. Endorsement Expert handouts:
 - i. **Arts and Humanities** (tinyurl.com/n2cn7gs)
 - ii. **Business and Industry** (tinyurl.com/yabar5gs)
 - iii. **Multidisciplinary Studies** (tinyurl.com/n347udv)
 - iv. **Public Service** (tinyurl.com/m2nty4u)
 - v. **STEM** (tinyurl.com/lrlh3ly)

After the students have had time to read, discuss, and complete information about their expert area, have them go to their teaching groups.

3. **Group Activity:** While in their teaching groups, students will each get time to relay information about the endorsement they focused on. Make sure they explain slowly so that the other members can copy down important information.
4. **Closure:** Show these five videos that summarize each endorsement. The students should be encouraged to add to their Endorsement Summary handout or clear up any misconceptions.
 - a. **Arts and Humanities** (tinyurl.com/ya5ybtbg7)
 - b. **Business and Industry** (tinyurl.com/k5dzxda)
 - c. **Public Service** (tinyurl.com/kfpnvsvy)
 - d. **STEM** (tinyurl.com/mq4lpxd)
 - e. **Multidisciplinary Studies** (tinyurl.com/yasrnkjg)

Students should also go back and reflect on their quick-write at the beginning of the class. Do they still agree? Poll the class with this question.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., endorsement, limitations, advantages, flexible program, preferred).
- Additional vocabulary resources for pre-teaching opportunities:
 - **Quizlet – Gear Up Vocabulary** (tinyurl.com/kxp8t9k)

Formative Assessments/Checks for Understanding

- 3-2-1 Strategy – ask students to list three new things they learned, two questions they still have, and one big takeaway that they will apply from the lesson.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [What to Know about Your Student's Counselor \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Endorsement Summary

Student Activity Sheet

Arts and Humanities	STEM
Business and Industry	Multidisciplinary Studies
Public Service	My Own Goals What career path or cluster are you interested in after completing this inventory? What new information have you learned that makes you want to investigate more? Where can you go or what resources can you use to investigate further?

Endorsement Expert

Student Activity Sheet

Summarize the qualities, skills, and interests of someone choosing this endorsement:

Besides the foundation requirements for graduation, what is necessary to complete the endorsement?
(If there are many options, give at least three.)

List four careers that can stem from the endorsement. Also include the different education required, job market growth, and salary/wages.

Lesson 4.4: What is DLA?

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Index card
Pen/pencil
Paper

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

White board/projector
Copies of Distinguished Level of Achievement handout (tinyurl.com/y9zbsdyyg)

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as Advanced Placement courses and International Baccalaureate courses, dual credit, and local and statewide articulated credit; (D) discuss the impact of effective college and career planning; (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and (F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative Assessment (TSI®) impact personal academic and career goals.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills
Positive self-concept

Procedure

1. **Engaging Focus/Prior Knowledge:** Tell students that when they take most standardized tests (STAAR, AP, ACT, and SAT), there are levels of accomplishment based on how many answers they get correct. When we talk about the Distinguished Level of Achievement (DLA), it means they will have a different set of course requirements and will have opportunities beyond those conferred by the Foundation High School Program.
2. **Introduction of New Material:** Discuss what the Distinguished Level of Achievement means to the class. Point out the following:
 - a. this option requires more math and more science than the Foundation High School Program;
 - b. this option requires a total of four credits in math, including Algebra II;
 - c. this option requires a total of four credits in science; and
 - d. this option requires successful completion of an endorsement.
3. **Introduction of New Material:** Have students review the **Distinguished Level of Achievement** (tinyurl.com/y9zbsdyyg) handout and take any notes on the DLA that they want in their Foundation plan notes from the previous lesson.
4. **Partner Activity:** Have students pair up and discuss the endorsement that they would select for the Distinguished Level of Achievement.

5. **Whole Class Activity:** Using the board or chart paper, have the class point out all requirements for the Distinguished Level of Achievement.
6. **Introduction of New Material:** Next, discuss a few benefits to the Distinguished Level of Achievement. Point out the following:
 - a. It allows students to be eligible for Top 10% Automatic Admission to Texas public universities;
 - b. It ensures that students are better prepared for college-level coursework at community and technical colleges; and
 - c. It can affect a student's high school class rank based on their GPA.
7. **Whole Class Activity:** Using the board or chart paper, provide an example of how GPAs are calculated. Write down this scale along with the table below: A=4, B=3, C=2, D=1, F=0. Have students help you fill in the points for each grade. Explain how the GPA = total points divided by the total number of classes. Have the students help you determine the GPA.

Number of Classes	Subject	Grade	Points
	English	B	
	History	A	
	Math	C	
	Science	B	
	PE	C	
	Art	A	

8. **Whole Class Activity:** At random, give each student an index card with a GPA on the front and a rank on the back. Have the students line up from highest to lowest based on their GPA. Based on the number of students in your classroom, tell the top 10% of students to step forward (e.g., for a class of 30 – if the back of your card has numbers 1,2, or 3, take two steps forward).
9. **Closure:** Ask students to make a list of extracurricular activities they hope to be involved in during high school on a piece of paper. Ask them to consider the time it will take to be active in those events. Building on prior lessons, ask them what stress and time management strategies they could use so that they can be successful in both their academics and extracurriculars. Allow students to share out.

Differentiation and Additional Support Opportunities

- For ELL students, encourage them to see being bilingual as a unique opportunity to advance in their endorsement and eventual career path. Ask them, if they are not already a monitor student (one who has completed the ELL program but is being monitored to ensure that the transition is complete), if they have a goal in mind for when they would like to exit the program.

Formative Assessments/Checks for Understanding

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable in your classroom.

Reflection/Engagement Strategies

- Have students interview someone they know in high school – a friend or older sibling, a teacher, a counselor, or an administrator – about the reasons for keeping track of GPA and required courses for graduation, then have them share the insight they received from their interviewee.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Distinguished Level of Achievement \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Lesson 4.5: Find My Path

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Self-Portrait student activity sheet

Internet access

Access to a printer

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

60–80 minutes

Materials per class

Whiteboard/projector

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school; (B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit; (D) discuss the impact of effective college and career planning; and (E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education

Procedure

1. **Engaging Focus/Prior Knowledge:** Give students the Self-Portrait student activity sheet. Ask them to begin reflecting on what they have learned in this unit and self-evaluate. They can begin filling out their sheet.
2. **Independent Activity:** The students will log in or create an account at MapMyGrad and take the **MapMyGrad interest quiz** (tinyurl.com/MMGquiz). This quiz will suggest which endorsement they would be best suited to study in high school. Have students turn to a partner and share whether or not their prediction matched the results of the quiz. You could even take a quick poll by a show of hands to see how many were accurate.
3. **Introduction of New Material:** Next, have students view either of these Roadtrip Nation/Texas Oncourse videos:
 - a. **Choosing Courses [High School]** (youtu.be/Cs7Dv50dwVE), 2:44 minutes; or
 - b. **Choosing Courses [Middle School]** (youtu.be/hCVJIV5N-t8), 2:36 minutes.
4. **Partner Activity:** Have the students discuss with their neighbor and write any tips or words of advice that they thought might be helpful from the video. Or have them consider tips or words of advice they've gotten from others about choosing courses.
5. **Independent Activity:** They will then complete the Texas Grad Planner on MapMyGrad.

6. **Independent Activity:** Once they've created their plan, they can print it or copy it down.
7. **Independent Activity:** Students will add notes from the discussion to their grad plan as well as notes from the foundation graduation plan from a previous lesson.
8. **Closure:** Have students do a ticket out of the door; instruct them to answer the following prompt:
 - a. Explain how this graduation plan will prepare you for whatever postsecondary education or career you want to begin after high school.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., endorsement, limitations, advantages, flexible program, preferred).
- Additional vocabulary resources for pre-teaching opportunities:
 - [Quizlet – Gear Up Vocabulary](https://www.tinyurl.com/kxp8t9k) (tinyurl.com/kxp8t9k)
 - [Quizlet – High School & College Vocabulary](https://www.tinyurl.com/llv35yt) (tinyurl.com/llv35yt)

Formative Assessments/Checks for Understanding

- Prompt the students in a Pair-Think-Share: Pair students up with others in class who have had an older sibling or peer who has gone through this process. Take a few minutes to allow them to talk with their group members about what they have learned through that person's experience. Then ask students to individually think and write about whether or not the process was similar to or different from what they've learned in the lesson. Allow students time to share out.

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Career pathways and Where They Lead](https://www.tomorrowreadytexas.org) (tomorrowreadytexas.org)
 - [Questions to Ask Your Student's Counselor](https://www.tomorrowreadytexas.org) (tomorrowreadytexas.org)

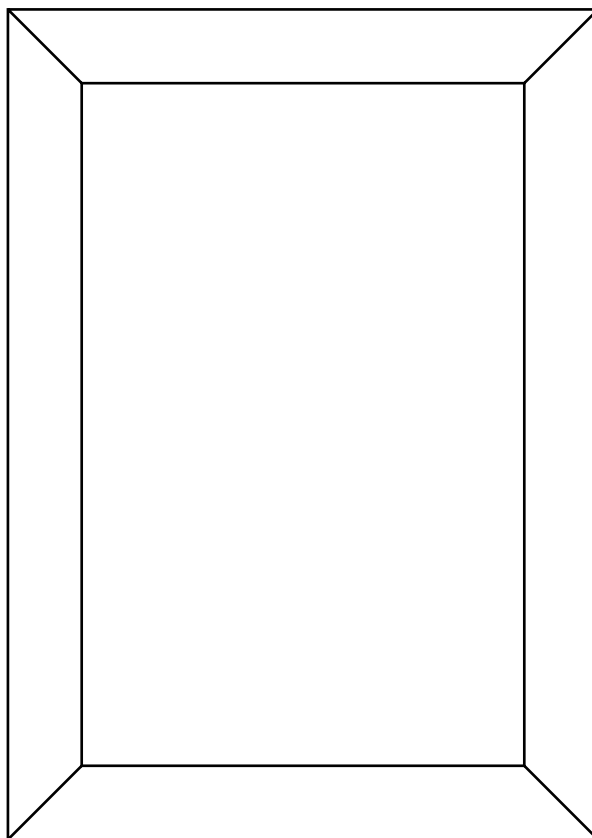
Self Portrait

Student Activity Sheet

Where do you want to go?

