

Meeting Student Success Plan Requirements with Materials from the *Career Choices* Series

The *Career Choices* series and *Get Focused...Stay Focused!*™ (GFSF) modules:

- Facilitate a process that helps students gain greater self-knowledge, enabling them to make their own best decisions about the future.
- Goes far beyond traditional career research methods, teaching critical skills such as goal setting and decision making, and supplemented with innovative advice on topics like anxiety tolerance, recognizing and using mentors, delaying gratification, dealing with rejections, and overcoming irrational fears.
- Empowers teens to begin writing their own researched and carefully-considered plans for a rewarding future, based on their newly-acquired self-knowledge, confidence, and motivation.

Career Exploration

Career Planning

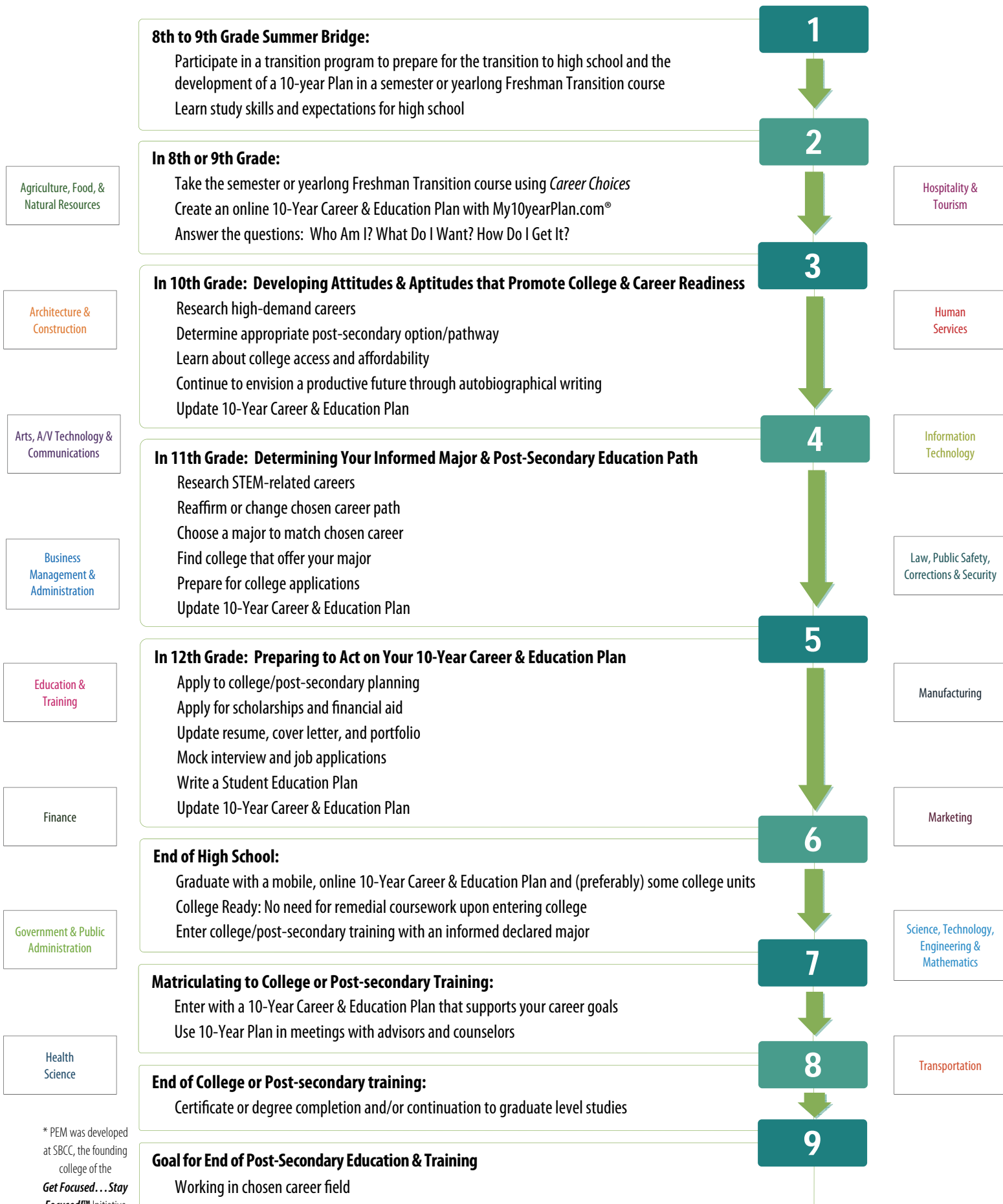
	Grade 8		Grade 9		Grade 10	Grade 11	Grade 12
	<i>Middle School Bridge</i>	<i>Lifestyle Math</i>	<i>Career Choices and</i>	<i>My10year Plan.com</i> ®	<i>GFSF Module 1 w/My10year Plan.com</i> ®	<i>GFSF Module 2 w/My10year Plan.com</i> ®	<i>GFSF Module 3 w/My10year Plan.com</i> ®
	Learning style	X		X	X	X	X
Career interests	X	X	X	X	X	X	X
Strengths/skills			X	X	X	X	X
Work values			X	X	X	X	X
Academic and career pathways	X	X	X	X	X	X	X
School courses and programs	X	X	X	X	X	X	X
Career exploration activities	X	X	X	X	X	X	X
Postsecondary education and training programs			X	X	X	X	X
College and career planning and preparation					X	X	X

Details on curriculum components follow:

<i>Middle School Bridge Program</i>	page 3
<i>Lifestyle Math</i>	page 4
<i>Career Choices and My10yearPlan.com</i> ®	page 5
<i>Get Focused...Stay Focused!</i> ™ Module 1	page 10
<i>Get Focused...Stay Focused!</i> ™ Module 2	page 11
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Get Focused...Stay Focused!™

Progression in Education Model (PEM)*



* PEM was developed at SBCC, the founding college of the *Get Focused...Stay Focused!*™ Initiative

Overview of Lessons Outlined in *Instructor's Guide for a Middle School Bridge Program*

Using a proven, self-discovery format, the *Middle School Bridge Program* provides lessons and projects to help launch your students into high school as self-directed learners. Using these standards-based activities, teachers can design flexible classroom modules to fill anywhere from 10 sessions to a full semester.

The *Middle School Bridge Program* delivers:

- English and math lessons the **personalize** learning
- Rigorous content that supports **college and career readiness standards**
- Meaningful **project-based learning** that engages students
- A process that **helps students identify the passions that fuel their motivation**, thereby driving better academic performance
- An age-appropriate introduction to themes students will explore in detail as they **get focused** with *Career Choices* and then strive to **stay focused** throughout high school and college/post-secondary training

<i>Lesson #</i>	<i>Lesson Title</i>	<i>Learning Objective</i>
1	Introducing the 10-year Planning Process	To introduce the 10-year Planning concept in order to motivate students to value the 10-year Plan they are going to create in high school.
2	Know Thyself	To introduce the concept of "identity," and how understanding what drives us and then developing a plan for realizing our dreams and goals is a process we all want to conscientiously pursue.
3	Love What You Do and You'll Never Work a Day in Your Life	To introduce the concept of conscious career selection based on an individual's passions, values, and personality.
4	Identifying Your Passions	To help students learn to identify and articulate those things that are extremely important to them. They will define the concept of "passion" as it relates to an individual's work or career.
5	Beginning Career Research	For student to learn how to use their list of passions to identify potential careers they might find appealing.
6	Learning from the Experts (student time in the computer lab)	An introduction and understanding of how to use the video resources found on the Department of Labor (DOL) web site.

Overview of Activities Outlined in *Lifestyle Math: Your Financial Planning Portfolio*

The integrated, real-world math in *Lifestyle Math* helps students prepare for their transition to high school. By engaging them in an extended, math-based budgeting project, *Lifestyle Math* helps them discover the monthly cost of their **ideal** lifestyle and the level of education needed to earn enough to achieve that lifestyle.

The *Lifestyle Math* workbook gets students comfortable using diagrams, graphs, flowcharts, and formulas to support their decision-making—now and in the future. The systems they learn will help to simplify the complex choices they will face as an emerging adult, and a variety of activity formats provide opportunities to differentiate instruction while supporting numeracy, financial literacy, and solid math skills practice.

What Cost This Lifestyle?	Child Care Budget
Your Budget Profile	Health Care Budget
Housing	Furnishings Annual Budget
– Your Local Housing Costs	– Figuring Depreciation
– Monthly Housing Budget Worksheet	– Saving for Replacement Purchases
– Figuring Monthly Mortgage Payments	Your Savings Plan
– Renting — How Much to Move In?	– Retirement Savings
– How Numbers Help You Make the Best Choices	– Saving for College
– Where Do You Want to Live?	– College Fund Growth
Transportation	– Income Reserve
– Transportation: Buying a Car	– Making Choices
– Trade-in Time	– College
– Monthly Gasoline Calculations	Miscellaneous Expenses
– How Much to Finance a Car	Your Annual Salary Requirement
– Transportation Insurance and Maintenance	– Find a Job That Will Support Your Lifestyle
– Public Transportation	– Computing Salaries in Your Head—Quickly!
Clothing	– Factoring Hourly Wage into Annual Wage
– Your Annual Clothing Budget	– Taking a Pay Cut
– Spouse Clothing Budget	– Living on Unemployment
– Children’s Clothing Budget	– Planning for Setbacks
Food	– Student Loans
– Learning About Nutrition	– Understanding Statistics
– Planning Your Weekly Meals	– Bar Graph
– Weekly & Monthly Grocery Costs	What is Your Math Education Worth to You?
– Are You Making Healthy Choices?	Developing an Action Plan
– Your Party Planner	– Buying a Car
Entertainment	– Now It’s Time to Dream
– Monthly Entertainment Budget	– Your Plan
– Recreation is More Than Just Fun	Saving for Retirement
– Planning and Saving for a Vacation	– Inflation
– Creative Planning	What is Your Attitude About Math?

The George Washington University's Freshman Transition Initiative

Standards for a Freshman Transition Course

A Classroom-Based, Comprehensive Guidance, and Career Planning Course for 8th or 9th Grade Students that Promotes High School and College Completion

Course Goals

Reduce dropout rates for both high school and post-secondary education and training because students learn the value of education and what a diploma means to their future life and career satisfaction.

Increase matriculation and completion rates for post-secondary programs, including increasing successful transfers from 2-year to 4-year institutions, because students understand the quantitative life differences (e.g., financial, personal satisfaction, career options) various kinds of post-secondary training and education provide.

Help students acquire the skills necessary to successfully navigate their life/work transitions:

- Middle school to high school
- High school to college or post-secondary training
- Successful completion from college/post-secondary to entry into workforce
- Education to quality workforce placement
- Adolescence to adulthood
- Dependency to self-sufficiency

Course Overview

To meet the requirements of emerging adults, a freshman transition course must address a combination of personal/social, educational, and career and life skills.

PERSONAL SOCIAL DEVELOPMENT

- ✓ Help students **envision a future that is productive, achievable, and stimulating.**
- ✓ Provide the framework for helping **students learn to project into the future and understand the consequences of today's choices and actions.**
- ✓ **Expose students to potential stumbling blocks** that could impede their success and help them develop the necessary coping skills and attitudes required for a productive adulthood/workforce transition.
- ✓ Help **students become identity-achieved**, a necessary developmental process for all individuals, but particularly necessary for youth at risk of becoming teen parents, substance abusers, or dropouts.
- ✓ Provide practice in the **communication and interpersonal skills** required for career and personal success.

EDUCATIONAL ACHIEVEMENT

- ✓ Facilitate students' **recognition of the value of education** and the importance of becoming internally motivated to succeed in school.
- ✓ Motivate learners and workers who **challenge themselves and strive for higher achievement.**
- ✓ Help students understand **how education, training, and career choice impact their personal lifestyle.**
- ✓ **Motivate students to apply themselves**, because once they understand how core subjects (e.g., reading, writing, speaking, computing) impact their future success, **academic achievement will increase.**

CAREER AND LIFE SKILLS

- ✓ **Teach a life and career planning "process,"** so students can continually adjust their plans throughout their education and adult life.
- ✓ Help **students become "career focused,"** so every student is prepared to enter the workforce upon completion of their education.
- ✓ Facilitate the development of a **personalized 10-year plan** that matches each student's career aspirations and commitment to education.
- ✓ **Teach students the skills, aptitudes, and attitudes** needed to successfully transition into high school, post-secondary education and/or training, the workforce, and adulthood.

The George Washington University's Freshman Transition Initiative Standards for a Freshman Transition Course Align with the Goals of the Student Success Plan

The following standards were developed by The George Washington University's Freshman Transition Initiative to raise both student and educator expectations and to provide a roadmap and vision of what it takes to make a significant difference at this critical point in the lives of our students. The intent is to outline a rigorous, research-based course from which ALL students will benefit—whether they are entering the workforce following graduation or have their sights set on college, a graduate degree, or some other form of post-secondary education and certification. (The standards were developed using state standards from Texas, Tennessee, Indiana, and Maine, along with research findings and input from various experts and authors.)

Correlations Demonstrating How *Career Choices* and *My10yearPlan.com*® Address the Standards for a Freshman Transition Course

Knowledge and Skills	<i>Career Choices</i> and <i>My10yearPlan.com</i> ®	<i>Instructor's Guide</i> , 7 th Edition
01. The student learns to project into the future and to understand the consequences of their actions and the choices made today. The student is expected to:		
A. Visualize and describe the adult/work life they envision.	12-14, 63, 76-92, 156-157, 279-280	4/4-4/7, 4/41, 4/47-4/63, 4/92-4/93, 4/140, 4/166
B. Identify the choices and actions that could impede a successful transition to adulthood and/or self-sufficiency.	194-227	4/109, 4/123-4/139
C. Describe the challenges faced by individuals whose lives were sidetracked due to drug addiction, teen parenting, and/or dropping out (high school or college).	203-207	4/128-4/129, 11/21-11/22
D. Analyze the impact of education on life satisfaction, by determining what they think the average lifestyle is for individuals who have been out of school at least 15 years for each of the following situations: high school dropout; high school graduate who enters the workplace with no further training or education; community college/industry certification; 4-year college graduate; graduate or professional school certification/degree.	97-103, 203-207, 227	4/66-4/67, 4/128-4/129, 4/139-4/140
E. Develop and analyze a budget for a single parent raising two children whose annual income is below the average in their community.	95- 96	4/65
F. Set goals for wellness practices to maximize present and future health, appearance, and peak performance.	56-59, 64-71, 74-75, 89, 200- 202, 208-209	4/43-4/45, 4/60, 4/127, 4/30-4/131
02. The student completes formal assessments and surveys to help them establish and consolidate their identity, becoming "identity-achieved." The student is expected to:		
A. Reflect on and write a personal definition(s) of success. (To be re-evaluated and re-written throughout the course.)	18-21, 60-61, 282-283	4/10-4/11, 4/39-4/41, 4/167-4/168
B. Contemplate and list their unique traits (e.g., passions, values and priorities, personality, strengths and weaknesses).	24-49	4/16-4/31
C. Identify any limiting factors that might impede their progression to a successful life and create plans to circumvent limitations.	70-71, 121, 172-174, 183- 185, 194-200, 210, 214-221	4/45, 4/77, 4/108-4/09, 4/111-4/112, 4/118- 4/119, 4/123-4/126, 4/134-4/136
D. Develop a plan for overcoming the anxieties and fears that might keep them from succeeding.	210, 216-221, 276-277	4/135-4/136, 4/165

