

*Get Focused...Stay Focused!™ Follow-up Module 1:
Developing Attitudes Aptitudes that Promote College Career Readiness*

Lesson		Learning Objective	Common Core State Standards for English Language Arts	
#	Title			
1	Reviewing your 10-year Plan and Analyzing How You've Changed	Students will access their online 10-year Plans, created in the 9th grade, and consider how they may have changed since they completed them. This will encourage the practice of routine self-reflection.	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
			W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
2	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.	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
			W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.
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 website to understand the best careers for which to prepare. This is the best website for the research in this unit because it is complete, concise, and easy to use.	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
			W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searched effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
4	Creating a Career Interest Survey 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 then determining if they meet their goals, personality, and aptitudes.	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
			W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced search effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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 12th grade.	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced search effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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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.	SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
			W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
			W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
7	Autobiographical Statement for Your 25th High School Reunion	Students will gain experience articulating, in writing, their visions of their ideal futures.	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
8	<i>Lesson 7 Continued: Presentation & Feedback</i>	Students will share their ideal futures with class members and thus be able to help each other stay focused on their goals as they continue through high school.	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
9	<i>Lesson 8 Continued: Presentation & Feedback</i>		SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
10	Which Post-Secondary Option is Right for You? Starting Your Education Plan	Students will understand the various 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.	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
			W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11	How to Conduct Online Research for Post-Secondary Options	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.	SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
			W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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.	SL.9-10.2.	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
			SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
			W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
14	Do You Have the Necessary 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	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
15	Online Research of a Post-Secondary School's Admission Requirements	Students will experience navigating college websites to determine the admission requirements of their desired programs.	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
			W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searched effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
16	Update Your Online 10-Year Plan to Guide You in Making the Best Life Choices	Students will update their 10-Year Plan 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 of whatever other post-secondary option they choose. It will provide a path for them to follow as they grow and adapt to the ever-changing world of the 21st century.	W.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
			W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences.