

# MIDDLE SCHOOL CURRICULUM GUIDE

Second Edition

---



# Contents

Introduction.....	iv
Combining Game Play with Classroom Lessons.....	iv
Leverage the Texas OnCourse High School Readiness Survey to Better Target Instruction.....	v
Suggested Implementation Plan: Fall or Spring Semester.....	vi
Suggested Implementation Plan: Both Fall and Spring Semester.....	viii
Unit 1: Purposeful Planning.....	01
Essential Question: How Do I Find My Purpose? . . . . .	01
Chapter 1: Who Am I?.....	06
Lesson 1.1: My Vision . . . . .	06
Lesson 1.2: Investigating Career Clusters and Programs of Study. . . . .	09
Lesson 1.3: Deep Dive into My Preferred Career Clusters. . . . .	12
Lesson 1.4: Understanding the Five High School Endorsements . . . . .	16
Lesson 1.5: Endorsement Requirements . . . . .	20
Lesson 1.6: Find Your Path . . . . .	23
Chapter 2: Where Do I Want to Go?.....	27
Lesson 2.1: Your High School Transition. . . . .	27
Lesson 2.2: The Foundation High School Program and High School Personal Graduation Plan	30
Lesson 2.3: What Is the Distinguished Level of Achievement and Why Should I Consider It?	33
Lesson 2.4: Leaving Home . . . . .	36
Lesson 2.5: Postsecondary Options . . . . .	38
Lesson 2.6: Roadmap Checklist. . . . .	42
Lesson 2.7: Summer after High School Graduation . . . . .	45
Performance Assessment: My Vision . . . . .	48
Unit 2: Personal and Professional Toolkit.....	50
Essential Questions . . . . .	50
Chapter 1: College and Career Readiness.....	55
Lesson 1.1: Investigating Skills . . . . .	55
Lesson 1.2: What Is College and Career Readiness? . . . . .	58
Lesson 1.3: Space Journal . . . . .	62
Chapter 2: Finances.....	65
Lesson 2.1: Investigating Money Management. . . . .	65
Lesson 2.2: Exploring Financial Accounts . . . . .	71
Lesson 2.3: Understanding Credit . . . . .	75
Lesson 2.4: Paying for College. . . . .	79

Chapter 3: Management.....	81
Lesson 3.1: Teamwork Makes the Dream Work . . . . .	81
Lesson 3.2: Communicating for Success . . . . .	86
Lesson 3.3: Conflict Resolution . . . . .	90
Lesson 3.4: Stressing It . . . . .	94
Lesson 3.5: Goals . . . . .	96
Lesson 3.6: Study Habits . . . . .	99
Lesson 3.7: Bonus Round Bonanza . . . . .	101
Chapter 4: Networking.....	105
Lesson 4.1: Getting Involved . . . . .	105
Lesson 4.2: Support Network . . . . .	108
Chapter 5: The Search.....	111
Lesson 5.1: The Search . . . . .	111
Lesson 5.2: The Resume. . . . .	115
Lesson 5.3: The Interview . . . . .	117
Lesson 5.4: The Thank-You . . . . .	122
Performance Assessment.....	125
Career Portfolio . . . . .	125
Topic: College and Career Readiness Assessment Bank. . . . .	127
College and Career Readiness Answer Key . . . . .	129
Topic: Exploring Career Pathways Assessment Bank. . . . .	130
Exploring Career Pathways Answer Key . . . . .	131
Topic: Understanding Endorsements Assessment Bank . . . . .	132
Understanding Endorsements Answer Key. . . . .	134
Topic: Understanding the High School Personal Graduation Plan Assessment Bank. . . . .	135
Understanding the High School Personal Graduation Plan Answer Key . . . . .	137
Topic: Distinguished Level of Achievement Assessment Bank . . . . .	138
Distinguished Level of Achievement Answer Key . . . . .	140
Topic: Finance Assessment Bank . . . . .	141
Topic: Management Assessment Bank. . . . .	143
Management Answer Key . . . . .	145
Topic: The Search Assessment Bank . . . . .	146
The Search Answer Key . . . . .	148
Frequently Asked Questions and Misconceptions.....	149
Key Resources.....	154
Key Terms and Definitions.....	158
Appendix: MiddleGalaxy Educator Game Guide.....	160
Appendix B: Family Guide Take-Home Cards.....	166

## Introduction

The MiddleGalaxy game, created in partnership with the Massachusetts Institute of Technology, allows students to explore various careers and the associated knowledge, skills, and abilities they require. Throughout the game, students have the opportunity to learn about different careers available in Texas. The occupations were selected for the game using data from the Texas Workforce Commission. Each occupation in the game is expected to grow over the next ten years and commands a salary above the median wage for the state. Through game play, students are able to examine how knowledge, skills, and abilities are transferable.

MiddleGalaxy is designed to:

- Provide an opportunity for experiential learning through game play
- Expand student understanding of diverse career pathways and the knowledge and skills they require
- Foster and empower decision-making
- Model the relevance of a growth mindset in career pathways
- Demonstrate the value of acquiring new knowledge, skills, and abilities

The game isn't designed to address career choices or the endorsement process directly. Rather, it acts as a conversation starter for educators about the academic decisions that lie ahead. Research demonstrates that this indirect approach results in better student engagement in two key ways. Students play the game because it's fun and entertaining, exposing them to experiential learning that creates a cognitive framework for the concepts introduced through game play.

## Combining Game Play with Classroom Lessons

This guide is comprised of lessons designed to work in conjunction with game play to expose middle school students to information required by House Bill 5 while streamlining their pathway to college and career success.

Educators play an important role in the integration of game play with the accompanying lesson plans, drawing connections between student experiences during game play and direct classroom instruction. Playing the game can help expand students' understanding of opportunities available to them, and the accompanying lesson plans are created to support this understanding.

See the appendix (page 160), an educator guide, for more information about how to play the game.

Feel free to incorporate the game play into your lesson as you see fit. As a teacher or counselor/adviser, you likely know what your students need to prepare for high school better than anyone else. With this approach, students are better able to engage in pointed, objective discussions about their career choices. They internalize the concepts through play.



# Leverage the Texas OnCourse High School Readiness Survey to Better Target Instruction

**T**exas OnCourse developed the High School Readiness Survey ([tinyurl.com/y5odopse](https://tinyurl.com/y5odopse)) to measure students' familiarity with college and career topics. The survey also includes questions about mindset and perceptions of abilities.

As one of our partners, your school or district is encouraged to administer this survey to seventh- and eighth-grade students twice during the school year – once in the fall and once in the spring. The purpose of the baseline survey in the fall is to help you align your instruction with the most critical needs that students demonstrate in the survey.

We recommend administering the fall survey as early in the semester as is practical for you. The spring 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. The High School Readiness Survey is active from mid-September to the end of October and mid-April to the end of May. Check out our website for the survey link.

## Topics Covered in the Survey

- 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

After you administer the survey, Texas OnCourse will analyze the data at the end of each semester and create reports highlighting key results that will be sent to you via email. These results can be shared at the district, school, or classroom level. After the spring semester concludes, Texas OnCourse will calculate student growth over the year in the assessed topics, providing evidence of the impact your instruction is making on students' preparation for high school. For questions regarding the survey report, please email Lara Gueguen, senior partnerships coordinator, at [lara.gueguen@austin.utexas.edu](mailto:lara.gueguen@austin.utexas.edu).

# Suggested Implementation Plan: Fall or Spring Semester

This course sequence provides a suggested scope and timeline for implementing the curriculum in a single semester.

## Unit 1: Purposeful Planning

Timeframe	Lesson and number of 40-minute periods to complete	Synopsis
Fall: first two or three weeks of August  Spring: first two or three weeks of January	1.1. My Vision: 2–3 periods and ongoing	Students begin an introspection on their personal interests and passions. They create and will continue to add to a vision board for their life's path.
	1.2. Investigating Career Clusters and Programs of Study: 2–3 periods	Students research all of the 16 different career clusters. <sup>1</sup>
	1.3. Deep Dive into My Preferred Career Clusters: 2–3 periods	Students are given time to research their personal areas of interest.
	1.4. Understanding the Five High School Endorsements: 2 periods	Using the jigsaw format, students research the five endorsements.
	1.5. Endorsement Requirements: 1 period	Students review requirements for completing the endorsements of their choice.
	1.6. Find Your Path: 2 periods	Using MapMyGrad, students complete the interest quiz to see which endorsement aligns with their interests.
Fall: mid-August to September  Spring: mid-January to February	2.1. Your High School Transition: 1 period	Students are asked to think about how they should prepare for the transition to high school. <sup>2</sup>
	2.2. The Foundation High School Program and High School Personal Graduation Plan: 2–3 periods	Using the Texas Grad Planner, students begin to map out their high school career. <sup>2</sup>
	2.3. What Is the Distinguished Level of Achievement and Why Should I Consider It? 2 periods	The teacher reviews the requirements for and benefits of receiving a Distinguished Level of Achievement. The students practice calculating GPA. <sup>2</sup>
	2.4. Leaving Home: 1 period	Students discuss their thoughts on the idea of eventually leaving home to pursue their postsecondary dreams.
	2.5. Postsecondary Options: 2 periods	Students explore different approaches to their career pathways by looking at postsecondary options. <sup>3</sup>
	2.6. Roadmap Checklist: 2 periods	Students research the steps needed to reach their postsecondary options by using the MapMyGrad roadmap checklist.
	2.7. Summer after High School Graduation: 4–5 periods	Students conduct interviews to gather recollections of this time during the interviewee's life.
Summative Assessment Items		Use the provided assessment items to create and insert assessments as needed throughout the semester, preferably between chapters. Allow time for review as well.
Performance Assessment: My Vision: 3–4 periods		This is done at the end of Unit 1 as a final assessment. Students will answer the unit's essential questions by creating a presentation.

1. See these Texas OnCourse Academy modules to prepare for the lessons: Career Outlook; Career Clusters, Pathways, and Endorsements; Basic Principles of Career Pathways; Career Assessments.

2. See these Texas OnCourse Academy modules to prepare for the lessons: Texas Success Initiative Assessment; High School Personal Graduation Plan; Transition Services for Students with Disabilities; ACT; SAT.

3. See these Texas OnCourse Academy modules to prepare for the lessons: Military Academy Application; Military Enlistment; Work-Based Learning Experiences; Researching Postsecondary Options; Basic Principles of Postsecondary Pathways.

## Unit 2: Personal and Professional Toolkit

Timeframe	Lesson and number of 40-minute periods to complete	Synopsis
Fall: September	1.1. Investigating Skills: 1 period	Reviewing the cross-disciplinary standards.
Spring: February	1.2. What Is College and Career Readiness: 2 periods	Students understand the skills necessary to be prepared for postsecondary pathways.
	1.3. Space Journal: 2 periods	Using MiddleGalaxy, students explore the skills needed to complete a mission in the game.
Fall: end of September to October	2.1. Investigating Money Management: 1 period	Students review the basics of money management: budgeting, saving, etc.
Spring: end of February to March	2.2. Exploring Financial Accounts: 2 periods	Students learn how to read a financial statement and understand the types of accounts available.
	2.3. Understanding Credit: 2 periods	Students create a comic illustrating what they've learned about credit, budgeting, and saving.
	2.4. Paying for College: 2 periods	Students research possibilities for postsecondary funding. <sup>4</sup>
Fall: October to November	3.1. Teamwork Makes the Dream Work: 3 periods	Students work on and practice team-building skills.
Spring: March to April	3.2. Communicating for Success: 2-3 periods	Students identify and practice drafting appropriate communications.
	3.3. Conflict Resolution: 1 period	Students work through problems to show how to successfully manage conflict.
	3.4. Stressing It: 2–3 periods	Students identify and practice ways to manage stressful situations.
	3.5. Goals: 1 period	Students should be able to set long- and short-term goals and develop time-management techniques.
	3.6. Study Habits: 1 period	Students explore their own study habits and set goals for improving their habits.
	3.7. Bonus Round Bonanza: 2–4 periods	Using MiddleGalaxy, students show how professionals work in teams to accomplish tasks.
Fall: November	4.1. Getting Involved: 1 period	Students identify how to get involved in campus activities.
Spring: April	4.2. Support Network: 1–2 periods	Students recognize who they have in their lives that can become a part of their support network.
Fall: December	5.1. The Search: 1 period	Students learn where to begin a job search.
Spring: May	5.2. The Resume: 3 periods	Students develop their own resume and begin selecting references.
	5.3. The Interview: 4–5 periods	Students run mock job interviews and practice conducting themselves in a professional manner.
	5.4. The Thank-You: 2 periods	Students understand the importance of writing a professional thank-you note as a part of the job search process.
Summative Assessment Items		Use the provided assessment items to create and insert assessments as needed throughout the semester, preferably between chapters. Allow time for review as well.
Performance Assessment Career Portfolio: 3-4 periods		This is done at the end of Unit 2 as a final assessment. Students will answer the unit's essential questions by creating a portfolio.

4. See College Finance in the Texas OnCourse Academy to prepare for the lesson.

# Suggested Implementation Plan: Both Fall and Spring Semester

This course sequence provides a suggested scope and timeline for implementing the curriculum in a year-long course.

## Fall Semester – Unit 1: Purposeful Planning

Timeframe	Lesson and number of 40-minute periods	Synopsis
August–September	1.1. My Vision: 2–3 periods and ongoing	Students begin an introspection on their personal interests and passions. They create and continue to add to a vision board for their life’s path.
	1.2. Investigating Career Clusters and Programs of Study: 2–3 periods	Students research all of the 16 different career clusters. <sup>5</sup>
	1.3. Deep Dive into My Preferred Career Clusters: 2–3 periods	Students are given time to research their personal areas of interest.
	1.4. Understanding the Five High School Endorsements: 2 periods	Using the jigsaw format, students research the five endorsements.
	1.5. Endorsement Requirements: 1 period	Students review requirements for completing the endorsements of their choice.
	1.6. Find Your Path: 2 periods	Using MapMyGrad, students complete the interest quiz to see which endorsement aligns with their interests.
October–November	2.1. Your High School Transition: 1 period	Students are asked to think about how they should prepare for the transition to high school. <sup>6</sup>
	2.2. The Foundation High School Program and High School Personal Graduation Plan: 2–3 periods	Using the Texas Grad Planner, students begin to map out their high school career. <sup>6</sup>
	2.3. What Is the Distinguished Level of Achievement and Why Should I Consider It? 2 periods	The teacher reviews the requirements for and benefits of receiving a Distinguished Level of Achievement. The students practice calculating GPA. <sup>6</sup>
	2.4. Leaving Home: 1 period	Students discuss their thoughts on the idea of eventually leaving home to pursue their postsecondary dreams.
	2.5. Postsecondary Options: 2 periods	Students explore different approaches to their career pathways by looking at postsecondary options. <sup>7</sup>
	2.6. Roadmap Checklist: 2 periods	Students research the steps needed to reach their postsecondary options by using the MapMyGrad roadmap checklist. <sup>7</sup>
	2.7. Summer after High School Graduation: 4–5 periods	Students conduct interviews to gather recollections of this time during the interviewee’s life. <sup>7</sup>
Summative Assessment Items		Use the provided assessment items to create and insert assessments as needed throughout the semester, preferably between chapters. Allow time for review as well.
Performance Assessment – My Vision: 3–4 periods		This is done at the end of Unit 1 as a final assessment. Students will answer the unit’s essential questions by creating a presentation.

5. See these Texas OnCourse Academy modules to prepare for the lessons: Career Outlook; Career Clusters, Pathways, and Endorsements; Basic Principles of Career Pathways; Career Assessments.

6. See these Texas OnCourse Academy modules to prepare for the lessons: Texas Success Initiative Assessment; High School Personal Graduation Plan; Transition Services for Students with Disabilities; ACT; SAT.

7. See these Texas OnCourse Academy modules to prepare for the lessons: Military Academy Application; Military Enlistment; Work-Based Learning Experiences; Researching Postsecondary Options; Basic Principles of Postsecondary Pathways.

## Spring Semester – Unit 2: Personal and Professional Toolkit

Timeframe	Lesson and number of 40-minute periods to complete	Synopsis
January	1.1. Investigating Skills: 1 period	Reviewing the cross-disciplinary standards.
	1.2. What Is College and Career Readiness: 2 periods	Students understand the skills necessary to be prepared for postsecondary pathways.
	1.3. Space Journal: 2 periods	Using Middle Galaxy, students explore the skills needed to complete a mission in the game.
January–February	2.1. Investigating Money Management: 1 period	Students review the basics of money management: budgeting, saving, etc.
	2.2. Exploring Financial Accounts: 2 periods	Students learn how to read a financial statement and understand the types of accounts available.
	2.3. Understanding Credit: 2 periods	Students create a comic illustrating what they've learned about credit, budgeting, and saving.
	2.4. Paying for College: 2 periods	Students research possibilities for postsecondary funding. <sup>8</sup>
February–March	3.1. Teamwork Makes the Dream Work: 3 periods	Students work on and practice team-building skills.
	3.2. Communicating for Success: 2–3 periods	Students identify and practice drafting appropriate communications.
	3.3. Conflict Resolution: 1 period	Students work through problems to show how to successfully manage conflict.
	3.4. Stressing It: 2–3 periods	Students identify and practice ways to manage stressful situations.
	3.5. Goals: 1 period	Students should be able to set long- and short-term goals and develop time-management techniques.
	3.6. Study Habits: 1 period	Students explore their own study habits and set goals for improving them.
	3.7. Bonus Round Bonanza: 2–4 periods	Using MiddleGalaxy, students will show how professionals work in teams to accomplish tasks.
April	4.1. Getting Involved: 1 period	Students identify how to get involved in campus activities.
	4.2. Support Network: 1–2 periods	Students recognize who they have in their lives that can become a part of their support network.
<b>Chapter 5: The Search</b>		
May	5.1. The Search: 1 period	Students learn where to begin a job search.
	5.2. The Resume: 3 periods	Students develop their own resume and begin selecting references.
	5.3. The Interview: 4–5 periods	Students run mock job interviews and practice conducting themselves in a professional manner.
	5.4. The Thank-You: 2 periods	Students understand the importance of writing a professional thank-you note as a part of the job search process.
Summative Assessment Items		Use the provided assessment items to create and insert assessments as needed throughout the semester, preferably between chapters. Allow time for review as well.
Performance Assessment: Career Portfolio: 3-4		This is done at the end of Unit 2 as a final assessment. Students will answer the unit's essential questions by creating a presentation.

8. See College Finance in the Texas OnCourse Academy to prepare for the lesson.



# Unit 1: Purposeful Planning

## Essential Question: How Do I Find My Purpose?

### Unit Summary

In this unit students will begin thinking about their path after secondary education. They will research the different paths they can take after high school as well as common skills needed to succeed. The students will also review the state standards for college and career readiness so that they understand what is required for postsecondary success per the state of Texas.

In this short unit the students will research the 16 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, and their high school implications for middle school students. 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 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.

### College and Career Readiness TEKS

§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.

§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 of personal interest; and
- (C) describe the technical-skill requirements for careers.

§127.2(c)(4) – The student investigates labor market information. The student is expected to:

- (A) analyze national, state, regional, and local labor market information;
- (B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and
- (C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning.

§127.3(c)(1) – The student explores career assessments as related to college and career planning. The student is expected to:

- (A) analyze and discuss the initial results of career assessments;
- (B) explore the 16 career clusters;
- (C) research trending fields related to career interest areas;
- (D) determine academic requirements in related career fields; and
- (E) research educational options and requirements using available resources.

§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;
- (F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative Assessment (TSIA®) impact personal academic and career goals.

## 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.

### I.C. Problem Solving

- 4. 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.
- 3. Strive for accuracy and precision.
- 4. Persevere to complete and master tasks.

### I.E. Work habits

- 1. Work independently.
- 2. Work collaboratively.



## I.F. Academic integrity

2. Evaluate sources for quality of content, validity, credibility, and relevance.
4. Understand and adhere to ethical codes of conduct.

## II.A. Reading across the curriculum

1. Use effective prereading 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.
8. Connect reading to historical and current events and personal interest.

## 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.

## 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.D. Technology

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

## Key Terms and Concepts

(See page 158 for definitions.)

academic requirements

career clusters

career pathways

career assessments

distinguished level of achievement

employment trends

endorsements

entrance assessments

entrepreneurial opportunities

high school personal graduation plan

high school transition

interest assessment

labor market

## Time Required

Estimated lesson times are suggested timelines based on a 40-minute class period. Feel free to adjust the time in accord with your school's schedule and the needs of your class and students.

## Performance Assessment

Students will use their knowledge of career clusters and the high school endorsements to create a presentation addressing the essential questions of the unit.

\*\* See the year-long suggested implementation plan (page viii of this guide) or semester-long suggested implementation plan (page vi of this guide) for a quick snapshot of lessons, Texas OnCourse Academy resources, and timing.

## Texas OnCourse Academy

These are modules that you, as an educator, can review in preparation for the unit or lessons.

- Military Academy Applications – You'll learn what characteristics are unique to each of the five military academies, what their eligibility requirements are, what career options they offer, and what the nomination process entails.
- Career Clusters, Pathways, and Endorsements – You'll learn how to help students choose a career cluster and endorsement, how endorsements relate to career clusters, and what career pathways are available within each cluster.
- Basic Principles of Career Pathways – You'll learn about high school personal graduation plans, career assessments, work-based learning experiences, the components of college and career counseling, and how career clusters, pathways, and endorsements are connected.
- Military Enlistment – You'll learn what enlistment options and careers are available for the five service branches, what the military training process entails, and what information a counselor or adviser should share with students and families in preparation for joining the military.
- Work-Based Learning Experiences – You'll learn how to build and evaluate a quality work-based learning program, how to prepare students for work-based learning, how to assess students' skills through a portfolio process, and how to evaluate the overall quality of a work-based learning program.
- Researching Postsecondary Options – You'll learn how to assist students with the career exploration process and calculating academic return on investment, what factors are important in researching career pathways, and how to guide a student in building a college list.
- Basic Principles of Postsecondary Pathways – You'll learn what the various types of institutions and college application systems are, what college credit opportunities are available in high school, the requirements for student-athletes who want to play college sports, and what the various military pathways are.



- Career Assessments – You’ll learn what a career assessment is, the different types of career assessments, and how to determine whether a career assessment is appropriate to use with students, as well as how to work with students who may have special needs.
- Career Outlook – You’ll learn why labor market information is significant in the career planning process, what resources are available in analyzing labor market data, and how to make connections between a student’s career interest and occupational requirements, educational requirements, and academic skills.
- Texas Success Initiative Assessment – You’ll discover which students need to take the TSIA, what subject areas are included, how to identify TSIA dual-credit requirements, and how to assist students and families with the TSIA registration process.
- High School Personal Graduation Plan – You’ll learn what a high school personal graduation plan is, what the foundation high school program requirements are, and how to help students pick the appropriate endorsement for their area(s) of interest.
- ACT – You’ll learn how students can prepare, study, and register for the ACT, how to interpret their scores, and what fee waiver and accommodation options are available to students.
- SAT – You’ll learn how students can prepare, study, and register for the SAT exam, how to interpret SAT scores, and what fee waiver and accommodation options are available to students.
- Transition Services for Students with Disabilities – You’ll learn how to assist students and families with understanding what pre-employment transition services (pre-ETS) are, basic examples of the coordinated, required, and authorized activities, and how to help students identify the difference between high school, college, and workplace accommodations.



# Chapter 1: Who Am I?

Lessons in this chapter are designed to have the students think about who they are. Who am I? What am I interested in? The students will explore this through discovering the 16 career clusters and their correlation to the high school endorsements. We want to encourage students to explore their interests and find their passions.

## Lesson 1.1: My Vision

### Lesson Overview

Students should explore what they are interested in and how they relate to the world around them. Are they helpers? Do they need to create? What are they passionate about? This lesson is designed to allow the students to explore these thoughts. Their vision boards should represent how they want their life to feel, where they want to be, who they want to be, and how they get there.

### Instructional Objectives

#### Cross-Disciplinary Standards

##### I.A Intellectual curiosity

1. Engage in scholarly inquiry and dialogue.

##### Reasoning

3. Gather evidence to support arguments, findings, or lines of reasoning.

##### I. B Problem Solving

3. Collect evidence and data systematically and directly relate to solving a problem.

##### I. C 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.

##### Work habits

1. Work independently.



## Time Required

2–3 class periods. This will be a part of unit 1 performance assessment.

## Materials Required

For each student:

- Poster-size paper. Suggestion – allow the students to make theirs the size they need. We want them to hang these in their rooms to see every day, so whatever fits their needs.
- Me, Myself, and I handout (following this lesson)
- Collage supplies (e.g., glue, scissors, old magazines)

For the class:

- Computer lab access or one laptop per group of two or three students
- Internet access
- Vision board articles
  - [wikiHow](http://tinyurl.com/ybsjggcl) (tinyurl.com/ybsjggcl)
  - [Huffington Post](http://tinyurl.com/ybmdfn6l) (tinyurl.com/ybmdfn6l)
  - [Inc.](http://tinyurl.com/yce39x3z) (tinyurl.com/yce39x3z)
  - [Lifhack](http://tinyurl.com/yb5htmlz) (tinyurl.com/yb5htmlz)

## Procedures

1. Ask the students to complete the Me, Myself, and I sheet as they enter the door. Give them 10–15 minutes with their thoughts. Let them get creative. Make the space in the class a calming and creative one.
2. Explain the project.
  - a. They will create a vision board for their college and career path.
  - b. They will continuously work on this throughout the unit – adding to, revising, and refining it.
  - c. The goal is to create something that illustrates “Who am I?” and “Where do I want to go?”
3. Have students break into smaller groups to read and discuss vision board articles.
4. At the end of day 1, allow the students to go back to their Me, Myself, and I sheet to revise and add to their character.
5. For day 2, give the students a piece of printer paper (for brainstorming) and a piece of poster paper. They will get the whole class period to work on finding quotes and images to add to their board. If you feel they need more time, give them a second day to work on this.
  - a. Emphasize that they will have the entire length of this unit to work on their vision boards.

## Closure

The performance assessment for this unit will have the students creating a presentation showing their final vision board and explaining how they plan on making their visions come true.

## Extension Activity

The students can create multiple vision boards. Suggest that they diversify and create a vision board for the many areas of their life: work, lifestyle, education pathway, etc.

Students can play MiddleGalaxy to find cadets with similar jobs and skills that match their interest. Have them include a summary of why the cadet’s job/skill aligns with their vision board.

## Activity Sheet: Me, Myself, and I

Explain and/or illustrate your thoughts on these questions. It's okay if you don't know the answers yet, but explain what you think right now: Who am I? Where do I want to go? Do I like to help people? Do I need to create? What is one word or quote I want to live my life by? What is my idea of success? What do I want to accomplish in life?



# Lesson 1.2: Investigating Career Clusters and Programs of Study

## Lesson Overview

This lesson introduces the idea of career clusters and programs of study. It should encourage students to think about their interests and how they could lead to a career. Students will research the 16 career clusters and the pathways within each.

## Instructional Objectives

### College and Career Readiness TEKS

§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.

§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.

## Time Required

2–3 class periods

## Materials Required

For each student:

- Copy of Career Cluster handout (following this lesson)
- Copies of pages 5–7 of the Student Workbook from the [Federal Reserve Bank of Dallas](https://www.federalreservebankofdallas.org/tinyurl.com/y8gced2e) ([tinyurl.com/y8gced2e](https://www.federalreservebankofdallas.org/tinyurl.com/y8gced2e))

For the classroom:

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

## Procedures

1. Show this [Free Advice with Adam Chernick video](https://youtu.be/rwUPR7aww1A) (youtu.be/rwUPR7aww1A). After viewing, highlight the fact that some of the most successful people have used their natural talents and interests to pursue a career.
2. The students will create an individual list of five skills, talents, or hobbies that they have.
  - a. After they've taken a few minutes to jot down these ideas, ask them to come up with three ways they could develop these ideas into a career.
3. Have students share and discuss their answers with a partner or share with the class.
4. Explain career clusters:
  - a. The National Career Clusters Framework identifies 16 career clusters that 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.
5. Explain that the students will work with their group to briefly summarize the 16 different clusters using this [BLS Career Outlook site](https://www.bls.gov/regions/midwest/career-outlook/career-outlook-site) ([tinyurl.com/z8d2co2](https://www.bls.gov/regions/midwest/career-outlook/career-outlook-site)) and the Career Cluster Summary handout.
6. Once the students understand the 16 different clusters, pass out copies of the Navigate student workbook ([tinyurl.com/y8gced2e](https://www.federalreservebankofdallas.org/tinyurl.com/y8gced2e)), pages 5–7. The students will use their knowledge of career clusters to determine a career to research. If time is limited this can be homework.

## 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 Activity

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 go around and survey the career explorations, then leave a specific note 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 of 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.

## Handout: Career Clusters

Career Cluster	Summary	Salary ranges	Education ranges
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 1.3: Deep Dive into My Preferred Career Clusters

## Lesson Overview

This lesson has students explore the various career clusters and career pathways. 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 have the opportunity to think critically by playing MiddleGalaxy, a game that can help inform their choices in ways such as connecting a career cluster with their endorsement.

## Instructional Objectives

### College and Career Readiness TEKS

§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.

§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.

§127.3(c)(1) – The student explores career assessments as related to college and career planning. The student is expected to:

- (A) analyze and discuss the initial results of career assessments;
- (B) explore the 16 career clusters;
- (C) research trending fields related to career interest areas;
- (D) determine academic requirements in related career fields; and
- (E) research educational options and requirements using available resources.

## 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 prereading 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 to historical and current events and personal interest.

## II.B. Writing across the curriculum

1. Write clearly and coherently using standard writing conventions.

## 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.



## Time Required

2–3 class periods

## Materials Required

For each student:

- Construction paper for a Know, Want to Know, Learned (KWL) chart
- Paper for reflection writing
- Pencil/pen

For the classroom:

- 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

## Procedures

1. As a warm-up, have students create a KWL chart on a piece of construction paper in pairs or small groups of the things they already KNOW about career clusters and the things they WANT to know about career clusters. Student will leave the LEARNED column about career clusters blank until the end of the lesson.
2. 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. 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 poster- or legal-sized paper. Use [Texas Career Check](https://tinyurl.com/y7clqro6) (tinyurl.com/y7clqro6) and the descriptions on [CareerWise](https://tinyurl.com/y7onoxw9) (tinyurl.com/y7onoxw9) as resources.
4. Play one mission of [MiddleGalaxy](http://www.middlegalaxy.org) (www.middlegalaxy.org) with the class. As the class encounters a cadet's skills and abilities, use the pages that students wrote their career clusters and programs of study on to identify the cluster or program of study that each cadet would fall under. Then, once the class has discussed a few examples, have students classify cadets on their own as they play another mission in the game. Have students write their classifications on a sheet of paper.
5. As students finish their missions, hang the career cluster/programs of study pages they created so that students can see what other students have found.



## 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?
- Did you anticipate that you would choose the career that you ultimately selected at the end of this unit?
- If not, how did your choices change as you went through the unit?  
Did a career from MiddleGalaxy align with your choice?

Discuss some of the students' responses to these questions as a class.

# Lesson 1.4: Understanding the Five High School Endorsements

## Lesson Overview

The lesson has students explore the five endorsements identified by House Bill 5 and the various career clusters and career pathways identified by the Texas Career and Technical Education Resource Center. Student endorsements can change throughout the course of their learning, and perhaps over the course of their high school career. This lesson is designed to have the students really think and brainstorm what they want for their future.

## Instructional Objectives

### College and Career Readiness TEKS

§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; and
- (B) research the certification or educational requirements for careers.

§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.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.



## Time Required

2 class periods

## Materials Required

For each student:

- Copy of Endorsement Summary handout (following this lesson)
- Copy of Endorsement Expert handout (following this lesson)

For the class:

Copy of PDF of each of the endorsement summaries per group. See step 2 of the procedure.

## Procedures

1. 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 to understanding this endorsement in another group, their teaching group.

Endorsement Expert handouts:

- Arts and Humanities ([tinyurl.com/n2cn7gs](https://tinyurl.com/n2cn7gs))
- Business and Industry ([tinyurl.com/yabar5gs](https://tinyurl.com/yabar5gs))
- Multidisciplinary Studies ([tinyurl.com/n347udv](https://tinyurl.com/n347udv))
- Public Service ([tinyurl.com/m2nty4u](https://tinyurl.com/m2nty4u))
- STEM ([tinyurl.com/lrlh3ly](https://tinyurl.com/lrlh3ly))

2. After the students have had time to read through, discuss, and complete the information about their expert area, have them go to their teaching groups.
3. In the teaching groups they will each get five to seven minutes to relay information about the endorsement they focused on. Make sure they explain slowly so that the other members can copy down important information.

## Closure

Show these five videos about each endorsement to summarize. The students should be encouraged to add to their Endorsement Summary handout or clear up any misconceptions.

- Arts and Humanities ([tinyurl.com/ya5ybtg7](https://tinyurl.com/ya5ybtg7))
- Business and Industry ([tinyurl.com/k5dzxda](https://tinyurl.com/k5dzxda))
- Public Service ([tinyurl.com/kfpnvsvy](https://tinyurl.com/kfpnvsvy))
- STEM ([tinyurl.com/mq4lpxd](https://tinyurl.com/mq4lpxd))
- Multidisciplinary Studies ([tinyurl.com/yasrnkjjg](https://tinyurl.com/yasrnkjjg))

## Extension Activity

Have the students do further research in the endorsement or specific career they are interested in.

## Handout: Endorsement Summary

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



## Handout: Endorsement Expert

Endorsement:

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

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

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



## Lesson 1.5: Endorsement Requirements

### Lesson Overview

Instructors should have students complete lesson 1.2, Investigating Career Clusters and Programs of Study, prior to introducing this lesson. Exploring the five high school endorsements begins the important conversation surrounding career pathways, sometimes called programs of study, and their high school implications for middle school students. The lesson has students explore the five endorsements identified by House Bill 5 and the various career clusters and career pathways that they link to. Student endorsements can change throughout the course of their learning, and perhaps over the course of their high school career.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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 cocurricular, extracurricular, career preparation, and extended learning experiences; and
- (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.

§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.



## Time Required

1 class period

## Materials Required

For each student:

- Page 6 of TEA's Graduation Toolkit ([tinyurl.com/ycoe3kcq](http://tinyurl.com/ycoe3kcq))
- Pencil/pen

## Procedures

1. Go through page 6 of TEA's Graduation Toolkit with students and have them write down important information from the document.
2. Use the following information to guide the discussion about choosing an endorsement:
  - a. What interests you about this career field?
  - b. Have you researched your career field?
  - c. What endorsements are offered at your school? Remember that schools are not required to offer all five endorsements.
  - d. After you select an endorsement, it becomes an official part of your high school personal graduation plan. Your parent/guardians must sign off on your choice – providing their consent for your chosen endorsement.
  - e. Having trouble choosing an endorsement? You have some options
    - i. Earn the Multidisciplinary Studies endorsement
    - ii. Work toward earning more than one endorsement
3. Read to students as written: "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 working on classes for your endorsement. Never fear! You can change your endorsement at any time – we will discuss these steps below."



4. Describe the process for modifying their high school personal graduation plan.
  - a. Students will need a parent/guardian signature to amend/change/add an endorsement. Students have to 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 junior year.
  - d. To opt out of an endorsement and graduate on the foundation high school program, students
    - i. Must do so after completing sophomore year
    - ii. Must do so in writing and with parent/guardian consent
    - iii. Will not be eligible for Top 10% Automatic Admission
    - iv. May have missing coursework or college admission requirements
    - v. Will not get the opportunity to explore interests through an endorsement

## Closure

The students will need time to process all the information from the lecture and discussions. Have the students choose a way to process this information. They can choose one of the following:

- Notes edit and summarization – have the students go back and complete their notes, highlight key facts, and fill in gaps by asking other students or yourself (example: ask three, then me). Once they feel they have all the information, have them create a summary.
- Fictional diary – Have the students create a diary entry from a fictional character’s perspective of going through the transition from middle school to high school. Make sure they include all necessary steps.
- Timeline or roadmap of events – have the students summarize their notes through a timeline or roadmap of how they think their transition from middle school to high school will go.
- Mind map – Allow the students to create a mind map that shows how they represent this information and where they think this process will take them.

## Extension Activity

Allow the students to present their closure activities. Choose a few who want to present or have the class complete a gallery walk.

Alternatively, have the students write up an exit ticket of your choice. Here are a couple of options:

- So what, what, now what – So what are two things they learned, what will they do with this information, and now what are any questions they have?
- 3–2–1 summary – What are three things they learned that they didn’t know before, two things they had misconceptions about, and one important point?



# Lesson 1.6: Find Your Path

## Lesson Overview

This lesson is designed to explore the endorsements and how they relate to students' career interests.

## Instructional Objectives

### College and Career Readiness TEKS

§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.

§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; and
- (D) discuss the impact of effective college and career planning.

## Time Required

2 class periods

## Materials Required

For each student:

- Interests and Endorsements handout (following this lesson)
- Self-Portrait handout (following this lesson)

For the class:

- Computer lab or one laptop per group of two or three students
- Internet access

## Procedures

1. The students will take the MapMyGrad interest quiz ([tinyurl.com/MMGquiz](http://tinyurl.com/MMGquiz)). This quiz will suggest which endorsement they would be best suited to study in high school.
2. Have the groups follow the guided questions on the Interests and Endorsements handout.
3. Using the Self-Portrait handout, have the students create a character portrait of themselves as a high school student with notes and illustrations added about their endorsement, coursework, extracurriculars, etc.



## Closure

Discuss high school endorsements with the students. Emphasize that they are still developing, and their opinions and interests will change over time. That's okay. They should explore their options at this early stage in middle school.

The students can organize their self-portraits by endorsement, so by the end of the week the students will see what everyone else is interested in, around the classroom. As students finish their portraits for homework, they can display the portraits in their endorsement area.

## Extension Activity

[Coming soon]



## Handout: Interests and Endorsements

Write your answer from the MapMyGrad interest quiz and explain why you liked that answer best.

1. If you could be on a TV show which would it be?
2. Would you rather...
3. If I wrote a "How To" book...
4. If you could be one of the following when you grow up...
5. If your Instagram account reflected...
6. If you could shadow an expert...

What were your results? Give a brief description.

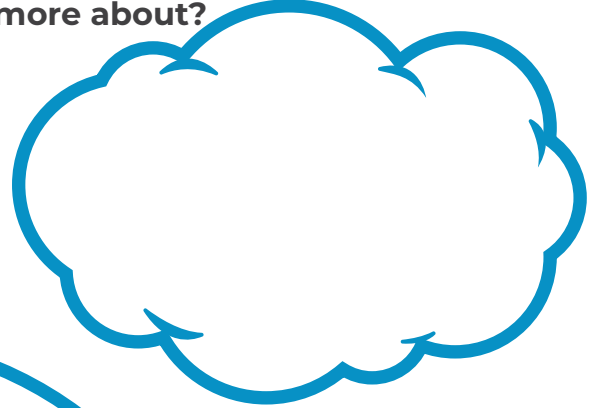
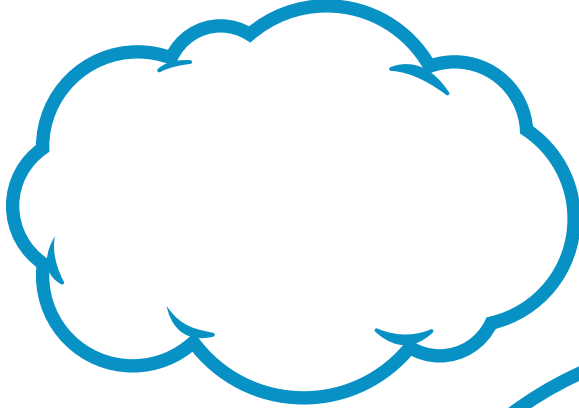
Do you agree or disagree? Explain.



# Handout: Self-Portrait

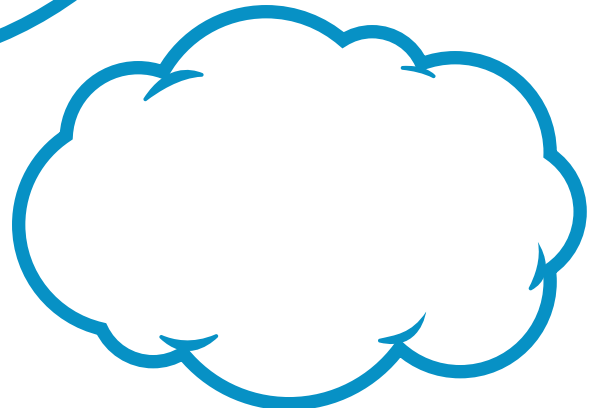
Where do I want to go?

What skills do I have now that I want to expand and learn more about?



What courses, tests, and paths are required for my career?

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



## Chapter 2: Where Do I Want to Go?

Students will work on researching and understanding the identified career clusters and five endorsements. Students will also begin exploring opportunities for their own high school personal graduation plan.

### Lesson 2.1: Your High School Transition

#### Lesson Overview

Students will journal their immediate thoughts about transitioning to high school. Then the instructor will debrief students using method one or two. After debriefing, have students watch *Transitioning from Middle School to High School*. Following the video, students will work in pairs to discuss the two approaches to the first day of high school showcased in the video.

#### Instructional Objectives

##### College and Career Readiness TEKS

§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.

###### 1.B Reasoning

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

## Time Required

1 class period

## Materials Required

For each student:

- Journal or notebook
- Pencil or pen

For the classroom:

- Computer with internet access
- Projector
- Method one:
  - Chart paper or board
  - Marker
- Method two:
  - Three different-colored Post-It notes
  - Chart paper or board
  - Markers

## Procedures

1. As a warm-up, give students one or two minutes to write their answers to the following journal question: “When you think of going to high school, what questions or concerns do you have?” Then 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 a topic is listed multiple times, place checkmarks next to the 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.



2. Ask students to read through this [PDF](https://tinyurl.com/y2hkqfab) (tinyurl.com/y2hkqfab) and quick write a summary of the information on the document.
3. Have students work in pairs to discuss:
  - a. which items on this list they think will be the easiest to remember to do, and
  - b. which will be more challenging.
4. After sharing out, lead a class conversation about why they have that perception and what strategies and skills they have learned in middle school that could help them overcome that obstacle.
5. Students will write a personal statement completing this prompt:  
When I am in high school I will be...
  - a. Students should write out their goals for high school: academic, social, and financial.
  - b. It's okay if they are 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.

## Closure

After the video, discuss important dates with students 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's counselors prior to this lesson.

## Extension Activity

[Coming soon]



# Lesson 2.2: The Foundation High School Program and High School Personal Graduation Plan

## Lesson Overview

This lesson is designed to acquaint students with the idea of the foundation high school plan. Students will identify the differences between choosing courses for high school versus college and the impacts of their choices from secondary to postsecondary. Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives.

## Instructional Objectives

### College and Career Readiness TEKS

§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;
- (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 (TSIA®) impact personal academic and career goals.

§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;
- (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.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.

#### II.C. Research across the curriculum

1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
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.

## Time Required

2–3 class periods

## Materials Required

For the classroom:

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

## Procedures

1. Ask students to do a quick-write about what they know about their preferred endorsement. Ask them to list any courses they are excited to take in high school.
2. Next, have the students view either of these Roadtrip Nation/Texas OnCourse videos:
  - a. [Choosing Courses \[High School\]](https://youtu.be/Cs7Dv50dwVE) (youtu.be/Cs7Dv50dwVE)
  - b. [Choosing Courses \[Middle School\]](https://youtu.be/hCVJIV5N-t8) (youtu.be/hCVJIV5N-t8)
3. Have the students write any tips or words of advice that they think will be helpful from the video or that they've gotten from others about choosing courses.
4. Instruct the students to go to [MapMyGrad](http://www.mapmygrad.org/gradplanner) (www.mapmygrad.org/gradplanner) and sign in or create an account.
5. Then they will complete the Texas Grad Planner.
6. Once they've created their plan they can print it or copy it down.
7. Ask the students to add notes from the discussion.
8. Explain to students what the foundation high school program is: with endorsements, it is a flexible program that allows students to pursue their interests.
  - a. 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 (detailed in lesson 2.3)
    - iv. Performance acknowledgments that note outstanding achievement in specific areas

- b. Any student can earn a performance acknowledgment by completing or accomplishing one of the following:
    - i. Dual-credit courses
    - ii. Bilingualism and biliteracy
    - iii. PSAT, ACT Aspire, SAT or ACT
    - iv. Advanced Placement exams
    - v. International Baccalaureate exams
    - vi. Earning a business or industry certification or license recognized at the state, national, or international level
  - c. Reiterate to students that they should talk with their counselors or advisers and parents or guardians to determine which endorsement to pursue.
  - d. 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.
9. Students should know that there are limitations to graduating without an endorsement.
- a. Students graduating without an endorsement:
    - i. Will be limited in meeting college admission requirements, as many colleges minimally require the foundation high school program with an endorsement
    - ii. Will not have the opportunity for Top 10% Automatic Admission, since that requires the distinguished level of achievement
    - iii. Will miss out on gaining valuable skills and developing character traits that can benefit a student in all areas of life

## Closure

Allow the students time to process their notes and highlight key points from the discussion. Ask them which courses they were most excited to see on the grad planner. Instruct them to take their plan home and discuss the process of setting up a meeting with the counselor with their parents or guardians. Refer them to the family guide pages.

## Extension Activity

Vocabulary resources:

- [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)



## Lesson 2.3: What Is the Distinguished Level of Achievement and Why Should I Consider It?

### Lesson Overview

This lesson is designed to inform students of an important opportunity. Students will explore how they can earn the distinguished level of achievement designation. When students are asked to create their high school personal graduation plan at the end of the year, it will be important for them to understand when selecting classes. Students should understand that these choices are important but not final. Changes to their high school personal graduation plan can be made with parent/guardian approval if they decide to earn this designation at a later time.

### Instructional Objectives

#### College and Career Readiness TEKS

§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;
- (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.

#### Time Required

2 class periods

#### Materials Required

For each student:

- Pencil or pen
- Index card

For the classroom:

- Chart paper or board
- Markers
- Copies of the Distinguished Level of Achievement handout ([tinyurl.com/yb9am8eh](http://tinyurl.com/yb9am8eh))
- Half sheet of paper with the wrap-up question on it

## Procedures

1. 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. It requires a total of four credits in math, including Algebra II.
  - c. It requires a total of four credits in science.
  - d. It requires successful completion of an endorsement.
2. Have students review the Distinguished Level of Achievement handout.
3. Have students pair up and discuss the endorsement that they would select for the distinguished level of achievement.
4. Using the board or chart paper, have the class point out all requirements for the distinguished level of achievement.
5. 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.
5. Discuss how in high school each student is given a class rank based on their GPA.
6. Using the board or chart paper, provide an example of how GPAs are calculated.
7. Write down this scale: A=4, B=3, C=2, D=1, F=0; along with this table:

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



8. Have students help you fill in the points for each grade.
9. Explain how the  $GPA = \text{total points} \div \text{total number of classes}$ .
10. Have the students help you determine the GPA.
11. Give each student an index card with a GPA on the front and rank on the back.
12. Have the students line up from highest to lowest based on their GPA.
13. Based on the number of students in your classroom, tell the top 10% of students to step forward (i.e., if the back of your card has number 1, 2, or 3 take two steps forward for a class of 30).

## Lesson 2.4: Leaving Home

### Lesson Overview

In this lesson students will explore questions surrounding leaving home for postsecondary life: What is the right time for me to leave? Can I afford it? Do I have a support network? How do I set myself up for success once I've left? Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

#### Time Required

1 class period

#### Materials Required

For each student:

- Pen/pencil
- Paper

For the class:

- Computer with internet access
- Projector

#### Procedures

1. The students will do a before-and-after brainstorm. They will first write out their thoughts on these topics:
  - a. What are the benefits and drawbacks of leaving home for your postsecondary choice?
  - b. What are you looking for in postsecondary education or training?
  - c. What support would you want?
  - d. What emotions do you have about leaving home?
  - It's okay if the students don't have much to say yet. This might be the first time they've dedicated time to thinking on this subject.
2. Present this [Roadtrip Nation/Texas OnCourse video](https://youtu.be/aGDUulsHiyo) (youtu.be/aGDUulsHiyo)
  - a. While the video is playing, ask the students to reflect only. They do not need to take notes.



3. Now that the students have viewed the video ask them to go back and revise their first thoughts, if necessary. Since the video is short, play it again and then facilitate a class discussion.

## Closure

A suggested strategy is *four corners*.

Post four pieces of paper in the four corners of the classroom. Write the topic “Leaving Home for College” on the board. Have students move to the corner that best matches their position (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’m going to do it, no matter the cost or how scared I am.
- I want to move out, but not for college. I’ve got other plans.
- I want to do it, but I think a couple of extra years at home wouldn’t be a bad idea.
- I’m not sure when I’ll move out. I’ve still got a lot of searching to do.

Each group will have a few minutes to discuss the reason why they chose that corner.

The group will select a leader to present their reasoning and explain their stance to the other groups. The goal is to understand varying views.

After the groups have all quickly presented, ask the students if they would like to change their mind and move groups.

Ask a few students why they moved groups. What persuaded them?

Conversely, ask the students who did not move why they stayed with their original view.

If time permits, repeat this cycle. See what new questions, ideas, or discussions come forward.

## Extension Activity

The students should be encouraged to continue this conversation at home. Ask them to record or summarize their family’s discussion as they answer the opening questions.

This would be a good discussion to have again at the end of the unit, once the course has taught the students some more skills and answered their questions.

## Lesson 2.5: Postsecondary Options

### Lesson Overview

This lesson is designed to begin the conversation surrounding postsecondary options for middle school students. They will research their options and open their understanding of options such as a two-year college, military training, or internships.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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.

#### Time Required

2 class periods

#### Materials Required

For each student:

- Paper
- Pencil/pen

For the classroom:

- Computer lab access or one laptop for every one or two students
- Internet access



## Procedures

1. Write the word “college” on the board. Have students write a reflection:
  - a. When you think of “college,” describe what you see.
  - b. Write about the messages you have received about college from sources such as media, friends, or family.
2. Have students share and discuss their answers with a partner.
3. Have the students take notes on these four categories (see the handouts following this lesson for options to display and help students set up their paper):
  - a. On-the-job training
  - b. Military experience
  - c. Two-year college
  - d. Four-year college
4. Have students use computers to define the category and investigate the opportunities available in their area based on the category of the card.
5. Ask students to share what they have learned with a brief, informal presentation.

## Closure

Complete discussion with a ticket out the door using the following questions:

- How has your idea of postsecondary learning changed?
- Has this change made an impact on your plans after high school?

## Extension Activity

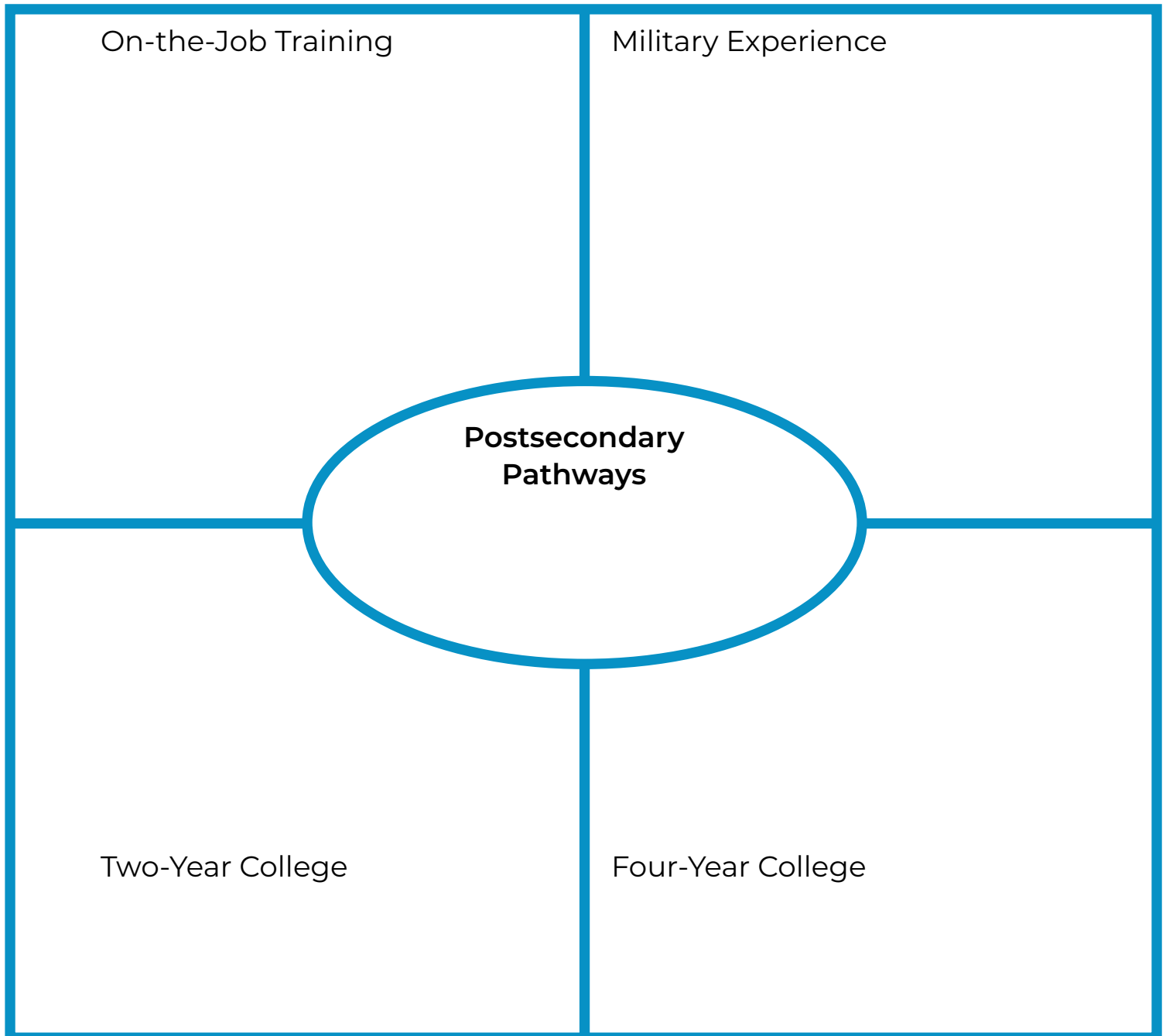
Investigate the opportunities across Texas and in the United States using [O\\*Net Online](http://www.onetonline.org/) (www.onetonline.org/), [OwnYourFuture](http://www.ownyourfuture.com/) (www.ownyourfuture.com/), or the [Texas Workforce Commission](http://www.twc.texas.gov/) (www.twc.texas.gov/) websites.



## Handout Option 1

Postsecondary Pathways	
On-the job training	
Military experience	
Two-year college	
Four-year college	
How has your idea of postsecondary learning changed?	

## Handout Option 2



## Lesson 2.6: Roadmap Checklist

### Lesson Overview

Students will identify, research, and take notes over the roadmap to college on the Texas OnCourse MapMyGrad resources.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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;

#### Time Required

2 class periods

#### Materials Required

For each student:

- Roadmap Checklist handout (following this lesson)

For the class:

- Computer lab access or one laptop for every one or two students
- Internet access

#### Procedures

Students will work in pairs or individually to take notes over the roadmap to college, at [MapMyGrad](http://www.mapmygrad.org) ([www.mapmygrad.org](http://www.mapmygrad.org)) under Find Your Path. Students will be guided using the Roadmap Checklist.

#### Closure

Ticket out the door. Have the students reflect on these questions:

- What concerns or misconceptions were you able to resolve?
- Did any new questions or concerns arise?

Discuss the answers to these questions in the next session if you see a common theme and need to clarify any misconceptions.



## Extension Activity

Have the students do more research on their main area of concern on the roadmap list. For example:

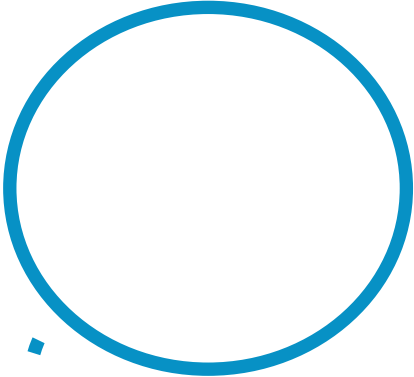
- If they are wanting to find out more about their college of interest, the student could draft an email to request additional information. Ask them to have it proofread by an adult before sending (parent, counselor, advisory teacher, etc.).
- The student could compare and contrast the ACT and SAT and double-check which one their college of interest requires.



# Handout: Roadmap Checklist

What is needed to prepare?  
Are you currently doing these things?  
What are some of the colleges you're interested in?  
What further information do you need from them?

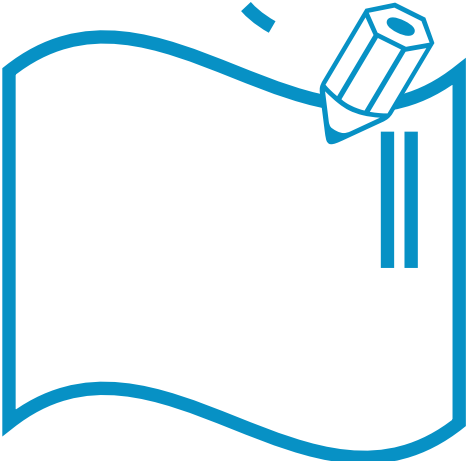
1) Start



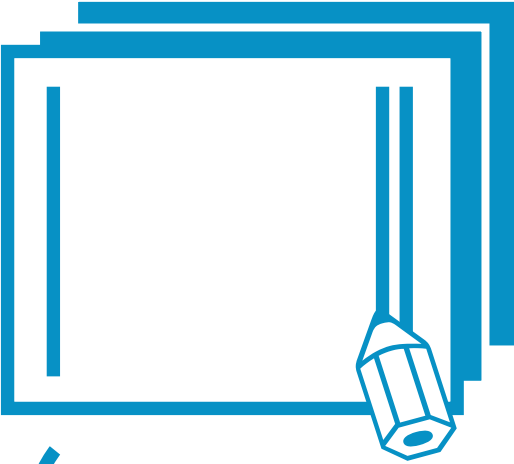
2) Check out your options



3) Entrance Exams



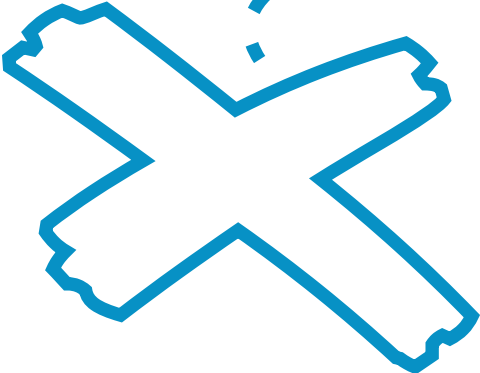
4) Applications



5) How could I pay?



6) Summary of what I learned



# Lesson 2.7: Summer after High School Graduation

## Lesson Overview

Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives. Students will interview two people to gather recollections of the summer after high school graduation: one currently in college and another who has graduated from higher education and has been out in the workforce for at least a year.

## Instructional Objectives

### College and Career Readiness TEKS

§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.

### Time Required

4–5 class periods

### Materials Required

For each student:

- Summertime activity sheet (following this lesson)

For the class:

- Computer with internet access
- Projector

Procedures

1. Show this [Roadtrip Nation/Texas OnCourse video](https://tinyurl.com/y79gyyru) (tinyurl.com/y79gyyru).
2. In groups of three or four, students will interview people about their summer after high school graduation. Each interviewee should answer the questions on the summertime activity sheet. The students should generate their own questions as a group based on the video, but here are some guiding questions:
  - a. Where are you on your path?
  - b. What career cluster are you a part of?
  - c. Describe the summer after high school graduation.
  - d. How did you keep busy?
  - e. How did you stay organized and stay on top of paperwork?
  - f. What were you most nervous about?
  - g. Was that something you needed to have worried about?
  - h. What is one piece of advice you would give to us now in our education?



3. Have the students collaborate, share, and discuss their findings within the group.
4. After they've had time to review their work, have them write an individual reflection, guided in the summertime activity sheet.

## Closure

After they've collected data and had time to reflect, ask the students what they are most excited about now, thinking about the summer after high school graduation. Make this a fun and upbeat discussion.

## Extension Activity

Create an illustration or collage about what the summer after high school graduation will be like. Portray the feelings and tasks that occur during that time.



## Summertime Activity Sheet: Group Interviews and Notes

Questions	Interviewee 1	Interviewee 2
Name:		
1. When did you graduate from high school? What did you do for education or training after high school graduation?		
2. What career cluster are you a part of?		
3.		
4.		
5.		
Additional notes:		

### Individual Reflection

Reflect on your interviews. Explain how you relate to the interviewees and their experiences. Explain their advice and how you want to prepare for this time in your life.



# Performance Assessment: My Vision

## Lesson Overview

This is an assessment of the knowledge and skills the students have acquired during this unit.

## Time Required

3–4 class periods

## Materials Required

For each student:

- My Vision handout (following this lesson)
- Computer with internet access
- Presentation software (e.g., PowerPoint, Prezi)

## Procedures

Day 1: Outline the requirements for the assessment and the due date and review the scoring rubric with the students.

Day 1–3: Allow time for independent work in class. Monitor and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to their notes and activities from past lessons.

## Closure

You will have the students present and explain their vision boards and grade using the scoring rubric provided to the students on day one.

## Extension Activity

Students could present multiple vision boards based on their desired career path, education path, and/or lifestyle.



## My Vision Performance Task

Create a presentation:

- Display and explain your vision board(s) from unit 1, lesson 1: My Vision
- Answer this unit’s essential question: How do I find my purpose?
- Explain your endorsement and career path and where they are represented on your vision board.
- Due: \_\_\_\_\_

### Scoring

	<b>25</b>	<b>20-10</b>	<b>0</b>	<b>Score</b>
<b>Explanation of Vision Board</b>	All components of the board are explained and linked to future goals.	Most aspects of a board are explained and some are linked to future goals.	Nothing on the board is explained or linked to future goals.	
<b>How do I find my purpose?</b>	Answer is thoughtful and personalized to your desired goals.	Answer shows some thought and is related to your goals.	Not answered or is answered without thought or connection to your goals.	
<b>Endorsement and Career Path</b>	Fully outlines why you've chosen your endorsement and career path. Evidence of research into some courses for chosen endorsement. Evidence of research about desired career path (salaries, job titles, necessary steps to get to desired level).	Mostly outlines why you've chosen their endorsement and career path. Some evidence of research into courses and career research.	No reasoning behind chosen endorsement or career path. No evidence of research into salary, titles, or steps necessary to reach desired level.	
<b>Overall Presentation</b>	Evidence of practice, research, and preparation. Smooth transitions, organized notes.	Some evidence of practice, research, and preparation. Most transitions are done smoothly and notes are used.	No evidence of practice, research, or preparation. No organization. Transitions are not smooth and notes are not organized or used.	
<b>Total</b>				

# Unit 2: Personal and Professional Toolkit

## Essential Questions

- What skills do I need to gain for future goals and success?
- How do I use the information I gather to reach my goals?

## Unit Summary

Students will begin to understand and develop the skills they need to be college and career ready: understanding the basics of finance, interpersonal skills needed to collaborate, managing stress, and how to successfully prepare for a job search.

*One of the primary responsibilities of educators is to prepare students for future careers, a task that is increasingly difficult in the current changing landscape. Not only is the workplace changing, but the nature of innovation – and human nature – means that most students can expect to change jobs several times in the course of their work history.*

*Preparing students for specific careers, therefore, is becoming of decreasing value. Instead, educators must prepare students to walk on shifting sands, equipped with skills that will help them land on their feet no matter what befalls them. Teaching soft skills – such as creativity, critical thinking, and collaboration – is especially important as these translate to most jobs. These skills can be taught through a variety of means including fun activities and project-based learning.*

*Because the demands of the workplace are continually changing, students also must become lifelong learners and teachers need to cultivate that desire in them. For some teachers, this may mean a shift in mindset for themselves as well. The future is challenging, exciting and rewarding, but educators must also focus on their own learning if they are to help pave the way for student success.*

---

*Amelia Harper, August 9, 2018, [educationdive.com](http://educationdive.com) “New Approaches Needed to Prepare Students for Unknown Careers”*

---

## College and Career Readiness TEKS:

§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 cocurricular, extracurricular, career preparation, and extended learning experiences;
- (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;
- (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.



§127.2(c)(5) – The student investigates job-seeking skills. The student is expected to:

- (A) identify the steps for an effective job search;
- (B) describe appropriate appearance for an interview; and
- (C) participate in a mock interview.

§127.2(c)(6) – The student creates professional documents required for employment. The student is expected to:

- (A) develop a resume;
- (B) write appropriate business correspondence such as a letter of intent and a thank-you letter;
- (C) complete sample job applications; and
- (D) explain protocol for selecting and using references.

§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.

§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;
- (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.

§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.

§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;
- (B) simulate opening and maintaining different types of financial accounts;
- (C) simulate different methods of withdrawals and deposits;
- (D) reconcile financial statements, including fees and services;
- (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.

§127.3(c)(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, including use of electronic communications such as social networking sites;
- (C) model characteristics of effective leadership, teamwork, and conflict management;
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.



## 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 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.

### I.E. Work habits

1. Work independently.
2. Work collaboratively.

### 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 prereading 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.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.

### 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 of sources.
5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

#### II.D. Use of data

1. Identify patterns or departures from patterns among data.
2. Use statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data.
3. Present analyzed data and communicate findings in a variety of formats.

#### II.E. Technology

1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.

### Key Terms and Concepts

(see page 158 for definitions)

appropriate correspondence

budget

communication skills

conflict management

credit

critical thinking

debit

financial aid

goal setting

interpersonal skills

job searching

managing stress

money management

problem solving

resume

references

scholarship

time management

transferable skills

volunteerism



## Performance Assessment

Students will use their new skills and knowledge to create a career portfolio.

\*\* See year-long course suggested implementation plan (page viii of this guide) or semester-long course suggested implementation plan (page vi of this guide) for a quick snapshot of lessons, Texas OnCourse Academy resources, and timings.

## Texas OnCourse Academy

You, as an educator, can review this module in preparation for the unit or lessons.

- College Finances – In this module, you’ll learn what’s included in college cost of attendance, how to effectively utilize Aspire’s Award Letter Analyzer, and what student loan entrance and exit counseling entails.



# Chapter 1: College and Career Readiness

Lessons in this chapter are designed to 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 navigate and communicate in college and their future careers.

## Lesson 1.1: Investigating Skills

### Lesson Overview

Students should be aware of the standards that the state has determined are important for their postsecondary success, just as they should be aware of the objectives that dictate what guides their core content education. This lesson is designed to present the state standards for college and career readiness so that students have an outline of the tools they need to prepare for a postsecondary education or career.

### Instructional Objectives

#### College and Career Readiness TEKS and Cross-Disciplinary Standards

Focus on understanding the cross-disciplinary standards to understand what is needed to succeed in college and postsecondary life.

#### Time Required

1 class period

#### Materials Required

For each student:

- Cross-Disciplinary Standards handout (following this lesson)
- Pencil/pen

#### Procedures

1. Have the students key code the cross-disciplinary standards.
  - a. Suggestions:
    - i. Underline things you know, circle things you don't know.
    - ii. Star new information, put a checkmark next to things you know.
2. Have the students complete a quick-write:
  - a. Suggestions:
    - i. Summarize what they've learned.
    - ii. Write out three things they learned, two things they already knew, and one major takeaway.

#### Closure

Complete the discussion with a ticket out the door using the following question:

- What are you most excited to learn from these standards?

#### Extension Activity

Further vocabulary practice: Quizlet – College and Career Readiness Vocabulary ([tinyurl.com/m4xz3kc](https://www.tinyurl.com/m4xz3kc)).



## Handout: Cross-Disciplinary Standards

Your task is to investigate part of the cross-disciplinary standards. These are objectives set by the state that outline what you'll need to be successful in your postsecondary pathway.

### Procedure

1. Key code the standards to highlight what you know and what you did not know about how to prepare for postsecondary and career readiness.
2. Keep a list of key vocabulary words that you don't know to look up later.

## Cross-Disciplinary Standards

### Key Cognitive Skills

#### 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 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.

#### I.E. Work habits

1. Work independently.
2. Work collaboratively.

#### 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.

### Foundational Skills

#### II.A. Reading across the curriculum

1. Use effective prereading 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.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.

## 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 of sources.
5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

## II.D. Use of data

1. Identify patterns or departures from patterns among data.
2. Use statistical and probabilistic skills necessary for planning an investigation and collecting, analyzing, and interpreting data.
3. Present analyzed data and communicate findings in a variety of formats.

## II.E. Technology

1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology to communicate and display findings in a clear and coherent manner.
4. Use technology appropriately.

## Questions

1. After reviewing the standards, complete a quick-write to summarize your thoughts on the state standards.
  
  
  
  
  
  
  
  
  
  
2. According to the standards, which skills do you need to gain to be successful in your postsecondary pathway?
  
  
  
  
  
  
  
  
  
  
3. How do your strengths align with these standards?

# Lesson 1.2: What Is College and Career Readiness?

## Lesson Overview

*Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school.*

---

*Pearson K-12 Blog, Dr. Jennifer Kobrin*

---

This lesson is designed to help students better understand the importance of education and what it means to be college and career ready.

## Instructional Objectives

### College and Career Readiness TEKS

§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.

§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 prereading 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.



## Time Required

2 class periods

## Materials Required

For each student:

- Paper
- Pencil/pen
- College and Career Readiness Handout (following this lesson)

For the classroom:

- Copy of What is “Career Ready”? article ([tinyurl.com/yb6jm2ye](https://tinyurl.com/yb6jm2ye)) for each group
- Copy of Why College and Career Readiness is an Integral Component of K–12 Education article ([tinyurl.com/jjxht6p](https://tinyurl.com/jjxht6p)) for each group

## Procedures

1. Warm-up: Have the students do a quick-write on their thoughts about one or both of these quotes:
  - a. “Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela)
  - b. “Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school.” (Dr. Jennifer Kobrin, Pearson K–12 Blog)
2. The students can work in pairs to read the two articles about college and career readiness. They should implement multiple reading strategies.
  - a. Highlighting key information.
  - b. Summarizing paragraph chunks.
  - c. Developing questions and researching answers to those questions.
3. Once they’ve read through the articles and understand the content, pass out the College and Career Readiness Handout to complete the notes.

## Closure

Have the students look at the Nelson Mandela quote again, from the warm-up. 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.

## Extension Activities

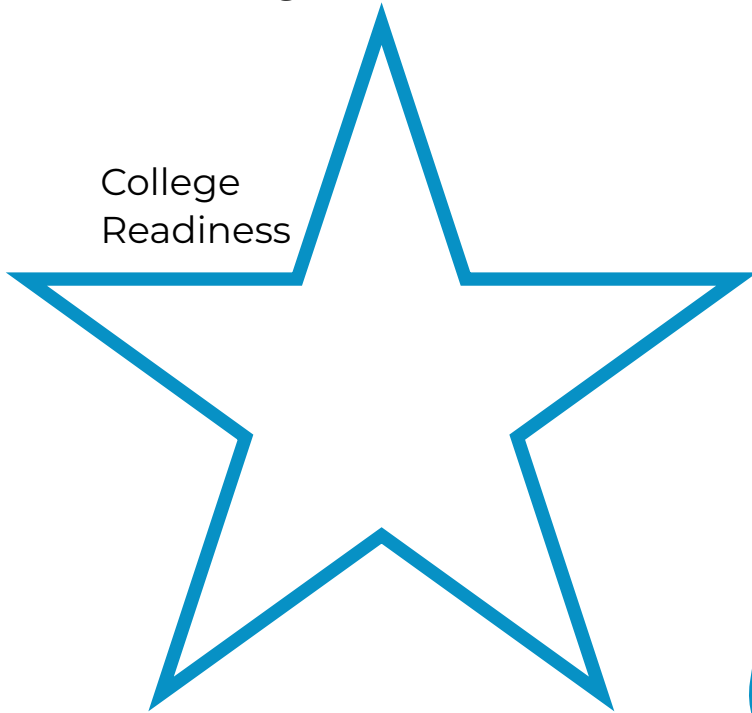
Complete an informational interview. An important way to get a sense of what type of postsecondary path might be right for you is to explore with adults in your life what they like about their work activities.

- Spend 15 minutes with an adult you admire (a parent or guardian, teacher, a friend's parent or guardian, etc.) and conduct an informational interview in which you ask them about their work day. Possible questions include what their work day is like, what they like about their job, what they dislike about their job, how they would make it a better fit for their life, and what they would do differently if they could.
- Possible learning target formats – a short paper, informal conversations in class, or a presentation using PowerPoint, Google Slides, or Prezi.
- Ticket out the door for students to complete: "Are there some new options you hadn't thought of before about what opportunities you have after high school? If so, what are the two or three options that you're most interested in?" Pick two or three questions to ask students. Don't feel that you have to ask all students all questions. If you're teaching multiple classes, it might be helpful to ask all classes one similar question to assess for misconceptions.