Knowledge and Skills	<i>Career Choices and My10yearPlan.com®</i>	<i>Instructor's Guide, 7th Edition</i>
03. The student analyzes the effect of personal interest and aptitudes upon educational and career planning. The student is expected to:		
A. Complete a formal career interest and aptitude assessment.	24-49	4/16-4/31
B. Match interests and aptitudes to career opportunities.	57-71, 124-141, 144-165	4/38-4/45, 4/80-4/84, 4/86-4/105
C. Begin a personal career portfolio by conducting an in-depth study of the varied aspects of occupations related to their interest areas.	57-71, 124-141, 144-165	4/38-4/45, 4/80-4/84, 4/86-4/105
04. The student recognizes the impact of career choice on personal lifestyle. The student is expected to:		
A. Prepare a personal budget reflecting future lifestyle desires.	74-121	4/48-4/67
B. Prepare a subsistence budget (e.g., supported by minimum wage, unemployment insurance, or welfare) and articulate how their ideal lifestyle (described in 04.A) would change at this income level.	95-96	4/65
C. Use print or online information to determine salaries of at least three career choices in their interest area with varying education requirements (e.g., no high school diploma, high school diploma, and post-secondary education/training).	148-155	4/89-4/90
D. Develop a chart that graphically demonstrates the difference between the total lifetime wages for each of the career choices found in 04.C, outlining the time commitment for education and training for each.	114-119	4/74-4/75
E. Prepare a list of the possible rewards and sacrifices (psychological, as well as financial) for each of the career choices researched in 04.C.	104-113	4/69-4/73
F. Select the career most closely matching both their personal lifestyle budget and their commitment to education and training.	93, 131, 148-155, 227	4/64, 4/129, 4/139-4/140
05. The student recognizes the impact their commitment to education has on their future lifestyle and life satisfaction. The student is expected to:		
A. Develop a chart classifying employment opportunities based on the education and training requirements of careers in their interest area.	211-213	4/132-4/133
B. Prepare a proportional life-long timeline (until age 78) that graphically shows the amount of time the student plans to commit to education and training and the amount of time they expect to be active in the workforce. Factor the ratio between time spent preparing for their chosen career and time spent working.	114-119, 272-273	4/74-4/75, 4/164
06. The student demonstrates the skills to locate, analyze, and apply career information. The student is expected to:		
A. Access career information using print and online resources to complete an education and/or training plan for a career pathway.	144-165, 266-283	486-4/105, 4/162-4/169
B. Access career information using interviews with business and industry representatives to create a career resource file.	120, 254-255	4/76, 4/94-4/100, 4/155
C. Complete career critiques gained through a variety of experiences (e.g., shadowing, career study tours, guest speakers, career fairs, videos, Internet, and simulated work activities).	120, 158-161	4/76, 4/94-4/101, 11/21-11/22

Knowledge and Skills	<i>Career Choices and My10yearPlan.com®</i>	<i>Instructor's Guide, 7th Edition</i>
D. Use career information to apply entrepreneurial skills by developing a small business plan.	38-43, 138-139, 162-165, 238-241	4/22-4/23, 4/83, 4/102-4/105, 4/146-4/147
E. Identify the key disadvantages of careers/jobs traditionally held by women.	211-213	4/132-4/133
07. The student knows the process for career planning and educational preparation. The student is expected to:		
A. Identify high school and college courses related to specific career choices in their interest area.	266-283	4/162-4/169
B. Select appropriate high school or college courses and experiences, and develop a student education plan (SEP) that leads to a specific career choice in their interest area.	266-283	4/162-4/169
C. List and explain education and/or training alternatives after completion of school for a career choice within their interest area.	148-155, 266-283	4/89-4/90, 4/162-4/169
D. Prepare an education and career plan for an occupation within their interest area that begins with entry into high school and continues through completion of a post-secondary education and/or training program. Place this information in the personal career portfolio.	266-283	4/162-4/169
E. Complete a 10-year plan outlining yearly quantitative goals and objectives for education, work, finances, and lifestyle choices.	222-223, 278-280	4/137, 4/166
08. The student can apply the skill sets required to succeed (both in the classroom and the workforce). The student is expected to:		
A. List and explain the steps in the decision-making process.	168-179	4/108-4/115
B. Write quantitative goals and objectives for three personal or classroom projects.	186-191	4/120-4/121
C. Apply problem-solving strategies to resolve a personal dilemma or that of a friend.	183-185	4/117-4/119
D. Diagram the steps required to achieve identified short- and long-term goals.	186-191, 278-280	4/120-4/121, 4/123, 4/166
E. Describe at least five common situations in which delaying gratification would lead to long-term rewards.	183-185, 203-207, 274-275	4/118-4/119, 4/128-4/129, 4/165
F. Prioritize and manage personal and academic activities using time management strategies.	121, 232-235	4/77, 4/143-4/144
G. Generate personal strategies for managing stress and tolerating anxiety.	214-221, 226-227, 274-277	4/134-4/136, 4/139-4/140, 4/165
H. Give and receive constructive criticism.	194-200, 236-241, 260	4/123-4/126, 4/145-4/147, 4/158
I. Make a persuasive oral presentation about a contemporary problem (e.g., convince an imaginary friend who is contemplating dropping out to stay in school).	172-174, 185, 208-209, 222-223	4/111-4/112, 4/118, 4/130-4/131, 4/137
J. Explain and demonstrate effective communication in family, community, and career settings.	Practiced throughout text	Practiced throughout text
K. Apply reading, writing, listening, speaking, and mathematic skills in family and workplace settings.	Practiced throughout text	Projects throughout text