What things do I want for my future and what financial planning do I need to do?

Draw a picture of your future self



What skills do you have now that you want to expand on and learn about?

What courses, test, and paths are required for your career?

Lesson 4.6: Navigating High School

Lesson Learning Objectives

I understand the educational options available to me in high school.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Article, [Transitioning from Middle School to High School PDF](#) (tinyurl.com/ts3buf2)
Pen/pencil

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

40 minutes

Materials per class

White board/projector

Computer/internet access

Method one:

- Chart paper
- Marker

Method two:

- Three different colored post-its
- Chart paper
- Marker

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (A) determine academic requirements for transitioning to high school.

Cross-Disciplinary Standards

I.A. Intellectual curiosity 1. Engage in scholarly inquiry and dialogue.

I.B. Reasoning 1. Consider arguments and conclusions of self and others. 3. Gather evidence to support arguments, findings, or lines of reasoning.

Student Competencies for Success

Effective executive functioning skills

Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

Understanding the relationship of academics to work, home, and community

Motivation to succeed

Possession of knowledge and skills to gather information for postsecondary education

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to think back to a time they had started at a new school. This could be when they started kindergarten, started middle school, or even changed schools because they moved. Ask them to share out the things they were concerned about as well as the things they were looking forward to. Were there any events to help them, like Meet the Teacher or New Student Orientation? If there were, how did those events help with the transition? Tell students that the transition to high school is similar to what they've already experienced in other school transitions.
2. **Independent Activity:** Give students one or two minutes to write down answers to the following question: "When you think of going to high school, what questions or concerns do you have?" After they have written down an answer, debrief the students using either method one or two below:
 - a. Method one:

- i. First, have students pair up with a classmate and share what they wrote.
 - ii. Next, have each pair share out with the class.
 - iii. Create a running list of topics students are concerned about.
 - iv. If topics are listed multiple times, place checkmarks next to those topics to show relevance and importance.
- b. Method two:
 - i. First, have students write concerns, questions, and excitements on three different colors of post-It notes.
 - ii. Next, have students put their post-Its on either chart paper or the board and categorize their postings to find similarities.
3. **Whole Class Activity:** Ask students to read through the [Transitioning from Middle School to High School PDF](https://tinyurl.com/ts3buf2) (tinyurl.com/ts3buf2) and quickly write a summary of the information on the document. After the students have had an opportunity to share out their summaries, lead a whole class conversation about which ones on this list they think will be the easiest to remember to do, and which ones will be more challenging. Ask students why they have that perception, and what strategies and skills they've learned in middle school could help them overcome that obstacle.
4. **Independent Activity:** Students will write a personal statement completing this prompt: "When I am in high school, I will be..." Students should write out their academic, social, and financial goals for high school.
 - a. It's okay if they're uncertain now. Remind them that the goal of this course is to teach them the skills they need to be successful in high school and beyond.
5. **Closure:** Discuss with students the important dates that they will need to know for their transition to high school. Key dates include, but are not limited to, high school counselor visits, campus visits, STAAR testing dates, and dates of class selection for ninth grade. See your district's calendar or get information from your school counselors prior to this lesson.

Extension Opportunities for Everyone

- Help students create a Public Service Announcement (PSA) for incoming fifth graders on how to transition from elementary school to high school. You choose a platform that meets your class needs best (poster, video, etc.). Ask students to post their PSAs around the school for when the incoming class takes a tour or send them over to your elementary feeder schools.

Formative Assessments/Checks for Understanding

- Fist to Five – have students indicate on a scale of 0–5 using their fists and fingers how comfortable they feel about the transition to high school. Remind them that if they still have questions and concerns, there is plenty of time to get everything answered.

Reflection/Engagement Strategies

- Ask students to think about the other transitions from the beginning of the lesson. How long did it take for them to feel comfortable in that new class or school? What procedures did they have to get used to? What did they tell themselves to work past any challenges? Or who helped them the most during that transition time?

Parent and Guardian Engagement

- In a newsletter, message, or email, you can send this to parents and guardians regarding the lesson:
 - [Getting Involved in High School and in the Community \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Lesson 4.7: Letter to My Future Self

Lesson Learning Objectives

I can display the knowledge and skills I acquired during this unit.

Essential Questions

How do my educational choices connect with my long-term goals and vision for my life?

How does planning my next steps help set me up for success?

Materials per student

Paper

Pen/pencil

Enduring Understandings

Analyzing all options before making a decision allows me to make better choices.

Estimated Time Required

80–120 minutes

Materials per class

Whiteboard/projector

Computer/internet access

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals; (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

Section 127.3. College and Career Readiness (6) – The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills.

Cross-Disciplinary Standards

I. Key Cognitive Skills

I.D. Academic behaviors 1. Self-monitor learning needs and seek assistance when needed. 2. Use study habits necessary to manage academic pursuits and requirements. 3. Strive for accuracy and precision. 4. Persevere to complete and master tasks.

I.B. Writing across the curriculum 1. Write clearly and coherently using standard writing conventions. 2. Write in a variety of forms for various audiences and purposes. 3. Compose and revise drafts.

I.C. Research across the curriculum 1. Understand which topics or questions are to be investigated.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness: Positive student self-concept

Effective executive functioning skills

Appropriate behavior to the situation and environment

Interpersonal Effectiveness: Effective and appropriate communication skills

Development of healthy relationships

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to take some time to reflect on what they learned during this class. Have them do a quick-write about what they have noticed or what has changed about themselves.
2. **Days 1–3:** Allow time for independent work in class on parts 1 and 2. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these concepts throughout this unit. They should refer to any notes and activities from past lessons.
 - a. Part 1 – performance assessment. Pass out the assessment and rubric sheet that explains the performance assessment to the students. Outline the requirements for the assessment, note the due date, and review the scoring rubric with the students. The students will write a letter to their future self, sharing the current goals they have for their life, their plans for the future, advice for their future self, and questions they have. They will also write a reflection about the unit's essential questions. Finally, they will create a graduation plan using the template from their sheet.
 - b. Part 2 – multiple-choice, knowledge-based quiz using the bank of questions below.

Letter to My Future Self

Assessment Directions and Grading Rubric

Part 1 instructions:

Write a letter to your future self, ten years from now. The letter should be at least three paragraphs long and include all the following:

- a greeting (Dear...) and closing (Sincerely...);
- today's date;
- two academic goals you have for the future;
- two personal goals you have for the future;
- your current plans for the next ten years;
- at least two questions to your future self; and
- advice you would like to give your future self.

Write a separate reflection answering the essential questions of the unit:

- How do my educational choices connect with my long-term goals and vision for my life?
- How does planning my next steps help set me up for success?

Create a graduation plan using the template below.

Part 1 Rubric: 50 points, extra two points at teacher's discretion.

	0–5 points	6–10 points	11–16 points	Score
My Letter	The letter does not have all the requirements and does not identify your future goals/postsecondary interests.	The letter has all the requirements and identifies your future goals/postsecondary interests.	The letter has all the requirements, with clear emotion/thought and clearly identifies your future goals/postsecondary interests.	
Essential Questions	Questions are not answered, or answers show very little thought or use of unit vocabulary.	Questions are answered and unit vocabulary is used.	Questions are thoughtfully answered and show skilled use of unit language.	
Graduation Plan	Template is not completed, or completed with little connection or thought to your goals.	Template is completed and a clear connection is made between courses and your goals.	Template is thoughtfully completed, and a clear connection is made between courses and your goals.	

My Graduation Plan

High school:			
Selected Endorsement:			
Core courses selected:			
Required courses selected:			
Elective wish list:			
What extracurriculars are you interested in? Clubs, organizations, events, etc.?		What interest(s) are you going to fill your time with after school? Church, Temple, a job, social groups, etc.?	
Who will support you? Peers, parents/guardians, leaders, teachers, etc.?			

Part 2: Getting Ready for My Next Steps Assessment Bank

1. Mariah excels in her math classes and wants to be a marine biologist. Which endorsement would be best for Mariah?
 - a. Arts and Humanities
 - b. Business and Industry
 - c. Multidisciplinary Studies
 - d. Public Service
 - e. STEM
2. True or False: Students who graduate without an endorsement have the same opportunities as students who graduate with an endorsement.
 - a. True
 - b. False
3. Laura really enjoys math and science. She dreams of owning her own business one day – she just doesn't know what kind of business she wants to own. Which endorsement would be best for Laura?
 - a. Arts and Humanities
 - b. Business and Industry
 - c. Multidisciplinary Studies
 - d. Public Service
 - e. STEM
4. True or False: Courses within a career cluster can fit into only one endorsement.
 - a. True
 - b. False
5. True or False: Students may choose to graduate without an endorsement after their sophomore year if they have met with their parent/guardian and their school counselor.
 - a. True
 - b. False
6. Cheryl is working toward an endorsement. She's completed one extra math class, one extra science class, and two extra electives. What requirement is she missing?
 - a. Classes in a specific sequence of coursework
 - b. 26 credits in a variety of subjects
 - c. 10 classes in line with her endorsement
 - d. Any class within her endorsement cluster
7. Sarah really enjoys her Theatre Arts class. She is often in front of the camera when the opportunity arises. Which endorsement would be best for Sarah?
 - a. Arts and Humanities
 - b. Business and Industry
 - c. Multidisciplinary Studies
 - d. Public Service
 - e. STEM
8. Students should choose their endorsement based upon:
 - a. Their interests both in and out of school
 - b. Career and interest inventories
 - c. Input from their parent or guardian
 - d. All of the above
9. Mary has met with her school counselor and has talked to her parents about her goals and interests. She is interested in pursuing coursework in the Government and Public Administration career cluster. Which endorsement would be best for Mary?
 - a. Arts and Humanities
 - b. Business and Industry
 - c. Multidisciplinary Studies
 - d. Public Service
 - e. STEM
10. True or False: Students must graduate with the Distinguished Level of Achievement degree plan to be eligible for automatic admission into qualifying Texas colleges and universities.
 - a. True

- b. False
11. What is a benefit of earning the Distinguished Level of Achievement?
- a. Graduating from high school early
 - b. Competing for Top 10% Automatic Admission eligibility
 - c. Receiving free tuition at any Texas public university
 - d. Earning an associate degree in high school
12. Which of the following best describes the purpose of the various high school graduation programs in Texas?
- a. Tracking students into specific coursework based on their test scores
 - b. Providing more opportunities for credit recovery courses
 - c. Enabling students to explore areas of interest while they're still in high school
 - d. Encouraging all students to go to a four-year university
13. Irene is graduating under the Foundation + Endorsement program. She has completed 20 credits, including 4 English, 4 math, 4 science, 3 social studies, 1 physical education, 2 languages other than English, and 2 electives. What requirements does she still need to complete?
- a. 1 more social studies and 5 more coherent endorsement courses- totaling 26 total credits
 - b. 1 more social studies and 1 more fine art- totaling 22 total credits
 - c. 1 more fine art and 5 more coherent endorsement courses- totaling 26 total credits
 - d. 1 more social studies, 1 more fine art, and 3 more coherent endorsement courses- totaling 26 total credits
14. Which of the following allows students to earn a performance acknowledgment?
- a. Outstanding performance in a dual-credit course
 - b. Earning a certification from a nationally recognized business or industry
 - c. Outstanding performance on an AP or IB exam
 - d. Earning a license from a nationally recognized business or industry
 - e. All of the above

Endorsements and Graduation Answer Key

1. E – STEM
2. B – False
3. B – Business and Industry
4. B – False
5. A – True
6. A – 4 classes in a specific sequence of coursework.
7. A – Arts and Humanities
8. D – All of the above
9. D – Public Service
10. A – True
11. B – Competing for Top 10% Automatic Admission eligibility
12. C – Enabling students to explore areas of interest while they're still in high school
13. C – 26 total credits, including 1 fine art and 5 coherent endorsement courses
14. E – All of the above

Appendix

Additional Lessons

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Unit 2: Understanding Credit

Lesson Learning Objectives

I understand the pros and cons of credit.

Estimated Time Required

60–80 minutes

Materials per student

Copy of comic strip guidelines (following this lesson)

Materials per class

Copy of BizKids [My Credit Report worksheet](#) (tinyurl.com/yajlraaq) per group
Computer with internet access
Projector

Addressed Standards

TEKS

Section 127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to: (E) compare and contrast forms of credit, including credit cards and debit cards; (F) discuss the importance of credit scores; (G) discuss the impact of identity theft on credit; and (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Have the students brainstorm the following questions:
 - a. Have you ever really wanted to buy something but didn't have enough money saved to buy it?
 - b. What could you do if there was something you really needed, but didn't have enough money for it?
2. **Introduction of New Material:** Watch the following videos and discuss:
 - a. **What is Credit?** (tinyurl.com/yalbhhon)
 - b. **Using Credit** (tinyurl.com/y7t4aeqy)

Make sure you bring up these points in the discussion and clarify any misconceptions:

- i. Credit is a loan from a financial institution that must be repaid by a certain date, with interest, by the borrower.
- ii. A line of credit is the amount of money a borrower is able to use (i.e., the limit on a credit card).
- iii. A credit score is a rating used by credit reporting companies to help lenders decide whether to extend credit to a borrower.
- iv. Interest is a fee charged for borrowing money.
- v. The interest rate is a percentage, usually calculated on an annual basis, that must be paid back in addition to the original amount borrowed.
- vi. Your credit history is a record of how you have repaid your credit obligations.

- vii. Credit scores help determine your eligibility for borrowing more money, such as a loan for college or buying a house or car. Sometimes they affect hiring decisions, too. Credit scores are important.

The higher your score, the better. Making payments on time and borrowing responsibly are your best route to a great score. Poor credit tells lenders that you could be a risky borrower. It can affect your chances of being approved for a credit line or a loan to buy a house or car.

3. **Group Activity:** In groups of three or four, have the students discuss and answer the questions from the BizKids **MyCredit Report worksheet** (tinyurl.com/yajlraaq). Have the class share their answers. Now that the students have a basic understanding of credit, show **The Trouble with Credit Cards video** (tinyurl.com/rjf96es). While it's playing, pass out the Credit Comic Guidelines handout.
4. **Independent Activity:** Have the students use their brainstorm scenario to create a comic of someone using credit to get something they want.
5. **Closure:** Have the students present their comics in a gallery-walk format. They can reflect in any way you'd like on a piece of paper. Post-It note conversations are an option; students are given two or three post-Its (or cards) each, and they walk and observe all the comics and then go back to their favorites and leave positive messages about what that comic illustrated or highlighted well.

Comic Strip Guidelines

Student Activity Sheet

Title of Your Comic: Develop a story of someone who needs/uses credit. This can turn out well or badly, but the following must be discussed:

- Define credit.
- Show the pros and cons of using credit.
- Explain how to use credit wisely.
- Highlight any key words.

Unit 2: Exploring Financial Accounts

Lesson Learning Objectives

I can compare and contrast different financial accounts.

Estimated Time Required

40 minutes

Materials per student

Pen/pencil
Copy of Debit, Credit, Check, and Save handout (following this lesson)

Materials per class

Sample financial statement [Sample one](#) (tinyurl.com/y9bnvxyg) [Sample two](#) (tinyurl.com/y8jogh6y) (see Page 9 of the linked PDF)
Computer with internet access
Projector

Addressed Standards

TEKS

Section 127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to: (E) compare and contrast forms of credit, including credit cards and debit cards; (F) discuss the importance of credit scores; (G) discuss the impact of identity theft on credit; and (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Tell students that you are going to host an imaginary class pizza party. You would like their help in calculating how much food to purchase. You'd like to order enough pizza so that every student in the class, the teacher, the principal, the assistant principal(s), and the counselor each get one slice. You'd also like to save a slice for a fellow teacher who hosted the last party and gave you a piece even though you weren't in her class. If there are eight slices in each whole pizza, how many pizzas do you need? How much will you have left over after everyone has had their share? After you have done your calculating, explain that planning how to use your money is similar to this situation. You must know how much money you have, how much you need, and what you're doing with it. The more specific you can be about what you're spending your money on, the better you'll be able to keep track of it.
2. **Independent Activity:** Project or pass out a sample financial statement. Ask the students to describe what they're seeing and whether they understand it. They can write out their thoughts on a piece of paper.
 - a. Ask probing questions to have them explain why they think what they think.
 - b. Explain that when you have a checking or savings account, you will receive monthly financial statements or bank statements. These statements will show what money has come in or been deposited into your account, what money has been taken out or withdrawn from your account, and any fees that are being charged for your account. Fees can be money charged to maintain your account. You can make deposits or withdrawals from both savings and checking accounts; this is done at the bank or credit union or through an ATM with a debit card. Some financial institutions even allow checks to be deposited using their mobile app.
3. **Whole Class Activity:** Have a whole class discussion on their responses. After the discussion and explanation, pass out the Debit, Credit, Check, and Save handout. Guide them through the handout, stopping

to play the video, mentioned in the student questions or answer questions when prompted in the lesson and when the students are ready for each portion. Use your judgment regarding whether the problems should be done individually, in pairs, or as a whole class.

4. **Closure:** Have the students complete the “What, so what, now what?” portion of the handout. They can tear this off and turn it in as an exit ticket.

Credit, Debit, Check and Save

Student Activity Sheet

Go over the chart below. Mark up the information with a check mark for the parts you understand and a question mark for any parts you do not understand. Also, underline key information.

	Description	Pros	Cons
Credit Card	A card used to borrow money from a lending institution and pay back some or all each month – When you use your card, the credit card company pays the seller for the purchase and you pay them back with interest later.	• Helps build credit history • Offers rewards like gift cards or cash back • Allows purchases even if you don't have cash available	• Can have high interest rates and fees • Makes it easy to go over your budget
Debit Card	A card used to take money directly from your checking account – When you use your card, the funds are transferred from your account.	• Access to cash at an ATM or place that has cash-back options • No interest charges • Can prevent overspending when cash is not in your account	• Does not build your credit history • Has overdraft fees if you withdraw more than is in your account
Checking account	An account that allows people to make purchases and pay bills using paper checks or debit cards instead of cash	• Contains money for day-to-day expenses • Easily linked to bill accounts for payment	• Usually does not build interest • Overdraft fees apply when more money is taken out than what's in your account.
Savings account	An account that is used for saving money – These accounts usually earn interest on money that is deposited.	Interest is paid monthly in most cases, and the account gains value through interest along with personal deposits.	• The bank may require a minimum deposit to start. • There may be limits on the number of deposits and withdrawals you can make each month.

1. After viewing the video on (<https://youtu.be/X-p0DLiQMYk>), write your thoughts about money and how to manage it.

What, So What, and Now What?

What are three things that you learned today that will help you in the future?	So what? Why is each of these things important?	Now what? Are there any questions you still have?

Unit 2: Investigating Money Management

Lesson Learning Objectives

I can compare and contrast different financial accounts.

Estimated Time Required

60 minutes

Materials per student

Paper
Pen/pencil
Construction paper for a Know, Want to Know, Learned (KWL) chart
Calculator (optional)
Copy of Budgeting: Needs and Wants handout (following this lesson)
Copy of Types of Money Management: Advantages and Disadvantages handout (following this lesson)

Materials per class

Computer with internet access
Projector

Addressed Standards

TEKS

Section 127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to: (A) prepare a personal budget reflecting the student's desired lifestyle; and (B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Section 127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to: (A) compare the advantages and disadvantages of different types of money management services.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Play one, or both, of these videos:

- Budgeting Basics** (tinyurl.com/ybmjp5wh)
- Schoolhouse Rock – Dollars and Sense** (youtu.be/mV6YaTbNvE)

Have the students create a KWL chart on a piece of paper. They can write down what they know about money management and what they want to know about this topic.

2. **Partner Activity:** Think-Pair-Share. The students will analyze the list of items and take notes if needed. They will then pair up with a partner to discuss their thoughts on the list. Finally, each pair will share their thoughts with the class. Give the students the following scenario: You have a budget of \$500 for the month and need to decide which of the following items are more important and which are less important:

- Food for lunch: If you buy your lunch at school, it will cost \$200 for the whole month. If you bring your own from home, your expenses would be cut in half.
- A new video game: \$40–50
- 10% of your money saved
- One movie ticket: \$10
- A new cell phone: You're due for a free upgrade with your plan, but shipping and other miscellaneous items will cost you \$99.

- f) Clothes to wear: It's the beginning of winter, and your warm jacket has a tear. Replacing it with a new one will cost you \$80.
 - g) Birthday gift for a family member: \$20–30
 - h) Ride sharing (e.g., Lyft, Uber) to get to work: \$50
 - i) Pet food: \$30
 - j) Your portion of the cell phone bill: \$45
3. **Independent Activity** : After deciding where to spend their money, have students write each item in the table of the Budgeting: Needs and Wants handout and add up their spending.
 4. **Independent Activity**: Display or distribute the definitions of money management types and their advantages and disadvantages. Have the students fill in the blank spaces with their answers, and have them add notes and any other takeaways in the learning section of their KWL chart.
 5. **Closure**: Have the students look at the scenario again. Repeat the Think-Pair-Share process. Specifically, have them discuss any changes they would make to their first list and how their minds have changed about money management.

Budgeting: Needs and Wants

Student Activity Sheet

You have a budget of \$500 for the month and need to decide which of the following items are most important. Rank each item in order of importance and urgency, 1 being most important and urgent and 9 being least important and urgent. Then, decide which items you'd spend your money on.

Item	Rank of Importance	Spend your money? Yes/No
Food for lunch		
Video game		
10% of Your Money Saved		
Movie ticket (one)		
Cell phone		
Clothes		
Birthday gift for a family member		
Ride sharing to get to work		
Pet food		
Total Spent		

Budgeting: Needs and Wants

Student Activity Sheet

Next, use this table to add up the total cost of everything you decided to spend your money on.

Item	Amount (\$)

Types of Money Management

	Definition	Advantages	Disadvantages
Saving	The intentional act of setting money aside for a specific goal or purpose	• Helps achieve financial goals • Creates positive habits • Provides a source of emergency funds	Students may confuse refraining from spending with saving.
Budgeting	Creating a financial plan to balance spending and saving	• Keeps you organized • Makes you decide in advance how your money will work	None
Spending	Using money for a particular purpose	A way to obtain things you need or want	Can turn into impulse spending

Unit 2: The Interview

Lesson Learning Objectives

I can explain the steps necessary in a job search.

Estimated Time Required

60–80 minutes

Materials per student

Pen/pencil

The Interview handout (following this lesson)

Materials per class

Computer lab access or one laptop per group of three or four students

Video/web camera or screen recording software for each group of students

Internet access

Projector

Addressed Standards

TEKS

Section 127.2(c)(5) – The student investigates job-seeking skills. The student is expected to: (B) describe appropriate appearance for an interview; and (C) participate in a mock interview.

Section 127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies; and (D) identify skills that can be transferable among a variety of careers.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Guide a class discussion on the programs or organizations students will have to apply to and interview for on your campus. Write the list of programs and organizations prior to the discussion, or write the list as students make suggestions during the discussion. This will vary depending on what your campus offers. It's important that you are aware of them ahead of time in order to assist students in this discussion. Keep track of this list and make it visible to the class. You may also have a student be your scribe if you prefer. Ask students what kinds of things they will need to do to prepare for their interview to get into these organizations. Write them down. Also keep track of this list and make it visible to the class. Tell the students that applying and interviewing for school organizations is a great way to practice applying and interviewing for jobs. Understanding what to do before, during, and after this process will help them achieve their goal of getting accepted now and in the future.
2. **Whole Class Activity:** Show this [job interview tips video](https://youtu.be/88Mwb2bnOMk) (youtu.be/88Mwb2bnOMk) to have the students start thinking about what their first interview will be like. Ask students how the video supported the list you came up with as a class during the Engaging Focus discussion. Add the things that were included in the video to the list.
3. **Group Activity:** Tell the class that they are going to practice the skill of interviewing. Include this explanation of the guidelines for the interviews:
 - a) Students will be placed in groups of three or four, based on their endorsement area of interest.

- b) Each group will decide on one path/career for the interview. Guide them to use Share Your Road, the Texas OnCourse tool, to find real people and their real credentials for their career. They can also go to [Texas Career Check](https://tinyurl.com/y4a7pwyq) (tinyurl.com/y4a7pwyq) to find reference material.
 - c) The group will research four or five general questions and two or three career-specific questions asked during an interview.
 - d) The group will research common answers to these questions.
 - e) Once group research is completed, the group will separate to prepare for the interview. Guide them on how to use Share Your Road to find people's stories to help the students get into character for their mock interview. You can even show or suggest this [how to dress for an interview video](https://youtu.be/DM8Stzk_jxs) (youtu.be/DM8Stzk_jxs) to help them prepare.
 - f) The interview should last 10–15 minutes. The students will record their interviews, watch them, and write a summary offering advice to their future selves and identifying the positive aspects of the interview.
 - g) The summaries and videos will be submitted to the teacher.
4. **Closure:** Choose two or three interviews that you think are exceptional for certain reasons (good questions, good professional manner, etc.) and show them in class. Have the students write a reflection on these interviews and their thoughts on this process.

The Interview

Student Activity Sheet

Group Work

Group members:

Group rules:

- 1.
- 2.
- 3.

Type of business the interviewers represent:

Position the interviewee is applying for:

General interview questions. List two sources.

- 1.
- 2.
- 3.
- 4.
- 5.

Career-specific questions. List two sources.

- 1.
- 2.
- 3.
- 4.

Answers to questions:

- 1.

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

Personal Preparation

1. How will you portray this profession in this interview?
 - a. Outfit
 - b. Tone and language answering the questions
2. Explain how your personality, skills, and abilities will help you in this interview.
3. Explain how you will put your own personal style into the answers or questions.
4. Interviewer: Do you believe you should help the interviewee if they are struggling? Explain.
5. Interviewee: What will you do if you are struggling to answer the questions?

Recording

Record your interview in real time, no cuts or redoes.

- The interviewer can have a list of questions.
- The interviewee can have a resume of someone applying for this position.
- Show these two things at the beginning of the recording.

It's okay if the group members struggle or get stuck. This is how it goes in real life. Showing how you get through the interview is more important.

After recording the interview

The interview should last for 10–15 minutes. Rewatch the interview and write a reflection or summary, listing the positive aspects.

Unit 3: Paying for College

Lesson Learning Objectives

I understand there are multiple ways to fund my education.

Estimated Time Required

60–80 minutes

Materials per student

Pen/pencil
Paper
Internet access

Materials per class

Projector

Addressed Standards

TEKS

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; and (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Project the word “support” somewhere in your classroom that all students can see. Tell students to draw three columns of even size on a piece of paper. In the first column, ask them to make a list of all the people they have in their lives who support them. In the second, ask them to write what those people help them with in their life. In the third column, ask them to write about a problem that they went to each of those people for help. Allow students to share out if they are comfortable. After the discussion, tell them that financial support for college is another form of assistance. It can help them manage the cost of college, which can be a problem for some students. Just as they know who they can go to in their life when they need support, this lesson will give them some resources they can use to bring down the cost of college.
2. **Whole Class Activity:** Show the Roadtrip Nation/Texas OnCourse [Paying for College video](https://youtu.be/1CLBIWck1w) (youtu.be/1CLBIWck1w). Ask the students to signal (thumbs up, thumbs down, or similar) their answer to these statements:
 - a. I know exactly how much the postsecondary pathway I’m interested in will cost.
 - b. I know exactly how I am going to fund this plan.
 - c. I know where to look or who to go to if I need to find funds for my plan.
3. **Independent Activity:** The students will begin researching and taking notes with these goals in mind:
 - a. Find the tuition cost for one year at a large public college or university, a community college, a private college or university, and an Ivy League university.
 - b. Use the [Students and Families Finances resources](https://tinyurl.com/ybdcf242) (tinyurl.com/ybdcf242) from Texas OnCourse to find three or four ways to receive money for higher education or pursue on-the-job training.
 - c. Find two other online resources that can help with finding or completing financial aid information. Explain the reasoning for using this resource and how you know it is a valid source.

4. **Closure:** Discuss their findings with the students. Have them write any questions or comments they still have in the “parking lot.” This is a large, common sheet of paper where students can put questions or comments that require more time for discussion or research. Use these to guide further discussions in class.

Unit 3: Exploring Colleges

Lesson Learning Objectives

I understand college fit and match.

Estimated Time Required

120–160 minutes

Materials per student

Paper
Pen/pencil
Thinking About My College Fit and Match handout
Guiding My College Search handout

Materials per class

Computer lab access

Addressed Standards

TEKS

Section 127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.

Section 127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards

II.E. Technology 1. Use technology to gather information. 2. Use technology to organize, manage, and analyze information. 4. Use technology appropriately.