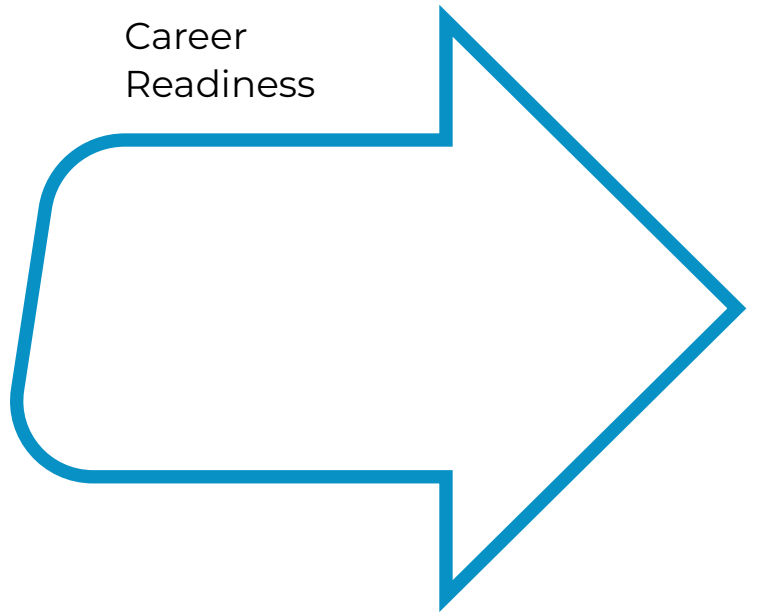


# Handout: College and Career Readiness

College  
Readiness



Career  
Readiness



Core Academic Skills

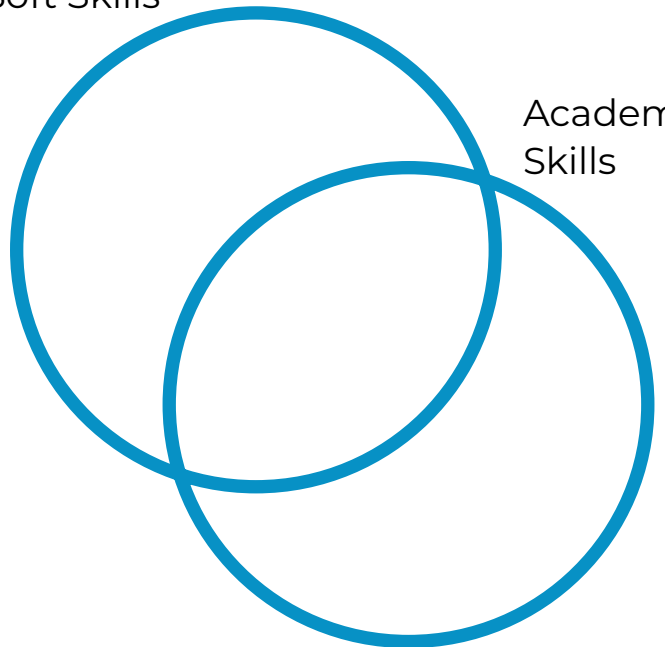
Core Employability Skills

Core Technical Skills



Soft Skills

Academic  
Skills



## Lesson 1.3: Space Journal

### Lesson Overview

This lesson is designed to acquaint the students with MiddleGalaxy. They will go through the game and create a journal of the people/careers they encounter.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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.

§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 relate to solving a problem.



## Time Required

2 class periods

## Materials Required

For each student:

- Space Journal handout (following this lesson)

For the class:

- Computer lab access or one laptop per group of two or three students
- Internet access

## Procedures

1. Have students log in to MiddleGalaxy ([www.middlegalaxy.org](http://www.middlegalaxy.org)).
2. Once you've walked through the first mission with the students, have them complete a game. Once they've completed 10 bonus rounds, they can go on to use tokens they've earned and play.
3. While they are playing the students will also complete their space journal.

## Closure

This can be done the next day at the start of class, if the students took the whole period to complete their journal and play the game.

- Think-Pair-Share – Students will get a couple of minutes to think about what they've written in their space journal. Then they will pair up with another student to discuss their findings and their thoughts. Finally, the teacher will select students to share what they've discussed and their thoughts on their findings.

## Extension Activity

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

# SPACE JOURNAL ✨

Career Description:	Skills:	Abilities:
---------------------	---------	------------

Career Description:	Skills:	Abilities:
---------------------	---------	------------

Career Description:	Skills:	Abilities:
---------------------	---------	------------

Complete a profile on three ideal cadets. Explain the mission and why they were best suited for that mission.



## Chapter 2: Finances

As students prepare for their college and career choices, it is important that they understand the significance of personal financial management. While in college or a career, students need to manage their finances, plan for changes, and prepare for the unexpected. This unit will have students study money management as well as investigate the different financial accounts, their benefits, and their effects.

### Lesson 2.1: Investigating Money Management

#### Lesson Overview

This lesson is designed to introduce money management. The students will understand saving, budgeting, and spending. They will become aware of the need for money management and begin to set goals for future saving and spending.

#### Instructional Objectives

##### College and Career Readiness TEKS

§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.

§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 relate to solving a problem.

## Time Required

1 class period

## Materials Required

For each student:

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

For the class:

- Computer with internet access
- Projector

## Procedures

1. As a warm-up, play one or both of these videos:
  - a. [Budgeting Basics](http://tinyurl.com/ybmjp5wh) (tinyurl.com/ybmjp5wh)
  - b. [Schoolhouse Rock – Dollars and Sense](https://youtu.be/mV6YaTbNwvE) (youtu.be/mV6YaTbNwvE)
2. Have the students create a KWL chart. They can write down what they know about money management and what they want to know about this topic.
3. Think-Pair-Share
  - a. The students will analyze the list of items, taking notes if needed. Then they will pair up with a partner to discuss their thoughts on the list. Finally, each pair will share their thoughts with the class.



- b. Give the students the following scenario:
- i. 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, it will cost \$200 for the whole month. If you bring your own, that would cut your expenses in half.
    - A new video game – \$40–50.
    - Save 10% of your money.
    - One movie ticket – \$10
    - A new cell phone – with your plan you're due for a free upgrade, but shipping and other miscellaneous items will cost you \$99.
    - Clothes to wear – It's the beginning of winter and your warm jacket has a hole – \$80.
    - Birthday gift for a family member – \$20–30.
    - Ride sharing (e.g., Lyft, Uber) to get to work – \$50.
    - Pet food – \$30.
    - Your portion of the cell phone bill – \$45.
  - ii. Have students rank each item in the scenario in order of importance and urgency, 1 being highly important and urgent.
  - iii. Have each student decide which items they would spend their money on.
  - iv. After deciding where to spend their money, have students write each item in part 2 of the Budgeting: Needs and Wants handout and add up their spending.
- c. 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 add notes and any other takeaways in the learning section of their KWL chart.

## 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.

## Extension Activity

Now that the students have an idea about money management, have the students identify a financial goal and complete the [What's Your Budget? worksheet](https://www.tinyurl.com/y8dm67ay) (tinyurl.com/y8dm67ay). If time allows, the students can present their goals and budgets to the class.

## Budgeting Handout: Needs and Wants (part 1)

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 highly 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		
Save 10% of Your Money		
Movie Ticket (one)		
Cell phone		
Clothes		
Birthday gift for a family member		
Ride sharing (e.g., Lyft, Uber) to get to work		
Pet food		
<b>Total spent</b>		



## Budgeting Handout: Needs and Wants (part 2)

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

Item (e.g., food for lunch)	Amount (\$)
<b>Total</b>	



## Handout: Types of Money Management – Advantages and Disadvantages

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



## Lesson 2.2: Exploring Financial Accounts

### Lesson Overview

This lesson is designed as a brief overview of how students can spend and save money, different accounts available for money management, and reviewing and discussing a financial statement.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to:

- (B) Simulate opening and maintaining different types of financial accounts;
- (C) Simulate different methods of withdrawals and deposits;
- (D) Reconcile financial statements, including fees and services;
- (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.



## Time Required

2 class periods

## Materials Required

For each student:

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

For the classroom:

- Sample financial statement
  - Sample one ([tinyurl.com/y9bnvxyg](http://tinyurl.com/y9bnvxyg))
  - Sample two ([tinyurl.com/y4ppgxuy](http://tinyurl.com/y4ppgxuy))
- Computer with internet access
- Projector

## Procedures

1. Project or pass out a sample financial statement. Ask the students to describe what they are seeing and whether they understand it.
  - 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 you 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.
2. After the discussion and explanation, pass out the Debit, Credit, Check, and Save handout.
3. Guide them through the handout, stopping to play the video or answer questions when prompted in the lesson and when the students are ready for that portion. Use your judgment regarding whether the problems should be done individually, in pairs, or as a whole class.

## 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.

## Extension Activity

Selling It – Give each student a sheet of blank paper. On this they must create an advertisement selling one of their take-home points of the lesson. In it they must illustrate a key point from the lesson.



## Handout: Credit, Debit, Check, and Save

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

	Description	Pros	Cons
<b>Credit card</b>	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.	<ul style="list-style-type: none"> <li>Helps build credit history, which can allow you to make bigger purchases later in life if you are reliable at paying it back.</li> <li>Rewards like gift cards or cash back.</li> <li>Allows purchases even if you don't have cash on hand.</li> </ul>	<ul style="list-style-type: none"> <li>High interest rates and fees.</li> <li>Makes it easy to go over your budget.</li> </ul>
<b>Debit card</b>	A card used to take money directly from your checking account. When you use your card, the funds are transferred from your account.	<ul style="list-style-type: none"> <li>Access to cash at an ATM or places that have cash-back options.</li> <li>No interest charges.</li> <li>Can prevent overspending when you no longer have cash or funds in your account.</li> </ul>	<ul style="list-style-type: none"> <li>Does not build your credit history.</li> <li>Overdraft fees if you withdraw more than what's in your account.</li> </ul>
<b>Checking account</b>	An account that allows people to make purchases and pay bills using paper checks or debit cards instead of cash.	<ul style="list-style-type: none"> <li>Contains money for day-to-day expenses.</li> <li>Easily linked to bill accounts for automatic withdrawal or payments.</li> <li>The bank expects frequent withdrawals and monitors for unusual money transfers.</li> </ul>	<ul style="list-style-type: none"> <li>Usually does not build interest.</li> <li>Overdraft fees apply when more money is taken out than what's in your account.</li> </ul>
<b>Savings account</b>	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.	<ul style="list-style-type: none"> <li>The bank may require a minimum deposit to start.</li> <li>There may be limits on the number of deposits and withdrawals you can make each month.</li> </ul>

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

3. Work through the following problems:

- You see a pair of jeans on sale for 10% off the regular price of \$50. You have a credit card with a 13% interest rate. If you buy the jeans today with the credit card and pay them off after two months, are you paying more or less than the regular \$50 price for them? Please explain your decision.
  
- A letter says you're preapproved for a credit card at 18% annual interest rate. If you spent \$1,000 on the card and paid it off after one year (12 monthly payments), how much would you pay in interest? Is this a good deal? Why or why not?
  
- You can use this credit card payoff calculator ([tinyurl.com/y7f3evgy](http://tinyurl.com/y7f3evgy)) to help calculate your answer.

4. What, So What, and Now What?

<b>What did you learn today?</b>	<b>So what? Why is this important?</b>	<b>Now what? Are there any questions you still have?</b>



## Lesson 2.3: Understanding Credit

### Lesson Overview

This lesson is designed to explain the pros and cons of credit.

### Instructional Objectives

#### College and Career Readiness TEKS

§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

##### 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 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.

##### I.E. Work habits

1. Work independently.
2. Work collaboratively.

##### 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.

## Time Required

2 class periods

## Materials Required

For each student:

- Copy of comic strip guidelines (following this lesson)

For the classroom:

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

## Procedures

1. 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. Watch the following videos and discuss:

- a. [What is Credit?](http://tinyurl.com/yalbhhon) ([tinyurl.com/yalbhhon](http://tinyurl.com/yalbhhon)).
- b. [Using Credit](http://tinyurl.com/y7t4aeqy) ([tinyurl.com/y7t4aeqy](http://tinyurl.com/y7t4aeqy)).
- c. Make sure you bring up these points in the discussion and clarify any misconceptions:
  - i. **Credit** is a loan of money 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, as in 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 responsible borrowing 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 car or house.

3. In groups of three or four, have the students discuss and answer the questions from the BizKids [My Credit Report](#) worksheet. Have the class share their answers.
4. Now that the students have a basic understanding of credit, show [The Trouble with Credit Cards video](#) (tinyurl.com/y8j8c6w6). While it's playing, pass out the Credit Comic Guidelines handout.
5. Have the students use their brainstorm scenario to create a comic of someone using credit to get something they want.

## Closure

Have the students present their comics in a gallery-walk format. The students can reflect in any way you'd like. Here is an option:

- Post-It note conversations – students are given two or three Post-Its or cards each. They walk and observe all the comics and go back to their favorites and leave positive messages about what that comic illustrated or highlighted well.

## Extension Activity

Time permitting, allow the students to work through the Interest and Payments worksheet (tinyurl.com/yd5aveuk) together or individually.

## Handout: Credit Comic Guidelines

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
- How to use credit wisely
- Highlight any key words



## Lesson 2.4: Paying for College

### Lesson Overview

Students will research the many ways to find funding for college. Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives.

### Instructional Objectives

#### College and Career Readiness TEKS

§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 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.

##### 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.
5. Synthesize and organize information effectively.



## Time Required

2 class periods

## Materials Required

For each student:

- Computer lab access or one laptop per group of two students
- Internet access

For the class:

- Computer with internet access
- Projector

## Procedures

1. Show the Roadtrip Nation/Texas OnCourse [Paying for College video](https://youtu.be/1CLBIVWck1w) (youtu.be/1CLBIVWck1w).
2. Ask the students to signal (thumbs up, thumbs down, or similar) their answer to these questions:
  - 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. The students will begin researching 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) from Texas OnCourse (tinyurl.com/ybdcf242) to find three or four ways to get 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.

## Closure

Discuss with the students their findings. Have them write any questions or comments they still have and put it in the "parking lot." This is a large common sheet of paper where students can put questions or comments they still have on the topic that require more time for discussion or research. Use these to guide further discussions in class.

## Extension Activity

Print off a sample scholarship application and have the students go through the process of completing it as best as they can. After, have the students reflect on the process. What information do they need to keep track of? What surprised them about the process?



# Chapter 3: Management

Lessons in this chapter are designed to show students the skills they need to develop across disciplines to set them up for success in their personal and professional lives. This is a deeper dive into building the skill sets they need to navigate and communicate in college and their future careers. Working with people who are different from themselves, resolving conflict, and setting goals are key pieces of this unit.

## Lesson 3.1: Teamwork Makes the Dream Work

### Lesson Overview

Students will reflect on successful teamwork strategies and how these skills will help them in the future. Students should be able to set up group norms, work with people who have a different background from themselves, and accomplish a group goal.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:

- (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

§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;
- (C) use effective time-management and goal-setting strategies; and
- (D) identify skills that can be transferable among a variety of careers.

§127.3(c)(6) – The student develops skills for professional success. The student is expected to:

- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (C) model characteristics of effective leadership, teamwork, and conflict management;
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

## Time Required

3 class periods

## Materials Required

For each student:

- Pen/pencil
- Teamwork Makes the Dream Work activity sheet (following this lesson)

For each group:

- Box of building items – five popsicle sticks, glue, markers, card stock, and one miscellaneous item. See note about this box in day 1, step 1, item 3.a.

For the class:

- Computer with internet access
- Projector

## Procedures

Day 1:

1. Have the students brainstorm what makes a team work successfully together.
2. Outline the goals of the day:
  - a. The group will work together to create a problem that can be solved using a simple machine. They will create group rules or norms that will help them work together and understand one another. The final result will be a mini-display of their machine, a description of the problem, and an explanation of how this machine solves a problem.
  - b. Use these [YouTube videos](https://www.youtube.com/watch?v=y9c39xfb) ([tinyurl.com/y9c39xfb](https://tinyurl.com/y9c39xfb)) for brief explanations of simple machines.
3. Provide a list of materials, but don't pass the materials out until the group shows you their problem, an explanation of their machine, and a sketch of how they will build it.
  - a. Note – adjust the contents and number of building items as you see fit. Other items to include could be paperclips, a piece of modeling clay, extra construction paper, or a length of string.

Day 2:

1. Allow the students to work together. Encourage them to follow their group norms and really practice them to see if it helps them work on the project better.
2. It is up to you whether to offer additional supplies in case of mistakes or not. Encourage the students to stick with only the available supplies and not to bring in outside materials. The point of the lesson is teamwork, not necessarily the machine itself.

Day 3:

1. Allow the students 10–15 minutes to finalize their displays.
2. The students will complete day 3 of their activity sheet as a gallery walk viewing the other projects.

## Closure

The last 5–10 minutes of class, discuss with the students how getting to know the group and setting up norms prior to the project helped the productivity of the project.

## Extension Activity

Have the students submit a diary entry where they reflect on using these skills outside of class. How do they predict these skills might help them in their future career path?

## Handout: Teamwork Makes the Dream Work

In this activity you and your group will work on setting a group goal, developing group norms, and completing a group task. You will document your group's progress and how working together leads to success.

### Day 1: The Activity, the Group, and Setting Goals

In this lesson you and your group will develop a problem that can be solved by building a simple machine. The group will then build a simple machine. A *simple machine* is defined in Merriam-Webster as one of the fundamental devices that all machines were formerly thought to be made from. The lever, the wheel and axle, the pulley, the inclined plane, the wedge, and the screw are the classic simple machines.

1. A good way to start a successful group project is understanding each member's strengths and how they view this project. Do some group introductions and have each member share how they think they will help make this project successful. Write the responses below.
  
  
  
  
  
  
  
  
  
  
2. Now that introductions and ideas are given, set some group norms. These are rules that the group will use when discussing ideas and solving problems. Here is one example. Develop two others together.
  1. We will say one good thing about everyone's idea, even if it isn't our favorite.
  - 2.
  - 3.
  
  
  
  
  
  
  
  
  
  
3. Develop a problem to be solved with a simple machine.
  - a. List of materials:
  - b. Brainstorming:
  - c. Final:

## Day 2: Building and Perfecting

Today the group should work on building, refining, and perfecting the final product. Here is some space to sketch dimensions, write out and develop the problem, etc.



## Day 3: Showcasing

The final day of the project. Your group will get a few minutes to put your final results on display with an explanation of the problem and how the simple machine solves the problem.

While your group walks around to view other groups' projects, write notes on your top two favorite projects.

## Lesson 3.2: Communicating for Success

### Lesson Overview

Students will identify and practice how to communicate effectively, realizing that different approaches are needed for different audiences. These skills will be helpful to them in the future. Students should be able to draft an appropriate email to a teacher/supervisor and understand how it differs from communicating with a team member.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:

- (B) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

§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;
- (C) use effective time-management and goal-setting strategies; and
- (D) identify skills that can be transferable among a variety of careers.

§127.3(c)(6) – The student develops skills for professional success. The student is expected to:

- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; and
- (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites.



## Time Required

2–3 class periods

## Materials Required

For each student:

- Pen/pencil
- Communicating for Success handout (following this lesson)

For the class:

- Computer with internet access
- Projector

## Procedures

1. Have two versions of a note on the board. Ask the students to write who they think each version is meant for and why.
  - a. Hey! I'm not staying. Mom called and said I had 2 go.
  - b. Good morning, I will not be able to stay after school today. My mom called and asked me to reschedule.
2. Explain to students that different styles of writing messages is important depending on the audience. Create a chart on the board and have the students brainstorm the differences between writing to teachers versus writing to peers.
  - a. Use this [YouTube video](https://youtu.be/NuzKN7fO8Is) (youtu.be/NuzKN7fO8Is) to help further illustrate the key components if needed.

## Closure

Once the students have drafted a final copy of their email, ask them to email another one of their teachers the message. Once they've heard back from their teacher, they will complete a reflection about how drafting an email is different for them now.

## Extension Activity

Have students write an expository essay on how to draft an appropriate email to teachers. Guidelines for an expository essay:

- Introduction, with thesis statement.
- Body paragraph outlining and explaining the parts of a successful email.
- Conclusion explaining how the thesis was proven.

## Handout: Communicating for Success

In this lesson you will work on drafting an appropriate email to a teacher to ask a question and then reflect on their response.

### Part 1: How to Write an Appropriate Email (Know Your Audience)

List the differences between writing to a teacher about a project, writing to a peer about a project, and responding to a friend's text. If no differences are present, write "none" and explain why there should not be a difference.

<b>Parts of the email</b>	<b>Teacher</b>	<b>Peer project</b>	<b>Responding to a friend</b>
<b>Subject line</b>			
<b>Greetings</b>			
<b>Phrasing of the body of the email (key vocabulary, abbreviations, etc.)</b>			
<b>Sign-off</b>			





## Lesson 3.3: Conflict Resolution

### Lesson Overview

This lesson is designed to emphasize that managing team/work/life relationships also requires more than just teamwork and planning. When conflict arises, it's necessary to address it appropriately. Here the students will learn some different conflict styles and how to handle them.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.3(c)(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, including use of electronic communications such as social networking sites;
- (C) model characteristics of effective leadership, teamwork, and conflict management;
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

#### Time Required

1 class period

#### Materials Required

For each student:

- Pen/pencil
- Copy of Five Types of Conflict Management Styles handout (following this lesson)
- Copy of Managing Conflict handout (following this lesson)



## Procedures

1. Give the students the following scenario. Ask them how they would handle this situation, using what they know about money management.
  - a. 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.
    - i. Cseke is in charge of invitations.
    - ii. Leslie has to plan the decorations.
    - iii. Huong needs to get a gift for the teacher.
    - iv. Megan and Jamie will get food, as the party will be during lunch.
  - b. Huong has a dilemma. The gift she wants to buy the teacher costs \$35. She knows everyone else is staying on budget. What should she do?
2. Explain that conflict is often seen as negative, but students should view it as an opportunity to create, improve, and grow. Knowing a variety of ways to resolve conflict can help develop leadership skills and promote teamwork.
3. Display and review with the students the Five Types of Conflict Management Styles handout.
4. Pass out the Managing Conflict handout. Allow the students to work through their thoughts on the conflict management styles.

## Closure

At the end of the lesson, have the students discuss the following questions. If time allows, do a visual survey as you call out each style. Have the students write their answers on small dry-erase boards, stand up, raise their hands, or give a thumbs-up or -down to answer the following questions for each style:

- Which conflict management style do you think is the best/worst? List comparisons.
- Which conflict management style do you use? List styles.
- Which conflict management style do you believe would be most likely to help you succeed in your future? List styles.

## Extension Activity

Have the students create a comic strip or write out a dialogue between two people with a conflict. Give them a set of standard conflicts or let them develop their own centered on money management. Have them emphasize a style by showing it being successful or a disaster.

## Handout: Five Types of Conflict Management Styles

**Competition** – Competitors keep their “eyes on the prize.” The emphasis is on winning, and if that means others have to lose or a relationship is damaged, so be it. Competition is prevalent in our society, from sports to business to war. Competition usually benefits the powerful but is also favored by the determined and those who hold strong convictions. 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, or finding a solution would take time you could better spend elsewhere. Occasionally problems just fizzle, but usually avoidance doesn’t resolve conflicts. The problem will persist, and maybe that’s acceptable. 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. If competition is “my way or the highway,” 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. Or maybe you can’t stand the thought of making an enemy. Accommodations appease the other parties, even if that means letting them win.

**Compromise** – Splits and shares; in a compromise, no party loses and no party really wins. Usually a compromise involves some appeal to objective 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 and usually don’t leave relationships any worse off. However, compromises can feel unsatisfying and may replace a more creative, potentially win-win solution.

**Collaboration** – Collaborators place a premium on both their own goals and their relationship with others involved in the conflict. Collaborators seek to create lasting, mutually acceptable resolutions. Collaboration requires time and creativity, but it usually results in win-win outcomes.



## Handout: Managing Conflict

Explain how each conflict management style would handle these scenarios. For each scenario, write down the style you think would be successful for each scenario. You can choose more than one.

