“Motivation and learning don’t just happen in a student’s head; they depend on the resources and learning opportunities present in the school’s environment, including the extent to which challenging coursework is available to students ... a mindset intervention is like planting a seed; it grows to fruition in fertile soil.” – David Yeager (UT News, 2019)

During spring 2019, Texas OnCourse entered into a partnership with the Texas Education Agency to further develop the existing Texas OnCourse Middle School Curriculum Guide 2.0. The resulting Texas OnCourse Middle School Curriculum Guide 3.0 can be separated into two broad categories: college and career readiness knowledge and skills and student competencies for success.

This curriculum asks a lot of students – in terms of their willingness – to stretch and grow. It is imperative that teachers model self-reflective behavior and commit to actively cultivating it in our classrooms. By creating a positive learning climate and committing to instructional practices and mindsets consistent with culturally responsive teaching, we provide the conditions to optimize students’ brain development – yielding benefits not only for this course, but for all the other spaces in which students learn.

Along with creating optimal conditions for brain development, a primary aim of this curriculum is to support identity exploration and development by providing students with the supportive environment, active skill development, and content knowledge that they will need in order to avoid premature foreclosure of a college-going identity. James Marcia et al. (1993) extended Erik Erikson’s (Scheck, 2005) work on identity development to include, among other ideas, the concept of foreclosure: “the state of an individual who has prematurely made a decision about an aspect of identity without a full exploration.” In the case of college access, the student “has ruled out going to college without seeking or receiving appropriate information” (p. 70). By avoiding premature foreclosure and treating college as not only possible but likely, students are best prepared to pursue college or another postsecondary path. This is not true when students close the door on college prematurely.

Curriculum Design and Lesson Structure

College and career readiness is now an integrated and measured standard of a student’s progress. Student success depends on soft skills and planning as much as it depends on content-focused knowledge.
The curriculum adheres to the principles outlined in *The Understanding by Design Guide to Creating High-Quality Units* (Wiggins and McTighe, 2011). This practice designs courses backward; it goes from objectives to assessments and then aligns each lesson with those goals. The TEKS, Cross-Disciplinary Standards, and Student Competencies for Success guide the development of our essential questions and enduring understandings, which focus student learning and drive the lessons toward a unit performance assessment. Essential questions are not quickly answered yes-or-no questions. They should provoke thought and discussion. Enduring understandings are lifelong objectives or takeaways from the units. Lessons are designed to build and scaffold learning each day.

Whether something is written on the board or reviewed at the beginning of class, students need to know what they are learning about, and they need to analyze their thoughts on key concepts. Teachers should help students break down formal objectives and essential questions so that students thoroughly understand the lesson. This builds connections and a deeper understanding of the material.

For more information on topics covered in each unit, see the unit overviews. They incorporate a high-level outline of the unit's big ideas and key concepts.

We've followed a standard lesson plan format that outlines the objectives for each lesson as well as the state standards that it addresses. Organizational information is also given up front (i.e., required materials and approximate time to complete the lesson). The timing of the class is left to teacher discretion. Procedures are written in steps, and a majority of the lessons start out with a quick, interest-focused activity that leads to the body of the lesson. Closures explain how to finalize the lesson and check student understanding. That can be a great place to perform a quick formative or summative assessment. A suggested extension and differentiation and formative assessment suggestions provide related materials, discussion topics, or further assignments to expand each topic.

A new addition to the curriculum is the use of an interactive journal that is meant to be a reflective writing destination for students to summarize and further explore career discussions. Students will regularly visit the journal throughout the curriculum to discover personal interests and postsecondary pathways.

References


UT News (2019). “A growth mindset intervention can change students’ grades if school culture is supportive.”

https://news.utexas.edu/2019/08/07/a-growth-mindset-intervention-can-change-students-grades-if-school-culture-is-supportive/


## Texas OnCourse Middle School Curriculum
### Scope and Sequence: Year-Long Course

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Lesson</th>
<th>Recommended class time</th>
<th>Big Ideas and Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Envisioning Success</strong></td>
<td>1.1 Intro to College and Career Readiness</td>
<td>40–50 minutes</td>
<td>• Growth mindset</td>
</tr>
<tr>
<td></td>
<td>1.2 My Vision - Preparing My Interactive Journal</td>
<td>90 minutes</td>
<td>• Strengths</td>
</tr>
<tr>
<td></td>
<td>1.3 Self-Reflection</td>
<td>60–80 minutes</td>
<td>• Self-reflection</td>
</tr>
<tr>
<td></td>
<td>1.4 Setting Personal &amp; Academic Goals</td>
<td>50–60 minutes</td>
<td>• Self-efficacy</td>
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<td></td>
<td>1.5 Study Habits</td>
<td>40 minutes</td>
<td>• Self-regulation</td>
</tr>
<tr>
<td></td>
<td>1.6 Time-Management &amp; Balance</td>
<td>40 minutes</td>
<td>• Asset-based</td>
</tr>
<tr>
<td></td>
<td>1.7 Investigating Strengths &amp; Skills</td>
<td>60 minutes</td>
<td>• Asset-building</td>
</tr>
<tr>
<td></td>
<td>1.8 Growth Mindset</td>
<td>80–120 minutes</td>
<td>• Time management</td>
</tr>
<tr>
<td></td>
<td>1.9 Self-Efficacy</td>
<td>40 minutes</td>
<td>• Goal setting</td>
</tr>
<tr>
<td></td>
<td>1.10 Self-Regulation</td>
<td>60 minutes</td>
<td>• Positive self-concept</td>
</tr>
<tr>
<td></td>
<td>1.11 Positive Self-Concept</td>
<td>40–60 minutes</td>
<td>• Positive visualization</td>
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<tr>
<td></td>
<td>1.12 Teamwork Makes the Dream Work</td>
<td>120 minutes</td>
<td>• Intrapersonal skills</td>
</tr>
<tr>
<td></td>
<td>1.13 Communicating for Success</td>
<td>40–60 minutes</td>
<td>• Interpersonal skills</td>
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<tr>
<td></td>
<td>1.14 Conflict Resolution</td>
<td>40–60 minutes</td>
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<td></td>
<td>1.15 Performance Assessment, Mapping My Vision</td>
<td>120–160 minutes</td>
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<tr>
<td></td>
<td>- Interactive Journal Component</td>
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<td></td>
<td>- Knowledge and Skills Assessment Component</td>
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<tr>
<td><strong>8 Weeks</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Unit 2: College and Other Postsecondary Options</strong></td>
<td>2.1 Types of Colleges</td>
<td>70–90 minutes</td>
<td>• Self-evaluation</td>
</tr>
<tr>
<td></td>
<td>2.2 Other Postsecondary Options</td>
<td>80 minutes</td>
<td>• Military service</td>
</tr>
<tr>
<td></td>
<td>2.3 The Value of a 4-Year Degree</td>
<td>80–90 minutes</td>
<td>• Industry-based certification (IBC)</td>
</tr>
<tr>
<td></td>
<td>2.4 Exploring Colleges, Fit and Match</td>
<td>120–160 minutes</td>
<td>• Postsecondary options</td>
</tr>
<tr>
<td></td>
<td>2.5 Leaving Home</td>
<td>40 minutes</td>
<td>• Intrapersonal skills</td>
</tr>
</tbody>
</table>
| 5 Weeks | 2.6 Summer After High School Graduation | 160–200 minutes | ● Interpersonal skills  
● Goal setting  
● Time management  
● Long-term planning and forethought  
● Delayed gratification  
● Hispanic Serving Institution (HSI)  
● Historically Black College or University (HBCU)  
● Asian-American and Native American Pacific Islander Serving Institution (AANAPISI) |
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<tr>
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<tr>
<td>2.7 Roadmap Checklist</td>
<td>80 minutes</td>
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</tr>
</tbody>
</table>
| 2.8 Performance Assessment, My Pennant  
- Interactive Journal Component  
- Knowledge and Skills Assessment Component | 120–160 minutes | | |

| Unit 3: Career Clusters and High School Endorsements | 3.1 Investigating Career Clusters & Programs of Study | 80–120 minutes | ● Career clusters  
● Programs of study  
● Endorsements  
● Advanced courses  
● Graduation plan  
● High school transition  
● Career exploration  
● Effective research |
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<tbody>
<tr>
<td>3.2 Deep Dive into My Preferred Career Clusters</td>
<td>80–120 minutes</td>
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<tr>
<td>3.3 Understanding the Five High School Endorsements</td>
<td>80–100 minutes</td>
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</tr>
<tr>
<td>3.4 Endorsement Requirements</td>
<td>40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.5 The Foundation High School Program and High School Personal Graduation Plan</td>
<td>60–80 minutes</td>
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<tr>
<td>3.6 Defining Distinguished Level of Achievement</td>
<td>120 minutes</td>
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<tr>
<td>3.7 Your High School Transition</td>
<td>40 minutes</td>
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<td>3.8 Find Your Path</td>
<td>40 minutes</td>
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<tr>
<td>3.9 Space Journal</td>
<td>80 minutes</td>
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</tbody>
</table>
| 3.10 Performance Assessment, Personal Portfolio  
- Interactive Journal Component  
- Knowledge and Skills Assessment Component | 120–160 minutes | | |
| Unit 4: Community | 4.1 Getting Involved | 40 minutes | • Effective research  
• Community involvement  
• Utilizing resources  
• Pride in one's community  
• Networking  
• Cultural fluency  
• Diversity  
• Inclusion  
• Perseverance  
• Intellectual curiosity |
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<tbody>
<tr>
<td></td>
<td>4.2 Support Network</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td>4.3 Community and Service</td>
<td>75–90 minutes</td>
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<td></td>
<td>4.4 Community Connections</td>
<td>90–120 minutes</td>
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<td>4.5 Performance Assessment, Community Poster</td>
<td>120–160 minutes</td>
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<td>- Interactive Journal Component</td>
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<td></td>
<td>- Knowledge and Skills Assessment Component</td>
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</tbody>
</table>
| Unit 5: Finances | 5.1 Lifestyle | 80–100 minutes | • Budgeting  
• Cost of living  
• Financial accounts  
• Financial aid  
• Effective research  
• Money management |
|  | 5.2 Investigating Money Management | 60 minutes |  |
|  | 5.3 Exploring Financial Accounts | 40 minutes |  |
|  | 5.4 Understanding Credit | 80 minutes |  |
|  | 5.5 Paying for College | 80 minutes |  |
|  | 5.6 Financial Aid | 120 minutes |  |
|  | 5.7 Performance Assessment, Financial Goals | 120–160 minutes |  |
|  | - Interactive Journal Component |  |  |
|  | - Knowledge and Skills Assessment Component |  |  |
| Unit 6: Job Search | 6.1 The Search and Resume | 120–160 minutes | • Real-world application  
• Effective research  
• Self efficacy  
• Gratitude  
• Positive self-concept  
• Strengths  
• Growth areas  
• Communication |
|  | 6.2 The Interview | 160–200 minutes |  |
|  | 6.3 The Thank You | 80 minutes |  |
|  | 6.4 Performance Assessment, Letter to My Future Self | 120–160 minutes |  |
|  | - Interactive Journal Component |  |  |
|  | - Knowledge and Skills Assessment Component |  |  |
Total: 28–30 Weeks
## Texas OnCourse Middle School Curriculum

### Scope and Sequence: Semester-Long Course

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Lesson</th>
<th>Recommended class time</th>
<th>Big Ideas and Key Concepts</th>
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<tr>
<td><strong>Unit 1: Envisioning Success</strong></td>
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<td>40–50 minutes</td>
<td>• Growth mindset</td>
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<td>• Strengths</td>
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<td></td>
<td>1.2 My Vision - Preparing My Interactive Journal</td>
<td>90 minutes</td>
<td>• Self-reflection</td>
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<td>1.3 Self-Reflection</td>
<td>60–80 minutes</td>
<td>• Self-efficacy</td>
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<td></td>
<td>1.4 Setting Personal and Academic Goals</td>
<td>50-60 minutes</td>
<td>• Self-regulation</td>
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<td>1.5 Study Habits</td>
<td>40 minutes</td>
<td>• Asset-based</td>
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<td></td>
<td>1.7 Investigating Strengths and Skills</td>
<td>60 minutes</td>
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<td>1.8 Growth Mindset</td>
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<td>1.9 Self-Efficacy</td>
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<td>1.10 Self Regulation</td>
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<td>• Positive self-concept</td>
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<td>- Knowledge and Skills Assessment Component</td>
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<td><strong>Unit 2: College and Other Postsecondary Options</strong></td>
<td>2.1 Types of Colleges</td>
<td>70–90 minutes</td>
<td>• Self-evaluation</td>
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<td></td>
<td>2.2 Other Postsecondary Options</td>
<td>80 minutes</td>
<td>• Military service</td>
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<td>2.3 The Value of a 4-Year Degree</td>
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<td>• Interpersonal skills</td>
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<td></td>
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<td>• Goal setting</td>
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<tr>
<td>Time Period</td>
<td>Activity</td>
<td>Duration</td>
<td>Associated Skills</td>
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<td>3–4 Weeks</td>
<td>2.8 Performance Assessment, My Pennant</td>
<td>120–160 minutes</td>
<td>- Time management&lt;br&gt;- Long-term planning and forethought&lt;br&gt;- Delayed gratification&lt;br&gt;- Hispanic Serving Institution (HSI)&lt;br&gt;- Historically Black College or University (HBCU)&lt;br&gt;- Asian-American and Native American Pacific Islander Serving Institution (AANAPISI)</td>
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<td>- Interactive Journal Component&lt;br&gt;- Knowledge and Skills Assessment Component</td>
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<td><strong>Unit 3:</strong> Career Clusters and High School Endorsements</td>
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<td></td>
<td>3.1 Investigating Career Clusters and Programs of Study</td>
<td>80–120 minutes</td>
<td>- Career clusters&lt;br&gt;- Programs of study&lt;br&gt;- Endorsements&lt;br&gt;- Advanced courses&lt;br&gt;- Graduation plan&lt;br&gt;- High school transition&lt;br&gt;- Career exploration&lt;br&gt;- Effective research</td>
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<td>3.3 Understanding the Five High School Endorsements</td>
<td>80–100 minutes</td>
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<td>3.4 Endorsement Requirements</td>
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<td>3.8 Find Your Path</td>
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<td></td>
<td>3.10 Performance Assessment, Personal Portfolio</td>
<td>120–160 minutes</td>
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<td></td>
<td>- Interactive Journal Component&lt;br&gt;- Knowledge and Skills Assessment Component</td>
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<tr>
<td>4 Weeks</td>
<td><strong>Unit 4:</strong> Community</td>
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<tr>
<td></td>
<td>4.1 Getting Involved</td>
<td>40 minutes</td>
<td>- Effective research&lt;br&gt;- Community involvement</td>
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<td>4.2 Support Network</td>
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<tr>
<td>Time Frame</td>
<td>Activity</td>
<td>Duration</td>
<td>Skills</td>
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| 2–3 Weeks | 4.3 Community & Service                                                   | 75–90 minutes | • Utilizing resources
|           | 4.4 Community Connections                                                | 90–120 minutes | • Pride in one's community
|           | 4.5 Performance Assessment, Community Poster                             | 120–160 minutes | • Networking
|           | - Interactive Journal Component                                          |             | • Cultural fluency
|           | - Knowledge and Skills Assessment Component                              |             | • Diversity
|           |                                                                           |             | • Inclusion
|           |                                                                           |             | • Perseverance
|           |                                                                           |             | • Intellectual curiosity
| 3 Weeks   | 5.1 Lifestyle                                                            | 80–100 minutes | • Budgeting
|           | 5.2 Investigating Money Management                                       | 60 minutes  | • Cost of living
|           | 5.3 Exploring Financial Accounts                                         | 40 minutes  | • Financial accounts
|           | 5.5 Paying for College                                                   | 80 minutes  | • Financial aid
|           | 5.7 Performance Assessment, Financial Goals                              | 120–160 minutes | • Effective research
|           | - Interactive Journal Component                                          |             | • Money management
|           | - Knowledge and Skills Assessment Component                              |             | |
| 3 Weeks   | 6.1 The Search and Resume                                                | 120–160 minutes | • Real-world application
|           | 6.2 The Interview                                                        | 160–200 minutes | • Effective research
|           | 6.3 The Thank You                                                        | 80 minutes  | • Self efficacy
|           | 6.4 Performance Assessment, Letter to My Future Self                     | 120–160 minutes | • Gratitude
|           | - Interactive Journal Component                                          |             | • Positive self-concept
|           | - Knowledge and Skills Assessment Component                              |             | • Strengths
|           |                                                                           |             | • Growth areas
|           |                                                                           |             | • Communication
|           | Total: 21–24 Weeks                                                       |             | |
## Texas OnCourse Middle School Curriculum
### Scope and Sequence: Core Content

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Lesson</th>
<th>Recommended class time</th>
<th>Cross-alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory/Study Skills</td>
<td>1.1 Intro to College and Career Readiness</td>
<td>45–50 minutes</td>
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<tr>
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<td>1.8 Growth Mindset</td>
<td>80–120 minutes</td>
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<td></td>
<td>1.3 Self-Reflection</td>
<td>60–80 minutes</td>
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<td></td>
<td>1.4 Setting Personal and Academic Goals</td>
<td>50–60 minutes</td>
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<tr>
<td></td>
<td>1.5 Study Habits</td>
<td>40 minutes</td>
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<td></td>
<td>1.6 Time-Management and Balance</td>
<td>40 minutes</td>
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<td></td>
<td>1.7 Investigating Strengths and Skills</td>
<td>60 minutes</td>
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<tr>
<td></td>
<td>3.3 Understanding the Five High School Endorsements</td>
<td>80–100 minutes</td>
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<tr>
<td></td>
<td>3.4 Endorsement Requirements</td>
<td>40 minutes</td>
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<td></td>
<td>3.5 The Foundation High School Program and High School Personal Graduation Plan</td>
<td>60–80 minutes</td>
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<tr>
<td></td>
<td>3.6 Defining Distinguished Level of Achievement</td>
<td>120 minutes</td>
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<table>
<thead>
<tr>
<th>Content Area</th>
<th>Lesson</th>
<th>Recommended class time</th>
<th>Cross-alignment</th>
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<tr>
<td>Science</td>
<td>1.12 Teamwork Makes the Dream Work</td>
<td>120 minutes</td>
<td>These lessons support the college and career state standards as well as the science standards from the point of:</td>
</tr>
<tr>
<td></td>
<td>1.13 Communicating for Success</td>
<td>40–60 minutes</td>
<td>- Discussing and formulating questions and opinions</td>
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<tr>
<td></td>
<td>1.14 Conflict Resolution</td>
<td>40–60 minutes</td>
<td>- Proposing explanations</td>
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<tr>
<td></td>
<td>3.9 Space Journal</td>
<td>80 minutes</td>
<td>- Communicating conclusions and and reasonable explanations</td>
</tr>
<tr>
<td>Content Area</td>
<td>Lesson</td>
<td>Recommended class time</td>
<td>Cross-alignment</td>
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</tr>
<tr>
<td>English Language Arts</td>
<td>2.1 Types of Colleges</td>
<td>70–90 minutes</td>
<td>These lessons support the college and career readiness state standards as well as the English language arts standards from the point of:</td>
</tr>
<tr>
<td></td>
<td>2.2 Other Postsecondary Options</td>
<td>80 minutes</td>
<td>- Actively listening and interpreting complex instruction</td>
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<td>2.4 Exploring Colleges, Fit and Match</td>
<td>120–160 minutes</td>
<td>- Engaging in meaningful discourse, providing and accepting feedback</td>
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<td></td>
<td>2.5 Leaving Home</td>
<td>40 minutes</td>
<td>- Identifying, analyzing, and synthesizing information from a variety of sources</td>
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<td></td>
<td>3.7 Your High School Transition</td>
<td>40 minutes</td>
<td>- Examining sources for reliability, credibility, and bias</td>
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<td>3.8 Find Your Path</td>
<td>40 minutes</td>
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<td></td>
<td>1.9 Self-Efficacy</td>
<td>40 minutes</td>
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<td></td>
<td>1.10 Self-Regulation</td>
<td>60 minutes</td>
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<td></td>
<td>1.11 Positive Self-Concept</td>
<td>40–60 minutes</td>
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<tr>
<td>Math</td>
<td>5.1 Lifestyle</td>
<td>80–100 minutes</td>
<td>These lessons support the college and career readiness state standards as well as the mathematics standards from the point of:</td>
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<tr>
<td></td>
<td>5.2 Investigating Money Management</td>
<td>60 minutes</td>
<td>- Financial literacy</td>
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<td>5.3 Exploring Financial Accounts</td>
<td>40 minutes</td>
<td>- Understanding debit and credit</td>
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<td></td>
<td>5.4 Understanding Credit</td>
<td>80 minutes</td>
<td>- Explaining various methods of paying for college</td>
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<td></td>
<td>5.5 Paying for College</td>
<td>80 minutes</td>
<td>- Comparing annual salaries of post-secondary occupations</td>
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<td></td>
<td>2.3 The Value of a 4-Year Degree</td>
<td>80–90 minutes</td>
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<td>5.6 Financial Aid</td>
<td>120 minutes</td>
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<td></td>
<td>3.1 Investigating Career Clusters and Programs of Study</td>
<td>80–120 minutes</td>
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<td></td>
<td>3.2 Deep Dive – My Preferred Career Clusters</td>
<td>80–120 minutes</td>
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<td>Content Area</td>
<td>Lesson</td>
<td>Recommended class time</td>
<td>Cross-alignment</td>
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<tr>
<td>History</td>
<td>4.1 Getting Involved</td>
<td>40 minutes</td>
<td>These lessons support the college and career readiness state standards as well as the social studies standards from the point of:</td>
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<tr>
<td></td>
<td>4.2 Support Network</td>
<td>60 minutes</td>
<td>- Recognizing diversity</td>
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<td></td>
<td>4.3 Community and Service</td>
<td>75–90 minutes</td>
<td>- Identifying different points of view</td>
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<td>4.4 Community Connections</td>
<td>90–120 minutes</td>
<td>- Supporting one’s own point of view with self-advocacy</td>
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<td>- Identifying cultural influence</td>
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<td>- Understanding what it means to be a citizen and part of a community</td>
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# Texas OnCourse Middle School Curriculum

## Scope and Sequence: Lesson Highlights

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<td>1.4 Setting Personal and Academic Goals</td>
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<td><strong>Career Clusters and High School Endorsements</strong></td>
<td>3.1 Investigating Career Clusters and Programs of Study</td>
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<td>3.3 Understanding the Five High School Endorsements</td>
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<tr>
<td><strong>Community</strong></td>
<td>4.4 Community Connections</td>
<td>90–120 minutes</td>
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<tr>
<td><strong>Finances</strong></td>
<td>5.2 Investigating Money Management</td>
<td>60 minutes</td>
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<td></td>
<td>5.5 Paying for College</td>
<td>80 minutes</td>
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Leverage the College and Career Knowledge Assessment to Better Target Instruction

Texas OnCourse developed the College and Career Knowledge Assessment to measure students’ familiarity with college and career topics. The assessment also includes questions about mindset and perceptions of abilities. As one of our partners, your school or district is encouraged to administer this assessment to seventh- and eighth-grade students twice during the school year – once in the fall and once in the spring. The purpose of the first assessment in the fall is to contrast the results in the spring and highlight their growth in critical areas.

The College and Career Knowledge Assessment will be available as both a pre- and post-instruction assessment.

The pre-instruction assessment is active mid-August through mid-September if you are teaching a full year or fall semester course. If you are teaching a single semester course in the spring, the pre-instruction assessment is active January–February.

The post-instruction assessment will be available mid-April to the end of May if you are teaching a full year or spring semester course. For anyone teaching a single semester course in the fall, the post-instruction assessment will be available November–December.

Check out our website for the assessment link. We recommend administering the pre-instruction assessment as early in the semester as is practical for you. The post administration (close to the end of the year) will help you ensure that students are prepared to create their high school personal graduation plan as they prepare for ninth grade.

Topics Covered in the Assessment

- The creation of a high school personal graduation plan
- The distinguished level of achievement
- Each of the five endorsement options
- College readiness standards
- Potential career choices and the education needed to enter those careers

After you administer the post-instruction assessment, Texas OnCourse will analyze the data at the end of each semester and create reports for the district and school level highlighting key results that will be sent to you via email. For questions regarding the assessment report, please email Lara Gueguen, assistant director of program implementation, at lara.gueguen@austin.utexas.edu.
Unit 1: Envisioning Success

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

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

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

*Amelia Harper, August 9, 2018, educationdive.com “New Approaches Needed to Prepare Students for Unknown Careers”*

Lessons in this unit are designed to have the students think about who they are. They pose questions such as *who am I?* and *What am I interested in?* We want to encourage students to explore their interests, find their passions, and envision themselves with their most positive outcome. Lessons in this unit also show students the skills they need to develop across disciplines to set them up for success in their personal and professional lives. This is the beginning of building the skill sets they need to properly communicate and navigate through college and their future careers. Students will subsequently explore interpersonal and intrapersonal skills. They will also connect how they respond and relate to others with their goals and experiences.

**Essential Questions**

1. How do personal interests and life experiences shape how people process the world around them?
2. What skills do I need to gain for future goals and success?
3. How do my educational choices connect with my long-term goals and vision for my life?
4. How does working with others grow my support system and provide resources for future challenges?

**Enduring Understandings**

- My perception of the world around me comes from the way I connect to what I experience.
- Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
- Visualization is a powerful tool that can help me formulate and achieve goals.
- Proactively monitoring my personal growth will help me overcome obstacles.
- Learning is a lifelong journey and will continue to develop and evolve overtime.
- Ongoing development of intrapersonal and interpersonal skills will help with my success beyond
education.

**Big Ideas and Key Concepts**
- Growth mindset: Building the belief that most abilities can be developed through focused effort
- Strengths: Identifying personal and academic strengths
- Self-reflection: Learning to reflect on one's actions and progress
- Self-efficacy: Building belief in one's own abilities in a variety of circumstances
- Self-regulation: Developing the ability to control one's own behavior, thoughts, and emotions in pursuit of long-term goals
- Asset-based: Developing a focus on identifying assets rather than deficits
- Time management: The ability to use one's time productively and effectively
- Goal setting: Learning to set personal and academic goals
- Positive self-concept: Developing a positive perception of how we see ourselves and how we believe others see us
- Positive visualization: Using imagination to focus on desired outcomes and actions that will lead to academic, social, and emotional well-being
- Intrapersonal skills: Building strong individual internal skills and capacities
- Interpersonal skills: Building skills for effective interactions and communication with others

**Performance Assessment**
Students will complete a performance assessment, Mapping My Vision, where they will create a presentation. In their presentation, they will display and explain elements from their interactive journal from Unit 1, Lesson 1: My Vision. They will explore the unit's essential question: How do I find my purpose? They will also explain their endorsement and career path.
Lesson 1.1: Intro to College and Career Readiness

Lesson Overview
“Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school.” – Pearson K-12 Blog, Dr. Jennifer Kobrin
This lesson is designed to help students better understand the importance of education and what it means to be college and career ready.

Time Required
40 minutes

Materials Required
For the students:
Paper
Pencil/pen
College and Career Readiness handout (following this lesson)

Foundations
TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) Discuss the impact of effective college and career planning.

Cross-Disciplinary Standards
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
effective executive functioning skills
Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
HB 1026 Positive Character Traits
Accountability
Responsibility

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.

Lesson Procedures
1. Engaging Focus/Prior Knowledge: Have the students do a quick-write on their thoughts about one or both of these quotes:
   a. “Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela)
   b. “If I have the belief that I can do it, I shall surely acquire the capacity to do it, even if I may not have it at the beginning.” (Mahatma Gandhi)
   c. “She believed she could, so she did.” (R. S. Grey)
   (~ 5 min)

2. Introduction to New Material: The students can work in pairs to complete the questions on the student activity sheet.
3. **Whole Class Activity:** Students share out their ideas for discussion or compile the ideas on the board for the whole group.

4. **Closure:** Have the students look at the quotes from the warm-up again. Ask them to edit their quick-write by adding in new thoughts that they've learned from their research or by clearing up any misconceptions they had before the research.

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**Extension Opportunities for Everyone**

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

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

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., acquire, capacity).
- Simplify the quotes for ELL students, or ask them to choose the words that are the most important in the quote.
- Selectively choose the paragraphs and chunks SPED students need to read and take information from.
- Ask GT students to research Nelson Mandela to find out why that quote is chosen and why education was a very important topic for him. They can present to a partner or the class if time permits.

**Formative Assessments/Checks for Understanding**

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**

- Ask students if they are finished gaining the skills they need for college and beyond and have them answer using the Fist to Five strategy. Choose a few students to share their thoughts. Remind them again that acquiring skills to be successful in the future begins in middle school, and it's okay if they need to continue to fine-tune them or add to them over time.
What does it mean to be able to face the responsibilities, tasks, and goals associated with earning a college education? How prepared are you to attain, maintain, and succeed in a career field of your dreams? In this course, we will discover the necessary skills and knowledge needed for one to be successful in college and career pathways.

You might think middle school is too early to start planning for college and your future career. However, according to Pearson, “Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school” (Kobrin, 2014). Being college and career ready means having a combination of knowledge and practical skills for success. These skills are learning behaviors and habits that you monitor and practice continuously throughout your time at school before going to college and starting your future career. These skills include time management, study habits, communicating effectively through speaking and writing, working collaboratively on a team, using your creativity to help you understand difficult concepts and solve problems, critical thinking, setting goals, and maintaining a positive outlook on your abilities and future. As you can see, these skills go beyond reciting all the presidents of the United States or referencing a science term. These skills ultimately support your overall academic performance and even your personal life. Practicing these essential skills will ease the transition from the familiar environment of middle school to the unfamiliar settings of college and beyond.

Being college and career ready is having the ability to look at a challenge, make an informed decision, and work hard to succeed. The projects, videos, readings, and activities throughout these lessons are designed to start where you are. Work with the knowledge and skills you already possess and learn new tactics along the way. This is an exciting time to get started with college and career planning because the possibilities are endless.

Questions
Write down three skills you think recent high school graduates have that would make them successful:

- 
- 
- 

Summarize the information you read in the space below.
What does it mean to be able to face the responsibilities, tasks, and goals associated with earning a college education? How prepared are you to attain, maintain, and succeed in a career field of your dreams? In this course, we will discover the necessary skills and knowledge needed for one to be successful in college and career pathways.

**Part A:**
Write down three skills you think recent high school graduates have that would make them successful in college:

1. 
2. 
3. 

Write down three things someone must know to begin a career:

1. 
2. 
3. 

Read the following passage, then work with a partner to annotate and summarize the material.

You might think middle school is too early to start planning for college and your future career. However, according to Pearson, “Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school” (Kobrin, 2014). Being college and career ready means having a combination of knowledge and practical skills for success. These skills are learning behaviors and habits that you monitor and practice continuously throughout your time at school before going to college and starting your future career. These skills include time management, study habits, communicating effectively through speaking and writing, working collaboratively on a team, utilizing your creativity to help you understand difficult concepts and solve problems, critical thinking, setting goals, and maintaining a positive outlook on your abilities and future. As you can see, these skills go beyond reciting all the presidents of the United States or referencing a science term. These skills ultimately support your overall academic performance and even your personal life. Practicing these essential skills will ease the transition from the familiar environment of middle school to the unfamiliar settings of college and beyond.

Being college and career ready is having the ability to look at a challenge, make an informed decision, and work hard to succeed. The projects, videos, readings, and activities throughout these lessons are designed to start where you are. Work with the knowledge and skills you already possess and learn new tactics along the way. This is an exciting time to get started with college and career planning because the possibilities are endless.

**Part B:**
- Summarize the information you read in the space below.
- Would any of your answers in Part A change? Explain why or why not.
- Explain how some people find success if they are not college and career ready when they graduate high school.
Lesson 1.2: My Vision – Preparing My Interactive Journal

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

Time Required
90 minutes. This will be revisited in the Unit 1 Performance Assessment: Mapping My Vision.

Materials Required
For the classroom:
Computer lab access or one laptop per group of two or three students
Internet access

For the students:
Journal, composition book, or other kind of notebook to be used for the interactive journal
Pen or pencil
Permanent markers (for labeling journals)
Colored pencils or markers
Collage supplies (e.g., glue, scissors, old magazines)

Foundations
TEKS
§127.2(c)(3)(6) – The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills

Cross-Disciplinary Standards
I.A Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
Reasoning
3. Gather evidence to support arguments, findings, or lines of reasoning.
I.B Problem solving
3. Collect evidence and data systematically and directly relate to solving a problem.
I.C Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
I.D Work habits
1. Work independently.

Enduring Understandings
My perception of the world around me comes from the way I connect to what I experience. Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed. Visualization is a powerful tool that can help me formulate and achieve goals.

Essential Questions
How do personal interests and life experiences shape how people process the world around them?
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can reflect upon and evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and educational goals.
I can determine how to use my skills and abilities to set myself up for success.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education

HB 1026 Positive Character Traits
Accountability
Responsibility
Empathy
Procedures

1. **Setting Up the Interactive Journal** (This must be done prior to beginning the lesson):
   a. Ask students to get out the journal, spiral notebook, or composition notebook they'd like to use for their interactive journal. Instruct them to write their name and class period clearly on the outside of the notebook with permanent marker for easy identification in the future. You can allow time for students to decorate or customize this page if you’d like.
   b. Guide them to label the first two pages (front and back) “Table of Contents.” Tell them this page will be used to keep track of significant pages in their journal.
   c. Guide students to number the rest of the pages of the journal clearly for their reference, starting with one. One suggestion is to have them write the odd numbers on the bottom left corner of the page and even numbers on the bottom right corner of the next page.
   d. Tell students that they will be using this interactive journal throughout the year to complete a variety of activities. These will include, but are not limited to, creating, drawing, journaling, brainstorming, free writing, reflecting, and analyzing. They will then have this journal to show how they are learning, growing, and setting and achieving goals for themselves.
      i. Should you need help visualizing this before you do this with your students, there are multiple videos on YouTube that can guide you through the process of setting up an interactive notebook. Though the interactive notebook used as an example here is math-based, this is an applicable video: Setting Up Your Interactive Notebook video (youtu.be/3fq5wwzoImE). (~ 20 min)

2. **Engaging Focus/Prior Knowledge:** Tell students to turn to their first blank page of their interactive journal and title it “My Vision.” Give students one minute to write down all the words they can think of to describe themselves and their daily life. This can include any interests, hobbies, activities they participate in, their family order, etc. When they finish, have them choose their top three from the list. Lastly, have them choose one and write about why they consider it the best of the list. Have students share out. Prompt them to be specific in their responses. Ask them if they think the adult version of themselves would answer with the same top choices, then have them briefly explain their answer. Tell students that our life experiences will shape our lives not only in the present, but also in the future. Have students keep this list to revisit in the next lesson. (~ 15 min)

3. **Independent Activity:** Ask students to title the next page of their interactive journal, “Me, Myself, and I.” Project these phrases and have students write them down under the title I see myself going..., I want to have..., I want to be involved in..., I want to help my community by... Tell them these are the sentence stems to complete on this page. Give them time, perhaps a minute or two, to think about their initial answers before writing. Let students get creative. Tell them to look up quotes and images or to draw them onto the page as the answers to the phrases above in addition to writing out their thoughts. Encourage students to use items from the list on the previous page as inspiration for the images on this one. Here are some ways to set up the classroom for creativity:
   a. Make the space in the class calming. Play classical music softly, or allow students to sit in places around the room other than their desks.
   b. Emphasize that they will have the entire length of this unit to work on and adjust their interactive journal.
   c. So that students can focus on the intent of the journal entry and not the drawing aspect, have magazines and other images that they can cut out. You can also display or print inspirational quotes and positive images that would guide students.
   d. Encourage a positive outlook through your framing the assignment and intent. Move around the room and be purposeful at pointing out progress and students' choices for their page. (~ 45–60 min)

4. **Closure:** Ask students for volunteers to share out the entry they have created. Use this as an opportunity to highlight individual personalities and backgrounds in a positive frame. Thank the students who volunteer to share for being brave enough to give personal insight into who they are with their classmates. Ask students to complete an exit ticket considering the overall mood of their page. In one word, how would they describe it? Do they think that will change as they come back to the project? If so, why? If not, why not? The performance assessment for this unit will have the
students create a presentation highlighting elements of their journal and explaining how it connects to their personal growth as well as their college and career pathway.  
(~ 5–7 min)

Extension Opportunities for Everyone
Ask students to create their own version of the poem "Where I'm From" by George Ella Lyon, or an extension of it, in a journal entry. Your students can complete this activity by using this poem template (tinyurl.com/yaamhlq5). You may want to consult ELAR teachers in your grade level to make sure they aren't already using this poem the same way.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., interactive).
- Allow ELLs to include items from their native culture on their board. Ask them to share what the items are. This serves as an opportunity for them to practice their language skills, and it allows for cultural competency in your classroom.
- Ask GT students to consider what would happen if one of their elements were taken out of their board. How would that impact their overall development?
- Ensure that SPED/504 students have materials prepared in accordance with their paperwork or that you have a model prepared for them to visualize before beginning the project. Always allow for extra time if the student has it included in their accommodations, but do let the student know that there is ample time and opportunity for reflection and adjustment throughout the unit.

Formative Assessments/Checks for Understanding
- 3-2-1 Strategy: Ask students to find a partner in the class – preferably someone they don’t normally talk to. Have them collaborate and decide on three things they learned about using an interactive journal, two things they enjoyed about each other’s entry (one per partner), and one thing they are looking forward to creating in the journal, then ask them to share with the class.

Reflection/Engagement Strategies
- Have students complete a reflection on the next page of their interactive journal by answering the following questions: How do you feel about using an interactive journal so far? Do you feel this entry is perfectly complete? Why or why not? How does this represent your personal development?
Lesson 1.3: Self-Reflection

Lesson Overview
Self-reflection is a necessary part of the learning experience. This lesson will show students what self-reflection is and how this skill can be used for both personal and professional success. It is also important to note that the idea bank students receive during this lesson will be used in future lessons and become a natural part of the classroom culture.

Time Required
60–80 minutes

Materials Required
For the classroom:
Computer with a projector to display self-reflection idea bank
Mirror or device that students can use to see their reflections
Sticky notes

For the students:
Interactive journal
Pen/pencil
Access to completed or in-progress work, either from this course or another course of their choosing

Foundations
TEKS
§127.2(c)(3) – (3) The student evaluates skills for personal success. The student is expected to:
(A) use interpersonal skills to facilitate effective teamwork;
(B) the student develops skills for professional success. The student is expected to:
(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
(B) evaluate the impact of positive and negative personal choices

Cross-Disciplinary Standards
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
I. E. Work habits
1. Work independently.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Diligence
Perseverance
Empathy

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can reflect upon and evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.
Procedures

1. **Engaging Focus/Prior Knowledge**: Ask students to turn to the next page of their interactive journals and title it “Self-Reflection.” Tell students that they are going to learn and practice self-reflection in this lesson and that it will be included in every lesson moving forward. Tell them this skill is an essential element of their growth and movement toward their goals. Give students access to a mirror or a device, such as a cell phone, so that they can use the camera to see themselves. Tell students that self-reflection is like looking in a mirror. Ask them to take a minute to look at themselves, then have them brainstorm and write in their interactive journal page all the things they see. Remind students that their ideas can go beyond the physical; however, we want this to remain a positive exercise. Monitor student responses, provide uplifting feedback, and redirect any negative ideas that occur while this is happening. Ask students to explain why they wrote down certain things and to practice self-reflection on their responses. After sharing out, ask students to answer this question: How would you define self-reflection?
   (~ 5–7 min)

2. **Independent Activity**: Ask students to title the next page of their interactive journal “Self-Reflection Idea Bank.” Project the following list of statements for students to copy onto the page:
   - I chose to reflect on this specifically because it shows...
   - An area I can improve on here is...
   - My teacher liked this part because...
   - This meets the criteria because...
   - This exceeds the criteria because...
   - Comments from others about this work was...
   - Something I really worked to improve on this was...
   - Something I really enjoyed doing or learning in this part was...
   - Something that was really challenging for me was...
   - An important thing I learned from working on this was...
   - I would describe my progress here as...
   - My work here shows my growth because...
   - I'm most proud of my work here because...
   - When _____ happened, I felt _____, and I did _____.
   - I wonder...
   - I'd like to share this with others outside of our class because...

   Let students know that this page will be referenced moving forward and needs to be easily accessible for them. You may suggest students use a sticky note to tab the page for ease.
   (~ 5–7 min)

3. **Group Activity**: Put students into groups of three or four. Give each group enough sticky notes so that each student can write something for all of their group mates. Instruct students to share one or two of their reflections with the group. While they are listening to their peers, they will write down one positive thing they heard or observed about that presentation. After each student presents, the other group members will share what they wrote and give that note to the presenter, who will then put all the notes they receive in the next page of their interactive journal. Every member of the group will do this process. Actively monitor students during this time and keep them on task with writing positive notes as well as redirecting behavior and negative self-talk. (~ 20–25 min)
4. **Independent Activity:** When groups have finished, tell students to thank the members of their group for their time and attention, then have them return to their seats. Ask students to go back to their mirror or device to look at themselves again. This time, have them think about the sticky notes they received in the presentations, and ask if those notes helped them realize anything new or different about themselves. Suggest that they add what they learned about themselves to the list from the beginning of the lesson if they want to.

(~ 3–5 min)

5. **Closure:** Lead a class discussion about what students enjoyed and what they struggled with throughout the lesson. Some discussion questions include:
   - What were your initial thoughts and feelings about self-reflection when we began this lesson? Did that change by the end? Please explain.
   - What is one thing you have learned through this process that surprised you the most?
   - What is one thing you struggled with that you would like help with moving forward?
   - What is one thing you learned from your peers during their presentations?
   - How do you think self-reflection can help you achieve your goals? (This question is a preview of what they will be learning in the next lesson.)

Thank students for their honest responses and willingness to share with the class. Remind the class that this skill will be practiced throughout the rest of the lessons and that they will continue to grow and learn about it. Let them know the next lesson will help them foster self-reflection skills and show how self-reflection applies to goals they have.

(~ 7–10 min)

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**Extension Opportunities for Everyone**

Ask students to teach someone outside of class, either a peer or an adult, about self-reflection. Each student should teach that person what they learned, then choose a question from their idea bank for that person to answer about something in their life. Students can write an essay on the experience and what they learned with the option to briefly present it to the class if time allows.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., interactive, reflection, progress, growth).
- Allow ELL students to use a dictionary or other language aid to craft their writing.
- Consider the grouping of your ELL students and pair them with others they feel comfortable talking with.
- Allow GT students to imagine they were doing this activity with a favorite fictional or historical figure. Students will then complete a quick-write of what that person would think about self-reflection and what they would have the most to reflect on in their life or story.

**Formative Assessments/Checks for Understanding**

Checkpoint Check-In – before assigning students to their small groups, have students respond to one or both of the following questions on a half-sheet of paper:

- Look back on your definition of self-reflection from the Engaging Focus task. You may add or update the definition based on what you have learned in the lesson so far.
- If you had to explain the importance of self-reflection to someone who wasn't in class to learn it, how would you do that?

Based on student responses, this will guide your monitoring and interactions with students as they present to their peers.

**Reflection/Engagement Strategies**

- Since the nature of this lesson is to learn and practice self-reflection, this section is built in throughout the activities and Closure.
Lesson 1.4: Setting Personal and Academic Goals

Lesson Overview
Students will practice goal setting and understanding how effective time management will help them reach those goals. These skills will be helpful in fostering a growth mindset. Students should be able to set both long-term and short-term goals. It is also important to note that the sentence stems students receive during this lesson will be used in future lessons and become a natural part of the classroom culture.

<table>
<thead>
<tr>
<th>Time Required</th>
<th>50–60 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Required</td>
<td></td>
</tr>
<tr>
<td>For the classroom:</td>
<td>Sticky notes (optional)</td>
</tr>
<tr>
<td>For the students:</td>
<td>Interactive journal</td>
</tr>
</tbody>
</table>

Foundations
TEKS
§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical-thinking skills to make informed decisions; (C) use effective time-management and goal-setting strategies; and (D) identify skills that can be transferable among a variety of careers.
§127.3(c)(6) – The student develops skills for professional success. The student is expected to: (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; and (B) evaluate the impact of positive and negative personal choices, including the use of electronic communications such as social networking sites.

Cross-Disciplinary Standards
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
I.E. Work habits
1. Work collaboratively.
II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Accountability
Diligence
Perseverance

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Ongoing development of personal and interpersonal skills will help with my success.

Essential Questions
What skills do I need to gain for future goals and success?

Learning Objectives
I can determine how to use my skills and abilities to set myself up for success.
I can practice and develop personal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.
1. **Engaging Focus/Prior Knowledge:** Ask students to turn to the next page of their interactive journal and title it “Setting Personal and Academic Goals.” Tell them to write down the following items on the page:
   - SMART Goals – Specific, Measurable, Attainable, Realistic and Relevant, Timely
   - I want to (insert goal) by (date).
   - I will reach this goal by doing the following three things...
     a. Let students know that this page will be referenced moving forward and needs to be easily accessible for them. You may consider suggesting that students use a sticky note to tab the page for ease.
     b. Poll the class to see if they know the difference between long-term and short-term goals. Ask students who respond to give specific examples of both. Your students will most likely have an idea of what goals are, but they may not know what the differences and connections between long-term and short-term goals are. Show students the YouTube video “How to set your short and long term goals” (youtu.be/-DYiNTKNgk) and ask them to take notes on the differences and connections between the two underneath their sentence stems. Ask for students to share their notes as a check for understanding and as an opportunity to add or revise answers before moving forward. Please note that though the video’s intended audience is high school, the format and delivery are still appropriate for middle schoolers.
     c. Ask students to think about a long-term goal they want to accomplish. It can be related to school, extracurricular activities, their home, their relationships with friends or family, etc. Have them write out that goal on the next page of their interactive journal, using the sentence stems they wrote on the previous page. This may be challenging for them, so you may have to walk around the classroom as they’re thinking and writing to ensure that they get something down. When they are done, ask them to write three specific ways they are going to work toward achieving that goal. These answers will be their short-term goals. Ask students to share out.

(≈ 20–25 min)

2. **Independent Activity:** Ask students to choose one of their short-term goals to work on for one week. Ask them to reflect on this goal, then specifically set their parameters for that goal by using the sentence stem in their interactive journal. *(In one week, I will… or I will work towards this goal by…)*

(≈ 5–7 min)

3. **Whole Class Activity:** On two pieces of chart or butcher paper, title one piece “Vague” and the other one “SMART.” Explain the difference between a vague goal and a SMART one. Ask students to brainstorm goals that would be examples for both categories. Encourage all students to contribute to the lists. Once the lists are complete, model whether a goal meets the SMART criteria by doing a think-out-loud for between 5 and 10 of the goals. By the end of the list, the class should be telling you the answers.

(≈ 20–25 min)

4. **Independent Activity:** Ask students to go back to the short-term goal they chose. Give them time to reflect on it and refine it to make sure it is not vague. Encourage them to completely rewrite their goal and start over if necessary. Have students write their finalized goal on a sticky note to post on a piece of chart or butcher paper on the classroom wall. This will help them hold each other accountable, and it will maintain a visual of their goals for the duration of the lesson.

(≈ 5–7 min)

5. **Independent Activity:** On the next page of their interactive notebook, ask students to break the page into seven spaces, one for each day that they are going to work on this goal. Tell them that they should have three things in the space for each day – what they did that day to work toward the goal, what was challenging about their progress on it, and what they are proud of themselves for doing. Examples and sentence stems are provided below:
   - Day 1: (insert day and date here)
     - In order to progress toward my goal, I...
     - The part that was the most challenging for me today was...
     - But I am proud that I...

Announce to the class that they will come back together to assess and reflect on their short-term goal’s progress one week from today.
6. **Closure:** After one week, have students reflect on their experience accomplishing a short-term goal. Ask them to answer the following questions on the next page of their interactive journal:

- **For all students** – Did you reach your short term goal? What emotions did you feel throughout the week while you were pursuing it? Explain your answer.
- **For those who achieved their goal** – What is your next step to achieve another one of the short term goals on your list?
- **For those who did not achieve their goal** – What was the biggest roadblock that kept you from achieving it? What can you do to persevere through that tough time?
- **For all students** – How did this process help you become closer to achieving your long-term goal from the beginning of the lesson? How can a growth mindset and reflection help you to continue on your path?

Allow students who met their goal to develop their next short-term one and repeat the process. For those that did not achieve their goal, allow time for them to go back and refine their plan for it.

Allow students time to share the successes they had with their goals, but at the same time, be sure to support and uplift the students who did not. Not every student needs to share, but for those that do, please keep in mind that they may need your support in this skill, and it might take them multiple attempts to achieve it.

Lastly, remind students that they will be revisiting this process and will continually work on goals throughout the duration of the course.

(~ 20–25 min)

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**Extension Opportunities for Everyone**

Show students the TED Ed video “How Two Decisions Led Me to Olympic Glory” (tinyurl.com/w3nd2h). After watching, ask students to identify key elements of the video that will connect to their experience in this lesson.

A. What motivated Mesler to become an Olympic bobsledder?
B. How did he respond to the challenges he faced when making that decision?
C. How were his goals impacted by that life experience?
D. What was the second decision Mesler made?
E. How was he able to use self-reflection to overcome his negative self-talk?
F. How was Mesler’s growth mindset connected to his short-term and long-term goals?
G. How can using the skills of growth mindset, self-reflection, and goal-setting impact your future?
H. The students can work in groups to create a video showing the difference in outcomes between students who set goals and students who do not.

To encourage involvement at home, use the “Life Skills for Your Students “ Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., attainable, relevant, vague, persevere).
- Allow ELL students to use a dictionary, language aid, and sentence stems to complete the activity.
- Allow SPED and 504 students extra time to work on their goal and sentence stems and offer check-ins throughout the week to ensure their progress in this activity.
- Give ELL, SPED, and 504 students a teacher-made copy of the goals tracker instead of having them draw it on their own.
- Allow GT students to find another example of someone who had to persevere over obstacles to reach a goal. That person can be on their campus, someone in their life, or someone they know well. Have them create a brief presentation to share their findings with the class. Consider keeping this on display to reference as students move through this unit.

**Formative Assessments/Checks for Understanding**

- **Class Mind Map** – In groups of three or four, hand out one piece of whiteboard or chart paper. Tell students to let one member write the word “Goals” in the middle with a circle around it. Then, ask another group member to draw four branches with circles on the other end that come out from the one in the middle. Lastly, on the branches, ask the
other group members to write “Looks like...,” “Sounds like...,” “Feels like...,” and “Is supported by...” Ask students to work together to complete the map with information they have learned in this lesson.

**Reflection/Engagement Strategies**

- Since the nature of this lesson is to learn and practice self-reflection in the process of pursuing goals, this is built-in throughout the activities and closure.
Activity Sheet: Goals

In this lesson you will work collaboratively and independently to identify the goals for others.

**Procedure**
In each scenario, identify a long-term goal for each student along with the short-term goals they need to set to achieve their long-term goal in time. Also explain if you think they are setting themselves up for success by their actions.

**Class: Complete this scenario as a class.**
Ella is trying to prepare for the science fair in November. It is currently the end of August. She knows she wants to do an app creation project. She will need time to build the app plus a month of beta testing to generate enough feedback and data to chart. She also wants to give herself three weeks for completing paperwork and putting together the board. She has her calendar marked with important dates, plus has set tutorial times with her teacher every two weeks for questions and help.

- Long-term goal:

- Short-term goals:

- Is Ella setting herself up for success? Why or why not?

**Pair: Complete this scenario with a partner.**
Carson loves basketball, and this is his first chance to play for school. He’s signed himself up for Athletics to train during the school day and get to know the coaches. Outside of school he is really busy with homework, and on the weekends he’s involved with family activities. He hasn’t planned any training outside of school. He knows tryouts are in January and it’s currently August. He thinks if he starts really training in December over the holiday break he’ll be fine. He’ll figure out his game plan later.

- Long-term goal:

- Short-term goals:

- Is Carson setting himself up for success? Why or why not?
Independent: Work on this one by yourself.
Sam isn’t really motivated outside of school, but in school she pays attention and does the work. She makes C’s and sometimes B’s; however, this year she really wants to get mostly B’s and even an A or two. She thinks she will be able to keep a B or get an A in math, because it’s easy for her. She has set up a weekly tutorial schedule for science, English, and social studies.

• Long-term goal:

• Short-term goals:

• Is Sam setting herself up for success? Why or why not?

Your own: Create and solve your own scenario.

• Long-term goal:

• Short-term goals:

• Are you setting yourself up for success? Why or why not?
Lesson 1.5: Study Habits

Lesson Overview
Students will discover and reflect on successful study habits and skills. They will analyze how these habits will support what they want to accomplish in their own academic pursuits. Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives and the study skills they find helpful.

Time Required
40 minutes

Materials Required
For the classroom:
Projector

For the students:
Interactive journal
Study Habits activity handout
Pen/pencil
Paper

Foundations
TEKS
§127.3 (c) (3) C – The student evaluates skills for personal success. The student is expected to: use effective time-management and goal-setting strategies

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Ongoing development of intrapersonal and interpersonal skills will help with my success. The foundation of success in education, work, and personal life is intentionally developing and practicing essential skills.

Essential Questions
What skills do I need to develop and practice for future goals and success?

Learning Objectives
I can learn specific skills and strategies to set myself up for success in school, work, and life.
I can practice and develop intrapersonal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I need in order to achieve the outcome I desire.

Student Competencies for Success

Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Appropriate behavior to the situation and environment
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Diligence
Perseverance
Responsibility

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
Procedures

1. **Engaging Focus/Prior Knowledge:** The class will begin with a physical survey. Students will stand in the middle of the room. After reading each statement below, they will move to the left if they agree with the statement or to the right if they disagree with the statement. After reading all five statements, you can ask the students to share why they agree or disagree with certain statements. Please use your discretion in determining where to stop and discuss. For situations where this is not possible due to a lack of available space, poll students by asking for a show of hands and recording how many students agreed with the statement using tick marks on the board.
   a. I struggle to study for long periods of time without becoming distracted or tired.
   b. I don’t know how to take notes.
   c. The notes I take during class are often difficult for me to understand when I try to review them later.
   d. I don’t usually review my class notes periodically throughout the semester in preparation for exams.
   e. I frequently can’t keep up with my reading assignments, which then causes me to cram the night before a test.
   f. I study a lot for each test, but my mind draws a blank when I get to the test.
   (~ 5 min)

2. **Independent Activity:** Once students are done reflecting on their personal study habits, they will watch a video from Roadtrip Nation/TexasOnCourse on Study Habits for the College-Bound (tinyurl.com/yxh42h2f). After the video concludes, have the students reflect briefly on the following questions. You may choose to do all or some of the questions.
   a. What are your current study habits?
   b. What helps you focus?
   c. Describe what will need to change in your study habits when you transition to your next stage of education.
   d. Goals! What would you like your study habits to look like?
   e. How can the choices you make in your career path set you up for academic success?
   f. What habits do you want to break?
   (~ 10 min)

3. **Introduction to New Material:** Post these five successful study habits and instruct students to copy these habits into their notebooks.
   **Successful Study Habits (student notes)**
   A. Planning ahead – Use a calendar to track your assignments, projects, quizzes, and exams. Use this calendar to pace yourself by determining which days you will study and periodically review your notes.
   B. Chunking – Break up your notes into small pieces (chunks) and plan out time to focus on certain areas on certain days. Decide on how many total hours you want to study and break down those hours into shorter segments throughout the week.
   C. Speak, Write, Sketch – This skill will help you remember information and is especially helpful when studying with a friend. After studying a section of your notes, close your notebook and repeat the information back by speaking, writing, or sketching. Pause after “Speak, Write, Sketch,” and practice this skill with content you taught from a previous lesson.
   D. Exploring Examples – Anytime you study, pause and write an example (or evidence) of what you are studying (possible student model: when thinking about the American Revolution and the Texas Revolution, create an example about each and determine the similarities and differences between the two).
   E. Annotation – Use a highlighter, pen, notecards, or even stickers to annotate notes in your notebook; you can also use them on your handouts during class or while you study independently. This practice can also be used during reading assignments. Some examples of this include underlining unfamiliar words, drawing arrows to show related ideas, using a star to label important ideas, and highlighting words you do not know. Annotation will be extremely helpful for you when studying notes in the future.
   (~5 min)

4. **Partner Activity:** Once the students are done writing notes have them work with a partner to complete the Study Habits activity handout. Students will be directed to read the following five scenarios with their partner and analyze which of the five study habits would benefit each student in the five scenarios. There may be multiple answers for each scenario. Students will share out their responses to the class.
   (~ 15 min)
5. **Closure:** In their interactive journals, students will write out a study plan for a test or quiz using the “planning ahead” and “chunking” habits. Students will also write two ideas for how they will practice the skills they learned today and one additional idea they have for improving their study habits. Suggestions for this include keeping a steady bedtime during the school week, tracking work on a calendar, and going to tutorials two times a week. Have students share with a partner. (~ 5 min)

**Extension Opportunities for Everyone**
- Throughout the curriculum, assign a specific study habit practice as a homework assignment. Implement study habit check-ins into other lessons.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., periodically, consequently, chunking, diligently).
- Pair students strategically. This can be done in a homogeneous or heterogeneous design.
- During the student scenario activity, assign certain scenarios to specific groups of students. During the whole class share out, be sure to direct students to write in the responses that they were not assigned during the work period.
- While the teacher is circulating, ask the following probing questions to support students who might experience difficulty during the scenario activity:
  - In scenario one, what do Jenny's classmates do differently than her?
  - In scenario two, what is the relationship between Ethan reading all his notes at once and him looking at the calendar?
  - In scenario three, can you explain why Miguel's grandmother points out the short response section?
  - In scenario four, can you describe the studying habits Diana and Nagely currently have and how this might not be beneficial to their studying?
  - In scenario five, how do Joshua and Maddie's notes differ?