Knowledge and Skills	Career Choices and My10yearPlan.com®	Instructor's Guide, 7 th Edition
09. The student demonstrates the importance of productive work habits and attitudes. The student is expected to:		
A. Conduct interviews with a minimum of two employers to determine the importance of work ethics, such as dependability, promptness, getting along with others, and honesty.	238-241	4/146-4/147, 13/9
B. List the characteristics of an effective team member.	38-43, 162-165, 230-235, 238-241	4/22-4/23, 4/102-4/105, 4/115, 4/143-4/144, 4/146-4/147
C. Work on a team to accomplish an assigned task and complete an "effective team member" profile to be placed in the personal career portfolio.	38-43, 162-165	4/22-4/23, 4/102-4/105, 4/115, 4/127, 4/137, 4/148-4/149
D. Write job scenarios demonstrating positive and negative employee/customer relations.	232-235, 238-241	4/143-4/144
E. List and explain in the context of a school assignment the traits of those who strive for excellence.	232-235	4/143-4/144
F. Create systems and strategies for managing personal activities and resources, such as schedules, assignments, school materials, and projects.	121, 186-191, 270-271	4/13-4/14, 4/77, 4/120-4/121 4/150, 4/164
G. Demonstrate respect for multiple diversities with sensitivity to anti-bias and equity in gender, age, race, culture, ethnicity, socio-economic status, and exceptionalities.	31-37, 196-199, 211-215, 242-247	4/20-4/21, 4/43, 4/123-4/125, 4/132-4/134, 4/148-4/149
10. The student knows that many skills are common to a variety of careers and that these skills can be transferred from one career opportunity to another. The student is expected to:		
A. Compile a list of transferable skills, along with a corresponding list of possible career options that match their interests and aptitudes. Place the list in personal career portfolio.	46-48, 132-134, 147, 150-155, 162-165, 246, 272-273	4/13-4/14, 4/27-4/29, 4/150
B. Create a presentation portraying transferable skills within their interest area.	246	4/150, 4/162
11. The student knows the process used to locate and secure entry-level employment. The student is expected to:		
A. Complete a job application form for an employment opportunity in their interest area.	256-257	4/156
B. Develop a resume for an employment opportunity in their interest area.	250-253	4/152-4/153
C. Role-play appropriate interviewing techniques for an employment opportunity in their interest area.	258-259	4/157, 13/9
12. The student knows the effect change has on society and career opportunities. The student is expected to:		
A. Cite examples of change in our society.	135-137, 211-213, 242-246	4/14, 4/61, 4/90-4/91, 4/139-4/140, 4/148-4/150
B. Compose a report explaining positive and negative aspects of one example of societal change.	135-137, 242-246	4/61, 4/148, 4/150
C. Demonstrate an understanding of the relationship between the changing nature of work and educational requirements.	242-246	4/148-4/150
D. Develop a timeline that covers the last 10 years and depicts the changes in a selected career choice.	150-155	4/90-4/91, 4/139-4/140, 4/150, 4/153
E. Use labor market information and knowledge of technology and societal and/or economic trends to forecast a job profile for a career in their interest area 10 years from now. Add this profile to the personal career portfolio.	135-139, 148-149, 150-155, 226-227, 242-246	4/90-4/91, 4/139-4/140, 4/150, 4/153

Overview of Activities Outlined in *Get Focused...Stay Focused!*™ Follow Module 1 (Grade 10)

