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| **Program** | Springfield Adult Learning Center-Springfield Technical Community College |
| **Class, Level, GLE Range** | HiSET, High Intermediate, GLE 6-8, D |
| **Author(s)** | Anonymous |
| **Date last revised** | 7/13/16 |

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| **Title**  | **College and Career Exploration** |
| **Time***hours and weeks* | 4 weeks-unit designed to be delivered at the beginning, middle, and closing of the academic year (September-June). First installment: September: 4 classes, 3 days per week, 16 instructional hoursSecond installment: January: 4 classes, 3 days per week, 16 instructional hoursThird installment: April: 4 classes, 3 days per week, 16 instructional hours |
| **Purpose**  | The unit is designed for students (Ss) to explore their ideas and passions *and* guide them in choosing an academic program and career that will provide both personal satisfaction and financial independence.  |
| **Goals and Outcomes**  | Over four weeks Ss will engage in college and career exploration. Ss will read, listen to and engage in diverse, complex, and student-centered digital and print sources to explore college and career interests. The students will demonstrate their knowledge by: 1. designing poster presentations to peers and class-selected school professionals on their career;
2. composing a personal essay for a college application;
3. designing a cheat sheet on an academic program that correlates directly with their career interest.
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| **Priority level-specific CCR Standards** | **R.7.D** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. (aligned to poster presentation and career and college research projects)**R.10.D** Read and comprehend complex literary and informational texts independently and proficiently.**W.7.D** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (aligned to career and college research projects)**SL.4.D** Present claims and findings emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. (aligned to poster presentation)**L.1.D** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**L.6.D** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| **Key Resources** | [Ted Talk\_Grit\_Duckworth](https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance) [Wired Article](http://www.wired.com/2011/03/what-is-success-true-grit/): 890L (http://www.wired.com/2011/03/what-is-success-true-grit/)[EdWeek Article](http://blogs.edweek.org/edweek/inside-school-research/2013/04/grit_critical_black_male_college_success.html): 1370L (http://blogs.edweek.org/edweek/inside-school-research/2013/04/grit\_critical\_black\_male\_college\_success.html)[Washington Post Article](https://www.washingtonpost.com/news/answer-sheet/wp/2014/04/08/ten-concerns-about-the-lets-teach-them-grit-fad/): 1000L (https://www.washingtonpost.com/news/answer-sheet/wp/2014/04/08/ten-concerns-about-the-lets-teach-them-grit-fad/)[O\*Net](https://www.onetonline.org/) (https://www.onetonline.org/)[Ferguson's Career Guidance Center-Database](http://fcg.infobase.com/default.asp) (http://fcg.infobase.com/default.asp) |

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| **ESSENTIAL QUESTIONS to Guide the Unit** |
| 1. What factors affect my college and career choices?
2. Why is higher education so important? Can it have a significant impact on my life?
3. How can my skills and interests help me find a career I will love and get paid to do?
4. How can I make a connection between my skills and interests and college and career?
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| **UNIT OBJECTIVES** |
| **By the end of this unit, students will be able to:**  |
| 1. Identify personal skills and interests. And based on their skills and interest, Ss will be able to conduct research on a career that will help guide them toward future goals.
2. Present research clearly and concisely to peers and career professionals.
3. Compose and revise a personal essay for a college application.
4. Discuss and elaborate complex ideas in an organized manner.
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| **ASSESSMENT** |
| **Culminating Assessment** - *authentic performance task(s) that demonstrate student learning and integration of the knowledge and skills taught through the objectives***By the end of this unit, students will demonstrate their learning by…**  |
| * producing a poster that demonstrates clear understanding and thoughtful reflection of a career.
* producing a personal essay that is clear, organized, concise, and demonstrates understanding of the standards and mechanics of English.
* producing a cheat sheet that includes relevant information of an academic program.
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| **The learning will be evaluated by …** *e.g., using a rubric, checklist, etc.* |
| * Poster checklist
* Poster presentation analytic rubric (teacher)
* Poster presentation holistic rubric (student and community panel)
* Narrative essay checklist
* Narrative essay analytic rubric (teacher)
* Cheat sheet checklist
* Cheat sheet analytic rubric (teacher)
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| **Other Evidence of Learning:** Teacher observations of group and whole class discussions |
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| **LEARNING PLAN** |
| **Suggested Sequence of Lessons and Activities** |
| Lesson 1: What is Success? Lesson 2: Career Exploration Lesson 3: Personal Essay Lesson 4: College Exploration  |
| **Key Vocabulary** *– additional vocabulary may be selected by teachers at the lesson plan level* |
| **Tier 2:** success, financial, sector, career, interest, survey, occupation, profession, credentials, ability, goal, transition, value, development, specialization, growth **Tier 3:** associate degree, bachelor degree, certificate, credit, prerequisite, elective, tuition, major **Student choice:** students will self-identify vocabulary |
| **Additional Resources** |
| * College observation, including observing introductory college classes and a Q/A with enrolled college Ss
* Career advisor, including presentations on skills and interests, roadblocks and barriers
* Ss Alumni: presentations, including their personal experiences transitioning into college; and personal essays
* At least 2 Field trips to Ss chosen destinations (e.g, hospital, manufacturing facility)
* Local community professionals
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