

*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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Lesson		Learning Objective	Common Core State Standards for English Language Arts	
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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.

*Get Focused...Stay Focused!™ Follow-up Module 2:
Determining Your Informed Major and Post-Secondary Education Path*

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 review their online 10-year plans, created in the 9th grade Career Choices 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.	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
2	Revisiting the Keystone Topics of the 10-year Plan	Students will revisit the keystone topics of the 10-year Plan.	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.10. 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).
			SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3	Learn about STEM-related Careers on the Department of Labor Website	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.	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
			RI.11-12.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
			SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			W.11-12.7. 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.
4	Create a Career Interest Survey 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.	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.7. 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 under investigation.
			W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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Lesson		Learning Objective	Common Core State Standards for English Language Arts	
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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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			W.11-12.7.	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.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
			W.11-12.7.	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 under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			W.11-12.7.	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 under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
			W.11-12.7.	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 under investigation.
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.	W.11-12.7.	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 under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.	W.11-12.5.	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.11-12.7.	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 under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.	W.11-12.5.	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.

*Get Focused...Stay Focused!™ Follow-up Module 2:
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Lesson		Learning Objective	Common Core State Standards for English Language Arts	
#	Title			
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.	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			W.11-12.2.	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.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.5.	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.
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.	W.11-12.2.	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.
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.	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			L.11-12.6.	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.11-12.2.	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.11-12.5.	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.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.7.	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.
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.	W.11-12.2.	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.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.10.	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).

*Get Focused...Stay Focused!™ Follow-up Module 3:
Preparing to Act on Your 10-year Education Career Plan*

Lesson		Learning Objective	Common Core State Standards for English Language Arts	
#	Title			
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.	W.11-12.5.	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.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.7.	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.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.7.	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.
4	Time to Take Action: Developing Your College Planning Timeline and Your Action Item List for Senior Year	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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.7.	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.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.7.	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.

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Lesson		Learning Objective	Common Core State Standards for English Language Arts	
#	Title			
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.	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.5.	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.
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.	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			W.11-12.2.	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.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8	Research Scholarships Online	Students will identify at least three scholarship opportunities for which they qualify.	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.5.	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.11-12.7.	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 under investigation.
			W.11-12.10.	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).
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.	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.5.	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.11-12.7.	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 under investigation.
			W.11-12.10.	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).

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Lesson		Learning Objective	Common Core State Standards for English Language Arts	
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10	Complete College Applications	Students will organize information for completing their college applications.	W.11-12.5.	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.11-12.10.	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).
11	Present Yourself on Paper: Your Résumé, Cover Letters, Thank-You or Resignation Letters	Students will create a résumé or update an existing 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.	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			L.11-12.6.	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.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.7.	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 under investigation.
12	Get Acquainted with Your Future	Students will visit the website of their chosen college and create a college planning list of important campus information and contacts. Students who plan to go straight into the workforce will explore the www.CareerOneStop.org website and search for employment opportunities that align with their 10-year Plans.	W.11-12.7.	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.
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/institution and declared major, to use as a planning tool when they meet with their	SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.2.	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
			W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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15	Experience Your Future: Build a College Schedule	Students will create sample course schedules for their respective colleges.	W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.7.	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.
16	My 10-year Plan: Your Portfolio for Success	Students create or 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.	L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
			W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.10.	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.