Developing Attitudes and Aptitudes that Promote College and Career Readiness

<i>Lesson #</i>	<i>Lesson Title</i>	<i>Learning Objective</i>
1	Reviewing your 10-year Plan and Analyzing How You've Changed	Students will access their online 10-year Plans and consider how they may have changed since they created it in the 9 th grade. This will encourage the practice of routine self-reflection.
2	Lesson 1 Continued –Updating the 10-year Plan to Bring into Perspective Who You are Today	Students will update their online 10-year plans to reflect how they have changed. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.
3	Which Careers Will Have the Highest Demand in the Next Decade?	Students will learn how to use the U.S. Department of Labor's informative CareerOneStop.org web site to understand the best careers for which to prepare. This is the best web site for the research in this unit because it is complete, concise, and easy to use.
4	Creating a <i>Career Interest Survey</i> for a High-Demand Career of Interest	Students will learn how to be strategic when preparing for careers that will help them to become self-sufficient adults by first identifying high-demand careers and determining if they meet their goals, personality, and aptitudes.
5	Write an Education Plan for a High-Demand Career	Students will practice developing an Education Plan that is career path-specific in preparation for the development of a comprehensive post-secondary Education Plan in the 12 th grade.
6	Developing an Education Plan and Course Schedule for a High-Demand Career	Students will practice developing an Education Plan in the form of a college course schedule. At the same time, they will understand the courses required to be college-ready, thereby eliminating the need for remedial work before starting college-level courses.
7	Autobiographical Statement for Your 25th High School Reunion	Students will gain experience articulating, in writing, their visions of their ideal futures.
8 & 9	Lesson 7 Continued – Presentation & Feedback	Students will share their ideal futures with classmates, thus enabling them to help each other stay focused on goals as they continue through high school.
10	Which Post-Secondary Option is Right for You? Starting Your Education Plan	Students will understand the college and post-secondary options available. They will also be exposed to a more in-depth look at the Internet resources they will eventually use to research their education and training plans.
11	How to Conduct Online Research for Post-Secondary Options	Students will learn how to use the Internet to research schools and training providers with majors and programs that match their career choices.
12	How to Conduct Online Research for Post-Secondary Options to Fund Your Education Plan	Students will learn how to use the Internet to evaluate the varying costs of schools and training providers that have majors and programs that match their career choices.
13	How to Afford College Regardless of Individual Circumstance	Students will discuss strategies for making college affordable so that all students feel college or post-secondary training is possible for them.
14	Do You Have the Preparation to Get Into the College or Job of Your Choice?	Students understand the requirements to be accepted to the type of college of their choice with the skills to succeed so that no remedial work is required. Students going directly into the workforce following high school will understand that the foundational academic skills required of college goers are the same skills required for jobs that can support a family.
15	Online Research of a Post-Secondary School's Admission Requirements	Students will experience navigating college web sites to determine the admission requirements of their desired programs.
16	Update Your Online 10-year Plan to Guide You in Making the Best Life Choices	Students will update their 10-year Plans with the new information and data collected in this unit. Their 10-year Plans will help them get focused and stay focused throughout high school and college or whatever other post-secondary option they chose. It will provide a path for them to follow as they grow and adapt to the ever-changing world of the 21 st century.

Overview of Activities Outlined in *Get Focused...Stay Focused!*™ Follow Module 2 (Grade 11) *Determining Your Informed Major and Post-Secondary Education Path*

<i>Lesson #</i>	<i>Lesson Title</i>	<i>Learning Objective</i>
1	Reviewing Your 10-year Plan and Analyzing How You've Changed	Students will review their online 10-year plans, created in the 9th grade <i>Career Choices</i> course and updated using Module 1 of the <i>Get Focused...Stay Focused!</i> ™ curriculum, to refresh their memories of their preliminary goals and life choices. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.
2	Revisiting the Keystone Topics of the 10-year Plan	Students will revisit the keystone topics of the 10-year Plan.
3	Learn about STEM-related Careers on the Department of Labor web site	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.
4	Create a <i>Career Interest Survey</i> for a STEM Career and Reaffirm or Change Your Chosen Career Path	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.
5	Your Education Plan	Students will gain important skill-building practice by developing a career-path-specific Education Plan prior to creating a comprehensive post-secondary skills-based Education Plan.
6	Choosing a Major to Match Your Chosen Career	Students will further develop online research skills in addition to refining their critical thinking and decision-making skills while selecting the college major that best matches their career goals.
7	Choosing a College to Match Your Chosen Career	Students will continue practicing their online research skills as well as refining their critical thinking and decision-making skills while finding colleges that offer their majors.
8	Examining Colleges that Offer Your Chosen Major and are Close to Home	Students will further develop online research skills as well as refining their critical thinking and decision-making skills while finding colleges that offer their majors and are close to home.
9	Examining Colleges that Offer Your Chosen Major and are Within Your Budget	Students will be challenged to think about the cost of college and research ways to help pay for their education.
10	Completing the College Comparison Spreadsheet	Students will learn to effectively summarize and prioritize data prior to making college choices using the Comparison Chart of Colleges and Post-secondary Options.
11	Choosing Your Colleges and Getting Ready for the Application Process	Students will understand the importance of making informed decisions regarding post-secondary planning and learn about the college application process.
12	Writing the College/Scholarship Essay: Your Outline	Students will locate important data for enhancing the content of their essays and they will refine their organizational and writing skills to produce a quality personal essay to submit with college and/or scholarship applications.
13	Writing the College/Scholarship Essay: Your First Draft	As students work to refine their college essay outlines, they will receive feedback that should help them in creating their first drafts. These first drafts will serve as templates for their final essays.
14	Creating a Timeline for Applying to College, Financial Aid, and Scholarships	Students will learn to organize their tasks and time in order to successfully apply to the college(s) of their choice.
15	Updating Your Resume for Use When Applying to College, Financial Aid, Scholarships, and Summer Jobs	Students will collect their personal, educational, and professional information in one place to carefully craft a résumé that will ensure they are ready to be competitive in the workforce and apply to post-secondary educational opportunities.
16	Updating My 10-year Plan and Portfolio	Students will gain an understanding of the importance of organizational skills and see the value of the goal-setting and decision-making processes.