Student Competencies for Success

Effective executive functioning skills

Procedure

1. **Engaging Focus/Prior Knowledge:** Ask students to take out a piece of paper and list as many colleges as they can think of in two minutes. Then, ask students to get together in groups of three or four to compare their lists. They should compile a single list of as many colleges as they can collectively think of in the next two minutes. After two minutes have passed, survey the class to see which group listed the most colleges (the responses will typically be under 40). Ask the group that listed the most colleges to read out their list, then invite other groups to add to the master list and ask for an updated total (likely to be under 60). Next, ask students how many colleges they think there are in the United States. After providing an opportunity for multiple responses, share with students that there are over 4,000 colleges and universities in the United States alone!
2. **Introduction of New Material:** Tell students that over the next few class periods, they will learn about some of the important factors in the college search process along with some important strategies for conducting their own research. Tell students that there are two key factors that they should consider in the early years of thinking about their college search process: college fit and college match. Instruct them to copy down the definitions for each.
 - a. **College Fit:** This term refers to how well the college meets an individual student's academic, social, and financial needs. Factors in college fit include location, size, availability of desired majors, campus culture, diversity, academic, emotional, and financial support, and social opportunities.
 - b. **College Match:** This term refers to how well the individual student meets the college's admission criteria, including grades, types of courses taken (the more challenging the better!), and either standardized test scores (ACT/SAT) or academic work samples (for test-optional schools).

- c. A key point to emphasize with students here is that, because they are in middle school, there is still time to 1) change the types of schools that are a “match” for them by developing their academic skills and belief in themselves (self-efficacy) and 2) learn more about the 3,900 schools they currently know nothing about but which may be a perfect “fit” for them!
3. **Partner Activity:** Ask students to turn and talk with a partner about the following questions:
 - a. What are some of the factors that you think could make a particular college a good fit for you?
 - b. What are some of the qualities that you might look for in a college?
 - c. Based on what you have just learned about match, what are a few ways that a middle school or high school student could improve their academic profile?
4. **Independent Activity:** Ask students to thoughtfully and independently complete the student handout (Thinking About My College Fit and Match). Consider using soft music to set an introspective tone and circulate the room to support on-task focus.
5. **Introduction of New Material (Part 2):** Explain to students that the next step in this multi-part lesson will be learning how to use a recommended online search tool to find colleges that might be a fit for them. Before you have students log in on their own, demonstrate a search for them on your own projected computer screen. You can walk students through a sample search using criteria that you have pre-determined, or you can accept recommendations from the class on the spot for each filter.
 - a. Go to **College Board Big Future** (tinyurl.com/d22ofdy).
 - b. Explain to students that this tool will allow them to search for colleges using a variety of filters related to fit.
 - c. Encourage them to keep their filters fairly broad at first. After all, the goal is to learn more about colleges that they don’t know anything about yet, and we would hate for them to miss out on a great fit because their search criteria was too limiting.
 - d. One exception: In the “Type of School” filter, we strongly recommend always excluding “For-profit” schools from the search. For-profit schools are extremely expensive and primarily carry national accreditation. What this means for students is that, later in their college career, if they decide to switch schools, their credits will be non-transferable if they choose a regionally accredited institution. Credits are often non-transferable, even from a nationally accredited school to another nationally accredited school. By selecting a nationally accredited, for-profit institution, students lock themselves into that school for the duration of their college career or risk having to start over if they transfer to a new school.
 - e. Preview the terms urban, suburban, and rural.
 - f. Choose between one and two results from your search to explore with students while still in a whole-group demonstration setting. Click on the school.
 - g. Click through each of the informational categories on the left, and ask students what they notice along the way. Some guiding questions could include:
 - h. What do you notice about the graduation rate at this school?
 - i. Does it seem like this school has a diverse student body?
 - j. Does it seem like most students live on-campus or off-campus?
 - k. What sports are available?
 - l. What are the most popular majors?
 - m. Is it located in an urban, suburban, or rural setting?
 - n. Is it a large, medium, or small school?
 - o. Repeat this process until students are relatively comfortable with search terms and evaluating results. Use Fist to Five or another check for understanding strategy to assess when they are ready to move on.

6. **Independent Activity:** Explain to the students that they will now begin an individual college search process based on their fit criteria that they began to identify at the beginning of this lesson. Instruct students to take out the handout and review their responses.
7. **Closure:** In pairs, have students share their individual college search handouts.

Thinking About My College Fit and Match

Student Activity Sheet

Please answer the questions below with as much detail as possible. Remember that everyone's college journey is unique, so answer based on how you truly feel, not based on what you think your friends will say.

Please list two or three careers that you might be interested in pursuing, and explain why each one is interesting to you.

Possible Career	This career interests me because...

Describe your perfect college, including the following details:

- Where is it located (city, country, suburbs)?
- How big is it (huge, big, tiny, or somewhere in-between)?
- Is it a diverse school? What kind of diversity matters to you?
- What kind of support will it have for your schoolwork and health?
- What kind of school spirit and campus culture does it have?
- What other factors are important for you to consider in picking your future college?

Describe what you know about GPA and why it is important in planning for your future. Besides your grades, what other things might colleges look for when they are selecting students?

Guiding My College Search

Student Activity Sheet

Congratulations on officially beginning your college search based on the criteria that matters to you! This initial search activity is designed for you to make a first effort at exploring colleges based on your current interests and what you have learned about “college fit.”

Some important things to keep in mind during your search:

Your interests might change over the next few years – that is absolutely okay! The most important thing you can do at this stage is to keep an open mind! Today may be the first time that you research colleges, but it will not be the last. Know that you will narrow your college list and clarify your ideas over the next few years while you learn more about your interests, your strengths, and your academic, social, and emotional needs over time.

Let’s get started!

1. Go to College Board Big Future (tinyurl.com/d22ofdy).
2. Look at the filters on the left side of the screen. This handout will give you some guidance on how to use each of them later.

Please follow our recommendations for your first search, knowing that you will have many other opportunities to further customize your search in the future.

Test Scores & Selectivity: Skip this section for now. This section is most closely connected with college match. Today we are focusing on college fit.

Type of School: Select Public and Private. Do not select For-profit.

Location: Skip this for now because you never know whether your best fit college is in a location that you haven’t even considered yet!

Campus & Housing: We recommend leaving this open for now unless you have very strong preferences about living in a big city (urban) or more in the country (rural).

Majors & Learning Environment: We recommend leaving this open for now unless you have very strong feelings about a career pathway and a major based on prior research. Also, if you are interested in military service, select ROTC under Learning Environment to find colleges that offer pre-military programs and scholarships.

Sports & Activities: If there are sports and activities that are very important to you, identify them here.

Academic Credit: We recommend leaving this filter open for now. This is a search area that you can narrow down during high school.

Paying: We recommend leaving this filter open for now. The ability to pay for college is critically important. However, you can't judge a college by its "sticker cost" or displayed price. The only way to truly know if it is an affordable option is to compare financial aid packages when you are a senior. Keep your options open for now.

Additional Support Programs: Set this to filter any of the listed programs that are important to you.

Diversity: This is the filter where you can search for campuses with diverse student populations; you can also specifically search for HBCUs, HSIs, and tribal colleges/universities.

Individual College Search

Student Activity Sheet

As you conduct your first search and explore various schools, record your initial findings on this handout.

- In the far-left column, list every school from your initial search that you clicked on in the first column. List all schools, whether your feelings about them were positive, negative, or neutral.
- In the middle column, list 3–5 favorites (leave enough room in between each school). Below the school, explain why the school is considered one of your top 3–5 favorites.
- In the right column, list 2–3 schools that you are not interested in (leave enough room in between each school) and explain why these are your least favorite options.

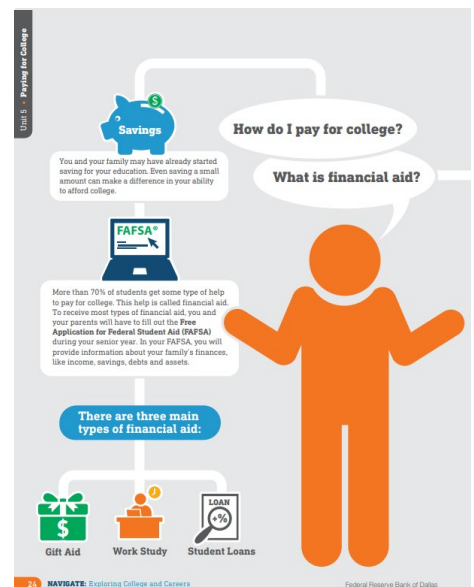
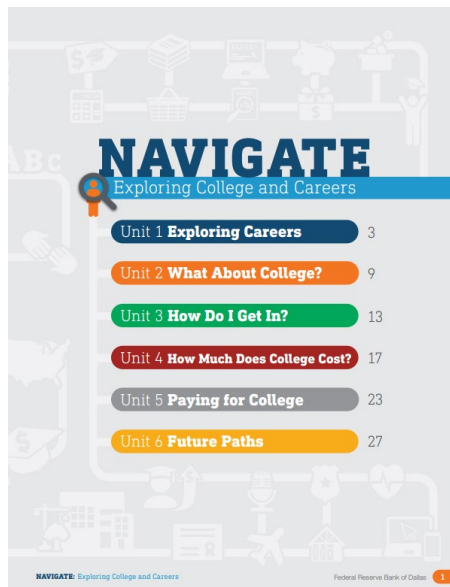
Let me see my options...	Let me see my options...	Let me see my options...
List all schools you clicked on during your initial College Board Big Future search, whether positive or negative.	Of the schools I clicked on in my search, these schools caught my attention in a positive way and made me want to learn more.	Of the schools I clicked on in my search, these schools caught my attention in a negative way, and I want to rule them out.

Navigate: Exploring College and Career

Federal Reserve Bank of Dallas

The Economic Education Division, Communications & Outreach Department of the Federal Reserve Bank of Dallas has a mission to help students explore their postsecondary options. This engaging and colorful guide walks students through college choices and breaks down their future financial choices. The student workbook can be downloaded from the [Dallas Federal Reserve website](https://www.frb-dallas.org/education/navigation). Here you'll find:

- a Teacher Handbook;
- a Student Handbook – in PDF or Fillable versions; and
- a Parent Letter.



Family and Guardian Resources

Below are articles that cover content you and your student will need to know when planning for high school as well as life after high school. The Texas Higher Education Coordinating Board has created a resource for parents and guardians. You can create a login here: [Tomorrow Ready Texas](https://tomorrowreadytexas.org/en/landing) (<https://tomorrowreadytexas.org/en/landing>) and access the articles.

Unit 1: Envisioning Success

- [What Are Your Eighth Grader's Skills and Interests? \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Personal Development \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Guiding Your Student in Becoming Their Own Advocate \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Managing Conflict \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [How to Study Better \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Five Time-Management Tips for High School Students \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [How to Write a Resume \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Unit 2: Career Pathways

- [Labor Market and Career Information \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Getting Involved in the World of Work \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Which Careers Match Your Skills? \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Understanding Money Management \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Unit 3: Postsecondary Education Readiness

- [What the Military Can Offer You \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Career Pathways and Where They Lead \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [College for All Texans \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [To Pursue a Degree or Not, That Is the Question \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [College for All Texans \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Financial Aid Options \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Understanding and Estimating College Cost \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Students with Disabilities Preparing for Postsecondary Education \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Teaching Your Teen about Personal Safety \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)

Unit 4: Getting Ready for My Next Steps

- [Why Create a High School Graduation Plan? \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Review the Types of Plans \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Review the Types of Plans \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [What to Know about Your Student's Counselor \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Distinguished Level of Achievement \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Career Pathways and Where They Lead \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Questions to Ask Your Student's Counselor \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)
- [Getting Involved in High School and in the Community \(tomorrowreadytexas.org\)](https://tomorrowreadytexas.org)



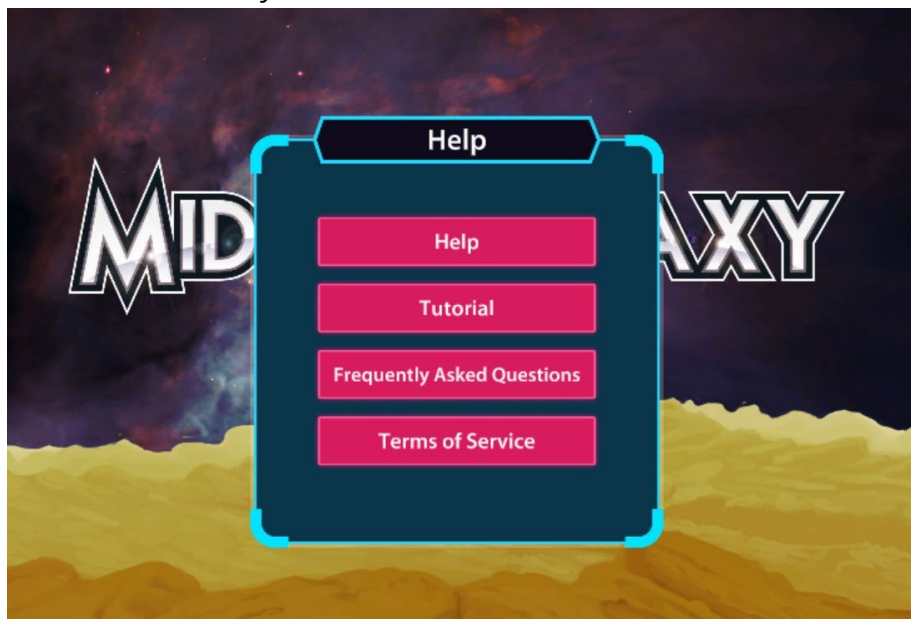
MiddleGalaxy Educator Game Guide

Welcome to MiddleGalaxy! This game is a Texas OnCourse resource. As an educator, you will be exploring careers with your middle school students. This guide covers the game's objectives, its terms, and how to play. The game is designed to help you facilitate conversations and lessons about academic choices and career goals in preparation for high school. Use it along with the [College and Career Readiness Curriculum](https://tinyurl.com/y9kcnzso) (tinyurl.com/y9kcnzso) to find lesson plans aligned with TEKS for college and career readiness and investigating careers, many of which integrate MiddleGalaxy gameplay.

Logins and Student Progress

Student Access

Students log in to [MiddleGalaxy](https://middlegalaxy.org) (middlegalaxy.org). Students will create a profile and a password. A personal email address is required. They may also download the app to a smartphone in the iOS and Android App stores. We recommend that you provide time and instruction for students to complete the tutorial the first time students log in. It's shown here as an option when students are on the MiddleGalaxy home screen. To access the Tutorial option, click the question mark icon on the top right corner of the MiddleGalaxy home screen.



Note: If you'd like to share information about MiddleGalaxy with students' parents or guardians, send them to the [Texas OnCourse MiddleGalaxy page](https://tinyurl.com/yble4hm2) (tinyurl.com/yble4hm2).

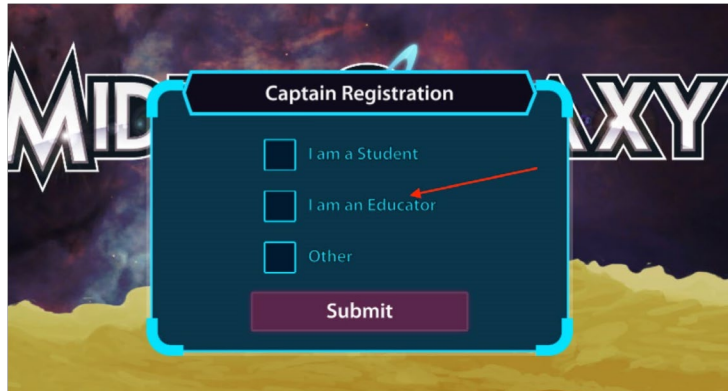
Educator Access

Educators registered with Texas OnCourse also have access to the MiddleGalaxy Dashboard and the game. If you do not have an existing account, follow the instructions below to create one.

Note: You can read more about MiddleGalaxy on the [Texas OnCourse website](https://texasoncourse.org) (texasoncourse.org). We also invite you to **explore** and **play** the [game](https://middlegalaxy.org) (middlegalaxy.org).

Create Educator Account (Step 1)

When you create a new account on MiddleGalaxy, you are given three options. Select “I am an educator” if you want to create class codes and manage student progress.

A registration form titled "Captain Registration" with a space-themed background. It contains three radio button options: "I am a Student", "I am an Educator" (highlighted with a red arrow), and "Other". A "Submit" button is at the bottom.

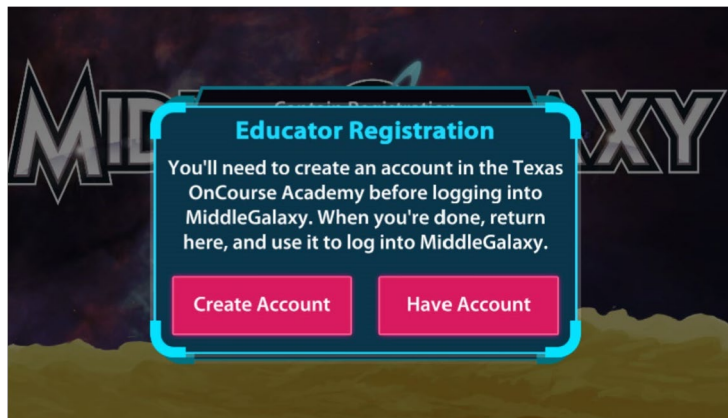
Captain Registration

☐ I am a Student

☒ I am an Educator

☐ Other

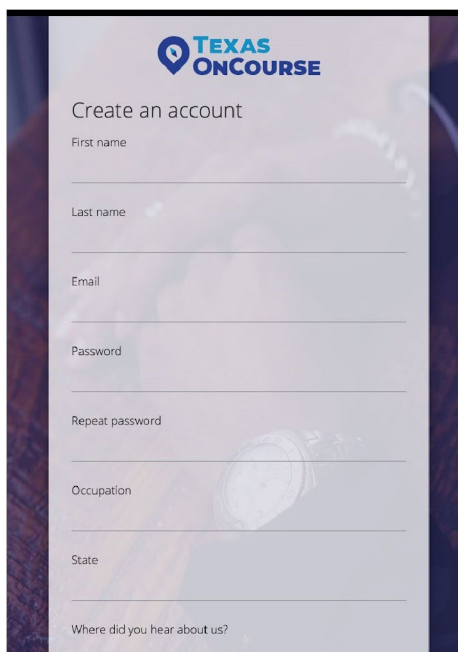
Submit

A registration form titled "Educator Registration" with a space-themed background. It contains text explaining that a Texas OnCourse Academy account is needed. Below the text are two buttons: "Create Account" and "Have Account".

Educator Registration

You'll need to create an account in the Texas OnCourse Academy before logging into MiddleGalaxy. When you're done, return here, and use it to log into MiddleGalaxy.

Create Account Have Account

A form titled "Create an account" with the Texas OnCourse logo. It contains several input fields for user details.