**Formative Assessments/Checks for Understanding**
- Collect and review the student activity handout to determine if further in-class practice is needed in future lessons.
- Use the probing questions to determine comprehension.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. You could also make this your signal of choice by extending it to needs that are appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**
- Reflection is embedded in the closure activity that is tracked in the interactive journal.
Directions: Read the following five scenarios. Determine the study habit(s) that would benefit the student and explain in two or three sentences why that habit is important and how it could help the student succeed.

Helpful Note: there might be more than one study habit that could apply to the scenario.

1. Right before the school day ends, Ms. Madera announces to her science class that there will be a vocabulary quiz on Friday. In the third row, Jenny listens and nods her head while her classmates take out their planners to write down the date. Jenny packs her bag and leaves for the day.

**Study Habit(s):**

**Explanation:**

2. On a Thursday night, Ethan sits in his bedroom and stares at his notebook to study his history notes. He looks up from his desk to glance at his assignment calendar taped to the wall and sees “HISTORY EXAM” circled in red on Monday and written in large capitalized letters. He sighs and continues to read all his notes in silence.

**Study Habit(s):**

**Explanation:**

3. Miguel eats dinner with his family and announces that he received an 80% on his most recent English exam. His mom and dad react with joy, while his grandma wants to know why he received an 80% and not 100%. He agrees to show her the exam, and they sit down together to review his work. Miguel’s grandma notices her grandson lost points in the short response section and that his teacher left a small note indicating that he did not include enough evidence.

**Study Habit(s):**

**Explanation:**

4. Diana and Nagely study in the library side by side. They both have their notes and textbooks in front of them. Every so often they get distracted and check their cell phones for new messages. The period passes by while the two of them remain silent until the lunch bell rings.

**Study Habit(s):**

**Explanation:**

5. Mr. Richards quickly writes the notes on the board. Joshua diligently writes in his notebook; he uses a highlighter to circle important vocabulary terms and a pen to place question marks next to words he does not know. To his right, Maddie copies all the notes into her notebook and only highlights the date and section of her notes.

**Study Habit(s):**

**Explanation:**
Study Habits Answer Key

1. Planning ahead

2. Chunking, Exploring Examples, or Speak, Write, Sketch

3. Exploring Examples

4. Speak, Write, Sketch

5. Annotation
Lesson Overview
Students will discover and explore what time management is and how being well-rounded is incorporated into the activities that fill their time. They will analyze how these habits support what they want to accomplish in their own academic pursuits.

Time Required
40 minutes

Materials Required
For the classroom:
Computer access and projector

For the students:
Interactive journal
Pencil/pen
Markers

Foundations
TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

I.E. Work habits
1. Work collaboratively.

II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept
Appropriate behavior to the situation and environment

Interpersonal Effectiveness:
Recognition of personal boundaries
Development of healthy relationships

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Diligence
Perseverance
Empathy

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can learn specific skills and strategies to set myself up for success in school, work, and life.
I can practice and develop intrapersonal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I need in order to achieve the outcome I desire.

Procedures

1. **Engaging Focus/Prior Knowledge:** Tell students to turn to the next page of their interactive journal and title it “Time Management and Balance.” Under the title, ask them to write “Self-Assessment.” Ask students to write down the statements below. You may display them on the projector for easier access.
   - I make lists to help organize things that I have to do.
   - I often procrastinate when faced with tasks.
   - I make good use of small blocks of time.
   - I seldom prioritize among tasks.
   - I use my time wisely.
   - I find it difficult to resist pressure from others for my time.
   - I plan my goals in steps so that I can reach them.
   - I lack balance in my life.
   - I can motivate myself to complete boring tasks.
   - I have trouble concentrating on a task.

   Ask students to take a minute and consider their answers to each of the questions. Have them write either “yes” or “no” next to each. When finished, tell students to count the statements they responded to with “yes.” Give students these scoring ranges:
   - 8–10 Congratulations! You have strong time management skills and balance.
   - 5–7 You have time management skills that you can build upon so that you have more balance.
   - 0–4 You can benefit from strengthening your time management skills to gain balance.

   Ask students to reflect on their score. Have them write their thoughts and feelings about their score on the bottom of that page in their interactive journal. Allow students to share out.
   (~ 7–10 min)

2. **Introduction to New Material:** Show the [Student Success - Time Management YouTube video](https://youtu.be/rUO8Qvcs7cY). Ask students to go back to their interactive journal entry and have them add information from the video that elaborates on their scores from the activity in the Engaging Focus. Or have them write about what they find interesting about the connection between time management and balance.
   (~ 2–5 min)

3. **Independent Activity:** Ask students to turn to the next page of their interactive journal and title it “My Life Pie Chart.” Instruct students to draw a large circle on the next page of their interactive journal. Tell students that this will be a pie chart of the activities in their life. They need to fill the chart with all the activities they have to do as well as the ones they like to do. Each piece of the chart is proportional to the time they spend doing it. For example, if school is what they participate in the most, the biggest portion of the chart would be for that part of their life. Encourage students to make each section a different color and to include a key if needed.
   (~ 7–10 min)

4. **Independent Activity:** Ask students to reflect on their chart, responding to the following questions either underneath the chart or on the next page:
   - Which two items in your chart are your favorite? Explain.
   - Do you get to dedicate time to all your favorite things? Explain.
   - Looking at your chart, how can you balance and manage the activities that you have to do with the ones you want to do?
   - How can being aware of your balance and time management skills help you achieve your college and career goals?
   (~ 7–10 min)

5. **Closure:** Allow students time to share their chart results and reflections with a partner. Poll the class to see what skills and habits they have learned so far that could help them with their time management along with the importance of being balanced. Remind them that they are going to work more on these skills as they continued on through this
Extension Opportunities for Everyone
Challenge students to either get an agenda or draw out agenda pages for the week. Ask them to fill it out and track their time spent. Ask students to complete a quick-write in reflection on the challenge, including what they experienced as the pros and cons of tracking their activity times.

Differentiation and Additional Support Opportunities
● Display relevant academic and content-specific language (e.g., procrastinate, prioritize, balance).
● Allow ELL students to use language aids and supports when creating their chart or writing their reflections. Provide images of pie charts for background knowledge.
● Ask GT students to consider how their life would change if they couldn't participate in their favorite activity. Have them quick write about how that would change the overall format of their pie chart as well as how that would impact their well-roundedness.
● Allow ELL, SPED, and 504 students with a bank of activities based on the interests of your students when completing the chart. Other options are sentence stems for the reflection questions or having the reflection questions typed up for gluing into interactive journals.

Formative Assessments/Checks for Understanding
● 3-2-1 Strategy: Ask students to find a partner in the class – preferably someone they don't normally talk to. Collaborate and decide on three things they learned about time management, two things they enjoyed about each other’s entry (one per partner) and one thing they would like to know about well-roundedness. Then ask them to share with the class.

Reflection/Engagement Strategies
● The reflection activity is built in throughout the lesson and closure.
Lesson 1.7: Investigating Strengths and Skills

Lesson Overview
This lesson is designed to present the state standards for college and career readiness while identifying the strengths students currently have and showing how those strengths will support them in future endeavors.

Time Required
60 mins

Materials Required
For the students:
- Interactive journal
- Strengths inventory survey (tinyurl.com/uuhxg4l)
- Paper
- Pencil/pen

Foundations

TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.

§127.3 (c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) Discuss the impact of effective college and career planning.

§127.3 (c)(3) A–G – The student evaluates skills for personal success. The student is expected to:
(A) use interpersonal skills to facilitate effective teamwork;
(B) use problem-solving models and critical-thinking skills to make informed decisions;
(C) use effective time-management and goal-setting strategies;
(D) identify skills that can be transferable among a variety of careers;
(E) create a personal career portfolio;
(F) make oral presentations that fulfill specific purposes using appropriate technology; and
(G) identify entrepreneurial opportunities within a field of personal interest.

§127.3 (c)(4) A–B – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:
(A) prepare a personal budget reflecting the student's desired lifestyle; and
(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

Cross-Disciplinary Standards
IA. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
2. Accept constructive criticism and revise personal views when valid evidence warrants.

IE. Work habits
1. Work independently
2. Work collaboratively.

IIA. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

IIB. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Accountability
Diligence
Perseverance

Enduring Understandings
Being aware and working on the skills one needs for the future can be established in middle and high school.
Self-evaluation is an ongoing process and crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

**Learning Objectives**
I can evaluate my personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.
I can identify my areas of growth and reflect on ways to improve these areas.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Project the well-known Riddle of the Sphinx in your classroom and see if students can figure it out. Some may know the answer. After a few minutes of trying, give them the answer.
   a. Riddle: In Greek legend, the Sphinx devoured all travelers who could not answer the riddle it posed: "What is the creature that walks on four legs in the morning, two legs at noon, and three in the evening?"
   b. The hero Oedipus gave the answer, “Man,” causing the Sphinx’s death.

   Have students think about the riddle and the skills humans learn as they grow and develop. Tell them that when they’re babies, they have to learn how to do everything – crawl, walk, talk, eat solid food, etc. We have a certain set of strengths and skills we need to learn to manage living in society as adults. Weaknesses should also be viewed as areas for growth that will be developed over time. We have the same thing with our curriculum. Ask them to share out some of the things they have learned from various classes. Lastly, tell them the state of Texas focuses on skills for college and career readiness that are meant to help them grow during middle and high school so that they have what they need for college and adult life.
   (~ 10–12 min)

2. **Introduction to New Material:** The students will complete the cross-disciplinary standards student activity handout. Let them know this is an abbreviated version of the [official state standards](tinyurl.com/y73p3j5t)
   (~ 10–15 min)

3. **Independent Activity:** Students will complete the [strengths inventory survey](tinyurl.com/uuhxg4l). Encourage the students to start thinking about how this survey highlights the strengths and skills they currently have that will support them when they are in college.
   (~ 20 min)

4. **Closure:** Students will write a reflection in the interactive journal. Based on the strengths inventory survey and cross disciplinary standards student activity handout, students will create two lists in the form of a T-chart with one side for strengths and the other for weaknesses. Students will answer the following questions and share with a partner when they are done.
   - What current strengths do you have that can help you in school, college, and adult life?
   - What strengths and skills do you need to learn to achieve your future goals?
   - How can you use your strengths to help support and develop your weaknesses/growth areas?
   (~ 15 min)

**Extension Opportunities for Everyone**
- Further vocabulary practice: [Quizlet – College and Career Readiness Vocabulary](tinyurl.com/m4xz3kc).
- To encourage involvement at home, use the “Interest and Skills” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., integrity, analyze, plagiarize).
- Provide a list of strengths. (Examples: honesty, confidence, creativity, creative thinking, curiosity, love, leadership, speaking skills, math skills, writing skills, organized, funny, inspiring, etc.)

**Formative Assessments/Checks for Understanding**
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is
appropriate and applicable to your classroom.

Reflection/Engagement Strategies

- Reflection is embedded into the closure activity.
- After the students have finished sharing their answers to the closure reflection, have them share out anything interesting to the whole class.
- Ask students to think about the challenge of learning something new. Have them share how they can be supported to learn these skills and who they can reach out to for that support.
Overview: Cognitive skills are behaviors and practices that help you gain knowledge through thoughts and experiences. The skills listed below are ones that students can use in science, math, English, social studies, the arts, athletics – any and all academic courses. Foundational skills are a student’s ability to gather information and knowledge and can be used in any academic pursuit.

Instructions:

- Place a check next to the skills you believe you have.
- Give a specific example of a time you used that skill.

<table>
<thead>
<tr>
<th>✓</th>
<th>Cognitive Skill</th>
<th>✓</th>
<th>Foundation Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intellectual curiosity: I can engage in discussion and ask questions on an academic topic to gain more knowledge. Example:</td>
<td></td>
<td>Reading: I know how to use reading strategies in any text to identify key information and the purpose of the text. Example:</td>
</tr>
<tr>
<td></td>
<td>Reasoning: I can gather evidence to support my viewpoint on a topic of discussion. I can discuss this point and determine if my reasoning is correct. Example:</td>
<td></td>
<td>Writing: I can write clearly and with purpose to the intended audience. Example:</td>
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<td></td>
<td>Problem solving: I can look at a situation to identify if there is a problem. I can then come up with different ways to solve those problems and finally determine if the problem was solved. Example:</td>
<td></td>
<td>Research: I can find trusted sources of information on a topic. I can then organize and condense that information to present to others. Example:</td>
</tr>
<tr>
<td></td>
<td>Academic behavior: I know when I need help on an academic topic, and I know how to manage my study habits so that I am doing my best in class. Example:</td>
<td></td>
<td>Use of data: I can identify patterns when given a data table or chart. I can summarize the findings of the data and explain it to others. Example:</td>
</tr>
<tr>
<td></td>
<td>Work habits: I can work by myself, independently, and I can work with a group of people, collaboratively. Example:</td>
<td></td>
<td>Technology: I can use technology appropriately to help me gather and organize information and communicate with others. Example:</td>
</tr>
<tr>
<td></td>
<td>Academic integrity: I know how to avoid plagiarism and give credit to sources. I also know if a source is credible and trustworthy. Example:</td>
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**TexasOnCourse**
Lesson 1.8: Growth Mindset

**Lesson Overview**
We’ve been working tirelessly with David Yeager’s research team to finalize the Growth Mindset lesson. Below is a quote that highlights the mission of this type of lesson.

“Motivation and learning don't just happen in a student's head; they depend on the resources and learning opportunities present in the school's environment, including the extent to which challenging coursework is available to students ... a mindset intervention is like planting a seed; it grows to fruition in fertile soil.” – David Yeager (UT News, 2019)

In alignment with David Yeager’s growth mindset research, version 3.0 of this guide seeks to address the knowledge and skills (seeds) that students need in order to optimize their path through college and postsecondary education as well as the classroom (soil) in which those seeds are planted.

<table>
<thead>
<tr>
<th>Time Required</th>
<th>30–45 mins</th>
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</thead>
<tbody>
<tr>
<td>Materials Required</td>
<td>For the students: Computer or laptop</td>
</tr>
</tbody>
</table>

### Foundations
**TEKS**

### Cross-Disciplinary Standards
**I.D. Academic behaviors**
1. Self-monitor learning needs and seek assistance when needed.

### Student Competencies for Success
**Texas Model Student Competencies**
- **Intrapersonal Effectiveness**: Effective executive functioning skills
- **Positive self-concept**

**Postsecondary Planning and College Readiness**: Awareness of importance of postsecondary education Understanding the relationship of academics to work, home, and community Motivation to succeed

**HB 1026 Positive Character Traits**
- **Diligence**
- **Perseverance**

### Enduring Understandings
Self-evaluation is an ongoing process and crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

### Essential Questions
What skills do I need to gain for future goals and success? How do my educational choices connect with my long-term goals and vision for my life?

### Learning Objectives
I can reflect upon and evaluate my own personal goals, skills, and interests. I can research a pathway that aligns with my career and education goals. I can determine how to use my skills and abilities to set myself up for success.
**Procedures**

We are delivering the first part of the Growth Mindset lesson here (this link is for your students):

[Growth Mindset lesson](tinyurl.com/y76q8845)

As a reminder, students will need computer access to complete this lesson. The lesson will take approximately a full class period to complete. We recognized that it may be difficult to have students complete this lesson since it requires computer access. If possible, we ask that you have students complete this lesson over the next few weeks.
Lesson 1.9: Self-Efficacy

Lesson Overview
Students will understand that accomplishing a goal requires belief in one's ability to overcome obstacles. Students should be able to develop this understanding through analyzing a variety of success stories to gain inspiration for the future. Throughout the curriculum we practice essential skills that will support the development of self-efficacy.

Time Required
40 minutes

Materials Required
For the classroom:
Projector

For the students:
Interactive journal
Pencil/pen
Student notebooks
Reading: People who overcame difficult odds (tinyurl.com/yabfbdbrx)

Foundations
TEKS
£127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.

Cross-Disciplinary Standards
IA. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
2. Accept constructive criticism and revise personal views when valid evidence warrants.
IE. Work habits
1. Work independently.
2. Work collaboratively.
IIA. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.
IIB. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Motivation to succeed

HB 1026 Positive Character Traits
Accountability
Responsibility
Diligence
Perseverance

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
My perception of the world around me comes from the way I connect to what I experience.
Visualization is a powerful tool that can help me formulate and achieve goals.

Essential Questions
How do personal interests and life experiences shape the ways people process the world around them?
What skills do I need to gain for future goals and success?

**Learning Objectives**

I can achieve a goal and overcome obstacles.

I can proactively monitor my growth toward a goal.

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**Procedures**

1. **Engaging Focus/Prior Knowledge:** Begin the class with the following [Misty Copeland – I Will What I Want: 30 video](youtu.be/rtX91YGaBXw). Tell the students that in 2015, Misty Copeland became the first African American woman promoted as principal dancer in the American Ballet Theatre. Ask the students this question: What obstacles did Misty Copeland experience as a young ballerina? (~ 5–7 min)

2. **Introduction of New Material:** Define *self-efficacy* as “belief in one’s ability to achieve a goal.” It is also having an understanding that obstacles will come up as you work toward your goal. Self-efficacy is achieved through having a specific goal in mind and monitoring that goal. The curriculum is designed to teach students the necessary skills that will enable them to feel confident and prepared to achieve their goals. Relate this lesson to the goal-setting lesson we covered at the beginning of the unit. Ask students for examples of people they know who show self-efficacy. This person might be a family member, friend, teacher, or a leader of their community who achieved a goal despite the obstacles they faced. (~ 5–7 min)

3. **Group Activity:** Divide students into groups for a jigsaw reading and provide one success story from the following reading – [People who overcame difficult odds](tinyurl.com/yabfdbrx). There are multiple success stories included in this reading. You might consider assigning two stories to specific groups. During the reading, encourage students to practice the annotation strategies taught in the study habits lesson (underline unfamiliar words, draw arrows to show related ideas, use question marks to indicate areas of confusion, use a star to label important ideas, and highlight words you do not know). (~ 10 min)

4. **Group Activity:** After students are done annotating independently, they will share their annotations with their group. Together they will answer the following questions in their notebooks and share their work with the class.

   - What was their ultimate goal?
   - What are some of the obstacles they faced?
   - How would you describe them (refer to the list of personality traits in the Differentiation and Additional Support Opportunities section below)?
     - How did they achieve their goals in the face of adversity?
     - How is this an example of someone who has self-efficacy?

   (~ 15–20 min)

5. **Closure:** Students will complete a reflection in their interactive journal by answering the following questions, “How can you take what you have learned today and apply it to your future goals? What are some potential obstacles you might face when working toward your goals for the future?” (~ 5–7 min)

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**Extension Opportunities for Everyone**

- Students can research someone they admire and create a small poster sharing the goal they achieved, obstacles they faced, and a snapshot of their overall journey. They can also select one quote from the person. This can be shared with the class and displayed on the wall for inspiration.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., adversity, efficacy, achieve).
• Provide a list of personal qualities to support students with the third group activity question, “How would you describe them?” Students can use the qualities to create their own descriptions. Examples include strong, compassionate, creative, reflective, kind, organized, caring, hard-working, reliable, thoughtful, and trustworthy.

Formative Assessments/Checks for Understanding
• While the students complete procedure four, circulate through the classroom to gather data on the first question in order to determine the students' understanding of self-efficacy. If you encounter a student who is experiencing difficulty with this question, try suggesting directions such as, “describe in your own words how (name of person they are reading about) is an example of someone who had a goal and had to overcome obstacles.” Or “How does the idea of believing in yourself and overcoming obstacles relate to what (name of person they are reading about) experiences?”

Reflection/Engagement Strategies
• After students complete the reading activity and questions, have each group stand up and share their work.
• Consider including a think, pair, share activity after the closure.
Lesson 1.10: Self-Regulation

Lesson Overview
Students will identify and practice how to successfully manage difficult emotions and experiences in their life. These skills will be helpful to them in the future when they face obstacles. Students will be able to understand it is their responsibility to proactively and continuously monitor their emotional well-being.

Time Required
60 minutes

Materials Required
For the classroom:
PowerPoint
Post-It notes
Markers

For the students:
Interactive journal
Pencil/pen
Reading: “For Teens: Creating Your Personal Stress Management Plan” (tinyurl.com/j6foc4j)

Foundations
TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(B) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

Student Competencies for Success
Texas Model Student Competencies

Intrapersonal Effectiveness:
- Effective executive functioning skills
- Positive self-concept
- Behavior appropriate to the situation and environment

Postsecondary Planning and College Readiness:
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed

HB 1026 Positive Character Traits
- Accountability
- Perseverance
- Patience
- Self-control
- Consideration

Enduring Understandings
Learning how to mindfully monitor and manage difficult experiences and emotions will support my goals, dreams, and aspirations for the future.
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.

Essential Questions
How can I manage difficult experiences and emotions so that I can be successful?
What skills do I need to gain for future goals and success?

Learning Objectives
I can understand and use the tools and skills I have to persevere through difficult emotions.
Develop a personal plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.
Procedures

1. **Engaging Focus/Prior Knowledge:** Students will write in their interactive journal and complete the following statement three times, “I feel stressed when...,” which focuses on the idea that stress is a normal occurrence. Students can discuss their responses with a partner or share out with the whole class (this is a great opportunity to see how students often share the same stressors).
   (~ 5 min)

2. **Whole Class Activity:** Play the “Two Minute Guided Meditation to Relieve Stress” (tinyurl.com/ycss3f32) video for the class, and prompt the students to think about how they are feeling physically and emotionally. Once the breathing exercise concludes, ask students to either share about that experience with a partner or share responses with the whole class.
   (~ 5 min)

3. **Introduction of New Material:** Students will read “For Teens: Creating Your Personal Stress Management Plan” (tinyurl.com/j6foc4j). Instruct the students to use the annotation strategies from lesson 1.6 while they read (strategies include underlining or highlighting unfamiliar words, drawing arrows to show related ideas, using question marks and writing out questions to indicate areas of confusion, and using a star to label important ideas). After they are done reading, the students will write down four takeaways from the reading that they can apply to their own life.
   (20–25 min)

4. **Partner Activity:** As a class, create a list of stressors that middle schoolers experience. Examples include peer pressure, too much homework, conflict with peers, conflict with teachers, responsibilities outside of school, insecurity, etc. Assign one stressor per pair and have the students complete the four steps for monitoring and managing stressful emotions. Students will share out the stressor they focused on.
   (~ 20–25 min)

5. **Closure:** Students will respond to this interactive journal prompt: Self-regulation is the way you control your behavior, thoughts, and feelings so that you can achieve your goals. How can you use the steps we learned today to help you achieve your goals?
   (~ 5–7 min)

Extension Opportunities for Everyone

- Think, pair, share. If time permits, students can turn to a partner and share their closure responses.
- Letter to a friend. Students can respond to one of their classmate's interactive journal prompts by writing a response directly in their classmate's journal. Consider making this optional rather than required since the journal is meant to be a safe and private space for the students.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., stressor, regulate, process, identify, analyze).
- Provide a word bank for words that describe feelings and words that describe physical sensations.
  - Words that describe feelings include angry, sad, stressed, envious, bitter, embarrassed, awkward, annoyed, and frustrated.
  - Words that describe physical sensations when you are stressed include headache, lack of focus, inability to sit still, low energy, rapid heartbeat, and sore muscles.

Formative Assessments/Checks for Understanding

- Provide a Post-It note for students to write one thing they learned from the class and one question they still have about the lesson. Use a “parking lot” (poster, board, etc.) for students to place their notes on their way out. You can share the pulse of the overall class in the following day's lesson.

Reflection/Engagement Strategies

- Reflection is embedded in the interactive journal prompts.
- Engagement is embedded in a variety of activities that support a variety of learning styles.
## Lesson 1.11: Positive Self-Concept

### Lesson Overview
Students will develop an understanding of how essential having a positive self-concept is to achieving long-term and short-term goals.

### Time Required
40–60 minutes

### Materials Required
For the classroom:
- Projector
- Computer with internet access

For the students:
- Interactive journal
- Pencil/pen

### Foundations

<table>
<thead>
<tr>
<th>TEKS</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to: (A) apply core academic skills to meet personal, academic, and career goals.</td>
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### Cross-Disciplinary Standards

<table>
<thead>
<tr>
<th>IA. Intellectual curiosity</th>
<th>1. Engage in scholarly inquiry and dialogue.</th>
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<tr>
<td></td>
<td>2. Accept constructive criticism and revise personal views when valid evidence warrants.</td>
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<td>IE. Work habits</td>
<td>1. Work independently.</td>
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<td>2. Work collaboratively.</td>
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<tr>
<td>IIA. Reading across the curriculum</td>
<td>1. Use effective pre-reading strategies.</td>
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<td></td>
<td>2. Use a variety of strategies to understand the meanings of new words.</td>
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<td></td>
<td>3. Identify the intended purpose and audience of the text.</td>
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<td>4. Identify the key information and supporting details.</td>
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<td></td>
<td>5. Analyze textual information critically.</td>
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<td></td>
<td>6. Annotate, summarize, paraphrase, and outline texts when appropriate.</td>
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<td></td>
<td>7. Adapt reading strategies according to structure of texts.</td>
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<tr>
<td>IIB. Writing across the curriculum</td>
<td>1. Write clearly and coherently using standard writing conventions.</td>
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<td></td>
<td>2. Write in a variety of forms for various audiences and purposes.</td>
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### Student Competencies for Success

<table>
<thead>
<tr>
<th>Texas Model Student Competencies</th>
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<tr>
<td>Intrapersonal Effectiveness: Effective executive functioning skills</td>
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<tr>
<td>Positive self-concept</td>
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<tr>
<td>Interpersonal Effectiveness: Development of healthy relationships</td>
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<td>Postsecondary Planning and College Readiness: Awareness of the importance of postsecondary education</td>
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<td>Understanding the relationship of academics to work, home, and community</td>
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<tr>
<td>Motivation to succeed</td>
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### HB 1026 Positive Character Traits
- Perseverance
- Generosity
- Kindness

### Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

### Essential Questions
What skills do I need to gain for future goals and success? How do my educational choices connect with my long-term goals and vision for my life?
Learning Objectives
I can develop a positive self-concept through reflecting on the way I think about myself internally, externally, and my future self and goals.