	<b>Scenario 1</b>	<b>Scenario 2</b>
	<p>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.</p> <p>Successful style(s):</p>	<p>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 out. 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.</p> <p>Successful style(s):</p>
<b>Competition</b>		
<b>Avoidance</b>		
<b>Accommodation</b>		
<b>Compromise</b>		
<b>Collaboration</b>		

## Lesson 3.4: Stressing It

### Lesson Overview

Students will identify and practice how to successfully manage stressful times in their life. These skills will be helpful to them in the future. Students should be able to understand how to proactively manage stress and identify useful stress management techniques.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:

- (B) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

#### Time Required

2–3 class periods

#### Materials Required

For each student:

- Pen/pencil
- Paper
- Copy of the [For Teens](https://www.tinyurl.com/j6foc4j) article (tinyurl.com/j6foc4j)



## Procedures

1. Write the word *stress* on the board. Have the students create an illustration of what stress feels like to them, or let them write a stream of consciousness of the thoughts that go through their head when they think of stress.
2. Discuss with the students what causes them to feel stressed and what their stress symptoms are.
3. Print the For Teens article for each student. Have them read and practice the summarizing technique while reading.
4. After reading, ask them what they liked in the article and have them identify two things they would use in their everyday life.
5. For homework, have the students practice one of the things they've read about.

## Closure

The next day in class have the students discuss with a neighbor which technique they tried and how they felt. Discuss with the students as a class once they've had a chance to share with a partner. Finally, have them write a reflection. Do they think using this technique will help them with stress in the future?

## Extension Activity

Have the students research a particular method (breathing, yoga, helping yourself fall asleep, incorporating movement, etc.). Then have each student demonstrate the technique for the class or teach the class a new method.

## Lesson 3.5: Goals

### Lesson Overview

Students will practice setting goals and understanding how effective time management will help them reach those goals. These skills will be helpful to them in the future. Students should be able to set long- and short-term goals.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§127.3(c)(6) – The student develops skills for professional success. The student is expected to:

- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; and
- (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites.

#### Time Required

1 class period

#### Materials Required

For each student:

- Pen/pencil
- Goals activity sheet (following this lesson)

#### Procedures

1. Discuss the difference between long-term and short-term goals. Explain that creating goals is a way to reach your dreams as well as a time-management technique. The dream is the long-term goal. The short-term goals are strategic ways to reach that dream.
2. Have the students complete the Goals activity sheet, following the instructions to work collaboratively and independently.

#### Closure

Have the students share their scenarios. They can ask the class for help with their scenario or they can simply share. Either way, encourage them to think about all the times they can break down any major task into shorter term goals. Have them discuss how this could help motivate them.

#### Extension Activity

The students can work in groups to create a video showing the difference in outcomes between students who set goals and those who do not.



## Activity Sheet: Goals

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 if you think they are setting themselves up for success by their actions.

#### **Class: Complete this scenario as a class.**

Ella is trying to prepare for the science fair in November. It is currently the end of August. 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 board. She has her calendar marked with important dates, plus has 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 is 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 fine. 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 and solve your own scenario.**

- Long-term goal:
  
- Short-term goals:
  
- Are you setting yourself up for success? Why or why not?



## Lesson 3.6: Study Habits

### Lesson Overview

Students will reflect on successful study habits and what they want to accomplish in their own academic pursuit. Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives.

### Instructional Objectives

#### 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 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.

#### Time Required

1 class period

#### Materials Required

For each student:

- Pen/pencil
- Paper

For the class:

- Computer with internet access
- Projector

## Procedures

1. Begin by discussing how the students study. Let them explain why they do some things or don't do other things freely, without judgment.
2. Show this [Roadtrip Nation/Texas OnCourse video](https://youtu.be/fVt-wsIGcE4) (youtu.be/fVt-wsIGcE4). Although it's meant for high schoolers, it has a good message for middle school students as well.
3. Have the students do a quick-write reflection on the following questions:
  - a. What are your current study habits?
  - b. What helps you focus?
  - c. Describe what will change in your study habits when you transition to your next stage of education.
  - d. Goals! What would you like your study habits to look like?
  - e. How can the choices you make in your career path set you up for academic success?
  - f. What habits do you want to break?
4. Once the students have been given enough time to reflect, ask them to set three goals that will help improve their study habits. Suggestions: Keeping a steady bedtime during the school week; tracking work on a calendar; going to tutorials two times a week, even if I don't need help; start studying for tests and quizzes one week in advance, etc.

## Closure

End the lesson by having the students share their goals with a trusted classmate and write their goals at the beginning of their agenda or somewhere else that they can view every day.

## Extension Activity

The students can keep a grading period diary. They will set up a piece of paper with their study-habit goals for the next grading period. Have them set three or four dates on which to check in. During these times they will reflect on their study-habit goals and whether they are working. At the end they will make a final reflection on the success of their new goals and whether they now form a habit they will keep up.



## Lesson 3.7: Bonus Round Bonanza

### Lesson Overview

Using MiddleGalaxy, this lesson has the students further explore the ideas of critical thinking, problem solving, and teamwork.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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; and
- (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

§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.



## Time Required

2–4 class periods

## Materials Required

For each student:

- Pen/Pencil
- Bonus Round Bonanza Handout (following this lesson)

For the class:

- Computer lab access or one laptop per group of two students

## Procedures

1. Students can work individually or in pairs. They will go through three missions of [MiddleGalaxy](https://tinyurl.com/yble4hm2) (tinyurl.com/yble4hm2), completing three bonus rounds and filling a description on their Bonus Round Bonanza handout.
2. From their three bonus round descriptions they will choose one and create a team dialogue using the guidelines on the Bonus Round Bonanza handout.

## Closure

This activity can be done the next day or at a future date to allow the students time to work on their final presentation.

Gallery walk – students will display their work around the class, and classmates will walk through observing the work. You can conclude this with a discussion or ask the students to write a reflection as their ticket out the door.

Prompts for discussion/reflection/etc.:

- Reflect on which presentation best illustrates teamwork.
- Reflect on which presentation best highlights the skills of all the team members.

## Extension Activity

Have the students think of a problem in their field of interest and a team of professionals that would be needed to solve it.

Have them:

- Identify the problem.
- List the team members needed, with a justification.
- Describe an action plan to solve the problem.



## Handout: Bonus Round Bonanza

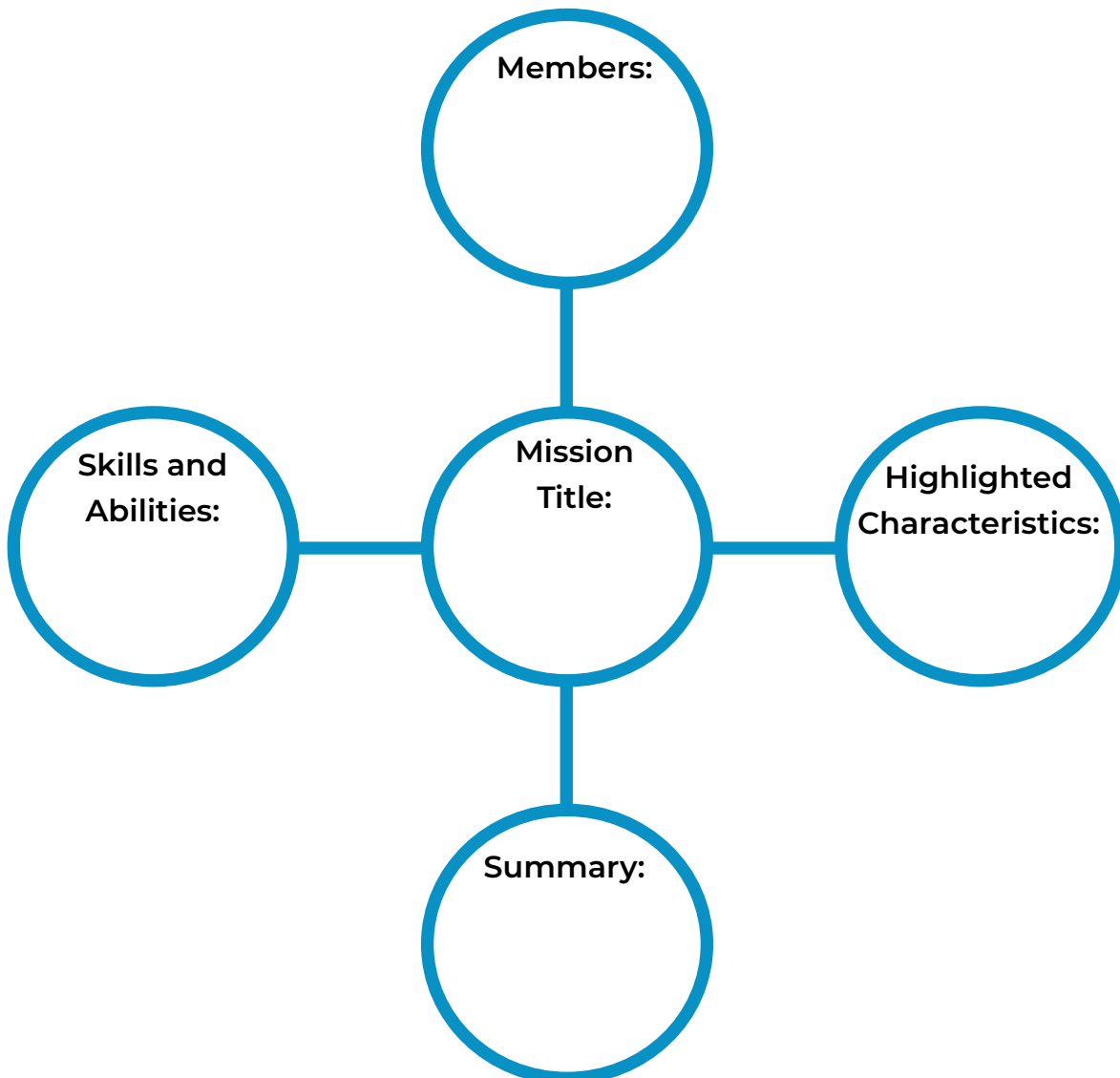
Part A:

1. Begin by logging in to MiddleGalaxy with your partner. The two of you will play the game.
2. While you're playing you need to log information about the three bonus rounds.

<b>Mission and task needed to be completed.</b>	<b>Skills and abilities needed by the team.</b>	<b>List the correct candidate for each role and explain why they are fit for that role.</b>

Part B:

1. Now that the three bonus rounds are completed, the two of you will pick one round to highlight and create a dialogue between the team members of that round. Use the diagram below to map out your group's thought.
2. Create a final presentation. This can be presented however your group decides. Suggestions:
  - a. A script of their conversations while completing the tasks.
  - b. Comic strip illustrating the team working together to complete the task.
  - c. A reenactment video of the team members and showing how they worked to complete the task.
3. The final presentation must have the following integrated:
  - a. Summary of the mission.
  - b. Highlight five of these nine characteristics required for personal and professional success: teamwork, work ethics, integrity, dedication, perseverance, interacting with diverse populations, goal setting, effective communication, and conflict resolution.



# Chapter 4: Networking

Lessons in this chapter are designed to help students identify and develop their support network. Identifying where and how to get involved in school clubs and organizations allows students to build a support network to help them and also to feel connected. Students will also point out who they already have set up in their own personal network.

## Lesson 4.1: Getting Involved

### Lesson Overview

Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives. This lesson emphasizes the importance of getting involved in topics of interest.

### Instructional Objectives

#### College and Career Readiness TEKS

§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 cocurricular, 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.

### Time Required

1 class period

## Materials Required

For each student:

- Pen/pencil
- Getting Into It activity sheet (following this lesson)

For the class:

- A copy of your campus clubs and organizations list
- Projector

## Procedures

1. Post the list of campus clubs and organizations for the class to see. Ask the students to hold up their hands if they are involved in one or more of these campus activities, two or more, etc.
2. Poll the students: are they involved in activities outside of school?
3. Show this [Roadtrip Nation/Texas OnCourse video](https://youtu.be/ocQL--li1nE) (youtu.be/ocQL--li1nE).
4. Guide the students through the Getting Into It activity sheet.

## Closure

Have the students create an action plan for high school. Have them write out a list of three activities they would like to participate in during those four years. Then have them write steps they can take now to better prepare them to get involved in these future activities.

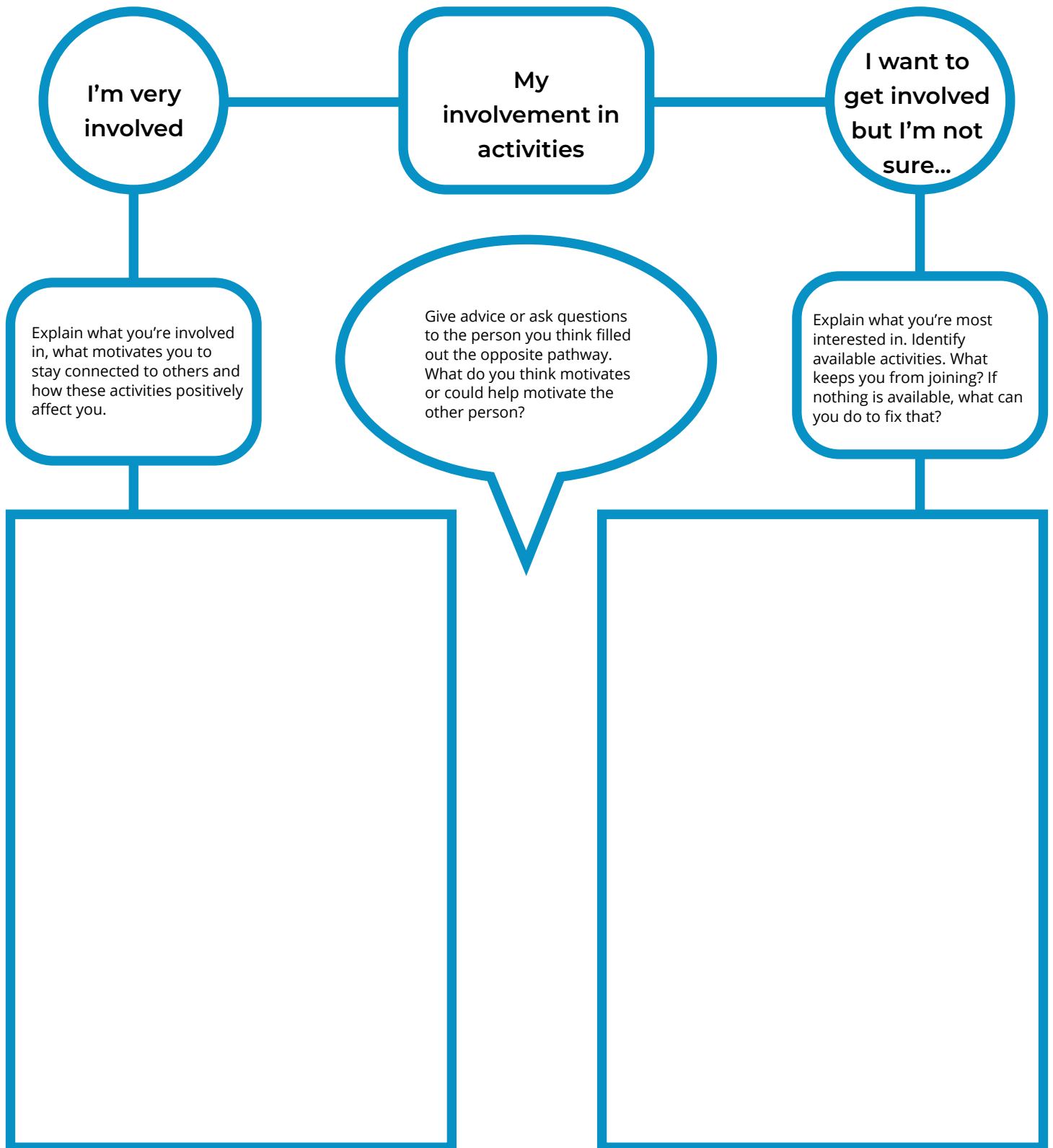
## Extension Activity

The students could attend one new activity or event within a given time frame. Have them document their thoughts and feelings before and after the event.



## Handout: Getting Into It

Follow this flowchart to show how you get involved in your community.



## Lesson 4.2: Support Network

### Lesson Overview

Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives. This lesson will focus on who students can go to for help and identify who they already have for support.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:

- (A) use interpersonal skills to facilitate effective teamwork; and
- (B) use problem-solving models and critical-thinking skills to make informed decisions.

§127.3(c)(6) – The student develops skills for professional success. The student is expected to:

- (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
- (C) model characteristics of effective leadership, teamwork, and conflict management;
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.



## Time Required

1 ½ class periods

## Materials Required

For each student:

- Pen/pencil
- My Network activity sheet (following this lesson)
- Collage materials (glue, magazines, markers, etc.)

For the class:

- Computer with internet access
- Projector

## Procedures

1. Begin by showing the [Roadtrip Nation/Texas OnCourse video](https://youtu.be/GZGMT8vFNUM) (youtu.be/GZGMT8vFNUM).
2. Have the students begin listing who is currently in their support network. They can use the My Network activity sheet.
3. Once they've identified who already supports them, ask them to think about who they need or who will be able to help them in the future.
4. Students will complete the activity by creating a My Network Web, illustrating who they get/can get support from.

## Closure

The students can display their webs and write a short synopsis to post next to it. Students can walk around and view other webs to get ideas about where they can find supportive people in their lives. Ask them to do an exit ticket or wrap-up card explaining what they've learned about where they can go for help on their educational path.

## Extension Activity

Have the students write thank-you letters to a few people from their Network Web. Emphasize that it's important to show gratitude and appreciation for people's help.



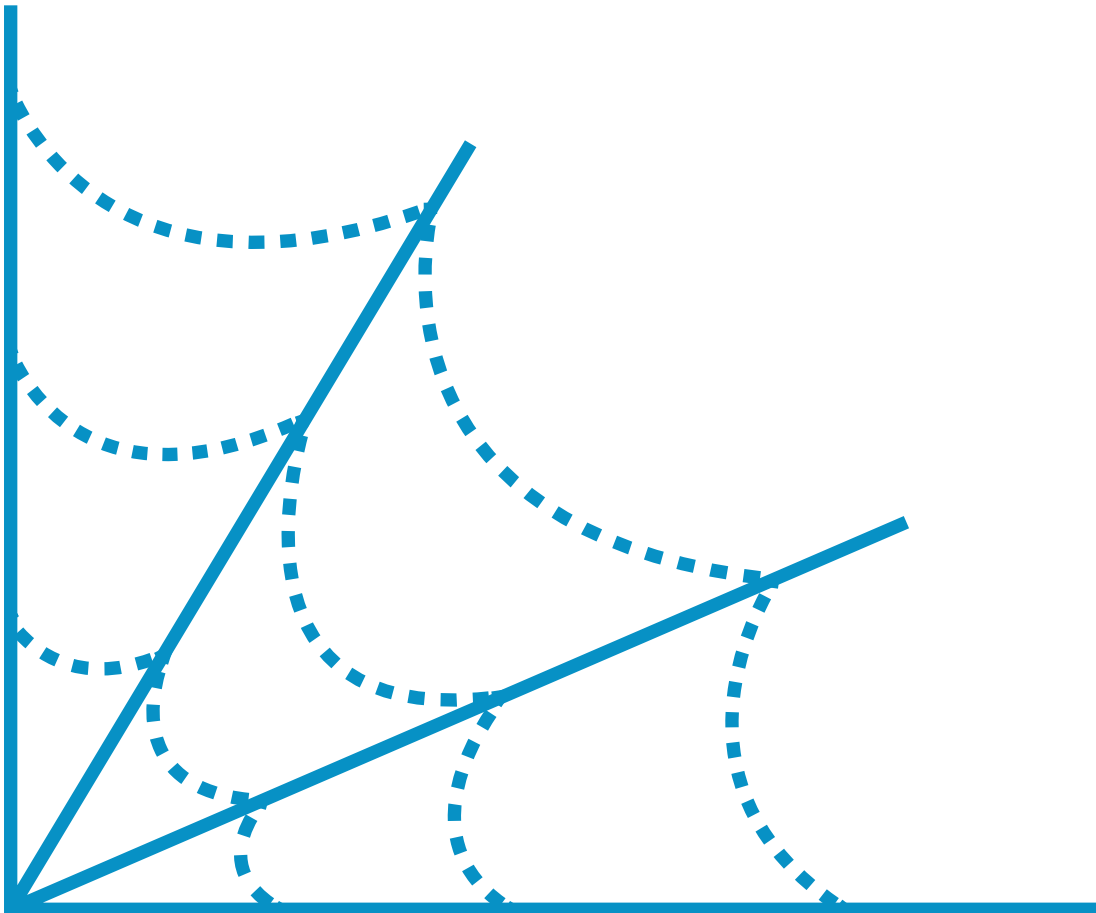
## Handout: My Support Network

What family members support my dreams and help guide me during difficult times?

Which of my friends help build me up and help me out when I'm struggling?

Who can I go to at school for help no matter what is troubling me?

Create a web of your support network. Write out or place images next to your network members that explain how this person helps support you.



# Chapter 5: The Search

In this chapter, students will start thinking about the job search process: how to identify a job, write the resume, prepare for the interview, and follow up appropriately. The processes learned in this unit will also apply to college and scholarship opportunities.

## Lesson 5.1: The Search

### Lesson Overview

Students will learn how to search for a job from credible sources. Students will also be able to compare their qualifications with the job specifications.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(5) – The student investigates job-seeking skills. The student is expected to:

(A) identify the steps for an effective job search.

§127.2(c)(6) – The student creates professional documents required for employment. The student is expected to:

(C) complete sample job applications.

§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:

(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

##### 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 prereading 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 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.

## Time Required

1 class period

## Materials Required

For each student:

- Computer lab access or one laptop per group of two students
- The Search handout (following this lesson)

For the class:

- Computer
- Internet access
- Projector



## Procedures

1. Ask the students where they would go if they wanted to find a job today.
2. After discussing their thoughts, explain that there are many places to look for jobs. Ask them to record this information on The Search handout.
  - a. Job search engines – Indeed, Glassdoor, etc.
  - b. Identifying the company they want to work for and applying directly on their site. For example, teachers go to the school district’s site to apply.
  - c. Community boards or groups – places that are local to the area you want to apply.
  - d. Networking – use your network. Asking people who you know where they’ve heard of an opening. This will also mean alumni networks once you’ve joined chapters and graduated from higher education.
3. Have the students spend 15–20 minutes researching and finding sites that have careers in their area of interest. See The Search handout.
4. Show the students on the projector and go to the Texas OnCourse site. Under tools, select Share Your Road; select Visit the Website. You will be sent to the Share Your Road site and will then select Search Members. Explain to the students that here, you can search a job title and read about a real person who is currently employed in that job.
5. Instruct students to browse through a few careers and write a summary about one person and how they searched and got involved in their current career path.

## Closure

Discussion or exit ticket – have the students reflect on whether their opinions from the beginning of class have changed. Do they feel more assured when faced with the idea of a job search?

## Extension Activity

Students create a timeline and set short-term goals to prepare themselves for their first job or if they want to apply for an internship, apprenticeship, etc.

## Handout: The Search

Identify ways to begin a job search:

Research the methods mentioned above and find three sources for finding a job related to your career interest. Give reasons why each source is credible.

1.

2.

3.

Share Your Road job search summary.



## Lesson 5.2: The Resume

### Lesson Overview

Students will learn how employers decide whether applicants are qualified for the position they are applying for. These skills will be helpful to them in the future. Students should be able to select references and develop a resume appropriate for them now. They can add to it as they collect experience and education.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(5) – The student investigates job-seeking skills. The student is expected to:

(A) identify the steps for an effective job search.

§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.

§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;

(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

##### I.F. Academic integrity

4. Understand and adhere to ethical codes of conduct.

##### II.C. Research across the curriculum

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.

## Time Required

3 class periods

## Materials Required

For the class:

- Access to a word processor such as Microsoft Word or Google Docs
- Computer lab access or one laptop per group of two students
- Internet access
- Projector

## Procedures

1. Begin the class with a question: What is the purpose of a resume?
2. The students will take notes over the components of a resume using this [resume writing video](https://youtu.be/Kj9d64QcQPQ) (youtu.be/Kj9d64QcQPQ).
3. The students will use those notes to draft a resume for themselves. They can use resume templates from Word or Docs. Remind them that a resume is a constantly changing document of their experiences, education, skills, and training.

## Closure

Have the students display their resumes and have Post-It note conversations. Give each student three Post-Its that they can leave at their peers' resumes. They can offer constructive criticism as well as positive feedback.

## Extension Activity

Students create a mock resume based on a profile from Share Your Road, with completed information about the job from Texas Career Check: Occupation Summary. The students should understand that different careers have different requirements that should be shown on a resume.



## Lesson 5.3: The Interview

### Lesson Overview

Students will conduct mock interviews as employer and job seeker. These skills will be helpful to them in the future. Students should be able to dress appropriately, speak to the qualifications of the desired position, and conduct themselves in a professional manner.

### Instructional Objectives

#### College and Career Readiness TEKS

§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.

§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

I.F. Academic integrity

- 4. Understand and adhere to ethical codes of conduct.

II.C. Research across the curriculum

- 5. Synthesize and organize information effectively.

#### Time Required

4–5 class periods

#### Materials Required

For each student:

- Pen/pencil
- The Interview handout (following this lesson)

For the 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



## Procedures

1. Show this [job interview tips video](https://youtu.be/88Mwb2bnOMk) (youtu.be/88Mwb2bnOMk) to start the students thinking about what their first interview will be like.
2. Explain the guidelines of the class 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 to center the interview around. 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/y8dx87vc) (tinyurl.com/y8dx87vc) 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, then the group will separate to prepare for the interview. Guide them to use Share Your Road to find people's stories to help the students get into character for their mock interview.
  - f. The interview should last for 10–15 minutes. The students will record their interviews, rewatch them, and write a summary offering advice to their future selves as well as identifying the positive aspects of the interview.
  - g. The summaries and videos will be submitted to the teacher.

## 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.

## Extension Activity

Students can write a reflection on their takeaways from this lesson.

- What did you learn that you think will be useful in the future?
- What would you do differently in the future?



## Handout: The Interview

### 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 you will 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 of the interview.
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 question? Write down two techniques to help you navigate difficult parts of the interview.

## Recording

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

- 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 stumble or get stuck. This is how it goes in real life. Showing how you get through the interview is more important than perfect questions and quick answers.

## After recording the interview

The interview should last for 10–15 minutes. Rewatch the interview and write a summary offering advice to your future self as well as identifying the positive aspects of the interview.

## Lesson 5.4: The Thank-You

### Lesson Overview

Students should understand that following up on career opportunities substantially increases their probability of landing a job or receiving feedback on their performance. Students will write a thank-you note to their interviewer from the previous lesson, revise it, and edit it based on their notes from the “Communicating for Success” lesson.

### Instructional Objectives

#### College and Career Readiness TEKS

§127.2(c)(6) – The student creates professional documents required for employment. The student is expected to:

- (B) write appropriate business correspondence such as a letter of intent and a thank-you letter.

#### Cross-Disciplinary Standards

##### 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.



## Time Required

2 class periods

## Materials Required

For each student:

- Pen/pencil
- Paper
- The Thank-You handout (following this lesson)

## Procedures

1. Show a picture of someone writing a thank-you letter.
  - a. Ask when it's appropriate and why you should write a thank-you note/email.
  - b. Ask the students to think about why a thank-you note/email is important during a job search.
2. Review with the students how to write a thank-you message. Monitor them as they begin to write a post-interview thank-you message to their interviewer from the last lesson.
3. Two days are given for this lesson so that students can revise and edit. Allow time for peer editing.

## Closure

Have the students craft and share the final draft of their messages.

## Extension Activity

Students will repeat this process and write a thank-you note to deliver to a teacher, counselor, or any other mentor who has helped them and to whom they want to show gratitude.

## Handout: The Thank-You

### Components of a thank-you message

Reflective comment	Start your thank-you message by commenting on an aspect of your interaction you enjoyed. For example:	
	<b>Do</b>	<b>Don't</b>
	I appreciate your taking the time to meet me during a time that was convenient to me.	Thanks for meeting me at 6 pm. It was a perfect time for me.
	Blue is my favorite color! I can't believe you remembered.	Thanks for getting me a blue sweater, Grandma. I love it!
The thank-you	Now is the time to explain why you are sending this thank-you message. Give a couple of sentences to explain what you are thankful for.	
Regards	Like the greetings, this should also reflect your relationship. Complete your own Do's and Don'ts when writing a formal thank-you to a potential boss or teacher, etc.	
	<b>Do</b>	<b>Don't</b>
	Thank you,	Sincerely,
Signature	Make sure to put your whole name when signing off for professional messages.	

Now work on a draft of your thank-you note to your interviewer from the previous lesson.



# Performance Assessment

## Career Portfolio

### Lesson Overview

This is an assessment of the knowledge and skills the students have acquired during this unit.

### Time Required

3–4 class periods

### Materials Required

For each student:

- Career Portfolio handout (following this lesson)
- Computer/laptop
- Internet access
- Access to a word processor such as Microsoft Word or Google Docs

### Procedures

Day 1: Outline the requirements for the assessment, note the due date, and review the scoring rubric with the students.

Days 1–3: Allow time for independent work in class. Monitor 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.

### Closure

You will have the students submit all components of the portfolio for you to review. You could allow a first submission, provide feedback, allow extra time for corrections, and then have them resubmit the portfolio on the final due date.

### Extension Activity

Students could also include a sample budget based on the lifestyle that they would like to have. They should have an outline of their salary and monthly paychecks.

## Career Portfolio: Performance Task

Due: \_\_\_\_\_

Create a career portfolio that must include:

- A current resume.
- A reference sheet listing three to five references and their contact information. Include a brief summary of why each person is a good reference for you and will help you get a job.
- An expository essay explaining how to do well in a job interview.
- A list of five of your top traits or skills along with an explanation of how these qualities will help you succeed at your intended endorsement/career pathway.

Write a summary of what is in your portfolio and answer this unit's essential questions:

- What skills do I need to equip myself for future goals and success?
- How do I use the information I gather to reach my goals?

### Scoring

Points Value	20	10	0	Score
<b>Portfolio: Resume</b>	Has all necessary components and with no errors: Contact Information, Goal, Education and Skills, Experience.	Has all components and with a few errors from lack of editing: Contact Information, Goal, Education and Skills, Experience.	Missing necessary components.	
<b>Reference sheet</b>	Lists all information and descriptions of 3-5 references.	Lists most/some information and description of 3-5 references.	Lacks references and information/ descriptions.	
<b>Job Interview Essay</b>	Explains thoroughly how to do well in a job interview with examples. Shows evidence of revising and editing, with few to no grammatical errors.	Explains most steps to do well in a job interview. A few grammatical errors, could have used more revising and editing.	Does not coherently explain how to do well in a job interview. Many grammatical errors.	
<b>Five Top Traits/ Skills</b>	Five traits, along with a detailed explanation of how these qualities will help you succeed on your chosen path.	Five traits, missing details on the description of the trait or not enough information on why it will help you succeed on your chosen path.	Not all traits are listed or descriptions are not complete.	
<b>Summary</b>	A thoughtful reflection of the skills learned in this unit and answers both essential questions.	A basic description of the skills learned in this unit and answers both essential questions.	Does not answer the essential question(s) and does not describe what was learned in this unit.	
<b>Total</b>				



## Topic: College and Career Readiness Assessment Bank

### Related Content – Unit 2: Chapter 1

1. Which of the following would be the best way to improve your college and career readiness?
  - A. Start saving for college after you get accepted
  - B. Ask your friends for help when you're having trouble in a class
  - C. Set SMART goals for yourself
  - D. Rely on your teachers and counselors
2. True or false: Older people leaving the workforce are generally more educated than younger people joining the workforce.
  - A. True
  - B. False
3. True or false: Cross-disciplinary standards include the soft skills you must master in order to be college and career ready.
  - A. True
  - B. False
4. Which of the following is considered a foundational skill for college and career readiness, according to the college and career readiness standards?
  - A. Performing computations with real and complex numbers
  - B. Using technology to organize, manage, and analyze information
  - C. Evaluating sources from multiple perspectives
  - D. Understanding energy transformations
5. According to the definition of college readiness, what should you be able to do upon graduating high school?
  - A. Learn successfully beyond high school
  - B. Apply knowledge to workforce tasks
  - C. Get into any college to which you apply
  - D. Identify the highest paying jobs
6. Which of the following are considered major skill areas for career readiness?
  - A. Core academic skills
  - B. Employability skills
  - C. Technical, job-specific skills
  - D. All of the above

7. In this course, what does “college” refer to?
- A. Community colleges
  - B. Military education
  - C. Technical training after high school
  - D. Continuing education
  - E. All of the above
8. Which of the following is a key learning skill or technique?
- A. Self-monitor behaviors
  - B. Complete the FAFSA
  - C. Interpret different types of texts
  - D. Use challenging learning tools
9. Which of the following abilities best defines career readiness?
- A. Learn factual information
  - B. Interpret technical skills
  - C. Develop thinking and contextual skills
  - D. None of the above



## College and Career Readiness Answer Key

1. Answer: C – Set SMART goals for yourself
2. Answer: B – False (OCCRRC 2.12 – Question #3)
3. Answer: A – True
4. Answer: B – Using technology to organize, manage, and analyze information
5. Answer: A – Learn successfully beyond high school
6. Answer: D – All of the above (ACTE – “What is College Ready” handout, Paragraph 3) ([tinyurl.com/y96tj7fm](https://tinyurl.com/y96tj7fm))
7. Answer: E – All of the above (OCCRRC 1.13 – Question #1)
8. Answer: A – Self-monitor behaviors (OCCRRC 1.13 – Question #2)
9. Answer: C – Develop thinking and contextual skills (OCCRRC 1.13 – Question #3)



## Topic: Exploring Career Pathways Assessment Bank

### Related Content – Unit 1: Chapter 1

1. How can programs of study benefit students?
  - A. Connecting them to appropriate career assessments
  - B. Limiting their choices to appropriate courses
  - C. Connecting curriculum to real-world experiences and goals
  - D. Providing financial aid for college and technical training
2. True or false: Students must commit to a program of study in middle school, and once they start it, they cannot switch to another program.
  - A. True
  - B. False
3. What are career clusters in Texas?
  - A. Business and industry careers in Texas
  - B. National clusters identified by Advance CTE
  - C. Programs of study identified by Texas CTE
  - D. Graduation plans without an endorsement
4. True or false: Students can choose more than one program of study to pursue while in high school.
  - A. True
  - B. False
5. What does each program of study contain?
  - A. Suggested coursework for high school – both core and elective classes
  - B. Coursework and training after high school – on-the-job training, certificates, etc.
  - C. Extended learning experiences – job shadowing and community service
  - D. All of the above
6. True or false: Every school in Texas is required to offer all five endorsements to students.
  - A. True
  - B. False
7. What is a career cluster?
  - A. A group of similar courses within a high school endorsement
  - B. A group of employees assigned to a project
  - C. A group of trade schools dedicated to a specific career field
  - D. A group of careers with similar features and skills
8. What can dual-credit career and technical education courses lead to?
  - A. The distinguished level of achievement
  - B. An associate or bachelor's degree
  - C. Automatic admission to Texas public universities
  - D. An individualized education program



## Exploring Career Pathways Answer Key

1. Answer: C – Connecting curriculum to real-world experiences and goals (OCCRRC 7.9 – Question #1)
2. Answer: B – False (OCCRRC 7.9 – Question #2 )
3. Answer: B – Based on the national clusters identified by the Advance CTE (OCCRS 7.9 – Question #3)
4. Answer: A – True
5. Answer: D – All of the above (OCCRRC 7.6 – Paragraph 3)
6. Answer: B – False
7. Answer: D – A group of careers with similar features and skills
8. Answer: B – An associate or bachelor’s degree

## Topic: Understanding Endorsements Assessment Bank

### Related Content – Unit 1: Chapters 1, 2

1. Mariah is a student who 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 has 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 parents and their school counselor.
  - A. True
  - B. False
6. Subra 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. 4 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. Axel really enjoys his Theatre Arts class. He is often in front of the camera when the opportunity arises. Which endorsement would be best for Axel?
- A. Arts and Humanities
  - B. Business and Industry
  - C. Multidisciplinary Studies
  - D. Public Service
  - E. STEM
8. Jairam has met with his counselor several times and taken several different career and interest inventories. Each time, he has decided upon a different endorsement option, but quickly changes his mind. Jairam is just not sure which endorsement he wants to pursue in high school. Which endorsement would be best for Jairam?
- A. Arts and Humanities
  - B. Business and Industry
  - C. Multidisciplinary Studies
  - D. Public Service
  - E. STEM
9. 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
10. Michiko has met with her school counselor and 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 Michiko?
- A. Arts and Humanities
  - B. Business and Industry
  - C. Multidisciplinary Studies
  - D. Public Service
  - E. STEM



## Understanding Endorsements Answer Key

1. Answer: E – STEM
2. Answer: B – False
3. Answer: B – Business and Industry
4. Answer: B – False (OCCRRC 7.9 – Question #4)
5. Answer: A – True ([TEA Endorsement FAQs – Question #1](https://www.tinyurl.com/ybeor2o9)) (tinyurl.com/ybeor2o9)
6. Answer: A – 4 classes in a specific sequence of coursework
7. Answer: A – Arts and Humanities
8. Answer: C – Multidisciplinary Studies
9. Answer: D – All of the above
10. Answer: D – Public Service



## Topic: Understanding the High School Personal Graduation Plan Assessment Bank

### Related Content – Unit 1: Chapter 2

1. Which of the following is a requirement to opt out of graduating with an endorsement?
  - A. Create a high school personal graduation plan that outlines your career plans
  - B. Obtain your parent/guardian's written permission to graduate without an endorsement
  - C. Discuss your postsecondary plans with your parent/guardian and the principal
  - D. Receive a passing score on the Texas Success Initiative Assessment
2. When can students choose to remove their endorsement and graduate under the foundation high school program?
  - A. At any time
  - B. After their sophomore year
  - C. During their freshman year
  - D. All students must graduate with an endorsement
3. Which of the following is considered an advanced English course for the foundation high school program?
  - A. AP English Literature and Composition
  - B. Debate 2
  - C. Public Speaking
  - D. English Language Arts 3
4. 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
5. Aisha 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 language other than English, and 2 electives. What requirements does she still need to complete?
  - A. 26 total credits, including 1 social studies and 5 coherent endorsement courses
  - B. 22 total credits, including 1 social studies and 1 fine art
  - C. 26 total credits, including 1 fine art and 5 coherent endorsement courses
  - D. 26 credits, including 1 social studies, 1 fine art, and 3 coherent endorsement courses

6. Which of the following allow 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
7. From the list of classes below, which additional classes do students need to graduate under the distinguished level of achievement degree plan. (Select all that apply.)
- A. Algebra 2
  - B. A fourth English course
  - C. A fourth science course
  - D. A fourth social studies course
  - E. A fourth math course
8. True or false: Tshombé took some dual-credit classes while in high school. He will leave high school with 15 hours of college academic credit and has a GPA of 3.2 in his dual-credit classes. Tshombé qualifies for a performance acknowledgment.
- A. True
  - B. False
9. True or false: José is an English language learner at his high school. He took a credit-by-exam test and earned credit for Spanish 1 and Spanish 2. He successfully completed AP Spanish with a score of 4 on the AP exam. José has an average grade of 92 in his high school English classes. On his last TELPAS assessment, he earned a composite score of Advanced High. José qualifies for a performance acknowledgment.
- A. True
  - B. False
10. In order to graduate from high school in Texas, students must successfully pass five end-of-course exams. What are the five assessments needed?
- A. Algebra 1, Biology, English 1, English 2, US History
  - B. Algebra 1, Algebra 2, English 1, English 2, Physics
  - C. Algebra 1, Biology, English 1, US History, World History
  - D. Algebra 1, English 1, Biology, Physics, World History



## Understanding the High School Personal Graduation Plan Answer Key

1. Answer: B – Obtain your parent/guardian’s written permission to graduate without an endorsement
2. Answer: B – After their sophomore year
3. Answer: A – AP English Literature and Composition (TASANET – Slide 8) ([tinyurl.com/yahr267a](http://tinyurl.com/yahr267a))
4. Answer: C – Enabling students to explore areas of interest while they’re still in high school
5. Answer: C – 26 total credits, including 1 fine art and 5 coherent endorsement courses
6. Answer: E – All of the above
7. Answer: A – Algebra 2; C – A fourth science course; E – A fourth math course
8. Answer: A – True
9. Answer: A – True
10. Answer: A – Algebra 1, Biology, English 1, English 2, US History



# Topic: Distinguished Level of Achievement Assessment Bank

## Related Content – Unit 1: Chapter 2

1. 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
2. Which course is required to graduate with the distinguished level of achievement?
  - A. English 4
  - B. World History
  - C. Algebra 2
  - D. Calculus AB
3. What is a benefit of earning the distinguished level of achievement?
  - A. Graduating 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
4. As a student in high school, how often should you expect to receive information about the distinguished level of achievement degree plan?
  - A. Each month
  - B. Each year
  - C. Each week
  - D. Each semester
5. When should you expect to receive information about Top 10% Automatic Admission requirements?
  - A. The first time you register for high school classes
  - B. When you are a junior in the top 10% of your class
  - C. When you are a senior and have met the requirements for automatic admission
  - D. All of the above
6. Soraya's core classes for all four years of high school are listed below:
  - English 1, English 2, English 3, AP English Literature
  - Algebra 1, Geometry, Precalculus
  - Biology, Chemistry, AP Physics, Earth Science
  - World History, AP US History, Government, Economics

Based on this list, has Soraya met the required coursework for the distinguished level of achievement?

- A. No, Soraya needs to add Algebra 2
- B. Yes, Soraya has met all of the requirements
- C. No, Soraya needs to take another science class
- D. No, Soraya needs to replace government with AP Government



7. Malik is planning to apply for automatic admission to Texas A&M. He will graduate under the foundation + endorsement degree plan. He is valedictorian of his class and has a 4.0 grade point average. When he graduates, Malik will earn three performance acknowledgments. Will Malik qualify to apply for automatic admission?
- A. Yes, Malik has met all requirements for automatic admission
  - B. No, Malik must graduate with the distinguished level of achievement
  - C. Yes, Malik has exceeded the requirements for automatic admission
  - D. No, Malik must earn all four performance acknowledgments
8. True or false: Students who graduate under the distinguished level of achievement can choose any of the five endorsements available.
- A. True
  - B. False
9. In order to graduate with the distinguished level of achievement, students must successfully complete the foundation high school program and which of the following sequences of courses? (Select all that apply.)
- A. One advanced math class
  - B. Algebra 2
  - C. One advanced science class
  - D. One advanced social studies class
  - E. Two additional electives
10. Which of the following is NOT an advantage of graduating with the distinguished level of achievement?
- A. More college and university options
  - B. Better preparation for college-level coursework
  - C. Guaranteed acceptance into chosen universities
  - D. Strong foundation for a workforce credential or college degree.
11. How many credits are required for a student to graduate under the distinguished level of achievement degree plan?
- A. 22 credits
  - B. 25 credits
  - C. 26 credits
  - D. 30 credits

## Distinguished Level of Achievement Answer Key

1. Answer: A – True

([TEA Automatic Admissions](https://www.tinyurl.com/yc4og34g)) ([tinyurl.com/yc4og34g](https://www.tinyurl.com/yc4og34g))

2. Answer: C – Algebra 2

3. Answer: B – Competing for Top 10% Automatic Admission eligibility

([Grad Toolkit – Page 3, “Why It Matters”](https://www.tinyurl.com/ycoe3kcq)) ([tinyurl.com/ycoe3kcq](https://www.tinyurl.com/ycoe3kcq))

4. Answer: B – Each year

([TASANET – Page 8, “Counseling Regarding Postsecondary Education”](https://www.tinyurl.com/y6vdz8s7)) ([tinyurl.com/y6vdz8s7](https://www.tinyurl.com/y6vdz8s7))

5. Answer: D – All of the above

([TASANET – Page 8, “Notice of Requirements for Automatic Admission”](https://www.tinyurl.com/y6vdz8s7)) ([tinyurl.com/y6vdz8s7](https://www.tinyurl.com/y6vdz8s7))

6. Answer: A – No, Soraya needs to add Algebra 2

7. Answer: B – No, Malik must graduate with the distinguished level of achievement

8. Answer: A – True

9. Answer: A – one advanced math class, B – Algebra 2, C – one advanced science class, and E – two additional electives

10. Answer: C – Guaranteed acceptance into chosen universities ([Grad Toolkit – Page 3, “Advantages”](https://www.tinyurl.com/ycoe3kcq)) ([tinyurl.com/ycoe3kcq](https://www.tinyurl.com/ycoe3kcq))

11. Answer: C – 26 credits



## Topic: Finance Assessment Bank

### Related Content – Unit 2: Chapter 2

1. Lonnie uses a card to pay for groceries. He borrows money from a lending institution every time he uses the card. What type of card is Lonnie using?
  - A. Savings
  - B. Debit
  - B. Credit
  - D. Gift
2. 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.
3. If Thao wants to have a bike for a social event next week, what is her best plan of action?
  - A. Use her savings to buy a brand-new bike.
  - B. Borrow a bike from a friend and return it as soon as possible.
  - C. Use a credit card to buy the bike and pay it off in 4 months.
  - D. Do not attend the event and work instead.
4. Which of the following is NOT a positive aspect of a credit card?
  - A. Helps build credit history
  - B. Offers rewards for use
  - C. Allows for purchases without cash on hand
  - D. Access cash at an ATM
5. Which of the following best describes the difference between a bill and credit card statement?
  - A. A bill is money that you are given from a company; a credit card statement is a snapshot of your current savings.
  - B. A bill is sent only when you owe money to a company; a credit card statement is sent each month to show your balance owed, interest, and any rewards earned.
  - C. A bill is money that you give a company for their services; a credit card statement also has to be paid every month, even when it was not used.
  - D. Both require that you spend more than you have.
6. Explain the financial choices you will need to make in the future for postsecondary planning as well as adult life.

## Finance Answer Key

1. Answer: C – Credit
2. Answer: D – Budgeting allows for planning and responsible spending of your money.
3. Answer: B – This is the best financial option because it doesn't take from her current checking or savings and does not accrue debt.
4. Answer: D – Most ATMs do not allow cash access with a credit card.
5. Answer: B – A bill is sent only when you owe money to a company; a credit card statement is sent each month to show your balance owed, interest, and any rewards earned.
6. Answers will vary; however, students should discuss key concepts: checking, savings, budgeting, talking to counselors about scholarship and financial aid availability. Consider including a list of these key words.



## Topic: Management Assessment Bank

### Related Content – Unit 2: Chapter 3

1. What is the impact of setting group norms when beginning a team project?
  - A. Group norms are rules to follow that make team members work harder.
  - B. Group norms are procedures set by team members to allow optimal performance.
  - C. Group norms assign tasks to each team member to complete.
  - D. Group norms allow the leader to maintain control of the team.
2. When asking a question of your teacher or future boss through email, you should give a long explanation and explain all points of view before asking the question.
  - A. True
  - B. False
3. Iris is a part of a group project at school, but she's sick and will be absent. What is the best way to communicate her situation?
  - A. Message the group, "Hey guys, I'm sick."
  - B. Message the group, "I'm out tomorrow, I won't help bc I can't."
  - C. Individual phone calls, "I've got a fever of 103, the chills, and nausea."
  - D. Email the group and teacher, "I'll be out sick tomorrow, but I'll make up the work shortly."
4. Claire is able to work well in groups because she can hear all sides from her team members' perspectives and then decide on a plan of action that satisfies all members. What is Claire's conflict management style?
  - A. Competition
  - B. Avoidance
  - C. Compromise
  - D. Accommodation
5. Jai has a personal goal to achieve the most sales in his department for the year. His coworker, Will, has the same number of sales as Jai. Jai has increased his number of phone calls to potential clients and has stopped helping Will with other tasks at work. Which conflict management style describes Jai's actions?
  - A. Avoidance
  - B. Collaboration
  - C. Competition
  - D. Accommodation

6. What is the difference between short-term and long-term goals?
- A. Short-term goals are smaller steps that help you reach a long-term goal.
  - B. Short-term goals take one to two days, while long-term goals take five to seven years.
  - C. Short-term goals should be quick and easy, while long-term goals change over time.
  - D. Short-term goals require more planning than long-term goals.
7. Explain your top three study habits and how they have helped your schoolwork.
8. There are many reasons and ways to set goals. Explain how you will set long-term and short-term goals to reach your future career path.
9. Is it okay for goals to change? Explain why or why not and give an example to support your stance.



## Management Answer Key

1. Answer: B – Norms should be set by the team to help them work effectively.
2. Answer: B – Emails to employers and/or teachers should be concise and summarized unless they ask for more information.
3. Answer: D – -Messaging all group members and the teacher is best practice.
4. Answer: C – Compromise
5. Answer: C – Competition
6. Answer: A – Short-term goals are smaller steps that help you reach a long-term goal.
7. Answers will vary; however, key concepts should be their personal study habits and proof of practice.
8. Answers will vary. Key concepts should include their endorsement, postsecondary planning, and how their goals will help them reach their future career goals.
9. Answers will vary; however, it is okay for goals to change as the students discover more of what they want from life. This question encourages introspection.



## Topic: The Search Assessment Bank

### Related Content – Unit 2: Chapter 5

1. Besides online job searches, which option provides a direct personal connection when trying to find a job?
  - A. Using your network of contacts to inquire about job availability
  - B. Emailing your resume to a company you are interested in
  - C. Joining a community or group job board
  - D. Contacting a recruiter from your online job search
2. True or false: Resumes are meant to showcase your skills and summarize your previous work experience and education.
  - A. True
  - B. False
3. Which of the following contact methods would be best to provide to a future employer?
  - A. Your home address
  - B. Your current work email address
  - C. Your phone number
  - D. Your current boss's email address
4. Which of the following is NOT appropriate advice for a job interview?
  - A. Speak in a calm, yet enthusiastic tone. Do not seem bored or uninterested.
  - B. Research the company culture to decide what outfit would be appropriate.
  - C. Come prepared with extra copies of your resume and reference list.
  - D. Arrive at your interview at the exact time it will take place.
5. Tawny just had a job interview in which she wasn't offered the job. The list below shows how she prepared for the interview.
  - Research the company, salaries, and company size
  - Prepare follow-up questions
  - Arrive at the exact time the interview is scheduled
  - Write a thank-you note after the interview

How can Tawny best improve her preparation for job interviews?

- A. Write a longer thank-you note
- B. Exaggerate her work experience on her resume
- C. Review the job description
- D. Apply to more jobs



6. What is the purpose of a job interview?
- A. Quiz you about your knowledge, experience, and education
  - B. Determine if you are a good fit for the company and if you're interested in the job
  - C. Offer you the job and discuss your salary and benefit preferences
  - D. Decide if you like the supervisor and if you can find friends in their workplace
7. Why is a thank-you note a good tool to follow up with an interviewer?
- A. It reminds the interviewer of your skills and shows your gratitude.
  - B. It allows you to talk negatively about other interviewees so you look the best.
  - C. It allows you to flatter the interviewer so you get the job.
  - D. It starts the process of negotiating salary and benefits.
8. Create a how-to guide on how to get a job, from the search to following up with the interviewer.

## The Search Answer Key

1. Answer: A – Direct personal contacts are best because they have a direct connection with the company.
2. Answer: A – True
3. Answer: C – Your phone number is a direct line to you.
4. Answer: D – Arriving 10–15 minutes early is best because it shows initiative and eagerness.
5. Answer: C – The job description provides important information about the job. Be sure to know it well when you interview.
6. Answer: B – Interviews need to go both ways, so both parties can determine the interviewee’s fitness for the job.
7. Answer: A – It reminds the interviewer of your skills and shows your gratitude.
8. Answers will vary; however, key steps should include ways to search, creating an effective resume, how to appropriately interview, and following up with a thank-you note. A suggestion for modification is to break this down and ask students to describe one or two specific steps.



# Frequently Asked Questions and Misconceptions

## **I'm an elementary school counselor. Why should I prepare my students for postsecondary opportunities when they're so far in the future?**

The decisions that students make as early as eighth grade can have a big effect on their college and career preparation and success later in life. Every 26 seconds, one student drops out of high school in the United States – 1.2 million dropouts each year. Over the course of their lifetimes, students who drop out will make \$200,000 less than their peers who graduate from high school and \$1 million less than their peers who graduate from college.

Although students might not be thinking about their postsecondary options in elementary school, teachers, families, counselors, and administrators should all work together to help them develop college and career awareness so they can begin planning for their futures. (OCCRRC, 2018)

## **How can students make sure they're prepared for college?**

Texas graduation plans should prepare every student for college and career. However, if a student intends to pursue higher education, they should strongly consider earning an endorsement and attaining the distinguished level of achievement. That plan requires taking Algebra 2, which is a strong foundation for college-level mathematics. Remember, the Texas Top 10% Automatic Admission law requires a student to graduate with the distinguished level of achievement in order to be eligible. See the [MapMyGrad FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).

## **How can students make sure they're prepared to get a job after high school?**

The state of Texas graduation plans should prepare every student for college and career. Even if a student intends to go straight into the workforce after high school, it's best to build a foundation of knowledge in case they want to attend college or technical school later in life. The state requires that all students enter high school on the Texas foundation + endorsement high school program. This program requires four years of core curriculum (English, science, math) and three years of social studies. It also allows students to take courses in an area of interest that could help them obtain a job, licensure, certification, or associate degree during or after high school. This graduation plan helps to prepare students for life after high school, whether that means going to community college, attending university, or heading straight into a job. See the [MapMyGrad FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).

## **What do Texas four-year universities require?**

Every public and private university in Texas has different admission requirements. It's very important that students research what courses are required at schools they're interested in so that they can make sure they take those courses during high school. For example, many universities require Algebra 2. Since that's not a Texas graduation requirement, a student will need to elect to take that course. Students should think about their plans after high school and talk to their family, teachers, and counselors when making a graduation plan. See the [MapMyGrad FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).

### **What does “open admission” mean?**

Open admission generally means that the admission process is unselective and noncompetitive; the only criteria for admission is that the student have a high school diploma or GED certificate. Most colleges offering open admission are community colleges or colleges that grant associate degrees. Few four-year colleges offer this type of admission policy. See [College Parent Central](http://tinyurl.com/y79fgauo) (tinyurl.com/y79fgauo).

### **What do Texas two-year colleges require?**

Every two-year college in Texas has different admission requirements. Students should research what courses are required at schools that interest them so that they can take those courses during high school. Students should think about their plans after high school and talk to their family, teachers, and counselors. See the [MapMyGrad FAQs](http://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).

### **How can parents and guardians support their child’s career exploration?**

Parents and guardians can encourage adolescent children to plan for a career in several important ways. Here are some suggestions you can give them:

- Talk to your children about your own work and the work of friends and relatives, so that they will learn about career alternatives.
- Ask your children what they like to do and help them look for ways that their interests can be reflected in a career choice.
- Help your children decide whether they should attend a high school that offers vocational training, an academic education, or both.
- Help your children get information about middle and high school courses they will need to take in order to enroll in college or a postsecondary training program.
- Work with the school to provide counselors and advisers with career and higher education information, speakers for a career day, and field trips to local employers and employment agencies.

### **What is an endorsement?**

An endorsement is simply a set of courses that allows a student to dig into an area of interest to them. It’s similar to a college major, allowing the student to learn more about a particular subject area.

The options are Arts and Humanities; Business and Industry; Multidisciplinary Studies; Public Service; and Science, Technology, Engineering, and Math (STEM).

When a student chooses an endorsement, they are required to complete a certain number of courses to earn credit toward it. Often, these courses will be counted as electives for the purpose of graduation requirements.

A student’s counselor or adviser will be most helpful in determining what courses a student needs to take in order to fulfill this requirement. Finally, if a student’s interests change, they can always notify their counselor and make a change!

See the [MapMyGrad FAQs](http://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).

### **Is there a way to opt out of choosing an endorsement?**

A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is critical that the student, parents or guardians, counselor or adviser, and teachers discuss the consequences of this graduation plan. Graduating without an endorsement may limit the student's ability to continue their education after high school.

### **Can a student choose more than one endorsement?**

Yes, a student may earn as many endorsements as they wish, and all will be reflected on their high school diploma and transcript.

### **Can a student change their declared endorsement?**

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements. See TEA's [endorsement overview](https://www.tea.texas.gov/endorsement-overview) ([tinyurl.com/ybeor2o9](https://tinyurl.com/ybeor2o9)).

### **Does a student have to select an endorsement?**

Students must select an endorsement, in writing, upon entering their freshman year. However, they can always change their endorsement. A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is critical that the student, parents or guardians, counselor or adviser, and teachers discuss the consequences of this graduation plan. Graduating without an endorsement may limit the student's ability to continue their education after high school.

### **How do students know which endorsement is best for them?**

Many interest inventories are available to help students decide what might work for them! Ultimately, it is best for the student to discuss their options with their parents or guardians, teachers, and counselor or adviser. Keep in mind that a student can earn more than one endorsement.

Things to consider: What is the student interested in? What job do they want to be prepared for? Do they want to go to college? Do they want to take advantage of the Texas Top 10% Automatic Admission policy?

### **What if a student doesn't know which endorsement they want?**

If the student is undecided, the Multidisciplinary Studies endorsement is the best option! This is for students who want a flexible plan within the core curriculum that prepares them for college and the workforce.

Remember, students can earn more than one endorsement if they have multiple interests.

## **When do students choose an endorsement, and can they change their minds?**

Students must select an endorsement upon entering ninth grade, but they can always change their endorsement by talking to their counselor. Of course, as the student progresses through high school it may become harder to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

Students have until the end of their sophomore year to decide not to earn an endorsement. If at that time they choose to graduate without an endorsement, they will need permission from their parent or guardian and will have to speak with their counselor or adviser.

## **I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?**

Without altering the courses that a school district is currently required by the state Board of Education to offer, a district should be able to offer at least three of the five endorsements:

- Multidisciplinary Studies – all districts are required to offer at least four courses in each foundation subject area, to include English IV, Chemistry, and/or Physics.
- Business and Industry – this endorsement requires districts to offer a coherent sequences of courses from at least three career and technical education career clusters.
- STEM – this endorsement requires districts to offer at least six science courses.

## **What does it mean to graduate with a distinguished level of achievement?**

A student may graduate as distinguished if they take Algebra 2 as one of their four required math courses under the Texas foundation high school program + endorsement plan. Completing at least one course beyond Algebra 2 is required for the TEXAS Grants financial aid program, and most colleges and universities require it.

Research shows that Algebra 2 and classes that require it align with college readiness and success in higher education. Many college admission exams – like the SAT, ACT, and the Texas Success Initiative – test concepts covered in Algebra 2. Finally, the Top 10% Automatic Admission law requires a student to graduate distinguished in order to be eligible. See the [MapMyGrad FAQs](http://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx).



## What is Top 10% Automatic Admission?

This Texas law allows students who are in the top 10% or so of their high school graduating class to have automatic admission to a Texas public university of their choice. No matter where students go to high school, if they graduate in the top 10% of their high school class and earn the distinguished level of achievement, they can attend any Texas public university.<sup>1</sup>

## What are some other ways students can earn the distinguished level of achievement?

Students can earn the distinguished level of achievement if:

- They graduate from an early college high school program.
- They are dual-enrolled in college courses that satisfy the Texas core curriculum.

## What does a student need to be eligible for Top 10% Automatic Admission?

A student must be in the top 10% of their high school graduating class and earn the distinguished level of achievement.

Remember, a student may graduate with the distinguished level of achievement if they elect to take Algebra 2 as one of their four required math courses under the Texas foundation high school program + endorsement plan.

## What is a performance acknowledgment?

Texas students have the opportunity to earn performance acknowledgments on their high school diploma and transcript for outstanding performance in the following areas: dual credit; bilingualism and biliteracy; College Board Advanced Placement Test(s) or International Baccalaureate examination; the PSAT, the ACT-PLAN, the SAT or ACT; and/or nationally or internationally recognized business or industry certification or licensure. For further information, see [Texas Administrative Code 74.14](https://www.texas.gov/publications/74.14) (tinyurl.com/nxbvl2e).

## There was a lot of debate over requiring Algebra 2. Should students take it or not?

This is an important question that students should talk about with their family, teachers, and counselors or advisers. Taking Algebra 2 is a requirement for the STEM endorsement and also for the distinguished level of achievement. Algebra 2 is also a requirement for admission to most universities, and the TEXAS Grant financial aid program requires completion of at least one math course beyond Algebra 2.

Research shows that Algebra 2 and classes that require it align with college readiness and success in higher education. Many college admission exams – like the SAT, the ACT, and the Texas Success Initiative – test concepts covered in Algebra 2. Finally, Texas' Top 10% Automatic Admission law requires that a student graduate with the distinguished level of achievement in order to be eligible.

---

1. Students who graduate from high school in the top 10% of their class are granted automatic admission to any public college or university in Texas, apart from the University of Texas at Austin. UT Austin was granted the ability to cap automatic admissions at 75% of the incoming class. This means UT Austin only admits students in the top 6-7% of their graduating class through automatic admission.

## Key Resources

Resource and Location	Intended Audience		
	Students and Families	Counselors, Teachers, and Administrators	All
Career Ready Now (tinyurl.com/ychn2fq) Page 4, Paragraph 1 – “A Call to Action”			√
NOSCA’s 8 Components of College and Career Readiness (tinyurl.com/ydaz2eca)		√	
ASCA Mindsets Behaviors (tinyurl.com/y9hf84fb) Cut to include chart on pages 2 and 4			√
ACTE Career Readiness – What Is Career Ready? (tinyurl.com/y96tj7fm) Include “What is College Ready” article from website			√
The Texas College and Career Readiness Standards (tinyurl.com/k2lew7f)		√	
Why College and Career Readiness Is an Integral Component of K–12 Education (tinyurl.com/jjxht6p)		√	
Stakeholders Differ on College and Career Readiness (tinyurl.com/lx8sbxb)			√
Advice About College from First-Generation Students (tinyurl.com/lhuhooa)	√		
Planning Your Postsecondary Journey (tinyurl.com/mmhgadb)			√
Starting Out at a Community College (tinyurl.com/l3z5lpz)	√		
Why Community College (tinyurl.com/m7cyfg6)	√		
How to Start Getting Ready for College in 9th and 10th Grade (tinyurl.com/qcnfxuw)	√		



Resource and Location	Intended Audience		
	Students and Families	Counselors, Teachers, and Administrators	All
High School Seniors: Preparing for Your Next Step After High School (tinyurl.com/y7j9dfn5)	√		
Hands on Banking Instructor's Guide: Teens' Version (Grades 6–8) (tinyurl.com/mbhw7md)		√	
How to Achieve Your Financial Goals (tinyurl.com/y87d58dd)			√
How Credit Affects Your Life (tinyurl.com/ya6cou4d)			√
Using Your Credit – Crazy or Compelling? (tinyurl.com/y9rhywdw)			√
Credit vs. Debit: Get the Most from Your Cards (tinyurl.com/y9ydrx6v)			√
Healthy Lifestyle Choices (tinyurl.com/ycr2srgj)		√	
Conflict Resolution Activities for Middle School Skill-Building (tinyurl.com/y7f9pvft)		√	
Career Day Handbook (tinyurl.com/y8agqmsd)		√	
Program of Study Info Sheets (tinyurl.com/ybxxg5ql)			√
Explore Careers – Texas Career Check (tinyurl.com/y8dx87vc)			√
Navigate: Exploring College and Careers (tinyurl.com/y8gced2e)			√
Texas Online College and Career Readiness Center (tinyurl.com/y94x8jep)			√
Career Cluster Videos (tinyurl.com/jacdx4t)			√
Career Cluster Live Binder (tinyurl.com/ycrjvyqr)		√	



Resource and Location	Intended Audience		
	Students and Families	Counselors, Teachers, and Administrators	All
Career and Technical Education Association – Career Clusters (tinyurl.com/y7h8b8cw)			√
Texas Grad Toolkit (tinyurl.com/ycoe3kcq)			√
House Bill 5 Video (youtu.be/Q9RlaPqXRY)	√		
Arts & Humanities Endorsement Video (youtu.be/H4ixA4f5AnM)			√
Arts & Humanities Endorsement Flyer (tinyurl.com/n2cn7gs)			√
Business & Industry Endorsement Video (youtu.be/2nn4CJSntZU)			√
Business & Industry Endorsement Flyer (tinyurl.com/l2hc96c)			√
Public Service Endorsement Video (youtu.be/BalH6QTujyA)			√
Public Service Endorsement Flyer (tinyurl.com/m2nty4u)			√
Science, Technology, Engineering, & Math Endorsement Video (youtu.be/4hSVHVPt5SY)			√
Science, Technology, Engineering, & Math Endorsement Flyer (tinyurl.com/lrlh3ly)			√
Multidisciplinary Studies Endorsement Video (youtu.be/sHp4I2uPELc)			√
Multidisciplinary Studies Endorsement Flyer (tinyurl.com/n347udv)			√
Endorsement Assessment (tinyurl.com/m3quygd)			√

Resource and Location	Intended Audience		
	Students and Families	Counselors, Teachers, and Administrators	All
House Bill 5 Live Binder (tinyurl.com/y79t2nmj)		√	
Texas Grad Toolkit (tinyurl.com/ycoe3kcq)			√
House Bill 5 Legislative Presentation (tinyurl.com/yahr267a)			√
MapMyGrad Interface (www.mapmygrad.org/)			√
House Bill 5 – Graduation Implications (tinyurl.com/y8hrdwsz)		√	
Personal Graduation Plan Template (tinyurl.com/ycxjlpgz)		√	
Algebra II and Postsecondary Readiness (tinyurl.com/y77x55h6)			√
THECB Dual Credit (tinyurl.com/y9tp6ex8)			√
House Bill 5 Requirements (tinyurl.com/y6vdz8s7)		√	
Automatic Admission – Texas Education Code 51.803 (tinyurl.com/yc4og34g)			√
House Bill 5 Live Binder (tinyurl.com/y79t2nmj)		√	



## Key Terms and Definitions

**academic requirements** – courses needed to pursue a career path and/or endorsement.

**appropriate correspondence** – communication that aligns with its intended audience.

**budget** – an outline of monetary income and expenditure for a set period of time.

**career assessment** – an assessment or survey that helps individuals understand how personal attributes (i.e., interests, values, preferences, motivations, aptitudes, and skills) impact their potential success and satisfaction with different career options and work environments.

**career clusters** – 16 nationally recognized groupings of occupations and industries based on related skills and products.

**career pathways** – smaller groups of careers within a career cluster that have similar knowledge, skills, and/or education requirements.

**communication skills** – the ability to convey one’s thoughts, feelings, and intentions clearly.

**conflict management** – handling a disagreement or misunderstanding. There are several styles of conflict management and many skills involved.

**credit** – ability to obtain goods and services before payment.

**critical thinking** – analyzing and evaluating information to form a judgment.

**debit** – removal of money from an account to pay for goods and services.

**distinguished level of achievement** – an academic honor that students can receive upon graduation by completing four credits in math (including Algebra II) and four credits in science and obtaining at least one endorsement.

**employment trend** – a general direction in which jobs are developing or changing.

**endorsement** – an area of focus for students’ high school coursework.

**entrance exam** – an assessment that determines whether a student is prepared for higher education.

**entrepreneurial opportunities** – circumstances that allow someone to create their own business.



**financial aid** – any monetary assistance given to help students meet education expenses. Sometimes repayment is required, depending on the type of aid.

**goal setting** – the skill and process of coming up with the steps you need to reach your desired results.

**high school personal graduation plan** – a working document used by counselors to track student completion of graduation requirements. It is a tool used to document grades, assessments, acceleration, and other requirements in law.

**high school transition** – the process of figuring out all the requirements and documentation you need to go from middle school to high school.

**interest assessment** – a career assessment or survey that determines likes and dislikes of an individual.

**interpersonal skills** – sometimes called people skills, the skills used to communicate with and relate to others.

**job searching** – the process of finding employment.

**labor market** – the availability of jobs and workers, in terms of supply and demand.

**managing stress** – the ability to keep stress levels in equilibrium.

**money management** – the ability to handle all aspects of your finances, including tracking expenses, budgeting, saving, investing, and spending.

**problem solving** – working and using all resources to develop a solution to a particular problem.

**reference** – (for a job) a person who can confirm your qualifications and abilities.

**resume** – a document summarizing your education, experience, and qualifications for a specific job.

**scholarship** – financial aid given freely to students with no repayment required, sometimes requiring an application or conditions.

**time management** – the ability to use time wisely.

**transferable skills** – skills that can be used in two or more occupations or in multiple areas of life.

**volunteerism** – community service and/or giving your time or other resources freely.

# MIDDLE GALAXY

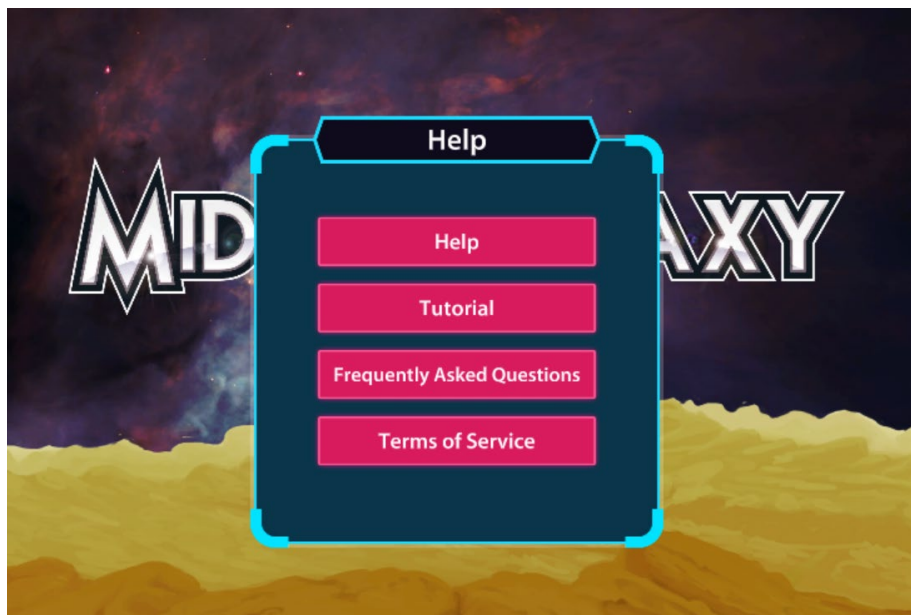
## Appendix: MiddleGalaxy Educator Game Guide

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 educators facilitate conversations and lessons about academic choices and career goals in preparation for high school. Use it along with the [Middle School Curriculum Guide](https://tinyurl.com/y9kcnzso) (tinyurl.com/y9kcnzso) provided by Texas OnCourse.

### Log-ins and Student Progress

#### Student Access

Students log in to [MiddleGalaxy](http://www.middlegalaxy.org) (www.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.



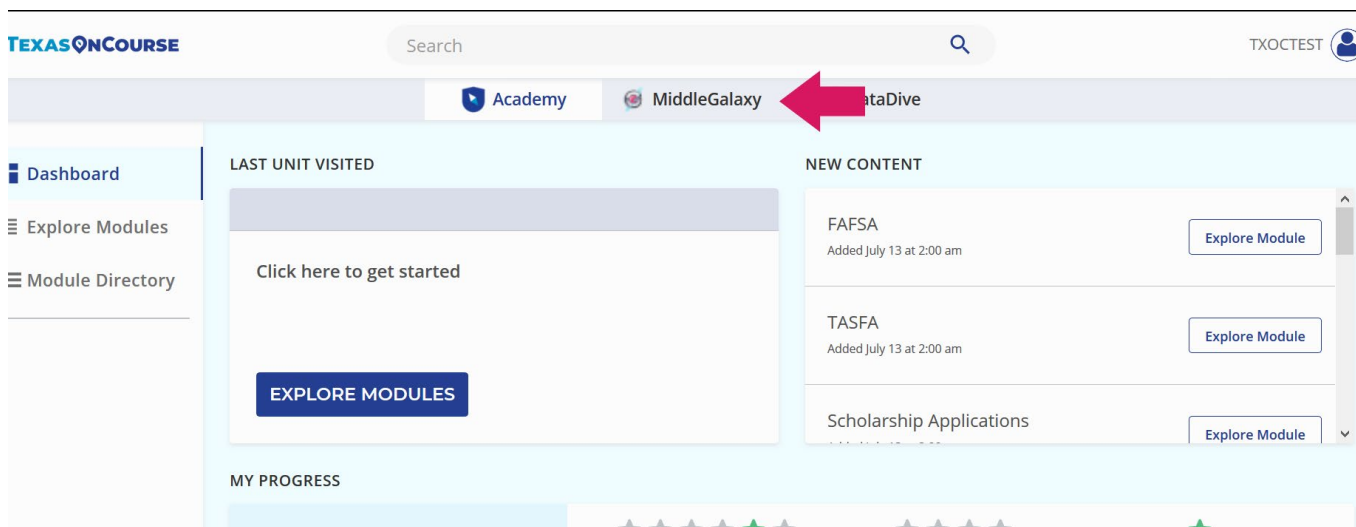
Note: If you'd like to share information about MiddleGalaxy with students' parents or guardians, send them to the [Texas OnCourse MiddleGalaxy page](https://tinyurl.com/yble4hm2) (https://tinyurl.com/yble4hm2).



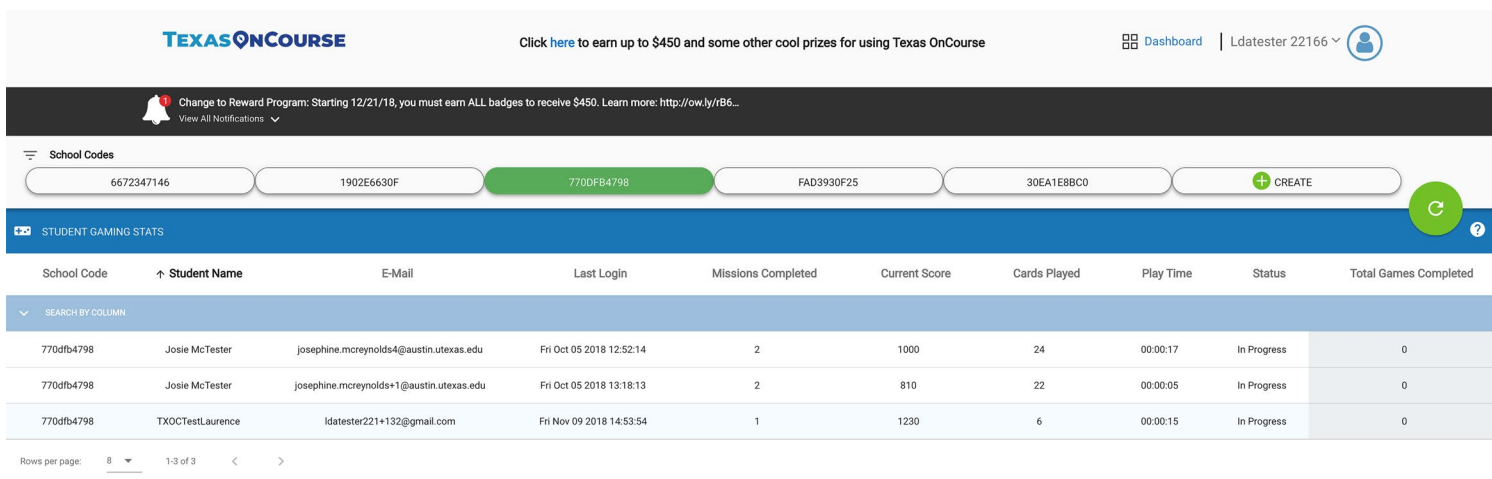
# Educator Access

Educators can read more about MiddleGalaxy on the [Texas OnCourse website](https://texasoncourse.org/) (https://texasoncourse.org/). We also invite educators to explore and play the game at [www.middlegalaxy.org](http://www.middlegalaxy.org).

Before having your students use MiddleGalaxy, you should create an educator account with [Texas OnCourse](https://account.texasoncourse.org/users/register) (https://account.texasoncourse.org/users/register). Your account will provide you access to the Texas OnCourse Academy dashboard, our online professional development platform for college and career advising. You will also be able to access the MiddleGalaxy dashboard, as displayed below.



The MiddleGalaxy dashboard enables you to track your students' progress in the game. First, you'll need to create a class code. To do so, click the CREATE button on the MiddleGalaxy dashboard. Doing so will bring you to the class code page, where you'll again click on "Create." Provide this code to your students; they will need to enter it when they register for their MiddleGalaxy accounts, and you'll be able to see a chart showing their progress on your MiddleGalaxy 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.



## Teaching Game Play

### 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 in order 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 complete, 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 information the student should use to play the card based on skills and abilities. The **Skills** key is shown below.

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 based on whether given missions relate to their profession. However, students are able to 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 career cadets for each mission and assigning them. On the game board at any time, there are three missions.



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 nets 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 Middle Galaxy 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

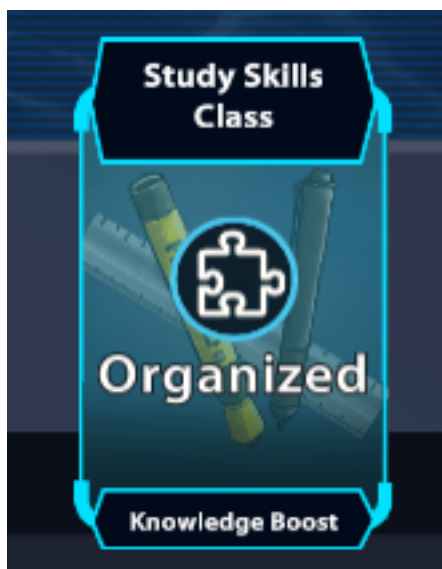
Cadet cards in play can be strengthened and missions completed by using **Knowledge Boost** cards. One knowledge boost card appears in each hand along with four cadet cards. Knowledge boost cards can be shuffled or kept when new cards are drawn. Players can add a knowledge boost to a cadet assigned to 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 is 5 tokens, six cadets whose price is 4 tokens 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.



# Appendix B: Family Guide

## Take-Home Cards

These take-home cards help educators communicate what is happening in the classroom and how parents can further the discussion at home or find more information on the topic.





## Unit 1, Lesson 1.1

In class we are discussing personal interests and skills. Understanding ourselves now will help us make better choices for our future.

For more information and to extend the discussion:

Pages 2–4 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 1.1

In class we are discussing personal interests and skills. Understanding ourselves now will help us make better choices for our future.

For more information and to extend the discussion:

Pages 2–4 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 1.1

In class we are discussing personal interests and skills. Understanding ourselves now will help us make better choices for our future.

For more information and to extend the discussion:

Pages 2–4 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 1.1

In class we are discussing personal interests and skills. Understanding ourselves now will help us make better choices for our future.

For more information and to extend the discussion:

Pages 2–4 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 1.1

In class we are discussing personal interests and skills. Understanding ourselves now will help us make better choices for our future.

For more information and to extend the discussion:

Pages 2–4 of the Texas OnCourse Family Guide.





## Unit 1, Lessons 1.2–1.5

In class we are studying the career clusters and career pathways and how they align with your student's endorsement choice.

For more information and to extend the discussion:

Pages 5–12 of the Texas OnCourse Family Guide.

---



## Unit 1, Lessons 1.2–1.5

In class we are studying the career clusters and career pathways and how they align with your student's endorsement choice.

For more information and to extend the discussion:

Pages 5–12 of the Texas OnCourse Family Guide.

---



## Unit 1, Lessons 1.2–1.5

In class we are studying the career clusters and career pathways and how they align with your student's endorsement choice.

For more information and to extend the discussion:

Pages 5–12 of the Texas OnCourse Family Guide.

---



## Unit 1, Lessons 1.2–1.5

In class we are studying the career clusters and career pathways and how they align with your student's endorsement choice.

For more information and to extend the discussion:

Pages 5–12 of the Texas OnCourse Family Guide.

---



## Unit 1, Lessons 1.2–1.5

In class we are studying the career clusters and career pathways and how they align with your student's endorsement choice.

For more information and to extend the discussion:

Pages 5–12 of the Texas OnCourse Family Guide.





## Unit 1, Lesson 2.2

In class we are identifying the requirements for the high school personal graduation plan.

For more information and to extend the discussion:

Pages 13–15 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.2

In class we are identifying the requirements for the high school personal graduation plan.

For more information and to extend the discussion:

Pages 13–15 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.2

In class we are identifying the requirements for the high school personal graduation plan.

For more information and to extend the discussion:

Pages 13–15 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.2

In class we are identifying the requirements for the high school personal graduation plan.

For more information and to extend the discussion:

Pages 13–15 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.2

In class we are identifying the requirements for the high school personal graduation plan.

For more information and to extend the discussion:

Pages 13–15 of the Texas OnCourse Family Guide.





## Unit 1, Lesson 2.3

In class we are recognizing the importance of the distinguished level of achievement and how your student can earn it.

For more information and to extend the discussion:

Page 16, of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.3

In class we are recognizing the importance of the distinguished level of achievement and how your student can earn it.

For more information and to extend the discussion:

Page 16, of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.3

In class we are recognizing the importance of the distinguished level of achievement and how your student can earn it.

For more information and to extend the discussion:

Page 16, of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.3

In class we are recognizing the importance of the distinguished level of achievement and how your student can earn it.

For more information and to extend the discussion:

Page 16, of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.3

In class we are recognizing the importance of the distinguished level of achievement and how your student can earn it.

For more information and to extend the discussion:

Page 16, of the Texas OnCourse Family Guide.



## Unit 1, Lesson 2.5

In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion:

Pages 17–20 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.5

In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion:

Pages 17–20 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.5

In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion:

Pages 17–20 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.5

In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion:

Pages 17–20 of the Texas OnCourse Family Guide.

---



## Unit 1, Lesson 2.5

In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion:

Pages 17–20 of the Texas OnCourse Family Guide.





## Unit 2

Want to get to know your student's counselor? In this portion of the family guide, we discuss how to plan a meeting, important questions to ask, and when to meet with your student's counselor.

For more information and to extend the discussion:

Pages 21–34 of the Texas OnCourse Family Guide.

---



## Unit 2

Want to get to know your student's counselor? In this portion of the family guide, we discuss how to plan a meeting, important questions to ask, and when to meet with your student's counselor.

For more information and to extend the discussion:

Pages 21–34 of the Texas OnCourse Family Guide.

---



## Unit 2

Want to get to know your student's counselor? In this portion of the family guide, we discuss how to plan a meeting, important questions to ask, and when to meet with your student's counselor.

For more information and to extend the discussion:

Pages 21–34 of the Texas OnCourse Family Guide.

---



## Unit 2

Want to get to know your student's counselor? In this portion of the family guide, we discuss how to plan a meeting, important questions to ask, and when to meet with your student's counselor.

For more information and to extend the discussion:

Pages 21–34 of the Texas OnCourse Family Guide.

---



## Unit 2

Want to get to know your student's counselor? In this portion of the family guide, we discuss how to plan a meeting, important questions to ask, and when to meet with your student's counselor.

For more information and to extend the discussion:

Pages 21–34 of the Texas OnCourse Family Guide.





## Unit 2, Lesson 1.2

In class we are identifying what it means to be college and career ready. What skills does your student need to build a personal and professional toolkit?

For more information and to extend the discussion:

Pages 35–36 of the Texas OnCourse Family Guide.

---



## Unit 2, Lesson 1.2

In class we are identifying what it means to be college and career ready. What skills does your student need to build a personal and professional toolkit?

For more information and to extend the discussion:

Pages 35–36 of the Texas OnCourse Family Guide.

---



## Unit 2, Lesson 1.2

In class we are identifying what it means to be college and career ready. What skills does your student need to build a personal and professional toolkit?

For more information and to extend the discussion:

Pages 35–36 of the Texas OnCourse Family Guide.

---



## Unit 2, Lesson 1.2

In class we are identifying what it means to be college and career ready. What skills does your student need to build a personal and professional toolkit?

For more information and to extend the discussion:

Pages 35–36 of the Texas OnCourse Family Guide.

---



## Unit 2, Lesson 1.2

In class we are identifying what it means to be college and career ready. What skills does your student need to build a personal and professional toolkit?

For more information and to extend the discussion:

Pages 35–36 of the Texas OnCourse Family Guide.





## Unit 1, Chapter 2

In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion:

Pages 37–41 of the Texas OnCourse Family Guide.

---



## Unit 1, Chapter 2

In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion:

Pages 37–41 of the Texas OnCourse Family Guide.

---



## Unit 1, Chapter 2

In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion:

Pages 37–41 of the Texas OnCourse Family Guide.

---



## Unit 1, Chapter 2

In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion:

Pages 37–41 of the Texas OnCourse Family Guide.

---



## Unit 1, Chapter 2

In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion:

Pages 37–41 of the Texas OnCourse Family Guide.



## Unit 2, Chapter 3

In class we are identifying and practicing important soft skills that help students manage their life as their responsibilities grow.

For more information and to extend the discussion:

Pages 42–45 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 3

In class we are identifying and practicing important soft skills that help students manage their life as their responsibilities grow.

For more information and to extend the discussion:

Pages 42–45 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 3

In class we are identifying and practicing important soft skills that help students manage their life as their responsibilities grow.

For more information and to extend the discussion:

Pages 42–45 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 3

In class we are identifying and practicing important soft skills that help students manage their life as their responsibilities grow.

For more information and to extend the discussion:

Pages 42–45 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 3

In class we are identifying and practicing important soft skills that help students manage their life as their responsibilities grow.

For more information and to extend the discussion:

Pages 42–45 of the Texas OnCourse Family Guide.





## Unit 2, Chapter 4

In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion:

Pages 46–49 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 4

In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion:

Pages 46–49 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 4

In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion:

Pages 46–49 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 4

In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion:

Pages 46–49 of the Texas OnCourse Family Guide.

---



## Unit 2, Chapter 4

In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion:

Pages 46–49 of the Texas OnCourse Family Guide.



## Unit 2, Performance Assessment

In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion:

Pages 50–51 of the Texas OnCourse Family Guide.

---



## Unit 2, Performance Assessment

In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion:

Pages 50–51 of the Texas OnCourse Family Guide.

---



## Unit 2, Performance Assessment

In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion:

Pages 50–51 of the Texas OnCourse Family Guide.

---



## Unit 2, Performance Assessment

In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion:

Pages 50–51 of the Texas OnCourse Family Guide.

---



## Unit 2, Performance Assessment

In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion:

Pages 50–51 of the Texas OnCourse Family Guide.



# Tarjetas para llevar a casa sobre la guía de estudio

Estas tarjetas para llevar a casa ayudan a los educadores a transmitir a los padres de familia lo que está ocurriendo en el salón de clases y a explicarles cómo profundizar la conversación en casa o encontrar más información acerca del tópico.





## Unidad 1, lección 1.1

Estamos conversando en clase acerca de nuestros intereses y habilidades personales. Conocernos a nosotros ahora nos ayudará a tomar mejores elecciones para nuestro futuro.

Para obtener más información y profundizar en el tema, consulte:

Páginas 2-4 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 1.1

Estamos conversando en clase acerca de nuestros intereses y habilidades personales. Conocernos a nosotros ahora nos ayudará a tomar mejores elecciones para nuestro futuro.

Para obtener más información y profundizar en el tema, consulte:

Páginas 2-4 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 1.1

Estamos conversando en clase acerca de nuestros intereses y habilidades personales. Conocernos a nosotros ahora nos ayudará a tomar mejores elecciones para nuestro futuro.

Para obtener más información y profundizar en el tema, consulte:

Páginas 2-4 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 1.1

Estamos conversando en clase acerca de nuestros intereses y habilidades personales. Conocernos a nosotros ahora nos ayudará a tomar mejores elecciones para nuestro futuro.

Para obtener más información y profundizar en el tema, consulte:

Páginas 2-4 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 1.1

Estamos conversando en clase acerca de nuestros intereses y habilidades personales. Conocernos a nosotros ahora nos ayudará a tomar mejores elecciones para nuestro futuro.

Para obtener más información y profundizar en el tema, consulte:

Páginas 2-4 de la Guía familiar de TexasOnCourse.



## Unidad 1, lecciones 1.2–1.5

Estamos estudiando en clase acerca de los conjuntos de carreras y las trayectorias profesionales, y cómo encajan con la elección de especialidad (endorsement) de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 5–12 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lecciones 1.2–1.5

Estamos estudiando en clase acerca de los conjuntos de carreras y las trayectorias profesionales, y cómo encajan con la elección de especialidad (endorsement) de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 5–12 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lecciones 1.2–1.5

Estamos estudiando en clase acerca de los conjuntos de carreras y las trayectorias profesionales, y cómo encajan con la elección de especialidad (endorsement) de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 5–12 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lecciones 1.2–1.5

Estamos estudiando en clase acerca de los conjuntos de carreras y las trayectorias profesionales, y cómo encajan con la elección de especialidad (endorsement) de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 5–12 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lecciones 1.2–1.5

Estamos estudiando en clase acerca de los conjuntos de carreras y las trayectorias profesionales, y cómo encajan con la elección de especialidad (endorsement) de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 5–12 de la Guía familiar de TexasOnCourse.



## Unidad 1, lección 2.2

Estamos identificando en clase los requisitos para el plan personalizado de graduación de la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 13–15 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.2

Estamos identificando en clase los requisitos para el plan personalizado de graduación de la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 13–15 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.2

Estamos identificando en clase los requisitos para el plan personalizado de graduación de la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 13–15 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.2

Estamos identificando en clase los requisitos para el plan personalizado de graduación de la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 13–15 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.2

Estamos identificando en clase los requisitos para el plan personalizado de graduación de la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 13–15 de la Guía familiar de TexasOnCourse.





## Unidad 1, lección 2.3

Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Página 16 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.3

Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Página 16 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.3

Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Página 16 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.3

Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Página 16 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.3

Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Página 16 de la Guía familiar de TexasOnCourse.



## Unidad 1, lección 2.5

Estamos resumiendo en clase y aprendiendo a navegar por los diferentes tipos de trayectorias pospreparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 17–20 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.5

Estamos resumiendo en clase y aprendiendo a navegar por los diferentes tipos de trayectorias pospreparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 17–20 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.5

Estamos resumiendo en clase y aprendiendo a navegar por los diferentes tipos de trayectorias pospreparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 17–20 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.5

Estamos resumiendo en clase y aprendiendo a navegar por los diferentes tipos de trayectorias pospreparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 17–20 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, lección 2.5

Estamos resumiendo en clase y aprendiendo a navegar por los diferentes tipos de trayectorias pospreparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 17–20 de la Guía familiar de TexasOnCourse.



## Unidad 2

¿Quiere conocer mejor al consejero o la consejera de su estudiante? En esta sección de la guía familiar, indicamos cómo planificar una reunión, preguntas importantes para formular y cuándo reunirse con el/la consejero/a de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 21–34 de la Guía familiar de TexasOnCourse.

---



## Unidad 2

¿Quiere conocer mejor al consejero o la consejera de su estudiante? En esta sección de la guía familiar, indicamos cómo planificar una reunión, preguntas importantes para formular y cuándo reunirse con el/la consejero/a de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 21–34 de la Guía familiar de TexasOnCourse.

---



## Unidad 2

¿Quiere conocer mejor al consejero o la consejera de su estudiante? En esta sección de la guía familiar, indicamos cómo planificar una reunión, preguntas importantes para formular y cuándo reunirse con el/la consejero/a de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 21–34 de la Guía familiar de TexasOnCourse.

---



## Unidad 2

¿Quiere conocer mejor al consejero o la consejera de su estudiante? En esta sección de la guía familiar, indicamos cómo planificar una reunión, preguntas importantes para formular y cuándo reunirse con el/la consejero/a de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 21–34 de la Guía familiar de TexasOnCourse.

---



## Unidad 2

¿Quiere conocer mejor al consejero o la consejera de su estudiante? En esta sección de la guía familiar, indicamos cómo planificar una reunión, preguntas importantes para formular y cuándo reunirse con el/la consejero/a de su estudiante.

Para obtener más información y profundizar en el tema, consulte:

Páginas 21–34 de la Guía familiar de TexasOnCourse.



## Unidad 2, lección 1.2

Estamos identificando en clase lo que significa estar preparados para la universidad y la carrera profesional. ¿Qué habilidades necesita su estudiante para armar su kit de herramientas personal y profesional?

Para obtener más información y profundizar en el tema, consulte:

Páginas 35–36 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, lección 1.2

Estamos identificando en clase lo que significa estar preparados para la universidad y la carrera profesional. ¿Qué habilidades necesita su estudiante para armar su kit de herramientas personal y profesional?

Para obtener más información y profundizar en el tema, consulte:

Páginas 35–36 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, lección 1.2

Estamos identificando en clase lo que significa estar preparados para la universidad y la carrera profesional. ¿Qué habilidades necesita su estudiante para armar su kit de herramientas personal y profesional?

Para obtener más información y profundizar en el tema, consulte:

Páginas 35–36 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, lección 1.2

Estamos identificando en clase lo que significa estar preparados para la universidad y la carrera profesional. ¿Qué habilidades necesita su estudiante para armar su kit de herramientas personal y profesional?

Para obtener más información y profundizar en el tema, consulte:

Páginas 35–36 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, lección 1.2

Estamos identificando en clase lo que significa estar preparados para la universidad y la carrera profesional. ¿Qué habilidades necesita su estudiante para armar su kit de herramientas personal y profesional?

Para obtener más información y profundizar en el tema, consulte:

Páginas 35–36 de la Guía familiar de TexasOnCourse.





## Unidad 1, capítulo 2

Estamos conversando en clase acerca de los fundamentos de las finanzas personales: ahorros, cómo usar crédito, cómo crear un presupuesto, etc. En esta sección de la guía familiar, ayudaremos a identificar los pasos importantes para planificar los gastos futuros posteriores a la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 37–41 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, capítulo 2

Estamos conversando en clase acerca de los fundamentos de las finanzas personales: ahorros, cómo usar crédito, cómo crear un presupuesto, etc. En esta sección de la guía familiar, ayudaremos a identificar los pasos importantes para planificar los gastos futuros posteriores a la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 37–41 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, capítulo 2

Estamos conversando en clase acerca de los fundamentos de las finanzas personales: ahorros, cómo usar crédito, cómo crear un presupuesto, etc. En esta sección de la guía familiar, ayudaremos a identificar los pasos importantes para planificar los gastos futuros posteriores a la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 37–41 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, capítulo 2

Estamos conversando en clase acerca de los fundamentos de las finanzas personales: ahorros, cómo usar crédito, cómo crear un presupuesto, etc. En esta sección de la guía familiar, ayudaremos a identificar los pasos importantes para planificar los gastos futuros posteriores a la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 37–41 de la Guía familiar de TexasOnCourse.

---



## Unidad 1, capítulo 2

Estamos conversando en clase acerca de los fundamentos de las finanzas personales: ahorros, cómo usar crédito, cómo crear un presupuesto, etc. En esta sección de la guía familiar, ayudaremos a identificar los pasos importantes para planificar los gastos futuros posteriores a la preparatoria.

Para obtener más información y profundizar en el tema, consulte:

Páginas 37–41 de la Guía familiar de TexasOnCourse.



## Unidad 2, capítulo 3

Estamos identificando en clase y practicando habilidades sociales importantes para ayudar a los estudiantes a que gestionen su vida a medida que aumentan sus responsabilidades.

Para obtener más información y profundizar en el tema, consulte:

Páginas 42–45 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 3

Estamos identificando en clase y practicando habilidades sociales importantes para ayudar a los estudiantes a que gestionen su vida a medida que aumentan sus responsabilidades.

Para obtener más información y profundizar en el tema, consulte:

Páginas 42–45 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 3

Estamos identificando en clase y practicando habilidades sociales importantes para ayudar a los estudiantes a que gestionen su vida a medida que aumentan sus responsabilidades.

Para obtener más información y profundizar en el tema, consulte:

Páginas 42–45 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 3

Estamos identificando en clase y practicando habilidades sociales importantes para ayudar a los estudiantes a que gestionen su vida a medida que aumentan sus responsabilidades.

Para obtener más información y profundizar en el tema, consulte:

Páginas 42–45 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 3

Estamos identificando en clase y practicando habilidades sociales importantes para ayudar a los estudiantes a que gestionen su vida a medida que aumentan sus responsabilidades.

Para obtener más información y profundizar en el tema, consulte:

Páginas 42–45 de la Guía familiar de TexasOnCourse.





## Unidad 2, capítulo 4

Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 46–49 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 4

Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 46–49 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 4

Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 46–49 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 4

Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 46–49 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, capítulo 4

Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 46–49 de la Guía familiar de TexasOnCourse.



## Unidad 2, evaluación de desempeño

Estamos creando en clase un portafolio de carrera y repasando cómo completar una búsqueda de trabajo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 50–51 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, evaluación de desempeño

Estamos creando en clase un portafolio de carrera y repasando cómo completar una búsqueda de trabajo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 50–51 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, evaluación de desempeño

Estamos creando en clase un portafolio de carrera y repasando cómo completar una búsqueda de trabajo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 50–51 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, evaluación de desempeño

Estamos creando en clase un portafolio de carrera y repasando cómo completar una búsqueda de trabajo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 50–51 de la Guía familiar de TexasOnCourse.

---



## Unidad 2, evaluación de desempeño

Estamos creando en clase un portafolio de carrera y repasando cómo completar una búsqueda de trabajo.

Para obtener más información y profundizar en el tema, consulte:

Páginas 50–51 de la Guía familiar de TexasOnCourse.



## About Texas OnCourse

As Texas' definitive resource for college and career preparedness, Texas OnCourse equips middle and high school students for postgraduation success. Students discover and prepare for future opportunities with our career and college exploration and course planning tools. Parents and guardians stay on top of vital information and milestones to keep their child on track. And educators connect to professional learning tools and an essential roadmap to guide their students to plan for their own futures. Texas OnCourse is an initiative from the University of Texas at Austin, in partnership with other institutions of higher education, the Texas Education Agency, the Texas Workforce Commission, and the Texas Higher Education Coordinating Board. For more information about Texas OnCourse, visit [texasoncourse.org](https://texasoncourse.org).