TEXAS ONCOURSE

Create an account

First name

Last name

Email

Password

Repeat password

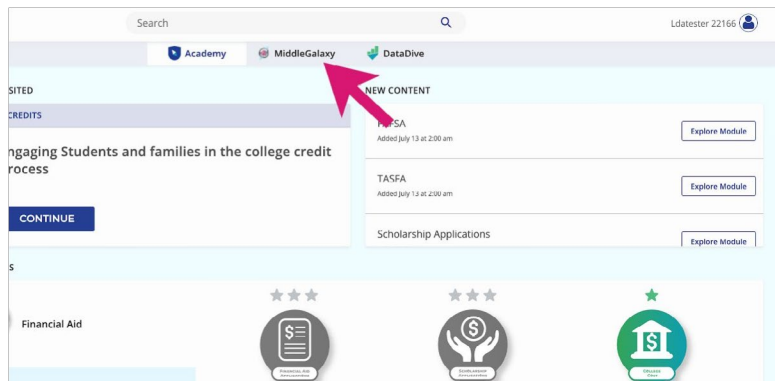
Occupation

State

Where did you hear about us?

Then enter your details, including school district. If your school or district does not show, please type “OTH” and select “Other.”

Please check your email and follow the link to complete the registration process. Once confirmed, you can access the educator dashboard by selecting the MiddleGalaxy tab.



Try the Game or Watch the Demo (Step 2)

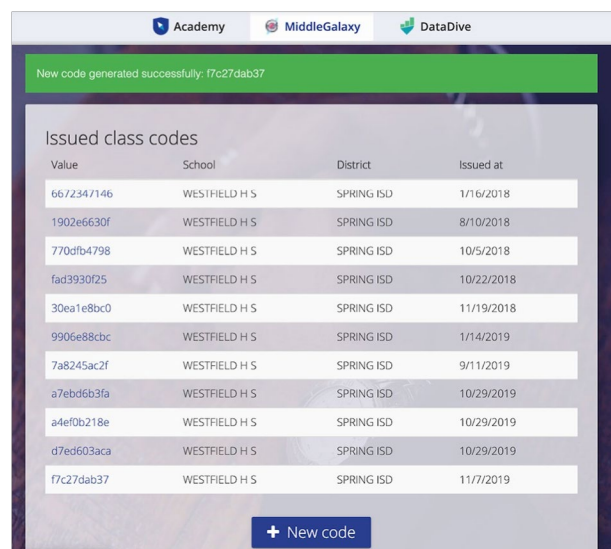
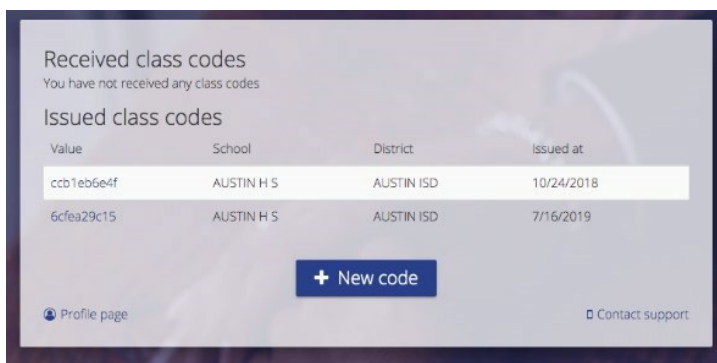
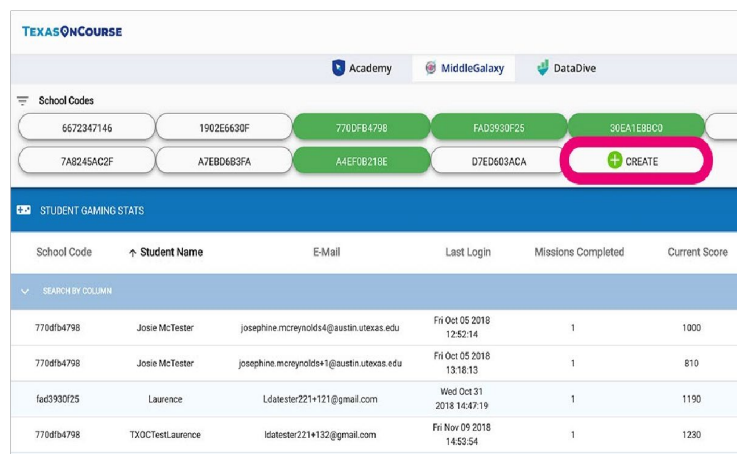
Log in to Middlegalaxy.org with your educator account and play the game. The in-game tutorial will help you through gameplay. You can also learn more about the gameplay by watching the [Educator Webinar: Using MiddleGalaxy in the Classroom](https://youtu.be/viCrrMN6soE) (youtu.be/viCrrMN6soE).

Create Class Codes (Step 3)

With this feature, educators can create class codes to track the progress of students who are playing the MiddleGalaxy game. To begin, click the "Create" button.

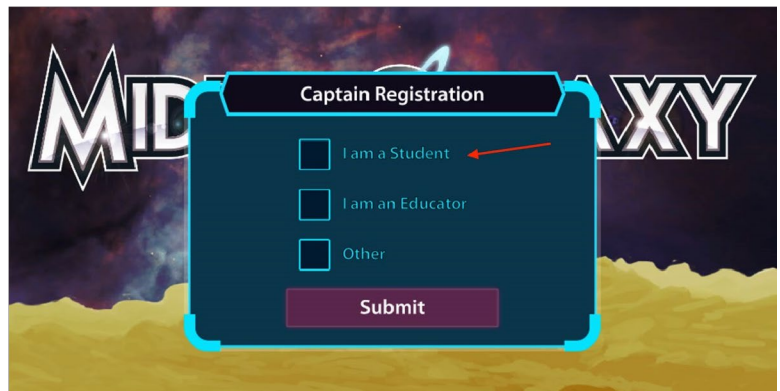
You will see a new code generated. Newly created codes appear as icons on the educator dashboard.

Note: Student progress will only appear after students create a profile for MiddleGalaxy with a class code that you create and assign to them. If no class code is used, student data and progress are not visible to the educator.

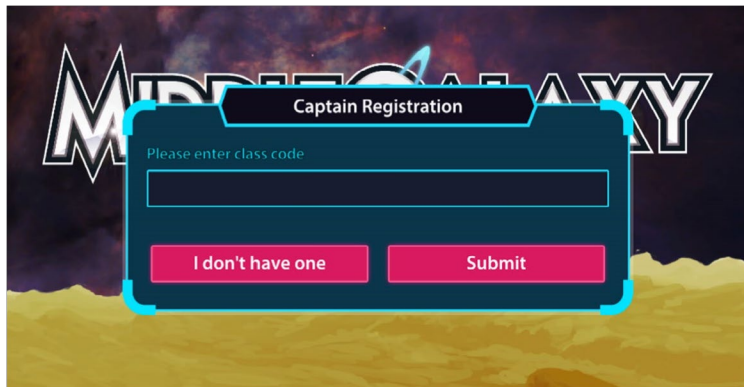


Get Students to Sign Up (Step 4)

Share your class code with your students. Have the students select the “I am a student” option.



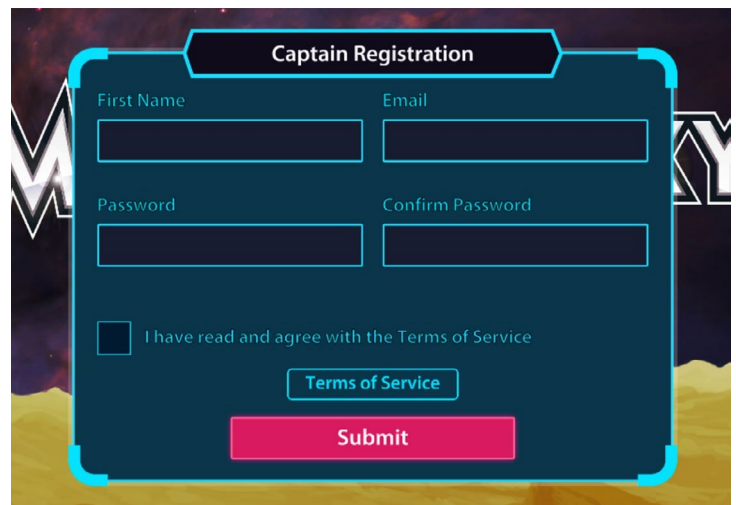
The image shows a 'Captain Registration' form with a dark blue background and a space-themed illustration. The form has three radio button options: 'I am a Student' (selected with a red arrow), 'I am an Educator', and 'Other'. A 'Submit' button is at the bottom.



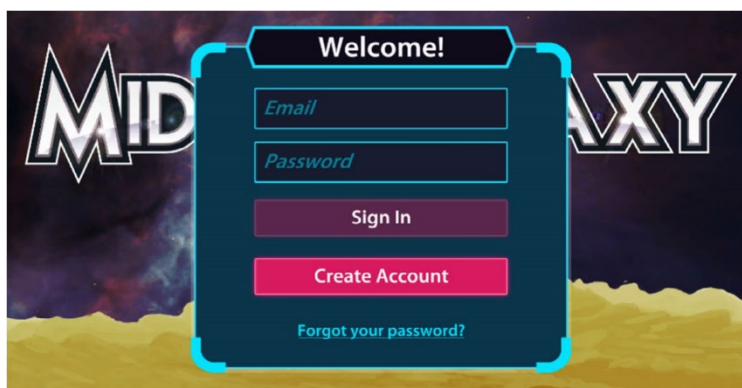
The image shows the 'Captain Registration' form with a text input field for 'Please enter class code'. Below the field are two buttons: 'I don't have one' and 'Submit'.

Have them enter the class code you give them.

Have them create login information and proceed with the game. Students do not need an email confirmation.



The image shows the 'Captain Registration' form with four input fields: 'First Name', 'Email', 'Password', and 'Confirm Password'. Below these fields is a checkbox for 'I have read and agree with the Terms of Service' and a 'Terms of Service' link. A 'Submit' button is at the bottom.

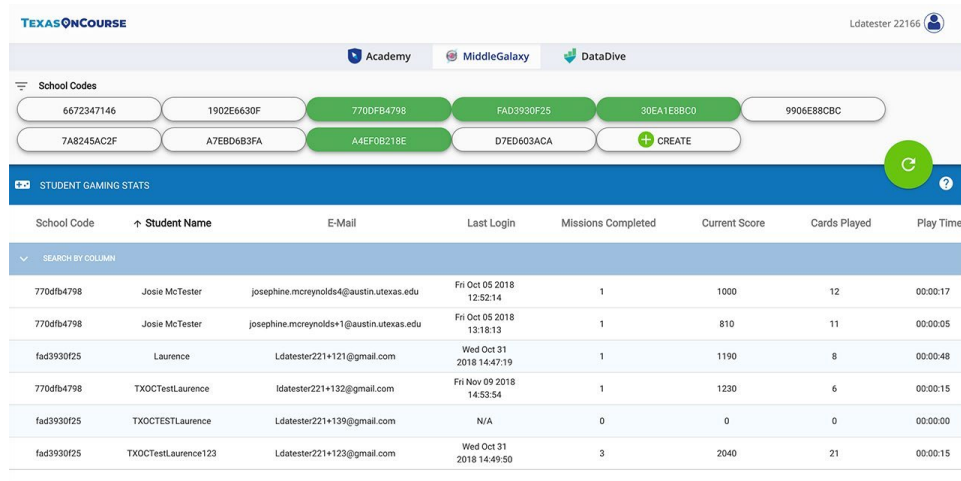


The image shows a 'Welcome!' screen with two input fields: 'Email' and 'Password'. Below these fields are two buttons: 'Sign In' and 'Create Account'. At the bottom, there is a link for 'Forgot your password?'.

Go back to login.

Monitor Student Progress (Step 5)

Select any class code to check the students' progress.

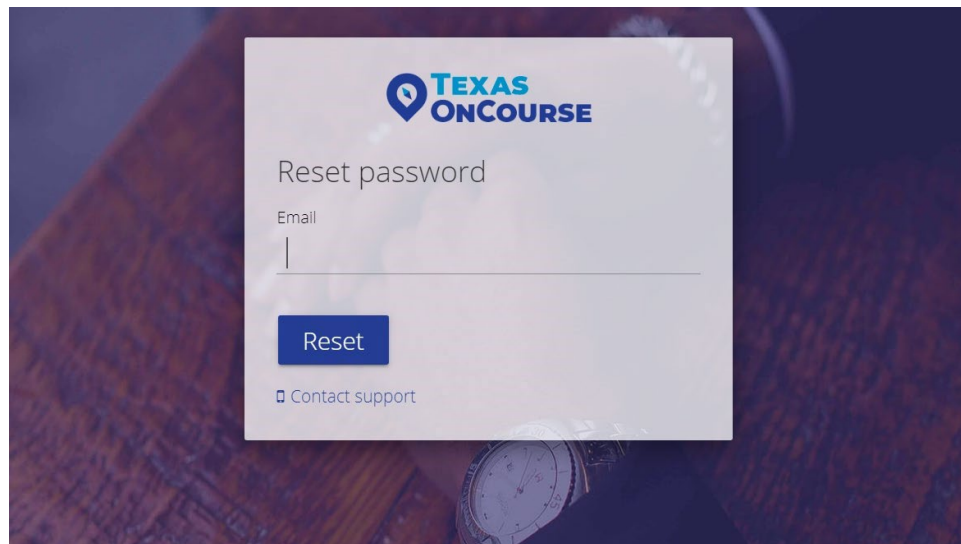


The screenshot shows the Texas OnCourse Academy interface. At the top, there are tabs for Academy, MiddleGalaxy, and DataDive. Below these, a section titled 'School Codes' displays a grid of class codes. The code '770DFB4798' is highlighted in green. Below the codes is a 'STUDENT GAMING STATS' section with a table of student performance data.

School Code	Student Name	E-Mail	Last Login	Missions Completed	Current Score	Cards Played	Play Time
770dfb4798	Josie McTester	josephine.mcreeynolds4@austin.utexas.edu	Fri Oct 05 2018 12:52:14	1	1000	12	00:00:17
770dfb4798	Josie McTester	josephine.mcreeynolds+1@austin.utexas.edu	Fri Oct 05 2018 13:18:13	1	810	11	00:00:05
fad3930f25	Laurence	Ldatester221+121@gmail.com	Wed Oct 31 2018 14:47:19	1	1190	8	00:00:48
770dfb4798	TXOCTestLaurence	Ldatester221+132@gmail.com	Fri Nov 09 2018 14:53:54	1	1230	6	00:00:15
fad3930f25	TXOCTestLaurence	Ldatester221+139@gmail.com	N/A	0	0	0	00:00:00
fad3930f25	TXOCTestLaurence123	Ldatester221+123@gmail.com	Wed Oct 31 2018 14:49:50	3	2040	21	00:00:15

How to Reset a Password

Go to the Texas OnCourse [Reset Password page](https://tinyurl.com/u8oxcsg) (tinyurl.com/u8oxcsg). Enter your email, select "Reset," and find the reset email in your inbox. Follow the directions in the email to reset your password.



The screenshot shows a 'Reset password' form on the Texas OnCourse website. The form includes a text input field for the email address, a blue 'Reset' button, and a link to 'Contact support'.



Teaching Gameplay Objectives

Students explore careers by becoming a **captain** of their own space squad of **cadets**. While planning an expedition, students assign cadets to important **missions**. By completing each mission, students move closer to making MiddleGalaxy their home.

The mission is the assignment or project that the player will assign cadets to fulfill the mission's required number of skills and abilities. Missions include projects such as Build a Computer Network, Build a Suspension Bridge, and Establish a School.

Missions require certain skills that different career cadets have. For example, the mission Setting Up a Computer Network requires a **Technology & Engineering** skill resource level of 5 to complete the mission.

The game features 28 total missions. It takes about 30 minutes to play 10 missions. On the main game board, there are 3 missions that are available to play at any given time. Students draw cadet

cards and match them to the mission that is the best fit to accumulate points. After a mission is completed, the player assigns specific tasks to cadets and will receive points and tokens.

How to Play

MiddleGalaxy is essentially a card game with cards representing cadets with specific professions. Each cadet card has skills and abilities for the student to use. The **Skills** key is shown here.

Students can trade any of their cadets for different cards by clicking Draw Cards (lower right). They can keep trading until they've picked cadets that have all the skills needed to complete the missions! Students can learn more about a cadet's career in the About Career section of the card to better assign cadets to their missions. The top left corner of the screen shows how many missions have been completed.

Students should play cadet cards when missions relate to their profession. However, students can play cadet cards on any mission that requires the ability or skills listed on the card. For example, an Electrician cadet card is ideal for a mission that requires a cadet with the ability Dextrous and the skills Technology & Engineering and Trade & Craftsmanship. Although the mission Ship Engine Room Improvements requires the Electrician card's skills but not



the ability Dextrous, it's still a close match. Better, for example, than choosing a Graphic Designer cadet card (with Creative skills and Arts & Humanities abilities) for the mission.

Students advance through each mission by finding the best-fit career cadets and assigning them. There are always three missions on the game board.



During each game, students are given three **Captain's Actions** – Mentor, Retrain, and Collaborate – that can be used once per 10-mission game. These Captain's Actions allow the player additional ways to complete a mission. Career cadets can be given new abilities or skills, and certain skills can be converted to a different category.

The **Mentor** action provides an extra skill to a cadet. The **Retrain** action converts one cadet's skill score to another category. The **Collaborate** action gives a cadet a new ability from another cadet in play, and vice versa.



Players accumulate points by matching cadet cards with missions. Placing a cadet on a mission that doesn't require their skills or abilities results in zero points. The closer a cadet matches the mission, the more points are awarded. Matching cadets to their ideal mission is worth 250 points. Completing each mission is worth 100 points.

Once a mission is complete, a bonus round allows players to assign three career cadet cards to tasks within the completed mission. In the bonus round, each correct match earns 10 points. Correctly matching all three earns a token that can be used after completing 10 missions to unlock cadet cards. Unlocked cadet cards remain unlocked for individual players, no matter how many games are played.



Game Elements

- 28 total missions in MiddleGalaxy
- 98 total career cadet cards
- 10 missions to win

How is the game won? By successfully completing 10 missions. There are 28 total missions, so educators can assign game replay time to encourage additional career exploration once students have mastered the game.

Career Cadet Cards

Cadets have various career profiles, and players assign cadets to missions. The 98 career cadets in the MiddleGalaxy game reflect Texas workforce job trends. Ideal career cadets are those whose skills, knowledge, and abilities are a perfect fit for performing mission tasks, and extra points are given when players identify the ideal cadets.



Knowledge Boost

Cadet cards in play can be strengthened and missions completed by using **Knowledge Boost** cards. One knowledge boost card appears in each hand along with four cadet cards. Knowledge boost cards can be shuffled or kept when new cards are drawn. Players can add a knowledge boost to a cadet assigned to a mission, providing an ability or a skill needed to fulfill the mission. Each knowledge boost matched to a mission gains 10 points, too.

For example, if a cadet has the ability Dextrous and the mission the cadet is assigned to requires the ability Organized, a Knowledge Boost Card can be used to give that cadet the ability Organized.

Tokens

Each completed mission offers a bonus round. Each time a player successfully matches all three cadets to their ideal task within the bonus round, a token is awarded. After completing 10 missions, players are offered a choice of using the tokens or playing another game of 10 missions.

The tokens are used to reveal cadets' ideal missions and tasks. By placing tokens earned on a specific cadet card, that cadet's ideal mission and tasks are unlocked and remain visible. For example, if a player has earned 25 tokens, they can spend them by unlocking five cadets whose price are 5 tokens each, or six cadets whose price are 4 tokens each plus one cadet whose price is 1 token, or any combination they choose. Tokens carry over from game to game, and once unlocked, career cadet cards stay unlocked for the captain who unlocked them. Cadet cards that have been unlocked appear with a bright yellow border and a star when they are drawn in future games.