Procedures
1. **Engaging Focus/Prior Knowledge:** Watch the First Lady Michelle Obama "I'm First" Video ([youtu.be/RYsQp_ocMvQ](https://youtu.be/RYsQp_ocMvQ)). Ask the students how Michelle Obama describes herself in the video and explain the doubts she experienced as a young woman entering college.
   (~ 5–7 min)

2. **Introduction of New Material:** Introduce the idea of positive self-concept and how it relates to the “My Vision” lesson from the beginning of unit one. This relates to having confidence and positive thoughts about who you are and who you wish to become. Focus on self-image, self-esteem, and the ideal self. Self-image is how one sees themselves physically, socially, and personally (examples include strong, student, and kind). Self-esteem is how much you value, appreciate, love, or accept yourself. Ideal self is who you wish to become.
   (~ 5–7 min)

3. **Whole Class Activity:** Students will stand in two parallel lines facing each other. For the first round, students in one line will complete the “I am...” statement with a word that describes who they are socially (students might say dancer, student, daughter, athlete, etc.) and explain why they chose that description for thirty seconds. Their partner is only allowed to listen. When time expires, the students in the other line will complete the social quality statement while those in the first line listen. For the second round, the students in the first line will complete the “I am...” statement with a personal quality (generous, thoughtful, diligent, etc.). They will explain their thinking for thirty seconds. When time expires, the students in the second line will complete the same statement while those in the first line listen.
   (~ 5–7 min)

4. **Independent Activity:** The classwork activity will be completed in the interactive journal. Students will expand on their “I am” statements creatively. They will focus on how they view themselves, how they value themselves, and who they wish to become. They will creatively depict this in their interactive journal through drawing, writing a poem or story, or making a word collage. Students will then reflect on their creative representation in a short-paragraph response.
   (~ 20–25 min)

5. **Closure:** Watch the TED Talk “How to build your confidence – and spark it in others” ([tinyurl.com/uymm47w](https://tinyurl.com/uymm47w)) by Brittany Packnett, starting at 6:50. Direct the students to complete the following sentence prompts in their interactive journal.

   The first step toward developing a positive self-concept is the practice of accepting who you are right now. Complete these sentence prompts. “I feel confident when I...” “I mean a lot to ... because...” “I really admire myself for...” “Something that I'm really proud of is...” “One unique thing about me is...”
   (~ 10–15 min)

Extension Opportunities for Everyone
- Create a classroom routine where the students give peer shout-outs. This can be done periodically. Write the names of all the students on popsicle sticks (this way you can reuse them in the future for other activities). The students will randomly select one classmate for the shout-out. Examples might include “you asked a great question” or “thank you for helping me answer that problem I was having trouble with.”

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., determination, mired, archetype, revolutionary, estimation, affirm).
- Provide a list of examples for personal qualities. Examples might include strong, compassionate, creative, reflective, a leader, kind, organized, caring, hard-working, reliable, thoughtful, and trustworthy.
Formative Assessments/Checks for Understanding

- Four-Finger Rating: Students will lift their hand indicating one of the following. One finger means “I don't understand the concept.” Two fingers mean “I'm still a little confused.” Three fingers mean “I understand.” Four fingers mean “I understand, and I can teach this concept to a friend.” This is a quick way to gather data and determine if further instruction is needed. Pair students who flash a 3 or 4 with students who flash a 1 or 2.

Reflection/Engagement Strategies

- Reflection is embedded into the closure activity and the whole class activity.
Lesson 1.12: Teamwork Makes the Dream Work

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

**Time Required**
120 minutes

**Materials Required**
For the classroom:
- Box of building items for each group – five popsicle sticks, glue, markers, card stock, and one miscellaneous item.
- Computer with internet access
- Projector

For the students:
- Interactive journal
- Pen/pencil
- Teamwork Makes the Dream Work activity sheet (following this lesson)

**Foundations**

**TEKS**

§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
- (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
- (A) use interpersonal skills to facilitate effective teamwork;
- (B) use problem-solving models and critical-thinking skills to make informed decisions;
- (C) use effective time-management and goal-setting strategies; and
- (D) identify skills that can be transferable among a variety of careers.

§127.3(c)(6) – The student develops skills for professional success. The student is expected to:
- (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
- (C) model characteristics of effective leadership, teamwork, and conflict management;
- (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
- (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

**Cross-Disciplinary Standards**

I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

**Student Competencies for Success**

**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Interpersonal Effectiveness:**
- Effective interactions with diverse populations
- Effective and appropriate communication skills

**Postsecondary Planning and College Readiness:**
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed

**HB 1026 Positive Character Traits**
- Patience
- Accountability
- Integrity
- Reliability
- Courtesy
- Concern for the common good

**Enduring Understandings**
Learning to work with other people is a life skill that goes beyond education.
Self-evaluation is an ongoing process and crucial skill for education, work, and life.
Ongoing development of personal and interpersonal skills will help with my success.
Essential Questions
How does working with others grow my support system and provide resources to meet future challenges?
What skills do I need to gain for future goals and success?

Learning Objectives
I can determine how to use my skills and abilities to set myself up for success.
I can practice and develop intrapersonal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.

Procedures
1. **Engaging Focus/Prior Knowledge:** Have the students brainstorm what makes a team work successfully together. You can use examples from famous sports teams to help guide your discussion initially. (~ 7–10 min)

2. **Introduction of New Material:** Outline the goals of the day.
   a. The group will work together to create a problem that can be solved using a simple machine. They will create group rules or norms that will help them work together and understand one another. The final result will be a mini-display of their machine, a description of the problem, and an explanation of how this machine solves the problem.
   b. Use these Simple Machine YouTube videos (tinyurl.com/y9c39xfb) for brief explanations of simple machines.
   c. Provide a list of materials, but don't pass the materials out until the group shows you their problem, an explanation of their machine, and a sketch of how they will build it.
      Note: Adjust the contents and number of building items as you see fit. Other items to include could be paper clips, a piece of modeling clay, extra construction paper, or a length of string. (~ 40 min)

3. **Group Activity:** Allow the students to work together. Encourage them to follow their group norms and really practice them to see if it helps them work on the project better.
   a. It is up to you whether to offer additional supplies in case of mistakes. Encourage the students to stick with only the available supplies and not to bring in outside materials. The point of the lesson is teamwork, not necessarily the machine itself. (~ 40 min)

4. **Independent Activity:** Allow the students time to finalize their displays. The students will complete this part of their activity sheet as a gallery walk viewing the other projects. (~ 30 min)

5. **Closure:** Discuss with the students how getting to know the group and setting up norms prior to the project helped the productivity of the project. (~ 5–10 min)

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

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., simple machine).
- Chunk the assignment directions into smaller, more manageable portions for ELL and SPED/504 students. Provide them with a checklist of the items above and allow them to reference it throughout the project.
- Ask GT students to consider what would happen to their project if one key element was missing. They can decide if it is a member of the group, a word in their problem or solution, or a piece of their machine. How does that change the outcome of the project? What does that say about the power of teamwork and unity in activities like this?

Formative Assessments/Checks for Understanding
- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers to show how comfortable they feel
about the time frame they have to complete the project.

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**

- Ask students to consider which part of this process was the most important and why. Have them share out their thoughts or complete an exit ticket.
In this activity you and your group will work on setting a group goal, developing group norms, and completing a group task. You will document your group’s progress and how working together leads to success.

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

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

1. A good way to start a successful group project is understanding each member’s strengths and how they view this project. Do some group introductions and have each member share how they think they will help make this project successful. Write the responses below.

2. Now that introductions and ideas are given, set some group norms. These are rules that the group will use when discussing ideas and solving problems. Here is one example. Develop two others together.
   1. We will say one good thing about everyone’s idea, even if it isn’t our favorite.

   2.

   3.

3. Develop a problem to be solved with a simple machine.
   a. List of materials:

   b. Brainstorming:

   c. Final:
Day 2: Building and Perfecting
Today the group should work on building, refining, and perfecting the final product. Here is some space to sketch dimensions, write out and develop the problem, etc.
Day 3: Showcasing
The final day of the project. Your group will get a few minutes to put your final results on display with an explanation of the problem and how the simple machine solves the problem. While your group walks around to view other groups’ projects, write notes on your top two favorite projects.
Lesson 1.13: Communicating for Success

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

Time Required
40–60 minutes

Materials Required
For the classroom:
Computer with internet access
Projector

For the students:
Interactive journal
Pen/pencil
Communicating for Success handout (following this lesson)

Foundations

TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(B) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.
§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
(A) use interpersonal skills to facilitate effective teamwork;
(B) use problem-solving models and critical-thinking skills to make informed decisions;
(C) use effective time-management and goal-setting strategies; and
(D) identify skills that can be transferable among a variety of careers.
§127.3(c)(6) – The student develops skills for professional success. The student is expected to:
(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills; and
(B) evaluate the impact of positive and negative personal choices, including the use of electronic communications such as social networking sites.

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

Student Competencies for Success

Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills

Interpersonal Effectiveness:
Effective interactions with diverse populations
Effective and appropriate communication skills

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Accountability
Diligence
Perseverance

Enduring Understandings
Effective communication is a vital part of being successful in all areas of life.
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Ongoing development of intrapersonal and interpersonal skills will help with my success.

Essential Questions
How does communication impact the outcome of a situation?
What skills do I need to gain for future goals and success?

Learning Objectives
I can determine how to use my skills and abilities to set myself up for success.
I can practice and develop intrapersonal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Have two versions of a note on the board. Ask the students to write who they think each version is meant for and why.
   a. Hey! I'm not staying. Mom called and said I had 2 go.
   b. Good morning, I will not be able to stay after school today. My mom called and asked me to reschedule.
   (~ 5–7 min)

2. **Whole Class Activity:** Explain to students that writing in different styles is important and depends on the audience. Create a chart on the board and have the students brainstorm the differences between writing to teachers and writing to peers. Use this YouTube video, *How to Email a Teacher* (youtu.be/NuzKN7fO8ls), to help further illustrate the key components if needed.
   (~ 10–15 min)

3. **Independent Activity:** Have students draft an email to a teacher with a question pertaining to that class. This can be about their grades overall, their grade on an assignment, tutorials, a missing assignment, etc.
   (~ 20 min)

4. **Closure:** Once the students have drafted a final copy of their email, ask them to email another one of their teachers the message. Once they've heard back from their teacher, they will complete a reflection about how drafting an email is different for them now.
   (~ 20 min)

**Extension Opportunities for Everyone**

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

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

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., email, subject line).
- Allow ELL and students with appropriate accommodations to use a dictionary as they work on constructing their email.
- Encourage GT students to make a short video where they interview people in different positions at school on their thoughts about audience-based communication. They can ask the librarians, office staff, the principal or assistant principal, counselors, coaches, teachers and students. Share the videos schoolwide on the announcements or in other classrooms.

**Formative Assessments/Checks for Understanding**

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers about where they are in the process of writing the email or how comfortable they are with the quality of the email.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**

- Ask students to think about writing to an audience in relation to their classes. Is the purpose and tone of writing in English class different than in social studies? Science? (You can choose to compare any two subjects.) How is this idea of communicating to an audience also shown in the writing you do in school in essays, short answer assignments, etc.? Why is that something to also be aware of?
In this lesson you will work on drafting an appropriate email to a teacher to ask a question and then reflect on their response.

**Part 1: How to Write an Appropriate Email (Know Your Audience)**
List the differences between writing to a teacher about a project, writing to a peer about a project, and responding to a friend’s text. If no differences are present, write “none” and explain why there should not be a difference.

<table>
<thead>
<tr>
<th>Parts of the email</th>
<th>Teacher</th>
<th>Peer project</th>
<th>Responding to a friend</th>
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<tbody>
<tr>
<td><strong>Subject line</strong></td>
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<tr>
<td><strong>Greetings</strong></td>
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<tr>
<td><strong>Phrasing of the body of the email (key vocabulary, abbreviations, etc.)</strong></td>
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<tr>
<td><strong>Sign-off</strong></td>
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</table>
Part 2: Practice.

1. Identify one question you have for one of your teachers. It could be about tutorials, scheduling a retest, or a question about some class material. Name the teacher, their email, the subject, and your question.

2. Draft an email using the following rules:
   - Specific subject line
   - Appropriate greetings
   - Question with short summary of your thoughts
   - Appropriate sign-off

3. Once you’ve drafted your email in the space below, have a peer quickly edit it, then rewrite with the best suggestions applied.

4. Now that you have your final draft, send this email to that teacher.

5. Once you get a response, reflect on how they responded. Do you think the response would be different if your email had not been so well crafted?
Lesson Overview
This lesson is designed to emphasize that managing team, work, and life relationships requires more than just teamwork and planning. When conflict arises, it's necessary to address it appropriately. The students will learn about different conflict styles and how to handle them.

Time Required
40–60 minutes

Materials Required
For the classroom:
Ads from local grocery stores (enough for students to have individually or in pairs)

For the students:
Interactive journal
Pen/pencil
Copy of Five Types of Conflict Management Styles handout (following this lesson)
Copy of Managing Conflict handout (following this lesson)

Foundations
TEKS
§127.3(c)(6) – The student develops skills for professional success. The student is expected to:
(A) demonstrate effective verbal, nonverbal, written, and electronic communication skills;
(B) evaluate the impact of positive and negative personal choices, including the use of electronic communications such as social networking sites;
(C) model characteristics of effective leadership, teamwork, and conflict management;
(D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
(E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills

Interpersonal Effectiveness:
Effective conflict resolution skills
Effective interactions with diverse populations

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Empathy
Consideration
Patience
Respect
Courtesy

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Ongoing development of intrapersonal and interpersonal skills will help with my success.

Essential Questions
What skills do I need to gain for future goals and success?
Learning Objectives
I can determine how to use my skills and abilities to set myself up for success.
I can practice and develop intrapersonal and interpersonal skills.
I can develop a personal plan that helps me set goals based on skills I will need in order to achieve the outcome I desire.

Procedures
1. **Engaging Focus/Prior Knowledge:** Using ads from the local grocery stores, tell students they each get $50 to spend at that store. Working individually, they will need to compile a list of the things they need and the items they want, but the final list cannot exceed the $50 amount. If your class needs to share the ad, students should still come up with their own lists. After they are done, ask them to share out some of the items. Were they able to get everything they needed and some of what they wanted? How did they decide what to put on the final list? How challenging was it to make that decision? Explain to students that we face choices every day and that some are easier than others. Conflict can arise when the choice is difficult, but there are ways to work through it. (~ 10 min)

2. **Whole Class Activity:** Give the students the following scenario. Ask them how they would handle this situation, using what they know about money management.
   a. Five friends want to plan a party for their class. Each friend is taking a portion of the party planning duties to have the party in three weeks. The friends have decided not to let anyone spend more than $25.
      i. Cseke is in charge of invitations.
      ii. Leslie has to plan the decorations.
      iii. Huong needs to get a gift for the teacher.
      iv. Megan and Jamie will get food, as the party will be during lunch.
   b. Huong has a dilemma. The gift she wants to buy the teacher costs $35. She knows everyone else is staying on budget. What should she do? (~ 5–7 mins)

3. **Introduction of New Material:** Explain that conflict is often seen as negative, but students should view it as an opportunity to create, improve, and grow. Knowing a variety of ways to resolve conflict can help develop leadership skills and promote teamwork. Display and review with the students the Five Types of Conflict Management Styles handout. (~ 10–15 min)

4. **Independent Activity:** Pass out the Managing Conflict handout. Allow the students to work through their thoughts on the conflict management styles. (~ 15 min)

5. **Closure:** At the end of the lesson, have the students discuss the following questions. If time allows, do a visual survey as you call out each style. Have the students write their answers on small dry-erase boards, stand up, raise their hands, or give a thumbs-up or thumbs-down to answer the following questions for each style:
   - Which conflict management style do you think is the best/worst? List comparisons.
   - Which conflict management styles do you use? List styles.
   - Which conflict management style do you believe would be most likely to help you succeed in your future? List styles. (~ 5–10 min)

Extension Opportunities for Everyone
Have the students create a comic strip focused on conflict, or write out a dialogue between two people with a conflict. Give them a set of standard conflicts or let them develop their own centered on money management. Have them emphasize a style by showing it as a success or as disaster.
Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., conflict, dilemma, avoidance, accommodation, compromise, collaborate, escalate).
- Allow ELL students to work in a group that reads the descriptions aloud to help with comprehension.
- Allow ELL students to use visuals in their handout and verbally explain how the visual connects to what they learned about the type of conflict.
- Have GT students create a skit or video over what they learned in this lesson.

Formative Assessments/Checks for Understanding

- Write your own quiz question – ask students to submit a question over the handouts that will be posed to the class. They can do this on a sticky note or small slip of paper. After collecting them, redistribute them and ask students to answer the question they received. Share out answers and discuss what needs to be reinforced.

Reflection/Engagement Strategies

- Ask students to go back to their list from the beginning of class. Is there anything they would change after completing the activity? Does anyone want to pair up with a partner to see if they can, together, come up with a better list than the original? If time permits, allow students to do so.
**Competition** – Competitors keep their “eyes on the prize.” The emphasis is on winning, and if that means others have to lose or a relationship is damaged, so be it. Competition is prevalent in our society, from sports to business to war. Competition usually benefits the powerful but is also favored by the determined and those who hold strong convictions. It is the style used when success is important enough to risk defeat.

**Avoidance** – Sometimes a conflict just isn’t worth the trouble of getting involved, no matter the outcome. Perhaps the issue doesn’t affect you much, or finding a solution would take time you could better spend elsewhere. Occasionally problems just fizzle, but usually avoidance doesn’t resolve conflicts. The problem will persist, and maybe that’s acceptable. Other times, avoidance may allow the problem to escalate until another style needs to be applied.

**Accommodation** – When relationships matter more than objectives, you may give up your position to remain on good terms with others involved. If competition is “my way or the highway,” accommodation is “your way’s fine with me, friend.” Maybe you know that the other person feels more strongly about the issue than you do. Or maybe you can’t stand the thought of making an enemy. Accommodations appease the other parties, even if that means letting them win.

**Compromise** – Splits and shares; in a compromise, no party loses and no party really wins. Usually a compromise involves some appeal to objective fairness, like 50/50, taking turns, or “if we can’t both have our way, neither of us will.” Compromises allow you to get part of what you want and usually don’t leave relationships any worse off. However, compromises can feel unsatisfying and may replace a more creative, potentially win-win solution.

**Collaboration** – Collaborators place a premium on both their own goals and their relationship with others involved in the conflict. Collaborators seek to create lasting, mutually acceptable resolutions. Collaboration requires time and creativity, but it usually results in win-win outcomes.
Explain how each conflict management style would handle these scenarios. For each scenario, write down the style you think would be successful for each scenario. You can choose more than one.

<table>
<thead>
<tr>
<th></th>
<th>Scenario 1</th>
<th>Scenario 2</th>
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<tbody>
<tr>
<td></td>
<td>This month, your school is engaging students in an antidrug campaign. You and Eduardo have been chosen to create a large banner to be hung in the school's main hallway. Eduardo wants to draw a series of student portraits, each with their own drug awareness slogan. You don't like drawing and would rather use the banner to explain the school's campaign in large block letters.</td>
<td>Every summer you work for your grandpa doing odd jobs around his farm. You enjoy the work and really like having extra money for the school year. But this year, your grandpa has also hired his neighbor’s son, Curtis, to help out. Slowly, Curtis is taking more and more of your jobs! Some days you arrive and your grandpa has nothing for you to do. You don't know Curtis that well but feel like you should have first pick of the jobs.</td>
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<tr>
<td></td>
<td>Successful style(s):</td>
<td>Successful style(s):</td>
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<tr>
<td>Competition</td>
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<tr>
<td>Avoidance</td>
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<tr>
<td>Accommodation</td>
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<tr>
<td>Compromise</td>
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<tr>
<td>Collaboration</td>
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</table>
Lesson 1.15: Performance Assessment, Mapping My Vision

<table>
<thead>
<tr>
<th>Lesson Overview</th>
<th>Time Required</th>
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<tbody>
<tr>
<td>This is an assessment of the knowledge and skills the students have acquired during this unit.</td>
<td>120–160 minutes</td>
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</table>

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<thead>
<tr>
<th>Materials Required</th>
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| For the students:  
Interactive journal  
Computer with internet access  
Presentation software (e.g., PowerPoint, Prezi, Google Slides) |

<table>
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<tr>
<th>Foundations</th>
<th>Cross-Disciplinary Standards</th>
<th>Student Competencies for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEKS</td>
<td></td>
<td></td>
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</tbody>
</table>
$\text{§127.2(c)(4) A–C}$ – The student investigates labor market information. The student is expected to:  
(A) analyze national, state, regional, and local labor market information;  
(B) classify evidence of high-skill, high-wage, or high-demand occupations based on analysis of labor market information; and  
(C) analyze the effects of changing employment trends, societal needs, and economic conditions on career planning. |
| I.F. Academic integrity  
1. Attribute ideas and information to source materials and people.  
2. Evaluate sources for quality of content, validity, credibility, and relevance.  
3. Include the ideas of others and the complexities of the debate, issue, or problem.  
4. Understand and adhere to ethical codes of conduct.  
II.A. Reading across the curriculum  
1. Use effective pre-reading strategies.  
2. Use a variety of strategies to understand the meanings of new words.  
3. Identify the intended purpose and audience of the text.  
4. Identify the key information and supporting details.  
5. Analyze textual information critically.  
6. Annotate, summarize, paraphrase, and outline texts when appropriate.  
7. Adapt reading strategies according to structure of texts.  
8. Connect reading to historical and current events and personal interest.  
II.C. Research across the curriculum  
1. Understand which topics or questions are to be investigated.  
2. Explore a research topic.  
3. Refine research topic based on preliminary research and devise a timeline for completing work.  
4. Evaluate the validity and reliability of sources.  
5. Synthesize and organize information effectively.  
II.E. Technology  
1. Use technology to gather information.  
6. Accountability  
7. Responsibility  
8. Diligence  
9. Perseverance  
10. Self-control  
11. Patience  
12. Reliability |

<table>
<thead>
<tr>
<th>Cross-Disciplinary Standards</th>
<th>Student Competencies for Success</th>
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</table>
| I.F. Academic integrity  
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<tbody>
<tr>
<td>Texas Model Student Competencies</td>
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</table>
| IntrAPERSONAL EFFECTIVENESS:  
Effective executive functioning skills  
Positive self-concept  
InterPERSONAL EFFECTIVENESS:  
Effective interactions with diverse populations  
Effective and appropriate communication skills  
POSTSECONDARY PLANNING AND COLLEGE READINESS:  
Awareness of the importance of postsecondary education  
Understanding the relationship of academics to work, home, and community  
Motivation to succeed  
HB 1026 Positive Character Traits  
Accountability  
Responsibility  
Diligence  
Perseverance  
Self-control  
Patience  
Reliability |
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

**Enduring Understandings**
Analyzing all options before making a decision allows me to make better choices.

**Essential Questions**
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

**Learning Objectives**
I can research a pathway that aligns with my career and education goals.
I can examine possible options for the transition from middle school to high school.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Ask students to return to the interactive journal entry they made in the lesson titled “My Vision.” Give students time and access to materials to either complete the project or add to it now that they have finished the unit. Students can do this by going back and reflecting on what they chose at the beginning. Let them know that they are welcome to make any adjustments they feel are necessary. (~ 15 min)

2. **Day 1:** Explain that the assessment for this unit will be done in three parts. Explain to students that they will be taking elements of their interactive journal entries and connecting them to some of the key concepts and skills they learned throughout the unit. The elements they choose will be put into a presentation where they will explain what each piece means to them, what skills it connects to, and how they want to use those skills to help them achieve their goals. Afterward, give them time to work on the project. Project this list of skills that they can choose from:
   - Study and time management skills they can use to achieve their goals
   - College and career readiness
   - How growth mindset helps them persevere over obstacles
   - Their personal and academic goals
   - Study habits they have learned or used for success
   - What time management and well-roundedness means to them
   - Highlighting their strengths and skills
   - What self-efficacy means for them
   - How they will use self-regulation and stress management to overcome obstacles
   - How conflict resolution helps them foster healthy relationships
   - Endorsement options they may choose
   - The support network they have available that helps them persevere when high school becomes challenging
   - The college or postsecondary school they would like to attend
   - The career clusters they would like to pursue

   In addition, students must answer the essential question: How do I find my purpose? (~ 10–15 min)

3. **Days 1–3:** Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame at the teacher’s discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to any notes and activities from past lessons.
   - Part 1 – Interactive journal review. Let the students know that they will summarize their reflections and the lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect. (~ 20-40 min)
   - Part 2 – Performance assessment. Pass out the student activity sheet and explain the performance assessment to the students. Let them know that they will create a college pennant and a roadmap to their college path. Allow the students to use craft supplies and other poster making materials. You can let them
use printer paper to sketch a rough draft prior to starting their final product (~ 40–60 min)

○ Part 3 – Multiple choice knowledge-based quiz using the bank of questions below.

(~ 15–20 min)

4. **Closure**: You will have the students present and explain their choices through a gallery walk. Grading will be done through the scoring rubric provided to the students on day one. Students will vote for their favorite. Ask students to give you their top three presentations and why they chose those. Encourage them to not just choose their friends’ presentations but the ones that they enjoyed for other reasons. It could be that they learned something about an endorsement or career cluster that they didn’t think of before or that the presentation had something they connected to personally. Or it could be anything in between. This can be done either on paper or electronically. (~ 40 min)

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**Extension Opportunities for Everyone**

Students can make a public service announcement for their favorite lesson or skill in the unit to put on a poster or on the announcements for campus. Students could focus on summarizing what the skill is, how it benefits them now, and how it will help them in the future. Students can then hang posters on campus or have this included in the announcements through a presentation slide or video, depending on your access to technology.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., growth mindset, self-efficacy, self-regulation, endorsement, persevere, postsecondary).
- Provide a template with sentence stems for ELL or SPED students who may need assistance to be successful.
- Allow ELL students to incorporate elements that include their native culture as a celebration of their heritage and cultural background. If necessary, brief the class on what to expect from all learners, but especially those from diverse backgrounds to facilitate and set the stage for the opportunity of cultural fluency during the presentations.
- Challenge GT students to form their presentation into an overall shape, and ask them to incorporate the reasoning for the shape into their final product.

**Formative Assessments/Checks for Understanding**

- End of day one (exit ticket): Ask students which elements they chose for their presentation. What initial ideas do they have to use those in their presentation?
  - This question is meant to be a check-in for your reference the next class day. Knowing this helps you to monitor students’ progress during day two.
- During or at the end of day two: Ask students, “Is there anything you chose to include in this presentation that, upon reflection, has been a part of your life or personality for a long period of time?” Have them explain their answer.
  - This will enable further reflection on a deeper level if students can make connections to memories or past events. Students may not feel comfortable sharing private moments, which is completely acceptable. Make sure students understand that the reason for them to answer this is for their reflection and that it will not be used in their final grading component.
- Ask students to list out their last workday’s action steps or plan so that you can support and monitor them on day three.
  - This will give you insight into who you need to monitor and support on the last day.
- During or at the end of day three: Ask students, “How do you feel about presenting this to the class next period? How can I (your teacher) help support your success in this?”
  - You may consider talking about skills that help make a presentation effective. Here is a link to help with that conversation: [Simple Rules for PowerPoint Presentations](tinyurl.com/vltf7wf). Although it says it’s for PowerPoint, the tips can be used for any electronic presentation. This will also help set your expectations and standards so that students are successful.

**Reflection/Engagement Strategies**

- Quick-write – Ask students to reflect on the process of initially creating the interactive journal all the way through to this project. How did the lessons help them adjust and update it? How is the process of reflecting, adjusting, and updating the board similar to the progress they will make as they move through high school and then college?
Part 1:
Write a reflection on what you've learned this unit. You can use your interactive journal. Some suggested thoughts to explain:
- What you knew before the unit compared to what you know now.
- Reflect on the path you thought your life would follow after graduating high school, versus the path you think you will follow now.
- What interests you about a certain college or postsecondary pathway and why?