**Overview of Activities Outlined in
Get Focused...Stay Focused!™ Follow Module 3 (Grade 12)
Preparing to Act on Your 10-Year Career and Education Plan**

<i>Lesson #</i>	<i>Lesson Title</i>	<i>Learning Objective</i>
1	Updating Your 10-year Plan: Developing a Life-long Habit	Students will review their online 10-year plans, created in the 9th grade, to refresh their memories of their preliminary goals and life choices. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.
2	Building a Skills-based Education Plan: A Road Map for Self-directed Learners	Students will learn to create a skills-based Education Plan to assure that they master the skills and knowledge required for employment in their chosen fields. This Education Plan will provide the road map to make their journey to skill mastery efficient and rich by providing a variety of learning opportunities.
3	Back-up Plans: Critical to Navigating Your Education and Career	Students will prepare for the unexpected by creating education and career plans for at least two back-up careers.
4	Time to Take Action: Developing Your College Planning Timeline and Your Action Item List	Students revisit the College Timeline they created in 11th grade and begin to create a plan for what they need to accomplish in the fall of 12th grade to complete their college applications on time.
5	College Planning Timeline	Students will continue researching the admissions requirements for the institutions to which they intend to apply and finalize a quantitative plan for completing these requirements.
6	Seeking Letters of Recommendation	Students will write a professional letter to request a letter of recommendation from a teacher, mentor, supervisor, and/or other appropriate person.
7	Write Your Ticket to College: Your Application Essay	Students will finalize their college application essay(s)/personal statement(s) so that they are ready to complete their online college applications and/or scholarship applications.
8	Research Scholarships Online	Students will identify at least three scholarship opportunities they qualify for.
9	Complete Scholarship Applications and Apply for Financial Aid	Students will complete scholarship applications and apply for financial aid. They must apply for financial aid to discover the types of aid for which they qualify, and knowing that information will allow them to select the most appropriate and cost-effective post-secondary pathway.
10	Complete College Applications	Students will organize information for completing their college applications.
11	Present Yourself on Paper: Your Résumé, Cover Letters, Thank-You or Resignation Letters	Students will create or update a résumé with recent experiences. Students will also draft a cover letter for a desired job and write a sample professional thank-you letter that can be adapted for various situations.
12	Get Acquainted with Your Future	Students will visit the web site of their chosen college and create a planning list of important campus information and contacts. Students who plan to go straight into the workforce will explore the CareerOneStop.org web site and search for employment opportunities that align with their 10-year Plans.
13	Take Initiative: Write a Student Education Plan	Students will complete a Student Education Plan (SEP), listing general education and major course requirements for their identified college/school and declared major, to use as a planning tool when they meet with their college counselor/advisor.
14	Apply for Jobs and Prepare for Interviews	Students will complete an online job search and identify five positions to which they will apply. Students may also rotate through a mock interview experience.
15	Experience Your Future: Build a Schedule	Students will create sample course schedules for their respective colleges.
16	My 10-year Plan: Your Portfolio for Success	Students create/update their professional portfolio and My10yearPlan.com® Education and Career Plan. After four years of high school, extensive career research, planning, reflecting, revising, and gaining real-world career experience, they will leave high school with the tools they need to transition successfully into the next chapter of their lives.