Part 2:
Create a presentation:
- Display and explain elements from your interactive journal from Unit 1, Lesson 1: My Vision
- Answer this unit's essential question: How do I find my purpose?
- Explain your endorsement, career path, and where it is represented in your interactive journal.
- Due: ______________

Scoring:

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>17-10</th>
<th>9-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of Interactive Journal</td>
<td>All components of the journal are explained and linked to skills learned and future goals.</td>
<td>Most aspects of a journal are explained and some are linked to skills learned and future goals.</td>
<td>Nothing on the journal is explained or linked to skills learned and future goals.</td>
<td></td>
</tr>
<tr>
<td>How do I find my purpose?</td>
<td>Answer is thoughtful and personal to your desired goals.</td>
<td>Answer shows some thought and is related to your goal.</td>
<td>Not answered or is answered without thought or connection to your goals.</td>
<td></td>
</tr>
<tr>
<td>Endorsement and Career Path</td>
<td>Fully outlines why you've chosen your endorsement and career path. Evidence of research into some courses for chosen endorsement. Evidence of research about desired career path (salaries, job titles, necessary steps to get to the desired level).</td>
<td>Mostly outlines why you've chosen their endorsement and career path. Some evidence of research into courses and career research.</td>
<td>No reasoning behind chosen endorsement or career path. No evidence of research into salary, titles or step necessary to reach desired level.</td>
<td></td>
</tr>
<tr>
<td>Overall Presentation</td>
<td>Evidence of practice, research and preparation. Smooth transitions, organized notes.</td>
<td>Some evidence of practice, research and preparation. Most transitions are done smoothly and notes are used.</td>
<td>No evidence of practice, research or preparation. No organization. Transitions are not smooth and notes are not used or organized.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future.</td>
<td></td>
</tr>
</tbody>
</table>
Part 3:

Topic: Envisioning Success Assessment Bank

1) What is a good example of having a growth mindset?
   A. I just can't do this.
   B. I'm not very good now, but I want to work to get better.
   C. People like me don't do this.
   D. I'm going to try, but I won't be surprised if I fail.

2) Which of the following is a benefit of using self-reflection?
   A. Self-awareness
   B. Achieving goals
   C. Seeing growth and progress
   D. All of the above

3) How is self-efficacy achieved?
   A. By giving up when times get tough.
   B. By partially working through obstacles.
   C. By setting specific goals and monitoring them.
   D. By not having any goals and hoping it all turns out ok.

4) How does having a positive self-concept impact our community?
   A. It values the uniqueness of each individual.
   B. It doesn't have any impact at all.
   C. It only has an impact if everyone does it.
   D. It can't have an impact because it's very personal.

5) Which of the following factors can make stress management and self-regulation challenging?
   A. Peer pressure
   B. Conflict at home
   C. Too much homework
   D. All of the above

6) Achieving personal and academic goals is an easy process that happens overnight.
   A. True
   B. False

7) Everyone has strengths and skills that can help us be college and career ready.
   A. True
   B. False

8) Conflict resolution can be difficult, but it is always the best way to maintain healthy relationships.
   A. True
   B. False

9) Communication only means using an electronic device to send a message.
   A. True
   B. False

10) Teamwork is an essential life skill that requires time and practice.
    A. True
    B. False
Envisioning Success Answer Key

1. B
2. D
3. C
4. A
5. D
6. False
7. True
8. True
9. False
10. True
Unit 2: College and Other Postsecondary Options

Unit Overview
College success, as well as other postsecondary options, is a real possibility for our students. In this unit, students are allowed the time and guidance to research these options. While thinking about the direction they want their future to go, they also can begin thinking about the steps needed to succeed. This unit provides foundational information on the postsecondary options available to students. Throughout this unit, students will utilize the professional skills for success that they learned in unit 1 to explore and envision their future college and postsecondary goals.

Essential Questions
1. What skills do I need to gain for future goals and success?
2. How do my educational choices connect with my long-term goals and vision for my life?
3. How does planning my next steps help set me up for success?

Enduring Understandings
- Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
- Ongoing development of personal and interpersonal skills will help with my success.
- Analyzing all options before making a decision allows me to make better choices.

Big Ideas and Key Concepts
- Self-evaluation: Building ability to individually, intentionally, and realistically assess one's own performance, behavior, and progress toward a goal
- Military service: Understanding options for enlistment and service in the US armed forces
- Industry-based certification (IBC): Certification validating a student's mastery of skills related to a specific career
- Postsecondary options: Building awareness of educational and career options after high school
- Intrapersonal skills: Building strong individual internal skills and capacities
- Interpersonal skills: Building skills for effective interactions and communications with others
- Goal setting: Creating short-term and long-term goals
- Time management: The ability to use one's time productively and effectively
- Long-term planning and forethought: Taking time to think about the steps needed to reach future goals.
- Delayed gratification: Using self-control to bypass immediate rewards in favor of more significant rewards later on
- Hispanic serving institution (HSI): Exploring colleges and universities with student enrollment of at least 25%
- Historically black college or university (HBCU): Exploring colleges and universities that were established before the Civil Rights Act of 1964 with the intention of serving African American students
- Asian-American and Native American Pacific Islander serving institution (AANAPISI)

Performance Assessment
Students will complete a performance assessment, My Pennant, creating a college pennant representing a variety of college and postsecondary pathways after high school. They will include elements from a college they want to attend in the future. Students will also design a collage that creatively answers the essential questions from this unit.
**Lesson 2.1: Types of Colleges**

**Lesson Overview**
This lesson is designed to introduce students to the different types of colleges and universities where they may choose to study and to encourage them to consider the potential advantages of the different types of colleges and universities for different types of students.

**Time Required**
70–90 minutes

**Materials Required**
For the classroom:
“Types of Colleges” note cards with individual terms and definitions (one term/definition per card – enough for every student to have one)
Chromebooks or laptops for research (if available)
Slips of paper or Post-Its for exit tickets

For the students:
Interactive journal
Pencil/pen
Types of Colleges handout

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**Foundations**

**TEKS**
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.

§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) Discuss the impact of effective college and career planning.

---

**Cross-Disciplinary Standards**

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

I.E. Work habits
1. Work collaboratively.

II.A. Reading across the curriculum
1. Use effective pre reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

---

**Student Competencies for Success**

**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
Effective executive functioning skills
Positive self-concept

**Postsecondary Planning and College Readiness:**
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

**HB 1026 Positive Character Traits**
Accountability
Diligence
Perseverance

---

**Enduring Understandings**
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.

**Essential Questions**
What information and skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

**Learning Objectives**
I can understand the types of colleges that I may choose to attend and identify reasons that each type of college may be beneficial to some students.
I can visualize my ability to create a future for myself that includes going to college.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Ask students to respond to the following prompt in their interactive journals:
   a. “List the types of colleges that you know about. Do you think that different types of colleges are mostly the same or mostly different from one another? Why?”
   (~5–7 min)

2. **Introduction of New Material:** Explain to students that they will be learning about the many different types of colleges today. Give each student one “Types of Colleges” note card and a “Types of Colleges” handout. Using an instructional strategy such as Hand Up, Stand Up, Pair Up or Find Someone Who... and instruct students to find a partner with a different college term and definition than the one on their own card.
   a. Once students have paired, have them explain their terms and definitions to each other and then copy down the definitions on their individual handouts in the appropriate box.
   b. Have students repeat this process until they have discussed and written down a definition for each term on the handout by pairing with different partners.
   (~20–25 min)

3. **Whole Class Activity:** After students have returned to their seats, conduct a review of each term and definition with the whole class, answering any clarifying questions that arise and ensuring that all students have written down accurate and complete notes.
   (~7–10 min)

4. **Partner Activity:** Next, ask students to work in pairs to complete the rest of the activity. If Chromebooks or laptops are available, students should use them for this short research task. If there are not enough Chromebooks for students to work in pairs, have them work in larger groups. If laptops and/or internet are unavailable, encourage students to use the collective knowledge in the room to answer the questions to the best of their ability.
   In the last two columns of the handout students are asked to answer two questions:
   a. What is an example of this type of college?
   b. From what you understand about this type of college, why might it be a good option for some students?
   (~17–20 min)

5. **Group Activity:** Next, ask students to combine their pairs into groups of four and discuss their answers with one another.
   (~5–7 min)

6. **Whole Class Activity:** Go through each of the types of colleges on the handout and allow volunteers to share either their own answer or a great answer that they heard from someone else about the last two columns of the handout.
   (~10–12 min)

7. **Closure:** Ask students to respond to the prompt in their interactive journals. “Based on the information that you learned today about the different types of colleges, what are the two types that seem like they could be a good fit for you. Why?”
   (~5–7 min)

**Extension Opportunities for Everyone**

- Ask students to create a simple visual representation for each type of college that will make the definition “sticky” and that they could use to code their college research notes in the future.
- Ask students to highlight or circle the three types of colleges that they are most interested in exploring and ask them to explain their reasoning with a shoulder-partner.
Differentiation and Additional Support Opportunities

- Display relevant academic and content specific language (e.g., liberal arts, associate degree, bachelor’s degree, financial aid).

Formative Assessments/Checks for Understanding

- Checks for understanding are included in the procedures during the whole-group check for accuracy in students’ notes, the popcorn share-out, and in the exit ticket. Additionally, the teacher should listen closely to students’ discussions throughout the class period and address any misconceptions.

Reflection/Engagement Strategies

- Reflection and engagement strategies are embedded in the exit ticket and in the multiple opportunities for peer-to-peer, small-group, and whole-group discussion throughout the lesson.
<table>
<thead>
<tr>
<th>Type of College</th>
<th>Definition</th>
<th>What is an example of this type of college?</th>
<th>Why might this type of college be a good choice for some students?</th>
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</thead>
<tbody>
<tr>
<td>University</td>
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<tr>
<td>College</td>
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<td>Private</td>
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<td>Four-Year College</td>
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<td>Community College</td>
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<td>Liberal Arts College</td>
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<td>For-Profit School</td>
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<td>Single-Gender College</td>
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<td>Historically Black College or University (HBCU)</td>
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<td>Hispanic-Serving Institution (HSI)</td>
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<td>Asian-American and Native American Pacific Islander-Serving Institution (AANAPISI)</td>
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<td>Military Service Academies</td>
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<td>Religiously-Affiliated Colleges</td>
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<tr>
<td>Type of College</td>
<td>Definition</td>
<td>What is an example of this type of college?</td>
<td>Why might this type of college be a good choice for some students?</td>
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</tbody>
</table>
| University      | **Student Definition:** Universities often are larger and offer more majors and degree options—bachelor’s, master’s and doctoral degrees—than colleges. Most universities contain several smaller colleges, such as colleges of liberal arts, engineering or health sciences. These colleges can prepare you for a variety of careers or for graduate study. In order to be labeled as a university, the school must offer at least one type of graduate degree.  

**Additional Teacher Notes:** Don’t worry about whether the school is a college or university. The label is not a reflection of quality, just size and program offerings. | **Teacher Note:** Just a few of many possible examples are provided. Feel free to include your own. The University of Texas at Austin  Southwestern University  Boston University | **Teacher Note:** There are numerous appropriate responses to the question in this column. Students’ answers should show evidence of thoughtfulness and an attempt to connect “college type” with their own and other students’ real-life experiences and feelings. |
| College         | **Student Definition:** This label describes schools with few or no graduate programs. Size is not a measure of quality.  

**Additional Teacher Notes:** There are numerous high-quality colleges, so please do not think that “university” = better. | Austin College  Hope College  Hendrix College | |
| Public          | **Student Definition:** Public colleges are funded by the government and usually offer lower tuition than private colleges, especially for students who are residents of the state where a college is located. Applicants who are from a different state will pay a large additional fee called out-of-state tuition.  

**Additional Teacher Notes:** Despite the common myth, public schools are not always more affordable. | University of North  Texas Louisiana State University  University of Michigan | |
<table>
<thead>
<tr>
<th>Type of College</th>
<th>Definition</th>
<th>What is an example of this type of college?</th>
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</thead>
<tbody>
<tr>
<td>Private</td>
<td><strong>Student Definition:</strong> Private colleges rely mainly on tuition, fees and private sources of funding. Private donations can sometimes provide generous financial aid packages for students.</td>
<td>Rice University</td>
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<td></td>
<td></td>
<td>Rhodes College</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Earlham College</td>
<td></td>
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<tr>
<td></td>
<td><strong>Additional Teacher Notes:</strong> Don’t judge private colleges by the sticker price. After financial aid has been awarded, private schools often end up being the least expensive option!</td>
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</tr>
<tr>
<td>Four-Year College</td>
<td><strong>Student Definition:</strong> Four-year colleges offer four-year programs that lead to a bachelor's degree. These include universities and liberal arts colleges.</td>
<td>Whitman College</td>
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<td></td>
<td></td>
<td>Texas A&amp;M -Kingsville</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>University of Texas -Tyler</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Teacher Notes:</strong> With all college research it is essential that you research both the <strong>overall graduation rate</strong> and the <strong>minority graduation rate</strong> for all colleges so that you can choose a campus environment that is more likely to support you through graduation.</td>
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<tr>
<td>Community College</td>
<td><strong>Student Definition:</strong> Community colleges offer two-year associate degrees that prepare you to transfer to a four-year college to earn a bachelor’s degree. They also offer other associate degrees and certificates that focus on preparing you for a certain career. Community colleges are often an affordable option with relatively low tuition.</td>
<td>Houston Community College</td>
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<tr>
<td></td>
<td></td>
<td>Tyler Junior College</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>El Paso Community College</td>
<td></td>
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<tr>
<td></td>
<td><strong>Additional Teacher Notes:</strong> Transfer and graduation rates can be extremely low, so it is essential that you have a solid and detailed plan if you intend to begin at a community college.</td>
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<tr>
<td>Type of College</td>
<td>Definition</td>
<td>What is an example of this type of college?</td>
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<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Liberal Arts College | **Student Definition:** These colleges offer a broad base of courses in the liberal arts, which includes areas such as literature, history, languages, mathematics and life sciences. Most are private and offer four-year programs that lead to a bachelor’s degree. These colleges can prepare you for a variety of careers or for graduate study.  
**Additional Teacher Notes:**  
Don't judge liberal arts colleges by the sticker price. After financial aid has been awarded, private liberal arts colleges are often affordable options! | Bates College  
Pomona College | |
| For-Profit School | **Student Definition:** These are businesses that offer a variety of degree programs which typically prepare a student for a certain career. They tend to have higher costs, which could lead to graduating in greater debt, and their courses are typically not transferable to other colleges.  
**Additional Teacher Notes:**  
For-profit schools routinely prey upon low-income and first-generation students, frequently leaving them with severe debt and a degree with minimal value. | The Art Institute  
University of Phoenix | |
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<tr>
<th>Type of College</th>
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</thead>
</table>
| Historically Black College University (HBCU) | **Student Definition:** HBCUs originated during a time when African-American students were denied access to most other colleges and universities. The 100+ HBCUs serve a predominantly African-American student body, providing an opportunity to both earn a degree and connect with their cultural heritage.  

**Additional Teacher Notes:** Many African-American students choose to attend an HBCU because they want a supportive cultural environment and/or want to explore their cultural roots more deeply. Students who are not African-American are also welcome at HBCUs, and in many cases can find attending one to be an affordable and culturally rich experience. There are over 100 HBCUs in the United States, and several in the state of Texas. | Howard University  
Grambling State University  
Southern University  
Florida A&M University  
Hampton University  
Fisk University | |
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<tr>
<th>Type of College</th>
<th>Definition</th>
<th>What is an example of this type of college?</th>
<th>Why might this type of college be a good choice for some students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic-Serving Institution (HSI)</td>
<td><strong>Student Definition:</strong> Hispanic-Serving Institutions (HSIs) are defined as colleges or universities where at least 25% of the students enrolled are Hispanic.</td>
<td>Texas State University</td>
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<td></td>
<td><strong>Additional Teacher Notes:</strong> While the designation of HSI does not automatically mean that the school has special programming for Hispanic students, that is often the case. Some Hispanic students choose to attend an HSI because they want to be certain that there will be a large community where they can be supported, they can relate culturally, and become involved.</td>
<td>University of Texas-San Antonio</td>
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<tr>
<td></td>
<td></td>
<td>St. Edwards University</td>
<td></td>
</tr>
<tr>
<td>Asian-American and Native American Pacific Islander-Serving Institution (AANAPISI)</td>
<td><strong>Student Definition:</strong> Colleges and/or universities that serve at least 50% low-income students and at least 10% students who identify as Asian-American, Native-American, or Pacific Islander.</td>
<td>University of Maryland - College Park</td>
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<td></td>
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<td>Austin College</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>George Mason University</td>
<td></td>
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<td></td>
<td></td>
<td>Fullerton College</td>
<td></td>
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<tr>
<td>Military Service Academies</td>
<td><strong>Student Definition:</strong> The Military Service Academies are five highly-selective institutions that prepare students to serve immediately as officers in their chosen branch.</td>
<td>US Naval Academy (Navy &amp; Marines)</td>
<td></td>
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<tr>
<td></td>
<td><strong>Additional Teacher Notes:</strong> Service Academies are intensely competitive and require students to begin preparing for them no later than 9th grade. If students are accepted, a full scholarship is provided. Graduates receive B.S. and are required to serve for a minimum of five years.</td>
<td>US Air Force Academy (Air Force)</td>
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<td></td>
<td></td>
<td>US Coast Guard Academy (Coast Guard)</td>
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<td></td>
<td></td>
<td>US Merchant Marine Academy (Merchant Marines)</td>
<td></td>
</tr>
<tr>
<td>Type of College</td>
<td>Definition</td>
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<td>Why might this type of college be a good choice for some students?</td>
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<td>----------------------------------------------------------------------------</td>
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<td>---------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Religiously-Affiliated Colleges     | **Student Definition:** Some private colleges are connected to a religious faith. The connection may be historic only, or it may affect day-to-day student life.  
**Additional Teacher Notes:** Students should not make assumptions, but rather research each religiously-affiliated college separately to assess whether the religious climate suits their needs. | University of the Incarnate Word  
Houston Baptist University  
University of Notre Dame  
Brigham Young University |
Lesson 2.2: Other Postsecondary Options

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

Time Required
80 minutes

Materials Required
For the classroom:
Computer access
Internet access

For the students:
Interactive journal
Pen/pencil
Paper

Foundations
TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities.

§127.3(c)(1) – The student explores career assessments as related to college and career planning. The student is expected to:
(E) research educational options and requirements using available resources.

Cross-Disciplinary Standards
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
5. Synthesize and organize information effectively.

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

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits
Accountability
Diligence
Perseverance

Enduring Understandings
Analyzing all options before making a decision allows me to make better choices.

Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

Learning Objectives
Research a pathway that aligns with my career and education goals.
Examine possible options for the transition from middle school to high school.

Procedures
1. Engaging Focus/Prior Knowledge: Write the word “college” on the board. Have students write a reflection:
   a. When you think of “college,” describe what you see.
   b. Why do you think that about college?
   c. Imagine yourself in college – what will you be successful at?
   d. Write about the messages you have received about college from sources such as media, friends, or family.
2. **Partner Activity:** Have students share and discuss their answers with a partner.  
(~ 5–7 min)

3. **Independent Activity:** Have the students take notes in their interactive journals on these four categories (see the handouts following this lesson for options to display and help students set up their paper):
   a. On-the-job training
   b. Military experience
   c. Two-year college
   d. Four-year college

Have students use computers to define each category and investigate the opportunities available in their area based on the category of the card.  
(~ 30–40 min)

4. **Whole Class Activity:** Ask students to share what they have learned with a brief, informal presentation.  
(~ 10–15 min)

5. **Closure:** Complete discussion by completing a ticket out the door in their interactive journal. Students can turn in their journals for you to leave feedback on, or they can show you their answers to the following questions, and you can respond with feedback at a later date:
   - How has your idea of postsecondary learning changed since their reflection in step 1 of the procedure?
   - Has this change made an impact on your plans after high school, why?  
(~ 10 min)

---

**Extension Opportunities for Everyone**
- Investigate the opportunities across Texas and in the United States using O*Net Online (oneline.org/), OwnYourFuture (tinyurl.com/sdv99vt), or the Texas Workforce Commission (twc.texas.gov/) websites.
- To encourage involvement at home, use the “Postsecondary Pathways” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content specific language (e.g., college, on-the-job training).
- Allow language support or extra time for ELL students, depending on their language level.
- Consider pairing ELL students up with another student to verbally go over the information before any writing begins.
- Ask GT students to make a visual of their “before and after” in regard to their perceptions about postsecondary learning.

**Formative Assessments/Checks for Understanding**
- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers where they are in finishing the handouts.
## Lesson 2.3: The Value of a Four-Year Degree

### Lesson Overview
This lesson is designed to expose students to the potential long-term economic, health, and social benefits of earning a four-year degree.

### Time Required
80–90 minutes

### Materials Required
For the classroom:
Printed slides from the [College Board Education Pays](tinyurl.com/ydedta89) presentation (have them numbered 1–9 and hung on the walls around the room)
Recommended Slides: 3, 15, 18, 21, 22, 27, 34, 37, 48

For the students:
Interactive journal
Paper
Pencil/pen
Why College? The Value of a Four-Year Degree handout

### Foundations
#### TEKS
- §127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
  - (A) apply core academic skills to meet personal, academic, and career goals.
- §127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
  - (D) discuss the impact of effective college and career planning.

### Cross-Disciplinary Standards
### I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

### I.E. Work habits
1. Work collaboratively.

### II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

### Student Competencies for Success
#### Texas Model Student Competencies
- **Intrapersonal Effectiveness:**
  - Effective executive functioning skills
  - Positive self-concept

- **Interpersonal Effectiveness:**
  - Effective and appropriate communication skills
  - Positive self-concept

- **Postsecondary Planning and College Readiness:**
  - Awareness of the importance of postsecondary education
  - Understanding the relationship of academics to work, home, and community
  - Motivation to succeed
  - Possession of knowledge and skills to gather information for postsecondary education and career planning

#### HB 1026 Positive Character Traits
- Accountability
- Diligence
- Courtesy

### Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.
Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can describe the long-term economic, health, and quality of life benefits of earning a four-year degree.

Procedures
1. **Engaging Focus/Prior Knowledge:** Have students respond to the questions below in their interactive journals. After students have written their responses, have them discuss their answers with a partner. Ask for volunteers to share one thing that they wrote or heard in response to the second question. Continue accepting answers until the students can't think of any more. Record responses on the board and projected screen.
   a. What do you think are the main factors that people consider when deciding whether or not to go to college?
   b. What do you think are the benefits of earning a college degree? List as many as you can think of.
   (~7–10 min)

2. **Introduction of New Material:** Tell students that today's lesson will allow them to explore some of the commonly known and less expected advantages of earning a four-year degree. These varying benefits show up in multiple areas of life, including income, security, career satisfaction, civic engagement, and even health.
   (~3–5 minutes)

3. **Group Activity:** Divide students into nine groups (or match the number of groups with the number of slides that are posted around the room). Give each group a copy of the *Why College? The Value of a Four-Year Degree* handout. Preview the handout for students and note that there is a section that corresponds with each slide. As they rotate through the slide stations, they should take turns writing the group's response to the questions on the handout. Tell students that some of the graphs may be difficult to interpret and that learning to read and analyze data is an important skill to develop. If they get stuck on the interpretation of a graph, they should ask for teacher support.
   (~3–5 minutes)

4. **Group Activity:** After previewing the lesson purpose and materials, ask each group to stand by the slide that corresponds with their group number (i.e. “Group 1, go to Slide 1”). Tell students that they will have two minutes at each slide to interpret the graph and respond to the corresponding section of the handout. Have students rotate to the next slide and repeat the process of interpreting and discussing the graph and recording their response. Repeat this process between five and nine times, depending on how much time you have available.
   (~20–30 minutes)

5. **Whole Class Activity:** After students return to their seats, tell students that each group will briefly share their graph interpretation and handout response for the slide where they started the rotation. This will ensure that every group has an opportunity to share and that all data will be presented to the whole group. Tell students to be prepared to share the following when it is their turn:
   a. What was the graph about?
   b. Read the corresponding question on the handout.
   c. Share the response that your group recorded.
   (~3–5 minutes)

6. **Whole Class Activity:** Have groups 1–9 share their findings in turn and give the class the opportunity to ask questions and share any different observations before moving to the next group. Use this opportunity to clarify any misconceptions and/or add details that were missed. (~20–25 minutes)

7. **Closure:** Ask students to respond to the following prompt in their interactive journals:
   a. Write the big ideas that you are taking away from this lesson in the form of an Instagram post. Be sure to include appropriate hashtags that capture your most important ideas and feel free to include an illustration.
   (~ 7–10 min)
Extension Opportunities for Everyone
  ● Ask students to read and annotate the included New York Times article “Is College Worth It? Clearly, New Data Say” (tinyurl.com/vjm469r). Review the process of annotating by referencing what they learned in unit 1. You can also use the provided print copy.

Differentiation and Additional Support Opportunities
  ● Display relevant academic and content-specific language (e.g., income security, career satisfaction, civic engagement).

Formative Assessments/Checks for Understanding
  ● Because data analysis will be a growth area for many students, checking for understanding during student discussions and individual group presentations is essential. Also consider using Fist to Five, Red Light/Green Light, Thumbs Up/Thumbs Down, or another informal CFU strategy at intervals throughout the lesson and activities.

Reflection/Engagement Strategies
  ● Reflection opportunities are built into the lesson.
<table>
<thead>
<tr>
<th>Graph</th>
<th>In your own words, describe what this graph is mainly about.</th>
<th>Why do you think this issue might be important for you to consider?</th>
<th>How important is this issue to you on a scale of 1–5?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1: Postsecondary Enrollment Rates of Recent High School Graduates and of All 18-to 24-Year-Olds by Race/Ethnicity</td>
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<td>#2: Estimated Cumulative Full-Time Earnings</td>
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<td>#3: Median Earnings of Full-Time Workers by Race/Ethnicity, Gender, and Education Level</td>
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<td>#4: Median Earnings of Full-Time Year-Round Workers by Age and Education Level</td>
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<tr>
<td>#5: Median Earnings of Full-Time Workers with a High School Diploma and Those with at Least a Bachelor's Degree, by Occupation</td>
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<tr>
<td>#6: Unemployment Rates of Individuals Age 25 and Older, by Education Level</td>
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<tr>
<td>#7: Percentage of Individuals Age 25 and Older Living in Households in Poverty, by Household and Education Level</td>
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<tr>
<td>#8: Smoking Rates Among Individuals Age 25 and Older, by Education Level</td>
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</tr>
<tr>
<td>#9: Voting Rates Among US Citizens During Presidential Elections by Education Level</td>
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</table>
Is College Worth It? Clearly, New Data Say

The New York Times
EVERYDAY ECONOMICS
By David Leonhardt

May 27, 2014
Some newly minted college graduates struggle to find work. Others accept jobs for which they feel overqualified. Student debt, meanwhile, has topped $1 trillion.

It’s enough to create a wave of questions about whether a college education is still worth it.

A new set of income statistics answers those questions quite clearly: Yes, college is worth it, and it’s not even close. For all the struggles that many young college graduates face, a four-year degree has probably never been more valuable.

The pay gap between college graduates and everyone else reached a record high last year, according to the new data, which is based on an analysis of Labor Department statistics by the Economic Policy Institute in Washington. Americans with four-year college degrees made 98 percent more an hour on average in 2013 than people without a degree. That’s up from 89 percent five years earlier, 85 percent a decade earlier and 64 percent in the early 1980s.

There is nothing inevitable about this trend. If there were more college graduates than the economy needed, the pay gap would shrink. The gap’s recent growth is especially notable because it has come after a rise in the number of college graduates, partly because many people went back to school during the Great Recession. That the pay gap has nonetheless continued growing means that we’re still not producing enough of them.

“We have too few college graduates,” says David Autor, an M.I.T. economist, who was not involved in the Economic Policy Institute’s analysis. “We also have too few people who are prepared for college.”

It’s important to emphasize these shortfalls because public discussion today — for which we in the news media deserve some responsibility — often focuses on the undeniable fact that a bachelor’s degree does not guarantee success. But of course it doesn’t. Nothing guarantees success, especially after 15 years of disappointing economic growth and rising inequality.

When experts and journalists spend so much time talking about the limitations of education, they almost certainly are discouraging some teenagers from going to college and some adults from going back to earn degrees. (Those same experts and journalists are sending their own children to college and often obsessing over which one.) The decision not to attend college for fear that it’s a bad deal is among the most economically irrational decisions anybody could make in 2014.

The much-discussed cost of college doesn’t change this fact. According to a paper by Mr. Autor published Thursday in the journal Science, the true cost of a college degree is about negative $500,000. That’s right: Over the long run, college is cheaper than free. Not going to college will cost you about half a million dollars.

Mr. Autor’s paper — building on work by the economists Christopher Avery and Sarah Turner — arrives at that figure first by calculating the very real cost of tuition and fees. This amount is then subtracted from the lifetime gap between the earnings of college graduates and high school graduates. After adjusting for inflation and the time value of money, the net cost of college is negative $500,000, roughly double what it was three decades ago.

This calculation is necessarily imprecise, because it can’t control for any pre-existing differences between college graduates and nongraduates — differences that would exist regardless of schooling. Yet other research, comparing otherwise similar people who did and did not graduate from college, has also found that education brings a huge return.
In a similar vein, the new Economic Policy Institute numbers show that the benefits of college don’t go just to graduates of elite colleges, who typically go on to earn graduate degrees. The wage gap between people with only a bachelor’s degree and people without such a degree has also kept rising.

Tellingly, though, the wage premium for people who have attended college without earning a bachelor’s degree — a group that includes community-college graduates — has not been rising. The big economic returns go to people with four-year degrees. Those returns underscore the importance of efforts to reduce the college dropout rate, such as those at the University of Texas, which Paul Tough described in a recent Times Magazine article.

But what about all those alarming stories you hear about indebted, jobless college graduates?

The anecdotes may be real, yet the conventional wisdom often exaggerates the problem. Among four-year college graduates who took out loans, average debt is about $25,000, a sum that is a tiny fraction of the economic benefits of college. (My own student debt, as it happens, was almost identical to this figure, in inflation-adjusted terms.) And the unemployment rate in April for people between 25 and 34 years old with a bachelor’s degree was a mere 3 percent.

I find the data from the Economic Policy Institute especially telling because the institute — a left-leaning research group — makes a point of arguing that education is not the solution to all of the economy’s problems. That is important, too. College graduates, like almost everyone else, are suffering from the economy’s weak growth and from the disproportionate share of this growth flowing to the very richest households.

The average hourly wage for college graduates has risen only 1 percent over the last decade, to about $32.60. The pay gap has grown mostly because the average wage for everyone else has fallen — 5 percent, to about $16.50. “To me, the picture is people in almost every kind of job not being able to see their wages grow,” Lawrence Mishel, the institute’s president, told me. “Wage growth essentially stopped in 2002.”

From the country’s perspective, education can be only part of the solution to our economic problems. We also need to find other means for lifting living standards — not to mention ways to provide good jobs for people without college degrees.

But from almost any individual’s perspective, college is a no-brainer. It’s the most reliable ticket to the middle class and beyond. Those who question the value of college tend to be those with the luxury of knowing their own children will be able to attend it.

Not so many decades ago, high school was considered the frontier of education. Some people even argued that it was a waste to encourage Americans from humble backgrounds to spend four years of life attending high school. Today, obviously, the notion that everyone should attend 13 years of school is indisputable.

But there is nothing magical about 13 years of education. As the economy becomes more technologically complex, the amount of education that people need will rise. At some point, 15 years or 17 years of education will make more sense as a universal goal. That point, in fact, has already arrived.
# Lesson 2.4: Exploring Colleges – Fit and Match

## Lesson Overview
This lesson is designed to help students begin exploring various types of colleges and understand the concepts of "college fit" and "college match."

## Time Required
120–160 minutes

## Materials Required
For the classroom:
Chromebooks/laptops (days 2–4)

For the students:
Interactive journal
Paper
Pencil/pen
Thinking About My College Fit and Match handout
Guiding My College Research handout

## Foundations
### TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.

§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) Discuss the impact of effective college and career planning.

## Cross-Disciplinary Standards
### I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

### I.E. Work habits
1. Work collaboratively.

### II.A. Reading across the curriculum
2. Use a variety of strategies to understand the meanings of new words.
4. Identify the key information and supporting details.

## Student Competencies for Success
### Texas Model Student Competencies

#### Intrapersonal Effectiveness:
- Effective executive functioning skills
- Positive self-concept

#### Postsecondary Planning and College Readiness:
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

### HB 1026 Positive Character Traits
- Accountability
- Diligence
- Perseverance

## Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work and life. Ongoing development of personal and interpersonal skills will help with my success. Analyzing all options before making a decision allows me to make better choices.

## Essential Questions
- What skills do I need to gain for future goals and success?
- How do my educational choices connect with my long-term goals and vision for my life?
- How does planning my next steps help set me up for success?
Learning Objectives
I understand that there are over 4,000 college options out there for me and that I should keep my options open while researching colleges and learning more about my own fit and match.
I understand that I have time to influence my college fit and match options by making good academic and personal choices in middle school and high school.

Procedures

1. **Engaging Focus/Prior Knowledge**: Ask students to take out a piece of paper and list as many colleges as they can think of in two minutes. After the first round passes, ask students to get together in groups of three or four to compare their lists. They should compile a single list of as many colleges as they can collectively think of in the next two minutes. After the two rounds have passed, survey the class to see which group listed the most colleges (the responses will typically be under 40). Ask the group that listed the most colleges to read out their list, and invite other groups to add to the master list and ask for an updated total (likely to be under 60). Next, ask students how many colleges they think there are in the United States. After providing opportunity for multiple responses, share with students that there are over 4,000 colleges and universities in the United States alone! (~20 minutes)

2. **Introduction of New Material**: Tell students that over the next few class periods, they will learn about some of the important factors in the college search process along with some important strategies for conducting their own research. Ask students to take out their interactive journals and prepare a page for note-taking. Tell students that there are two key factors that they should consider in the early years of thinking about their college search process: college fit and college match. Instruct them to copy down the definitions for each.
   - **College Fit**: This term refers to how well the college meets an individual student's academic, social, and financial needs. Factors in college fit include location, size, availability of desired majors, campus culture, diversity, academic, emotional and financial support, and social opportunities.
   - **College Match**: This term refers to how well the individual student meets the college's admission criteria, including grades, types of courses taken (the more challenging the better!), and either standardized test scores (ACT/SAT) or academic work samples (for test-optional schools).

   A key point to emphasize with students here is that because they are in middle school, there is still time to 1) change the types of schools that are a “match” for them by developing their academic skills and belief in themselves (self-efficacy) and 2) learn more about the 3,900 schools they currently know nothing about but which may be a perfect “fit” for them! (~10–15 minutes)

3. **Partner Activity**: Ask students to turn and talk with a partner about the following questions: What are some of the factors that you think could make a particular college a good fit for you? What are some of the qualities that you might look for? Based on what you have just learned about match, what are a few ways that a middle school or high school student could improve their academic profile? (~10–15 minutes)

4. **Independent Activity**: Ask students to thoughtfully and independently complete the student handout (*Thinking About My College Fit and Match*). Consider using soft music to set an introspective tone and circulate the room to support on-task focus. (~25–30 minutes)

5. **Introduction of New Material (Part 2)**: Explain to students that the next step in this multi-part lesson will be learning how to use a recommended online search tool to find colleges that might be a fit for them. Before you have students log in on their own, demonstrate a search for them on your own projected computer screen. You can walk students through a sample search using criteria that you have pre-determined, or you can accept recommendations from the class on the spot for each filter.
   - Go to College Board Big Future (tinyurl.com/d22ofdy).
   - Explain to students that this tool will allow them to search for colleges using a variety of filters related to fit.
   - Encourage them to keep their filters fairly broad at first. After all, the goal is to learn more about colleges that they don't know anything about yet, and we would hate for them to miss out on a great fit because their
search criteria was too limiting.

- One exception: In the “Type of School” filter, we strongly recommend always excluding “For-profit” schools from the search. For-profit schools are extremely expensive and primarily carry a national accreditation. What this means for students is that later in their college career if they decide to switch schools, their credits will be non-transferable if they choose a regionally accredited institution. Credits are often non-transferable, even from a nationally accredited school to another nationally accredited school. By selecting a nationally accredited, for-profit institution, students lock themselves into that school for the duration of their college career or risk having to start over if they transfer to a new school.
- Preview the terms urban, suburban, and rural.

Choose between one and two results from your search to explore with students while still in a whole-group demonstration setting.

Click on the school.

Click through each of the informational categories on the left, and ask students what they notice along the way. Some guiding questions could include:
- What do you notice about the graduation rate at this school?
- Does it seem like this school has a diverse student body?
- Does it seem like most students live on-campus or off-campus?
- What sports are available?
- What are the most popular majors?
- Is it located in an urban, suburban, or rural setting?
- Is it a large, medium, or small school?

Repeat this process until students are relatively comfortable with search terms and evaluating results. Use Fist to Five or another check for understanding strategy to assess when they are ready to move on. (~20 minutes)

6. **Independent Activity:** Explain to the students that they will now begin an individual college search process based on what the fit criteria that they began to identify at the beginning of this lesson. Instruct students to take out the handout and review their responses. (~30 minutes)

7. **Closure:** In pairs, have students share their individual college search handouts. (~5–7 min)

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**Extension Opportunities for Everyone**

- Students can dive deeper into the research and create a presentation for their desired school.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., urban, suburban, rural, diversity).

**Formative Assessments/Checks for Understanding**

- Consider starting with a “Fist to Five” – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- Red Light/Green Light – give students a red sheet of paper and green sheet of paper that they can use to indicate to you when they need help during the independent college search activity. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**

- Engagement is embedded in the partner activities.
Thinking About My College Fit and Match Activity Sheet

Please answer the questions below with as much detail as possible. Remember that everyone’s college journey is unique, so answer based on how you truly feel, not based on what you think your friends will say.

Please list two or three careers that you might be interested in pursuing and for each one explain why it is interesting to you.

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<thead>
<tr>
<th>Possible Career</th>
<th>This career interests me because...</th>
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Describe your perfect college, including the following details:

• Where is it located (city, country, suburbs)?
• How big is it (huge, big, tiny, or somewhere in-between)?
• Is it a diverse school? What kind of diversity matters to you?
• What kind of support will it have for your schoolwork and health?
• What kind of school spirit and campus culture does it have?
• What other factors are important for you to consider in picking your future college?

Describe what you know about GPA and why it is important in planning for your future. Besides your grades, what other things might colleges look for when they are selecting students?

Describe how you think your family and/or other important people in your life feel about you going to college. What do you think they want for your future?
Congratulations on officially beginning your college search based on the criteria that matters to you! This initial search activity is designed for you to make a first effort at exploring colleges based on your current interests and what you have learned about “college fit.”

Some important things to keep in mind during your search:
Your interests might change over the next few years – that is absolutely OK! The most important thing you can do at this stage is to keep an open mind! Today may be the first time that you research colleges, but it will not be the last. Know that you will narrow your college list and clarify your ideas over the next few years while you learn more about your interests, your strengths, and your academic, social, and emotional needs over time.

Let’s get started!
1. Go to College Board Big Future (tinyurl.com/d22ofdy).
2. Look at the filters on the left side of the screen. This handout will give you some guidance about how to use each filter. Please follow our recommendations for your first search, knowing that you will have many other opportunities to further customize your search in the future.

Test Scores & Selectivity: Skip this section for now. This section is most closely connected with college match. Today we are focusing on college fit.

Type of School: Select Public and Private. Do not select For-Profit.

Location: Skip this for now because you never know whether your best fit college is in a location that you haven’t even considered yet!

Campus & Housing: We recommend leaving this open for now unless you have very strong preferences about living in a big city (urban) or more in the country (rural).

Majors & Learning Environment: We recommend leaving this open for now unless you have very strong feelings about a career pathway and a major based on prior research. Also, if you are interested in military service, select ROTC under Learning Environment to learn of colleges that offer pre-military programs and scholarships.

Sports & Activities: If there are sports and activities that are very important to you, identify them here.

Academic Credit: We recommend leaving this filter open for now. This is a search area that you can narrow down during high school.

Paying: We recommend leaving this filter open for now. The ability to pay for college is critically important. However, you can’t judge a college by its “sticker cost” or displayed price. The only way to truly know if it is an affordable option is to compare financial aid packages when you are a senior. Keep your options open for now.

Additional Support Programs: Set this to filter for any of the listed programs that are important to you.

Diversity: This is the filter where you can search for campuses with diverse student populations; you can also specifically search for HBCUs, HSIs, and tribal colleges/universities.
As you conduct your first search and explore various schools, record your initial findings on this handout.

• In the far left column, list every school from your initial search that you clicked on in the first column. List all schools, whether your feelings about them were positive, negative, or neutral.

• In the middle column list 3–5 favorites (leave enough room in between each school). Below the school, explain why the school is considered one of your top 3–5 favorites.

• In the right column, list 2–3 schools that you are not interested in (leave enough room in between each school) and explain why these are your least favorite options.

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<tr>
<th>Let Me See My Options...</th>
<th>Let Me See My Options...</th>
<th>Let Me See My Options...</th>
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<tbody>
<tr>
<td>List all schools you clicked on during your initial College Board Big Future search, whether positive, negative, or neutral.</td>
<td>Of the schools I clicked on in my search, these schools caught my attention in a positive way and made me want to learn more.</td>
<td>Of the schools I clicked on in my search, these schools caught my attention in a negative way, and I want to rule them out.</td>
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Lesson 2.5: Leaving Home

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

Time Required
40 minutes

Materials Required
For the classroom:
- Interactive journal
- Computer access
- Internet access

For the students:
- Interactive journal
- Pen/pencil
- Paper

Foundations
TEKS
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
5. Synthesize and organize information effectively.
II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

Student Competencies for Success
Texas Model Student Competencies

Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed
Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
Diligence
Perseverance

Enduring Understanding
Analyzing all options before making a decision allows me to make better choices.

Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

Learning Objectives
I can understand and evaluate the options for postsecondary living.
I can research a pathway that aligns with my career and education goals.
Procedures

1. **Engaging Focus/Prior Knowledge:** Ask students to reflect in their interactive journal about if they remember the first time they spent the night away from home. Ask them about the emotions they felt and whether they were able to stay the whole night or if they had to leave and come home. Students may share out, but if the situation was sensitive for some, do not require participation. (~ 5 min)

2. **Independent Activity:** The students will do a before-and-after brainstorm. They will first write out their thoughts on these topics:
   a. What are the benefits and drawbacks of leaving home for your postsecondary choice?
   b. What are you looking for in postsecondary education or training?
   c. What support would you want?
   d. What emotions do you have about leaving home?
   (It's okay if the students don't have much to say yet. This might be the first time they've dedicated time to thinking about this subject.) (~ 5–7 min)

3. **Independent Activity:** Present this Roadtrip Nation/Texas OnCourse video (youtu.be/aGDUuIsHiyo). While the video is playing, tell the students that they only need to reflect. They do not need to take notes. (~ 3 min)

4. **Whole Class Activity:** Now that the students have viewed the video, ask them to go back and revise their first thoughts if necessary. Since the video is short, play it again and then facilitate a class discussion. (~ 10 min)

5. **Closure:** A suggested strategy is *four corners*. Post four pieces of paper in the four corners of the classroom. Write the topic “Leaving Home for College” on the board. Have students move to the corner that best matches their position (if social cliques are a problem, have students write their choice on a card first in order to ensure honest reactions). Suggested stances include:
   - I'm going to do it, no matter the cost or how scared I am.
   - I want to move out but not for college. I've got other plans.
   - I want to do it, but I think a couple of extra years at home wouldn't be a bad idea.
   - I'm not sure when I'll move out. I've still got a lot of searching to do.

Each group will have a few minutes to discuss the reason why they chose that corner. The group will select a leader to present their reasoning and explain their stance to the other groups. The goal is to understand varying views. After the groups have all quickly presented, ask the students if they would like to change their mind and move groups. Ask a few students about why they moved groups and what persuaded them. Conversely, ask the students who did not move why they stayed with their original view. If time permits, repeat this cycle. See what new questions, ideas, or discussions come forward. (~ 15 min)

**Extension Opportunities for Everyone**
- The students should be encouraged to continue this conversation at home. Ask them to record or summarize their family's discussion as they answer the opening questions.
- This would be a good discussion to repeat at the end of the unit once the course has taught the students some more skills and answered their questions.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content specific-language (e.g., drawbacks, postsecondary).

**Formative Assessments/Checks for Understanding**
- 3-2-1 summary – students will survey their understanding of leaving home for postsecondary education. They will then write out three things they didn't know before they started the lesson, two things that surprised them, and one thing that they would want to learn more about after participating in the lesson.
Reflection/Engagement Strategies

- Ask students about other ways they can get involved on campus, regardless of whether or not they live in dormitories. Tell them that there are lots of extracurricular groups that are based around interests/hobbies, major/minor, Greek life, athletics, fine arts, etc. Some even offer scholarships for participation in the group. By leaving home, students would be placed in new positions with people from new and different backgrounds. Ask students how they feel or imagine this will change them.
Lesson 2.6: Summer after High School Graduation

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

**Time Required**
160–200 minutes

**Materials Required**
- For the classroom:
  - Computer with internet access
  - Projector
- For the students:
  - Interactive journal
  - Summertime activity sheet (following this lesson)

**Foundations**

**TEKS**
$127.3(c)(2)$ – The student analyzes college and career opportunities. The student is expected to:
(D) discuss the impact of effective college and career planning.

**Cross-Disciplinary Standards**
- **II.B. Writing across the curriculum**
  1. Write clearly and coherently using standard writing conventions.
  2. Write in a variety of forms for various audiences and purposes.
- **II.C. Research across the curriculum**
  1. Understand which topics or questions are to be investigated.
  2. Explore a research topic.
  3. Synthesize and organize information effectively.

**Student Competencies for Success**

**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Interpersonal Effectiveness:**
- Effective interactions with diverse populations
- Effective and appropriate communication skills

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

**HB 1026 Positive Character Traits**
- Respect
- Courtesy
- Empathy
- Patience
- Diligence

**Enduring Understandings**
Analyzing all options before making a decision allows me to make better choices.

**Essential Questions**
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

**Learning Objectives**
I can research a pathway that aligns with my career and education goals.
I can examine possible options for the transition from middle school to high school.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Write “summer vacation” where the class can see the words. Ask the students to take two minutes to write down or sketch out in their interactive journal all the things that come to mind when they think of it. Allow students to share out. Then ask the students to find a partner to have one-minute talks on the following questions:
   a. What activities on your list stay the same every summer vacation?
   b. Was there a summer that really stands out in your memory? What made that summer memorable?
   c. What makes some summers different than others?
   d. How did you feel during the summer before you transitioned to middle school? What did you do to get ready for it?
   e. How will the summer after you graduate from high school be a memorable one?
   Ask students to go back to their seats and share out some of the answers their partner gave during the activity. (~ 10–12 min)

2. **Introduction of New Material:** Show this Roadtrip Nation/Texas OnCourse video (tinyurl.com/u5r4rn2). (~ 3 min)

3. **Group Activity:** Tell students they will interview people about their summer after high school graduation. This will most likely happen outside of class. Each interviewee should answer the questions on the Summertime activity sheet. The students should generate their own questions as a group based on the video, but here are some guiding questions:
   a. Where are you on your path?
   b. What career cluster are you a part of?
   c. Describe the summer after high school graduation.
   d. How did you keep busy?
   e. How did you stay organized and stay on top of paperwork?
   f. What were you most nervous about?
   g. Was that something you needed to have worried about?
   h. What is one piece of advice you would give to people my age about education?
   (~ 80–90 min)

4. **Group Activity:** Have the students collaborate, share, and discuss their findings within the group. (~ 45–60 min)

5. **Independent Activity:** After they've had time to review their work, have them write an individual reflection guided by the Summertime activity sheet. (~ 15 min)

6. **Closure:** After they've collected data and had time to reflect in their interactive journal, ask the students what they are most excited about now while they have the summer after high school graduation in mind. Make this a fun and upbeat discussion. (~ 10 min)

**Extension Opportunities for Everyone**
Create an illustration or collage about what the summer after high school graduation will be like. Portray the feelings and tasks that occur during that time.
Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., transition).
- Allow ELL students to interview someone who is also a native speaker and then translate it before turning it in.
- Differentiation for GT students is built into the lesson organically through the level of writing you expect. You may set parameters and expectations for the interview as you see fit.

Formative Assessments/Checks for Understanding

- Entry/exit ticket – ask students to tell you about what they've learned so far from their interviewee. Have them provide you with some basic information about the interviewee and what else needs to be done to complete the individual portion of the activity.

Reflection/Engagement Strategies

- Reflection is already built into this lesson with the closure activity.
## Summertime Activity Sheet: Group Interviews and Notes

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<thead>
<tr>
<th>Questions</th>
<th>Interviewee 1</th>
<th>Interviewee 2</th>
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<tbody>
<tr>
<td>Name:</td>
<td></td>
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<tr>
<td>1. When did you graduate from high school? What did you do for education or training after high school graduation?</td>
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<td>2. What career cluster are you a part of?</td>
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<td>Additional notes:</td>
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### Individual Reflection
Reflect on your interviews. Explain how you relate to the interviewees and their experiences. Explain their advice and how you want to prepare for this time in your life.
### Lesson 2.7: Roadmap Checklist

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

#### Time Required
80 minutes

#### Materials Required
For each student:
- Interactive journal
- Roadmap Checklist handout (following this lesson)

For the class:
- Computer lab access or one laptop for every one or two students
- Internet access

#### Foundations
**TEKS**
- §127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to: (D) discuss the impact of effective college and career planning;
- §127.3(c)(3) – The student evaluates skills for personal success. The student is expected to: (B) use problem-solving models and critical-thinking skills to make informed decisions;

#### Cross-Disciplinary Standards
**II.C. Research across the curriculum**
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
5. Synthesize and organize information effectively.

**II.E. Technology**
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

#### Student Competencies for Success
**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

**HB 1026 Positive Character Traits**
- Diligence
- Perseverance
- Accountability

#### Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work and life. Ongoing development of personal and interpersonal skills will help with my success. Analyzing all options before making a decision allows me to make better choices.

#### Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

#### Learning Objectives
I can research a pathway that aligns with my career and education goals.
I can examine possible options for the transition from middle school to high school.
Procedures

1. **Engaging Focus/Prior Knowledge:** Ask students to reflect on what they know about the steps needed to transition from high school to college in their interactive journal. They can write out a list of items or draw out a roadmap of how they will navigate this time.
   (~ 7–10 min)

2. **Whole Class Activity:** Hold a class discussion, review, and ask students to share their reflections. Ask them to share any concerns they have and keep a list on the board of common concerns. Ask them about their thought processes and why they think things will happen.
   (~ 5–10 min)

3. **Independent Activity:** Students will work individually to take notes in their interactive journal over the roadmap to college at MapMyGrad (mapmygrad.org) under Find Your Path. Students will be guided in their research using the Roadmap Checklist.
   (~ 30–40 min)

4. **Closure:** Have the students go back to their reflection on these questions and have them annotate their reflections from the engaging focus. This does not mean for them to erase and re-do their answers; rather, they should leave comments that correct or reflect on their previous thoughts:
   - What concerns or misconceptions were you able to resolve?
   - Did any new questions or concerns arise?
   - Was this roadmap similar to how you thought this process would happen?
   Discuss the answers to these questions in the next session if you see a common theme and need to clarify any misconceptions or resolutions.
   (~ 7–10 min)

**Extension Opportunities for Everyone**

To follow up on the closure, have the students do more research on their main area of concern on the roadmap list. For example:
- If they want to find out more about their college of interest, the student could draft an email to request additional information. Ask them to have it proofread by an adult before sending (parent, counselor, advisory teacher, etc.).
- The student could compare and contrast the ACT and SAT and double-check which one their college of interest requires.

**Differentiation and Additional Support Opportunities for ELL, GT, Etc.**

- Display relevant academic and content-specific language (e.g., roadmap, misconceptions).
- Create a word list on the board of suggested words or sentence stems for students to consider while they are reflecting. To further modify, the words can be out of order and the students can put them in the order they think they go.
- Timing – there are six fields for the students to complete on their activity sheet. You can break up the time you allow for completing each section into smaller/more manageable increments (for example, 30 minutes for six sections, 5 minutes per section).

**Formative Assessments/Checks for Understanding**

- Check for understanding – at the end of day 1 of research, quickly survey the students on their progress or any areas they were having trouble researching. Prior to starting class on the next day, give further suggested resources to assist students in finding the information they need.
- The closure activity can also be used as a formative assessment.

**Reflection/Engagement Strategies**

- Reflection is already built into this lesson with the closure activity.
1) Start
2) Check out your options
3) Entrance Exams
4) Applications
5) How could I pay?
6) Summary of what I learned

What is needed to prepare? Are you currently doing these things?

What is needed to prepare? Are you currently doing these things? What are some of the colleges you’re interested in? What further information do you need from them?
Lesson 2.8: Performance Assessment, My Pennant

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

**Time Required**
120–160 minutes

**Materials Required**
For the students:
- Interactive journal
- Computer with internet access
- Poster paper and other craft supplies

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**Foundations**

**TEKS**

§127.2.(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals;
(C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry-level employment, military service, apprenticeships, community and technical colleges, and universities;
(2) the student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school;
(B) explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;
(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement;
(D) discuss the impact of effective college and career planning;
(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and
(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative (TSI®) impact personal academic and career goals.

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**Cross-Disciplinary Standards**

C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize information effectively.
6. Design and present an effective product.
7. Integrate source material.
8. Present final product.

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**Student Competencies for Success**

**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

**HB 1026 Positive Character Traits**
- Diligence
- Perseverance
- Accountability
- Patience

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**Enduring Understandings**

Self-evaluation is an ongoing process and a crucial skill for education, work and life. Ongoing development of personal and interpersonal skills will help with my success. Analyzing all options before making a decision allows me to make better choices.

**Essential Questions**
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?
Learning Objectives
Self-evaluation is an ongoing process and a crucial skill for education, work and life. Ongoing development of intrapersonal and interpersonal skills will help with my success. Analyzing all options before making a decision allows me to make better choices.

Procedures
1. **Engaging Focus/Prior Knowledge:** Display college pennants and ask students to share out which colleges they are most interested in. Ask follow-up questions about mascots, school colors, and any school traditions they are excited about. (~ 5–7 min)

2. **Day 1:** Explain that the assessment for this unit will be done in three parts. (~ 10–15 min)

3. **Days 1-3:** Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame per teacher discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to any notes and activities from past lessons.
   - Part one – interactive journal review. Let the students know that they will summarize their reflections and lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect. (~ 20–40 min)
   - Part two – performance assessment. Hand out the student activity sheet and explain the performance assessment to the students. Let them know that they will create a college pennant and a roadmap to their college path. Allow students to use craft supplies and other poster-making materials. You can let them use printer paper to sketch a rough draft prior to starting their final product. (~ 40–60 min)
   - Part three – multiple choice knowledge-based quiz using the bank of questions below. (~ 15–20 min)

4. **Closure:** You will have the students present and explain their pennants through a gallery walk. You will grade them using the scoring rubric provided to the students on day one. (~ 20–40 min)

Extension Opportunities for Everyone
- Students can present multiple pennants or a pennant and an alternative path based on their desired education path.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., pennant, mascot, college).
- Provide a template with sentence stems for ELL or SPED students who may need assistance in order to successfully complete the assessment.

Formative Assessments/Checks for Understanding
- Exit ticket – vote for your favorite. Ask students to give you their top three pennants and why they made their specific choice. Encourage them to not just choose their friends’ pennants but to choose ones they enjoyed for other reasons.

Reflection/Engagement Strategies
- This is done with part one.
Lesson 2.8: Performance Assessment, My Pennant

Part 1:
Write a reflection on what you’ve learned this unit. You can use your interactive journal. Some suggested thoughts to explain:
- What you knew before the unit compared to what you know now.
- Reflect on the path you thought your life would follow after graduating high school, versus the path you think you will follow now.
- What interests you about a certain college or postsecondary pathway and why?

Part 2:
Create a pennant:
A college pennant is a triangle-shaped banner that shows the school name or initials along with school colors and mascot. You will create a pennant showing your college path after high school. It should include:
- Colors of the college you are interested and/or a color theme with an explanation on the back of the pennant of how those colors represent your life in college. For example: My pennant is yellow because that is one of Baylor’s colors and it represents how happy I will be there.
- On the front of the pennant include a drawing or collage that creatively answers the essential questions for the unit. On the back of the pennant write out an explanation of your representations and why they answer the essential questions.
  ◊ What skills do I need to gain for future goals and success?
  ◊ How do my educational choices connect with my long-term goals and vision for my life?
  ◊ How does planning my next steps help set me up for success?
- Finally, include as many of the colleges or postsecondary paths that you are interested in on the front of the pennant.
- Due: ____________

Scoring:

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>17-10</th>
<th>9-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explanation of the color</td>
<td>Color is selected and thoughtfully explained.</td>
<td>Color is present, but not fully explained.</td>
<td>No color or explanation.</td>
<td></td>
</tr>
<tr>
<td>Answers and representation of the essential questions</td>
<td>Answer is thoughtful and personal to your desired goals.</td>
<td>Answer shows some thought and is related to your goal.</td>
<td>Not answered or is answered without thought or connection to your goals.</td>
<td></td>
</tr>
<tr>
<td>Colleges and pathways</td>
<td>Evidence of research into some college or pathway of interest is present.</td>
<td>Some evidence of research into some college or pathway of interest is present.</td>
<td>No evidence of research into college or pathway of interest is present.</td>
<td></td>
</tr>
<tr>
<td>Overall Pennant</td>
<td>Evidence of research and preparation. Explanations are clear and neatly followed.</td>
<td>Some evidence of research and preparation. Explanations are clear and mostly easy to follow.</td>
<td>No evidence of research or preparation. No organization.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career planning.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future planning.</td>
<td></td>
</tr>
</tbody>
</table>
Part 3: Assessment

Topic: College and Postsecondary Pathways

1) Which explains the difference between a four-year college and a university?
   A. A four-year college offers no graduate programs; universities offer many degree options.
   B. There isn't a difference between the two; a university is a type of four-year college.
   C. Universities have more options for students and are larger than colleges.
   D. A university is a type of for-profit school. All colleges are free.

2) List the main postsecondary pathways.
   A. Community college, a master's degree, on-the-job training, and a military university
   B. Bachelor's degree, master's degrees, and doctoral programs
   C. Two-year degree, four-year degree, on-the-job training, and the military
   D. High school diploma, military enlistment, on-the-job training, and a GED certificate

3) The Military postsecondary pathway is a good option for students who cannot achieve the foundation high school plan.
   A. True
   B. False

4) A large college population means that the education provided is really good.
   A. True
   B. False

5) Complete the blanks in the following scenario: Claudia received acceptance letters from Universities A, B and C. These were her __________. Claudia believes each of the schools have the academic courses she is interested in pursuing, but University C has the diversity and campus culture she desires. University C is her __________.
   A. College fit, college match
   B. Matches, choices
   C. College matches, college fit
   D. Four-year colleges, bachelor's program
College and Postsecondary Pathway Answer Key

1. B
2. C
3. B
4. B
5. C
Unit 3: Career Clusters and Endorsements

Unit Overview
In this unit the students will research the 16 career clusters and pathways identified by Advance CTE. Investigating career clusters is designed to continue the conversation surrounding career pathways, sometimes called programs of study, and their high school implications for middle school students. Students should understand that these choices are important but not final. A student's career cluster can change over the course of their learning, perhaps even their lifetime. Students often have reservations about transitioning from middle to high school. These lessons are designed to help students think critically about this transition. Exploring the five high school endorsements begins the important conversation surrounding career pathways and their high school implications for middle school students. Students will be asked to choose an endorsement in their end-of-year meeting with their parents or guardians and counselors.

Essential Questions
1. How do my educational choices connect with my long-term goals and vision for my life?
2. How does planning my next-steps help set me up for success?

Enduring Understandings
- Analyzing all options before making a decision allows me to make better choices.

Big Ideas and Key Concepts
- Career clusters: Developing a basic understanding of the 16 Texas Career Clusters – collections of career pathways organized around a broad career topic
- Programs of study: Course sequences that prepare students with the knowledge and skills necessary for success in a chosen career
- Endorsements: Related series of courses grouped together by subject or skillset
- Advanced courses: Learning the value of courses that provide opportunities to build deeper knowledge of a specific content or skill, including Pre-AP/IB, AP/IB, dual credit and courses at the highest level of a course sequence
- Graduation plan: An individualized plan detailing the courses and other requirements necessary for graduation from high school
- High school transition: Planning for a successful move from middle school to high school
- Career exploration: Learning to effectively research career possibilities for which one may have both the interest and aptitude for success
- Effective research: Learning to find reliable information about multiple topics using reputable, accurate, and current sources

Performance Assessment
Students will complete a performance assessment, Personal Portfolio, creating a portfolio that represents their five top traits and skills and how they relate to their intended endorsement or career pathway. They will also creatively explore and represent their goals and pathways while answering this unit's essential questions.
Lesson 3.1: Investigating Career Clusters and Programs of Study

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

Time Required
80–120 minutes

Materials Required
For the classroom:
Computer lab access or one laptop per group of three or four students.

For the students:
Interactive journal
Copy of Career Cluster handout (following this lesson)
Copies of pages 5–7 of the Student Workbook from the Federal Reserve Bank of Dallas Student Handbook (tinyurl.com/rea4mav)

Foundations
TEKS
§127.2(c)(1) – The student investigates one or more careers within the 16 career clusters. The student is expected to:
(A) identify the various career opportunities within one or more career clusters; and
(B) identify the pathways within one or more career clusters.

§127.2(c)(2) – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
(A) research the academic requirements for one or more of the careers in an identified cluster; (B) research the certification or educational requirements for careers; and (C) describe the technical-skill requirements for careers.

Cross-Disciplinary Standards
I.C. Problem Solving
3. Collect evidence and data systematically and directly relate to solving a problem.
I.E. Work habits
1. Work collaboratively.
II.A. Reading across the curriculum
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize information effectively.
II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed
Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
Diligence
Perseverance

Enduring Understandings
Awareness of one’s hobbies and interests can lead to a career path later in life.
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.
### Essential Questions
- How can I connect my interests to course options in future classes?
- What skills do I need to gain for future goals and success?
- How do my educational choices connect with my long-term goals and vision for my life?

### Learning Objectives
- I can evaluate my own personal goals, skills, and interests.
- I can research a pathway that aligns with my career and education goals.
- I can determine how to use my skills and abilities to set myself up for success.

### Procedures

1. **Engaging Focus/Prior Knowledge:** Write the word “purpose” on the board or project it for the whole class. Ask students to spend a moment thinking about what they think the definition of this word is. Then ask them to share out with the class. Keep a running list of the definitions given. Next, ask students to think about how people can have a purpose in their life. What does having a purpose look like to them? Why do they think that? To what extent can your purpose change over the course of your life? How do an individual's natural talent and interests help shape their life's purpose? (Students may or may not yet have an answer to the last question. If they don't, have students keep that in mind as you continue with the lesson.)
   (~ 10 min)

2. **Introduction of New Material:** Show this [Free Advice with Adam Chernick video](https://youtu.be/rwUPR7aww1A). After viewing, highlight the fact that some of the most successful people have used their natural talents and interests to pursue a career.
   (~ 7 min)

3. **Independent Activity:** In their interactive journal, students will create an individual list of five skills, talents, or hobbies that they have.
   a. After they've taken a few minutes to jot down these ideas, ask them to come up with three ways they could develop these ideas into a career.
   (~ 7 min)

4. **Partner Activity:** Have students share and discuss their answers with a partner or share with the class.
   (~ 3 min)

5. **Introduction of New Material:** Explain career clusters.
   a. The National Career Clusters Framework identifies 16 career clusters that encompass many careers with similarities in their job descriptions. For example, one cluster is hospitality and tourism, which includes career pathways for restaurants and food/beverage services as well as travel and tourism.
   (~ 5–7 min)

6. **Group Activity:** Explain that the students will work with their group to briefly summarize the 16 different clusters using this [BLS Career Outlook site](https://tinyurl.com/z8d2co2) and the Career Cluster Summary handout.
   (~ 50–60 min)

7. **Independent Activity:** Once the students understand the 16 different clusters, pass out copies of pages 5–7 of the [Navigate student workbook](https://tinyurl.com/y8gcd2e). The students will use their knowledge of career clusters to determine a career to research. This can be homework if time is limited.
   (~ 20 min)

8. **Closure:** Do a visual survey. Call out each cluster and have students stand up if they think their future career path would fall in that cluster. Students can stand up for more than one cluster. Remind them it's okay to not know exactly what they want right now. The takeaway is to think about their future and where they would like to go.
   (~ 10 min)
Extension Opportunities for Everyone

When the students return with their career exploration (page 7 of the Navigate student workbook), have them post the results around the room. Next, have the students do a gallery walk for 5–10 minutes. Have them complete a formative assessment of your choice. Possible suggestions:

- Post-It note conversations – give each student two Post-It notes or note cards. They will view the career explorations and leave specific notes on their two favorites about what they learned and why they liked them.
- 3-2-1 summary – students will survey the career explorations and then write out three things they didn't know before they saw all of the other students' work, two things that surprised them, and one thing that they would want to learn more about after reading all the career explorations.

To encourage involvement at home, use the “Career Clusters and Endorsements” Family Guide take-home card to refer families to the section that aligns with what you're teaching in class.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., career clusters, encompass).
- Offer a chart that has sentence stems or portions completed for ELL or students struggling to get through the content on the site. This should allow them to navigate the information better.
- Allow GT students to pick one cluster of their choice to research the way the industry is currently working to address societal challenges.

Formative Assessments/Checks for Understanding

- Twitter post – at an appropriate time for a break or a need to move around the room, ask students to consider one fun fact they learned about a career cluster and how they would share it in 140 characters or less. Have students write their “tweet” on Post-It paper displayed around the room or share it in an online program such as Padlet (padlet.com).

Reflection/Engagement Strategies

- Exit ticket – come back to the definitions of “purpose.” Now that they have explored the clusters, is there anything that they would add or change on the list? Allow time for them to do so if there is. Ask if there are any new goals that they would set for themselves.
<table>
<thead>
<tr>
<th>Career Cluster</th>
<th>Summary</th>
<th>Salary ranges</th>
<th>Education ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, food, and natural resources</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Architecture and construction</td>
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<td></td>
<td></td>
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<tr>
<td>Arts, audio/video technology, and communications</td>
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<tr>
<td>Business management and administration</td>
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<td>Education and training</td>
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<tr>
<td>Finance</td>
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<td>Government and public administration</td>
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<tr>
<td>Health science</td>
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<tr>
<td>Hospitality and tourism</td>
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<tr>
<td>Human services</td>
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<tr>
<td>Information technology</td>
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<tr>
<td>Law, public safety, corrections, and security</td>
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<tr>
<td>Manufacturing</td>
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<tr>
<td>Marketing</td>
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<td></td>
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<tr>
<td>Science, technology, engineering, and mathematics</td>
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<td></td>
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<tr>
<td>Transportation, distribution, and logistics</td>
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</tbody>
</table>
Lesson 3.2: Deep Dive into My Preferred Career Clusters

### Lesson Overview
This lesson has students explore various career clusters and career pathways. Students should understand that these choices are important but not final. A student's career cluster can change over the course of their learning and perhaps even their lifetime. Students will have the opportunity to think critically by playing MiddleGalaxy, a game that can help inform their choices in ways such as connecting a career cluster with their endorsement.

### Time Required
80–120 minutes

### Materials Required
For the classroom:
- Computer lab access or enough laptops where students can quickly cycle through to complete the interest survey
- Half a sheet of poster (or legal-size paper) per pair/group
- Markers

For the students:
- Interactive journal
- Construction paper for a Know, Want to Know, Learned (KWL) chart
- Paper for reflection writing
- Pencil/pen

### Foundations

#### TEKS
$\text{§127.2(c)(1)}$ – The student investigates one or more careers within the 16 career clusters. The student is expected to:
- (A) identify the various career opportunities within one or more career clusters; and
- (B) identify the pathways within one or more career clusters.

$\text{§127.2(c)(2)}$ – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
- (A) research the academic requirements for one or more of the careers in an identified cluster;
- (B) research the certification or educational requirements for careers; and
- (C) describe the technical-skill requirements for careers.

$\text{§127.3(c)(1)}$ – The student explores career assessments as related to college and career planning. The student is expected to:
- (A) analyze and discuss the initial results of career assessments;
- (B) explore the 16 career clusters;
- (C) research trending fields related to career interest areas;
- (D) determine academic requirements in related career fields; and
- (E) research educational options and requirements using available resources.

### Cross-Disciplinary Standards

#### I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

#### I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Strive for accuracy and precision.
3. Persevere to complete and master tasks.

#### II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Connect reading to historical and current events and personal interest.

#### II.B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.

#### II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Evaluate the validity and reliability

### Student Competencies for Success

#### Texas Model Student Competencies

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

#### HB 1026 Positive Character Traits

**Diligence**
- **Perseverance**
- **Responsibility**
Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.

Procedures
1. **Engaging Focus/Prior Knowledge:** Have students create a KWL chart on a piece of construction paper in pairs or small groups. They will write out the things they already KNOW about career clusters and the things they WANT to know about career clusters. Students will leave the LEARNED column about career clusters blank until the end of the lesson.
   a. Suggested stems for the WANT column include *I want to know more about (blank) because I see myself doing (blank)*, *What skills are needed to (blank)*, and *What steps are needed to become a (blank).* (~ 7 min)

2. **Independent Activity:** Determine which career cluster and program of study best matches with their interests. Have students complete the [Career Cluster Interest Survey](https://tinyurl.com/y7k7vzf5). (~ 5–10 min)

3. **Partner Activity:** When students’ top three careers have been identified, pair students up by career cluster and have them investigate their top career and write what they learn on their poster or legal-sized paper. Use [Texas Career Check](https://tinyurl.com/y4a7pwyq) and the descriptions on [CareerWise](https://tinyurl.com/y7onoxw9) as resources. (~ 30–45 min)

4. **Independent Activity:** Play one mission of [MiddleGalaxy](https://middlegalaxy.org) with the class. As the class encounters a cadet's skills and abilities, use the pages that students wrote on their career clusters and programs of study in order to identify the cluster or program of study that each cadet would fall under. Once the class has discussed a few examples, have students classify cadets on their own as they play another mission in the game. Have students write their classifications on a sheet of paper. (~ 20–30 min)

5. **Whole Class Activity:** As students finish their missions, display the career cluster/programs of study pages they created so that students can see what other students have found. (~ 5–10 min)

6. **Closure:** Have students complete the LEARNED column of their KWL chart in their pairs or groups. To wrap up the lesson, students will write a reflection using the following questions:
- How does this career cluster mirror the things you like to do?
- Now that you've researched your career clusters, which one are you most interested in?
- Did you anticipate that you would choose the career that you ultimately selected at the end of this unit?
- If not, how did your choices change as you went through the unit? Did a career from MiddleGalaxy align with your choice?

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

(~ 10 min)

**Extension Opportunities for Everyone**
Ask students to look up key figures in the career cluster/program they are most interested in. Have them choose one to create a short biography on to share with the class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., career clusters, investigate, cadet)
- Ask ELL students to find pictures related to the career cluster they are learning about and add those to the paper instead of writing it out.
- Ask ELL students to write the key words and phrases (those most important ones to understanding the career clusters) on the paper.
- Ask GT students to observe what other groups are writing on their papers around the room. Tell them to look for common skills, traits, or characteristics that are seen in multiple clusters and to write them down separately. Allow them to present to the class to facilitate a deeper discussion.

**Formative Assessments/Checks for Understanding**
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working together successfully. This could also be any other signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**
- Exit Ticket – reflect on the items you have chosen so far for your vision board. With what you've learned about career clusters, what is one thing you would like to add to it? Explain.
Lesson Overview
The lesson has students explore the five endorsements identified by House Bill 5 and the various career clusters and career pathways identified by the Texas Career and Technical Education Resource Center. Student endorsements can change throughout the course of their learning and perhaps over the course of their high school career. This lesson is designed to have the students brainstorm and really think about what they want for their future.

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<thead>
<tr>
<th>Time Required</th>
<th>80–100 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Required</td>
<td>For the classroom: Copy of PDF of each of the endorsement summaries per group. See step 2 of the procedure.</td>
</tr>
<tr>
<td>For the students: Interactive journal</td>
<td></td>
</tr>
<tr>
<td>Copy of Endorsement Summary handout (following this lesson)</td>
<td></td>
</tr>
<tr>
<td>Copy of Endorsement Expert handout (following this lesson)</td>
<td></td>
</tr>
</tbody>
</table>

Foundations
TEKS
$\text{§127.2(c)(2)}$ – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
(A) research the academic requirements for one or more of the careers in an identified cluster; and
(B) research the certification or educational requirements for careers.
$\text{§127.3(c)(2)}$ – The student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school.

Cross-Disciplinary Standards
I.C. Problem Solving
3. Collect evidence and data systematically and directly relate to solving a problem.
I.E. Work habits
1. Work collaboratively.
II.A. Reading across the curriculum
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize information effectively.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed
Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
Diligence
Perseverance

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life.
Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.
Procedures

1. **Engaging Focus/Prior Knowledge:** The alphabet game – tell the class that you are going to go around the room asking students to contribute one career that begins with each letter of the alphabet. You will start with A and move through each letter until you get to Z. Ask one student to be your scribe for the list you come up with. Project the list somewhere in class so that everyone can see it. Ask students to think about grouping careers together into bigger categories. Next, ask students to take a minute to come up with categories and have them place careers from your class list into it. Have students share out their answers. Explain that careers are categorized to help people understand their options as they go through school. That process can begin in high school with endorsements. Explain that what they are going to look through next are the endorsements they can choose in high school that begin the process of choosing a category and, eventually, a career path.

   (~ 10–15 min)

2. **Group Activity:** Using the jigsaw format, divide the class up by endorsement. This will be their expert group. The students in these groups will become experts on the endorsement they’re focusing on. They will summarize the key points to understanding this endorsement in another group (i.e., their teaching group).
   a. **Endorsement Expert handouts:**
      i. **Arts and Humanities** (tinyurl.com/n2cn7gs)
      ii. **Business and Industry** (tinyurl.com/k5dzxda)
      iii. **Multidisciplinary Studies** (tinyurl.com/n347udv)
      iv. **Public Service** (tinyurl.com/m2nty4u)
      v. **STEM** (tinyurl.com/lrlh3ly)

   After the students have had time to read, discuss, and complete information about their expert area, have them go to their teaching groups.

   (~ 30–40 min)

3. **Group Activity:** While in their teaching groups, students will each get time to relay information about the endorsement they focused on. Make sure they explain slowly so that the other members can copy down important information.

   (~ 5–7 min)

4. **Closure:** Show these five videos about each endorsement to summarize. The students should be encouraged to add to their Endorsement Summary handout or clear up any misconceptions.
   - **Arts and Humanities** (tinyurl.com/ya5ytbg7)
   - **Business and Industry** (tinyurl.com/k5dzxda)
   - **Public Service** (tinyurl.com/kfpnvsy)
   - **STEM** (tinyurl.com/mq4lpxd)
   - **Multidisciplinary Studies** (tinyurl.com/yasrnkjg)

   (~40 min)

Extension Opportunities for Everyone
Have the students do further research in the endorsement or specific career they are interested in.

To encourage involvement at home, use the “Career Clusters and Endorsements” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., STEM, multidisciplinary, endorsement).
- Offer a graphic organizer that has sentence stems or completed portions for ELL or students struggling to get through the content. This should allow them to better navigate the information.
- Ask GT students to research the well-known figures in the endorsement they are responsible for. Have them create a quick presentation for the class on that person and their contribution to their field.

Formative Assessments/Checks for Understanding
- Ask students to write their own quiz question(s) on their endorsement to pose to the class after presentations. Post
these questions around the classroom and ask the class to choose a certain number of them to answer as their exit ticket.

**Reflection/Engagement Strategies**
- Ask students to reflect on their vision boards. Is there an endorsement that seems to naturally stand out to them based on what they have so far? If so, explain.
- Have students consider what kind of skills are needed to be successful in any of the endorsements, then have them share out as a class.

**Classroom Climate Check for Teachers**
- Choose two or three different students to whom you can offer either a public or private “shoutout” about the ways in which you have noticed them extending support, kindness, or empathy to a classmate.
### Handout: Endorsement Summary

<table>
<thead>
<tr>
<th>Arts and Humanities</th>
<th>STEM</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Business and Industry</th>
<th>Multidisciplinary</th>
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<table>
<thead>
<tr>
<th>Public Service</th>
<th>My Own Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What career path or cluster are you interested in after completing this inventory?</td>
</tr>
<tr>
<td></td>
<td>What new information have you learned that makes you want to investigate more?</td>
</tr>
<tr>
<td></td>
<td>Where can you go or what resources can you use to investigate further?</td>
</tr>
</tbody>
</table>
Endorsement:

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

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

List four careers that can stem from this endorsement. Also include the different education required, job market growth, and salary/wages.
# Lesson 3.4: Endorsement Requirements

## Lesson Overview

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

## Time Required

40 minutes

## Materials Required

For the students:
- Interactive journal
- Page 6 of TEA’s Graduation Toolkit (tinyurl.com/ycoe3kcq)
- Pencil/pen
- Index cards

## Foundations

### TEKS

$\S127.2(c)(2)$ – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
(A) research the academic requirements for one or more of the careers in an identified cluster;
(B) research the certification or educational requirements for careers; and
(C) describe the technical-skill requirements for careers.

$\S127.2(c)(3)$ – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals;
(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences; and
(C) investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry level employment, military service, apprenticeships, community and technical colleges, and universities.

$\S127.3(c)(2)$ – The student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school;
(B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;
(D) discuss the impact of effective college and career planning; and
(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning.

## Cross-Disciplinary Standards

- **I.A. Intellectual curiosity**
  1. Engage in scholarly inquiry and dialogue.
- **I.D. Academic behaviors**
  1. Self-monitor learning needs and seek assistance when needed.
  3. Strive for accuracy and precision.
  4. Persevere to complete and master tasks.
- **II.A. Reading across the curriculum**
  1. Use effective pre-reading strategies.
  2. Use a variety of strategies to understand the meanings of new words.
  3. Identify the intended purpose and audience of the text.
  4. Identify the key information and supporting details.
  5. Analyze textual information critically.
  6. Annotate, summarize, paraphrase, and outline texts when appropriate.
  7. Connect reading to historical and current events and personal interest.
- **II.B. Writing across the curriculum**
  1. Write clearly and coherently using standard writing conventions.
- **II.C. Research across the curriculum**
  1. Understand which topics or questions are to be investigated.
  2. Explore a research topic.
  4. Evaluate the validity and reliability of sources.
  5. Synthesize and organize information effectively.

## Student Competencies for Success

### Texas Model Student Competencies

- **Intrapersonal Effectiveness**:
  - Effective executive functioning skills
  - Positive self-concept

- **Postsecondary Planning and College Readiness**:
  - Awareness of the importance of postsecondary education
  - Understanding the relationship of academics to work, home, and community
  - Motivation to succeed
  - Possession of knowledge and skills to gather information for postsecondary education and career planning

### HB 1026 Positive Character Traits

- **Diligence**
- **Perseverance**

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II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
3. Use technology appropriately.

Enduring Understandings
Awareness of one's hobbies and interests can lead to a career path later in life. Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
How can I connect my interests and hobbies to future career paths? What skills do I need to gain for future goals and success? How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can evaluate my own personal goals, skills, and interests. I can research a pathway that aligns with my career and education goals. I can determine how to use my skills and abilities to set myself up for success.

Procedures
1. Engaging Focus/Prior Knowledge: Put students into groups of three or four. Tell them they are going to play a game similar to headbands with some of the careers they learned about with the endorsement choices. Give each group a set of index cards, face down, with a career from the endorsement videos in the prior lesson. Tell the groups to take turns choosing one card and placing it on their forehead with the word out. Their group will give them clues about what's on the card without saying the word. You can make this more competitive by offering an incentive to the group that gets the most correct. (~ 7–10 min)

2. Independent Activity: Go through page 6 of TEA’s Graduation Toolkit (tinyurl.com/ycoe3kcq) and have students answer the questions below to guide the discussion about choosing an endorsement. They can answer out loud and record their answers in their interactive journal.
   a. What interests you about this career field?
   b. Have you researched your career field?
   c. What endorsements are offered at your school? Remember that schools are not required to offer all five endorsements.
   d. After you select an endorsement, it becomes an official part of your high school personal graduation plan. Your parents/guardians must sign off on your choice and provide their consent for your chosen endorsement.
   e. Having trouble choosing an endorsement? Here are some options:
      i. Earn the multidisciplinary endorsement
      ii. Work toward earning more than one endorsement
      (~ 7–10 min)

3. Introduction of New Material: Read this to students as it’s written: “Most likely, you will be completing your high school personal graduation plan during your eighth grade year. However, you may change your mind after you get to high school and start working on classes for your endorsement. Never fear! You can change your endorsement at any time – we will discuss these steps below." Describe the process for modifying their high school personal graduation plan.
   a. Students will need a parent/guardian signature to amend, change, or add an endorsement. Students have to wait until after their sophomore year to opt out of earning an endorsement.
   b. Students can change endorsements at any time.
c. Students can earn more than one endorsement by adding another before their junior year.
d. To opt out of an endorsement and graduate on the Foundation High School Program, students must note the following:
   i. They must do so after completing sophomore year
   ii. They must do so in writing and with parent/guardian consent
   iii. They will not be eligible for Top 10% Automatic Admission
   iv. They may have missing coursework or college admission requirements
   v. They will not get the opportunity to explore interests through an endorsement
e. Explain to students what the Foundation High School Program is (with endorsements, it is a flexible program that allows students to pursue their interests). The program contains four parts
   i. A 22-credit foundation plan, which is the core of the Texas high school diploma program
   ii. Five endorsement options that allow students to focus on a related series of courses
   iii. A higher performance category called Distinguished Level of Achievement
      1. This option requires more math and science than the Foundation High School Program.
      2. It requires a total of four credits in math, including Algebra II.
      3. It requires a total of four credits in science.
      4. It requires successful completion of an endorsement.
f. Performance acknowledgments that note outstanding achievement in specific areas.
   i. Any student can earn a performance acknowledgment by completing or accomplishing one of the following:
      1. Dual credit courses
      2. Bilingualism and biliteracy
      3. PSAT, ACT Aspire, SAT or ACT
      4. Advanced Placement exams
      5. International Baccalaureate exams
      6. Earning a business or industry certification or license recognized at the state, national, or international level

(~ 10 min)

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

(~ 15 min)

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**Extension Opportunities for Everyone**
Allow the students to present their closure activities. Have the class complete a gallery walk or choose a few students who want to present a walk.
Alternatively, have the students write up an exit ticket of your choice. Here are a couple of options:
- **So what, what, now what** – so what are two things they learned, what will they do with this information, and now what are any questions they have?
- **3-2-1 summary** – what are three things they learned that they didn’t know before, two things they had misconceptions about, and one important point?

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content specific-language (e.g., endorsement, baccalaureate).
- Provide a reading guide or graphic organizer for ELL and struggling students to organize the information they are reading so that they can participate in the conversation that follows.
- Ask GT students to pair up with the biographies they created on a well-known figure from the previous lesson. Have them brainstorm what the two figures would discuss if they went to dinner. Allow them to share with the class.

**Formative Assessments/Checks for Understanding**
- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about the process of selecting an endorsement and creating a high school personal graduation plan.

**Reflection/Engagement Strategies**
- Have students write a letter to their future self about how they are currently feeling about the process of selecting an endorsement and creating a high school personal graduation plan, including their feelings about transitioning to high school. They can be as creative as they want in designing the letter. They can take the letters home to their parents/guardians, or they can store the letters in a safe place until the middle or end of their freshman year, when at that point, they can read the letter and reflect on the growth and progress they've made.
Lesson 3.5: The Foundation High School Program and High School Personal Graduation Plan

Lesson Overview
This lesson is designed to acquaint students with the idea of the Foundation High School Program. Texas OnCourse has teamed up with Roadtrip Nation to interview real college students reflecting on this pivotal time in their lives.

Time Required
60–80 minutes

Materials Required
For the classroom:
- Computer lab access or one laptop per group of three or four students
- Internet access
For the students:
- Interactive journal

Foundations

TEKS
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school;
(B) explore opportunities for earning college credit in high school such as Advanced Placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit;
(D) discuss the impact of effective college and career planning;
(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and
(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative Assessment (TSIA®) impact personal academic and career goals.
§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
(A) use interpersonal skills to facilitate effective teamwork;
(B) use problem-solving models and critical thinking skills to make informed decisions;
(C) use effective time-management and goal-setting strategies; and
(D) identify skills that can be transferable among a variety of careers.

Cross-Disciplinary Standards
II.B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
5. Synthesize and organize information effectively.
II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
- Effective executive functioning skills
- Positive self-concept

Postsecondary Planning and College Readiness:
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
- Diligence
- Perseverance
- Responsibility

Enduring Understandings
Analyzing all options before making a decision allows me to make better choices.

Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

Learning Objectives
I can identify possible courses for my high school personal graduation plan, and I can discuss the impact of my choices.
I can analyze all options before making a decision, which allows me to make better choices.
Procedures

1. **Engaging Focus/Prior Knowledge:** Students will do a quick-write in their interactive journal on what they know about their preferred endorsement. Ask them to list any courses they are excited to take in high school. (~ 5 min)

2. **Introduction of New Material:** Next, have the students view either of these Roadtrip Nation/TexasOnCourse videos: Choosing Courses [High School] (youtu.be/Cs7Dv50dwVE), 2:44 minutes, or Choosing Courses [Middle School] (youtu.be/hCVJIV5N-t8), 2:36 minutes. (~ 5 min)

3. **Partner Activity:** Have the students discuss with their neighbor and write any tips or words of advice that they think will be helpful from the video. Or have them consider tips or words of advice they've gotten from others about choosing courses. (~7–10 min)

4. **Independent Activity:** Instruct the students to go to MapMyGrad (tinyurl.com/yawz693z) and sign in or create an account. (~4–5 min)

5. **Independent Activity:** They will then complete the Texas Grad Planner. (~10 min)

6. **Independent Activity:** Once they've created their plan, they can print it or copy it down. (~4–5 min)

7. **Independent Activity:** Students will add notes from the discussion to their grad plan as well as notes from the information to follow. *(Include a check for understanding. See suggestions below.)* (~8–10 min)

8. **Introduction of New Material:** Explain to students what the Foundation High School Program is (with endorsements, it is a flexible program that allows students to pursue their interests). The program contains four parts:
   a. A 22-credit foundation plan that is the core of the Texas high school diploma program
   b. Five endorsement options that allow students to focus on a related series of courses
   c. A higher performance category called Distinguished Level of Achievement (detailed in another lesson)
   d. Performance acknowledgments that note outstanding achievement in specific areas
      i. Any student can earn a performance acknowledgment by completing or accomplishing one of the following:
         ● Dual credit courses
         ● Bilingualism and biliteracy
         ● PSAT, ACT Aspire, SAT or ACT
         ● Advanced Placement exams
         ● International Baccalaureate exams
         ● Earning a business or industry certification or license recognized at the state, national, or international level
   e. Reiterate to students that they should talk with their counselors or advisers and parents or guardians to determine which endorsement to pursue. Ask students to predict the advantages of endorsements, the Distinguished Level of Achievement, and performance acknowledgments. Discuss with Turn and Talk.
   f. Help students understand that most college admission requirements include rigorous advanced courses in Algebra II, higher-level science, and languages other than English. These courses might not be a part of their chosen endorsement, but students should consider taking them to meet college requirements.
   g. Students should know that there are limitations to graduating without an endorsement. Ask students to predict what these limitations might be and discuss with Turn and Talk. (~15–20 min)
9. **Closure:** Allow the students time to process their notes and highlight key points from the discussion. Ask them which courses they were most excited to see on the grad planner. Instruct them to take their plan home and discuss the process of setting up a meeting with the counselor with their parents or guardians. Refer them to the pages in the Texas OnCourse family guide. 

 (~7–10 min) 

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**Extension Opportunities for Everyone**

To follow up on the closure, ask the students to bring back any notes or changes they've made to their grad plan based on the discussion with their parents or guardians. Discuss any questions that the homework brought up.

To encourage involvement at home, use the “High School Personal Graduation Plan” Family Guide take-home card to refer families to the section that aligns with what you're teaching in class.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., endorsement, limitations, advantages, flexible program, preferred).
- Additional vocabulary resources for pre-teaching opportunities:
  - Quizlet – Gear Up Vocabulary (tinyurl.com/kxp8t9k)
  - Quizlet – High School & College Vocabulary (tinyurl.com/llv35yt)
- Ask students who plan to pursue more than one endorsement to list which ones they are most interested in and to give a general summary of what each one requires and why it would set them up for success.

**Formative Assessments/Checks for Understanding**

- 3-2-1 Strategy – ask students to list three new things they learned, two questions they still have, and one big takeaway that they will apply from the lesson.

**Reflection/Engagement Strategies**

- Prompt the students in a Pair-Think-Share: Pair students up with others in class who have had an older sibling or peer who has gone through this process. Take a few minutes to allow them to talk with their group mates about what they have learned through that person's experience. Ask students to then individually think and write about whether or not the process similar to or different from what they've learned in the lesson. Allow students time to share out.
Lesson 3.6: What Is the Distinguished Level of Achievement and Why Should I Consider It?

Lesson Overview
This lesson is designed to inform students of an important opportunity: earning the Distinguished Level of Achievement designation. When students are asked to create their high school personal graduation plan at the end of the year, it will be important for them to grasp. Students should understand that these choices are important but not final. Changes to their high school personal graduation plan can be made with parent/guardian approval if they decide to earn this designation at a later time.

Time Required
120 minutes

Materials Required
For the classroom:
- Chart paper or board
- Markers
- Copies of the Distinguished Level of Achievement handout (tinyurl.com/y9zbsdyg)
- Half-sheet of paper with the wrap-up question on it

For the students:
- Interactive journal
- Pencil or pen
- Index card

Foundations

TEKS
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school;
(B) explore opportunities for earning college credit in high school such as Advanced Placement courses and International Baccalaureate courses, dual credit, and local and statewide articulated credit;
(D) discuss the impact of effective college and career planning;
(E) demonstrate decision-making skills related to school and community issues, programs of study, and college and career planning; and
(F) identify how performance on assessments such as the PSAT/NMSQT®, SAT®, ACT®, ASVAB®, and Texas Success Initiative Assessment (TSI®) impact personal academic and career goals.

Cross-Disciplinary Standards

II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
5. Synthesize and organize information effectively.
II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

Student Competencies for Success

Texas Model Student Competencies
Intrapersonal Effectiveness:
- Effective executive functioning skills
- Positive self-concept
Postsecondary Planning and College Readiness:
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
- Diligence
- Perseverance
- Responsibility

Enduring Understandings
Analyzing all options before making a decision allows me to make better choices.

Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?
Learning Objectives
I can research a pathway that aligns with my career and education goals.
I can examine possible options for the transition from middle school to high school.

Procedures
1. Engaging Focus/Prior Knowledge: Tell students that when they take most standardized tests (STAAR, AP, ACT, and SAT), there are levels of accomplishment based on how many answers they get correct. When we talk about the Distinguished Level of Achievement, it means they will have a different set of course requirements and will have opportunities beyond those conferred by the Foundation High School Program.
   (~ 5 min)

2. Introduction of New Material: Discuss what the Distinguished Level of Achievement means to the class. Point out the following:
   a. This option requires more math and more science than the Foundation High School Program.
   b. It requires a total of four credits in math, including Algebra II.
   c. It requires a total of four credits in science.
   d. It requires successful completion of an endorsement.
   (~ 5–7 mins)

3. Introduction of New Material: Have students review the Distinguished Level of Achievement (tinyurl.com/y9zbsdyg) handout and take any notes on the topic that they want in their interactive journal or summarize the information.
   (~15 mins)

4. Partner Activity: Have students pair up and discuss the endorsement that they would select for the Distinguished Level of Achievement.
   (~ 5–7 mins)

5. Whole Class Activity: Using the board or chart paper, have the class point out all requirements for the Distinguished Level of Achievement.
   (~ 15–20 min)

6. Introduction of New Material: Next, discuss a few benefits to the Distinguished Level of Achievement. Point out the following:
   a. It allows students to be eligible for Top 10% Automatic Admission to Texas public universities.
   b. It ensures that students are better prepared for college-level coursework at community and technical colleges.
   c. Discuss how in high school each student is given a class rank based on their GPA.
   (~ 5–10 min)

7. Whole Class Activity: Using the board or chart paper, provide an example of how GPAs are calculated.
   Write down this scale along with the table below: A=4, B=3, C=2, D=1, F=0. Have students help you fill in the points for each grade. Explain how the GPA = total points divided by the total number of classes. Have the students help you determine the GPA.
   (~ 15 min)
<table>
<thead>
<tr>
<th>Number of Classes</th>
<th>Subject</th>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>English</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PE</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

8. **Whole Class Activity:** At random, give each student an index card with a GPA on the front and a rank on the back. Have the students line up from highest to lowest based on their GPA. Based on the number of students in your classroom, tell the top 10% of students to step forward (i.e., for a class of 30 – if the back of your card has numbers 1, 2, or 3, take two steps forward).
(\(~ 30 \text{ min}\) )

9. **Closure:** Ask students to make a list of extracurricular activities they hope to be involved in during high school in their interactive journal. Ask them to consider the time it will take to be active in those events. Building on prior lessons, ask them what stress and time management strategies they could use so that they can be successful in both their academics and extracurriculars. Allow students to share out.
(\(~ 10-15 \text{ min}\) )

**Extension Opportunities for Everyone**
Ask students to research, or pull from previous lessons, some career paths associated with the endorsement of their choice. What classes do they look forward to taking in order to gain those skills? How will they hold themselves accountable for their GPA and academic success in order to plan for their future?

To encourage involvement at home, use the “Distinguished Level of Achievement” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., GPA, distinguished)
- For GT students, make sure they understand that GPA is important along with having a balanced schedule. Overworking themselves or taking part in academic dishonesty simply to maintain a certain GPA are not healthy behaviors.
- For ELL students, encourage them to see being bilingual as a unique opportunity to advance in their endorsement and eventual career path. Ask them, if they are not already a monitor student (one who has completed the ELL program but is being monitored to ensure that the transition is complete), if they have a goal in mind for when they would like to exit the program.

**Formative Assessments/Checks for Understanding**
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**
- Have students interview someone they know in high school – a friend or older sibling, a teacher, a counselor, or an administrator – about the reasons for keeping track of GPA and required courses for graduation, then have them share the insight they received from their interviewee.
Lesson 3.7: Your High School Transition

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

Time Required
40 minutes

Materials Required
For the classroom:
Computer with internet access
Projector
Method one:
● Chart paper or board
● Marker
Method two:
● Three different-colored Post-It notes
● Chart paper or board
● Markers

For the students:
Article, Transitioning from Middle School to High School PDF (tinyurl.com/ts3buf2)
Interactive journal
Pencil or pen

Foundations
TEKS
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(A) determine academic requirements for transitioning to high school.

Cross-Disciplinary Standards
I.A Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.B Reasoning
1. Consider arguments and conclusions of self and others.
3. Gather evidence to support arguments, findings, or lines of reasoning.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed
Possession of knowledge and skills to gather information for postsecondary education and career planning

HB 1026 Positive Character Traits
Diligence
Perseverance
Responsibility
Accountability

Enduring Understandings
Analyzing all options before making a decision allows me to make better choices.
Essential Questions
How do my educational choices connect with my long-term goals and vision for my life?
How does planning my next steps help set me up for success?

Learning Objectives
I can research a pathway that aligns with my career and education goals.
I can examine possible options for the transition from middle school to high school.

Procedures
1. Engaging Focus/Prior Knowledge: Ask students to think back to a time they had started at a new school. This could be when they went into kindergarten, went into middle school, or even changed schools because they moved. Ask them to share out the things they were concerned about as well as the things they were looking forward to. Were there any events to help them, like Meet the Teacher or New Student Orientation? If there were, how did those events help with the transition? Tell students that the transition to high school is similar to what they've already experienced in other school transitions. (~ 5–7 min)

2. Independent Activity: Give students one or two minutes to write down their answers to the following journal question: “When you think of going to high school, what questions or concerns do you have?” After they have written down an answer, debrief the students using either method one or two below:
   a. Method one:
      i. First, have students pair up with a classmate and share what they wrote.
      ii. Next, have each pair share out with the class.
      iii. Create a running list of topics students are concerned about.
      iv. If topics are listed multiple times, place checkmarks next to those topics to show relevance and importance.
   b. Method two:
      i. First, have students write concerns, questions, and excitements on three different colors of Post-It notes.
      ii. Next, have students put their Post-Its on either chart paper or the board and categorize their postings to find similarities. (~ 5–7 min)

3. Whole Class Activity: Ask students to read through the Transitioning from Middle School to High School PDF (tinyurl.com/ts3buf2) and quick write a summary of the information on the document in their interactive journal. After sharing out, lead a whole class conversation about which ones on this list they think will be the easiest to remember to do, and which ones will be more challenging. Ask students why they have that perception and what strategies and skills they have learned in middle school that could help them overcome that obstacle. (~ 15 min)

5. Independent Activity: Students will write a personal statement in their interactive journal completing this prompt: When I am in high school, I will be...
   - Students should write out their academic, social, and financial goals for high school.
   - It’s okay if they are uncertain now. Remind them that the goal of this course is to teach them the skills they need to be successful in high school and beyond. (~ 5–7 min)

6. Closure: After the video, discuss with students the important dates that they will need to know for their transition to high school. Key dates include, but are not limited to, high school counselor visits, campus visits, STAAR testing dates, and dates of class selection for ninth grade. See your district's calendar or get information from your school's counselors prior to this lesson. (~ 10 min)
Extension Opportunities for Everyone
Help students create a PSA for incoming fifth graders on how to transition from elementary school to high school. You choose a platform that meets your class needs best (poster, video, etc.). Ask students to post their PSAs around the school for when the incoming class takes a tour, or send them over to your elementary feeder schools.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., academic goals, social goals, financial goals).
- Differentiation and additional support are built into the lesson organically through the level of writing you expect from your students. You may set parameters and expectations for the writing and extension activity as you see fit.

Formative Assessments/Checks for Understanding
- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about the transition to high school. Remind them that if they still have questions and concerns, there is plenty of time to get everything answered.

Reflection/Engagement Strategies
- Ask students to think about the other transitions from the beginning of the lesson. How long did it take for them to feel comfortable in that new class or school? What or who helped them with that? Remind them of the support system they have both on campus and at home.
Lesson 3.8: Find Your Path

**Lesson Overview**

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

**Time Required**

40 minutes

**Materials Required**

For the classroom:
- Computer lab or one laptop per group of two or three students
- Internet access

For the students:
- Interactive journal
- Interests and Endorsements handout (following this lesson)
- Self-Portrait handout (following this lesson)
- Sticky notes

**Foundations**

**TEKS**

§127.2(c)(2) – The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:
- (A) research the academic requirements for one or more of the careers in an identified cluster.

§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
- (A) determine academic requirements for transitioning to high school; and
- (D) discuss the impact of effective college and career planning.

**Cross-Disciplinary Standards**

I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Connect reading to historical and current events and personal interest.

II.B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.

II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize

**Student Competencies for Success**

**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

**HB 1026 Positive Character Traits**

- Diligence
- Perseverance
- Responsibility
- Accountability
II.E. Technology
1. Use technology to gather information.
2. Use technology to organize, manage, and analyze information.
4. Use technology appropriately.

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can evaluate my own personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.

Procedures
1. Engaging Focus/Prior Knowledge: Give each student a sticky note, and ask them to predict which endorsement is the best fit for them. Do not allow them to share with the class yet. Tell them that even if they are incorrect, this is a good way to see how connected they are to their interests and the endorsement selection process. (~ 3 min)

2. Independent Activity: The students will take the MapMyGrad interest quiz (tinyurl.com/MMGquiz). This quiz will suggest which endorsement they would be best suited to study in high school. Have students turn to a partner and share whether or not their prediction matched the results of the quiz. You could even take a quick poll by a show of hands to see how many were accurate. (~ 5 min)

3. Group Activity: Have the groups follow the guided questions on the Interests and Endorsements handout. (~ 5 min)

4. Independent Activity: Using the Self-Portrait handout, have the students create a character portrait of themselves as a high school student with notes and illustrations added about their endorsement, coursework, extracurriculars, etc. (~ 10–15 min)

5. Closure: Discuss high school endorsements with the students. Emphasize that they are still developing and that their opinions and interests will change over time. That’s okay. They should explore their options at this early stage in middle school. The students can organize their self-portraits by endorsement around the classroom so that the students will see what everyone else is interested in by the end of the week. (~ 20 min)

Extension Opportunities for Everyone
Have students present their portraits to the class through a gallery walk. Allow students time to explain their portrait to their audience.

Differentiation and Additional Support Opportunities
● Display relevant academic and content-specific language (e.g., endorsement, suited, extracurriculars).
- Allow ELL and struggling students to use visuals or copy and paste their responses onto the Interests and Endorsements sheet.
- Allow ELL and struggling learners to use visuals to complete their Self-Portrait handout, but have them still verbally present what they chose.
- Encourage GT learners to choose phrases or visuals that have deeper meaning on their Self-Portrait handout.

Formative Assessments/Checks for Understanding
- A Pair-Share in step two allows you to see if your students need to take the quiz again before moving onto the next portion of the lesson.

Reflection/Engagement Strategies
- Ask students to create a quick visual of their understanding of their personal growth during these lessons. They can have one visual represent the amount of self-awareness they had before Lesson 1: My Vision, one for this lesson, and one or two more represent something in-between. This can consist of a quick draw or visuals copied from the internet. Ask the class to share with a partner or in a group of three.
Handout: Interests and Endorsements

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

1. If you could be on a TV show which would it be?

2. Would you rather…

3. If I wrote a “How To” book…

4. If you could be one of the following when you grow up…

5. If your Instagram account reflected…

6. If you could shadow an expert…

What were your results? Give a brief description.

Do you agree or disagree? Explain.
Where do I want to go?

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

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

What things do I want for my future and what financial planning do I need to do?
Lesson 3.9: Space Journal

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

Time Required
80 minutes

Materials Required
For the classroom:
Computer lab access or one laptop per group of two or three students
Internet access

For the students:
Interactive journal
Space Journal handout (following this lesson)

## Foundations

### TEKS

$127.2(c)(1)$ – The student investigates one or more careers within the 16 career clusters. The student is expected to:
(A) identify the various career opportunities within one or more career clusters.

$127.2(c)(3)$ – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.

$127.3(c)(3)$ – The student evaluates skills for personal success. The student is expected to:
(A) use interpersonal skills to facilitate effective teamwork;
(B) use problem-solving models and critical thinking skills to make informed decisions; and
(D) identify skills that can be transferable among a variety of careers.

### Cross-Disciplinary Standards

#### I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

#### I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

### Student Competencies for Success

#### Texas Model Student Competencies

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Interpersonal Effectiveness:**
- Effective and appropriate communication skills

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

**HB 1026 Positive Character Traits**
- Patience
- Consideration
- Responsibility

Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?
Learning Objectives
I can evaluate my personal goals, skills, and interests.
I can research a pathway that aligns with my career and education goals.
I can determine how to use my skills and abilities to set myself up for success.

Procedures

1. **Engaging Focus/Prior Knowledge:** Ask students to make a T-chart in their interactive journal with one side labeled “Games at School” and the other labeled “Games Played Outside of School.” Give them a few minutes to complete the chart. Then ask them to turn to a partner and discuss which is their favorite from both sides of the list and why. Ask a few students to share out. For the most part, the answers should reflect that games are fun and can teach you something, whether they are for school or not. Then explain that they are going to be playing an online game to help them better understand what jobs and careers they may not have known about that they could pursue in the future. (~ 10 min)

2. **Independent Activity:** Have students log in to MiddleGalaxy (middlegalaxy.org). Once you've walked through the first mission with the students, have them complete a game. The students will also complete their Space Journal while they are playing. (~ 60 min)

3. **Closure:** This can be done the next day at the start of class if the students took the whole period to complete their journal and play the game.
   - **Think-Pair-Share** – students will get a couple of minutes to think about what they've written in their space journal. They will then pair up with another student to discuss their findings and thoughts. Finally, the teacher will select students to share what they've discussed and what their thoughts on their findings are.
   - Prompting questions: Which career or skills do you identify with? Could you see yourself being successful in one of the fields you discovered? Why?
   (~ 10 min)

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

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., pursue, space journal).
- Allow extra time for ELL and SPED/504 students to get through the game. If need be, pair them up.
- Ask GT students who finish early to help other students around the room who are having challenges with the game. Tell them not to do anything for those other students; rather, have them drop a clue about the part they are struggling with.
- Ask GT students who finish early to go around the room and collect information on the careers discovered and chosen from the game. Have them make and post a class list that can be discussed as a reflection activity.

Formative Assessments/Checks for Understanding
- **Fist to Five** – have students indicate on a scale of 0–5 using their fist and fingers how comfortable they feel about college and career readiness.
- **Red Light/Green Light** – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

Reflection/Engagement Strategies
- Take the list that the class made in the Differentiation and Additional Support Opportunities above, or quickly have the class make a list of all the careers that were chosen on their journey through MiddleGalaxy. Ask students to consider what importance those careers have to a town or city. Does their town or city have those jobs available, or would they have to go somewhere else to pursue their career interests? Lastly, why is it important that a town or city
have a mix of career opportunities and not just a few?

● In a think-pair-share, ask the students if they identify with any career profile they viewed and why.
Complete a profile on three ideal cadets. Explain the mission and why they were best suited for that mission.
**Lesson 3.10: Performance Assessment, Personal Portfolio**

<table>
<thead>
<tr>
<th>Lesson Overview</th>
<th>Time Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is an assessment of the knowledge and skills the students have acquired during this unit.</td>
<td>120–160 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the students:</td>
</tr>
<tr>
<td>Interactive journal</td>
</tr>
<tr>
<td>Career Portfolio handout (following this lesson)</td>
</tr>
<tr>
<td>Computer/laptop</td>
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<tr>
<td>Internet access</td>
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<tr>
<td>Access to a word processor such as Microsoft Word or Google Docs</td>
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</tbody>
</table>

**Foundations**

<table>
<thead>
<tr>
<th>TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:</td>
</tr>
<tr>
<td>(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;</td>
</tr>
<tr>
<td>(D) identify professional associations affiliated with a career pathway;</td>
</tr>
<tr>
<td>(E) recognize the value of community service and volunteerism; and</td>
</tr>
<tr>
<td>(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.</td>
</tr>
<tr>
<td>§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:</td>
</tr>
<tr>
<td>(B) use problem-solving models and critical thinking skills to make informed decisions.</td>
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<tr>
<td>(D) identify skills that can be transferable among a variety of careers;</td>
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<tr>
<td>(E) create a personal career portfolio;</td>
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<tr>
<td>(F) make oral presentations that fulfill specific purposes using appropriate technology; and</td>
</tr>
<tr>
<td>(G) identify entrepreneurial opportunities within a field of personal interest.</td>
</tr>
<tr>
<td>§127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</td>
</tr>
<tr>
<td>(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.</td>
</tr>
</tbody>
</table>

**Cross-Disciplinary Standards**

<table>
<thead>
<tr>
<th>I.F. Academic integrity</th>
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</thead>
<tbody>
<tr>
<td>1. Attribute ideas and information to source materials and people.</td>
</tr>
<tr>
<td>2. Evaluate sources for quality of content, validity, credibility, and relevance.</td>
</tr>
<tr>
<td>3. Include the ideas of others and the complexities of the debate, issue, or problem.</td>
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<tr>
<td>4. Understand and adhere to ethical codes of conduct.</td>
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<table>
<thead>
<tr>
<th>II.A. Reading across the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use effective pre-reading strategies.</td>
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<td>2. Use a variety of strategies to understand the meanings of new words.</td>
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<td>3. Identify the intended purpose and audience of the text.</td>
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<td>4. Identify the key information and supporting details.</td>
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<tr>
<td>5. Analyze textual information critically.</td>
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<tr>
<td>6. Annotate, summarize, paraphrase, and outline texts when appropriate.</td>
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<td>7. Adapt reading strategies according to structure of texts.</td>
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<tr>
<td>8. Connect reading to historical and current events and personal interest.</td>
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<table>
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<tr>
<th>II.B. Writing across the curriculum</th>
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</thead>
<tbody>
<tr>
<td>1. Write clearly and coherently using standard writing conventions.</td>
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<tr>
<td>2. Explore a research topic.</td>
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<tr>
<td>3. Refine research topic based on preliminary research and devise a timeline for completing work.</td>
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**Student Competencies for Success**

<table>
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<tr>
<th>Texas Model Student Competencies</th>
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<tr>
<td><strong>Intrapersonal Effectiveness:</strong></td>
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<td>Effective executive functioning skills</td>
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<td>Positive self-concept</td>
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<tr>
<td><strong>Interpersonal Effectiveness:</strong></td>
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<td>Effective and appropriate communication skills</td>
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<tr>
<td><strong>Postsecondary Planning and College Readiness:</strong></td>
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<tr>
<td>Awareness of the importance of postsecondary education</td>
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<tr>
<td>Understanding the relationship of academics to work, home, and community</td>
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<td>Motivation to succeed</td>
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<td>Possession of knowledge and skills to gather information for postsecondary education and career planning</td>
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**HB 1026 Positive Character Traits**

<table>
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<th>Accountability</th>
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<tr>
<td>Responsibility</td>
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<td>Diligence</td>
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<tr>
<td>Perseverance</td>
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<tr>
<td>Patience</td>
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<tr>
<td>Consideration</td>
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</table>
4. Evaluate the validity and reliability of sources.
5. Synthesize and organize information effectively.

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

Enduring Understandings
Creating a vision for your education, work, and life allows you to develop a plan for success.

Essential Questions
Analyzing all options before making a decision allows me to make better choices.

Learning Objectives
I can practice applying my skills and abilities to new concepts.
I can organize information gathered about a career path.
I can analyze my skills and strengths and predict if a career is a good fit for me.

Procedures
1. Engaging Focus/Prior Knowledge: Ask the class for a show of hands for the following question: Who knows what a portfolio is? Allow students to contribute their ideas. Lead a class discussion using the following questions:
   a. What is a portfolio?
   b. What should you include in your portfolio?
   c. Why create and maintain a portfolio?
   d. If I asked you to create a portfolio with your work from this unit, which handouts or writings would you include? Explain your answer. (This question may take some time, but if your students need a more concrete example of how to choose their best work from your class, this question may help.)
   e. If I told you that this task is to create a career portfolio, what kinds of things do you predict would be included?
   (~ 20 min)

2. Day 1: Explain that the assessment for this unit will be done in three parts. Review the rubric for parts one and two with the students.
   (~ 10–15 min)

3. Days 1–3: Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame per teacher discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these materials throughout this unit. They should refer to any notes and activities from past lessons.
   a. Part one - interactive journal review. Let the students know that they will summarize their reflections and lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect and explain to you what they have learned.
   (~ 20–40 min)
   b. Part two - performance assessment. Pass out the student activity sheet and explain the performance assessment to the students. Let them know that they will create a personal career portfolio. You can let them use printer paper to sketch a rough draft prior to starting their final product.
   (~ 40–60 min)
   c. Part three - multiple-choice knowledge-based quiz using the bank of questions below.
   (~ 15–20 min)
4. **Closure:** Portfolio Showcase Gallery Walk – split your class in half and allow one half to set up and showcase their portfolio. The other half of the class will travel to each presenter. After some time, flip your presenters with your travelers. Then have students submit all components of the portfolio. If you prefer, you could allow a first submission, provide feedback, allow extra time for corrections, and then have them resubmit the portfolio on the final due date before the showcase. (~ 35 min)

**Extension Opportunities for Everyone**

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

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., traits, endorsements, career pathways).
- Create a template, give sentence stems, or break down the components of the task into smaller, more manageable chunks for ELL and SPED students.
- Allow for a language aid to be used by ELL students to assist in their writing.
- Encourage GT students to consider other activities and organizations that could be included in the portfolio.

**Formative Assessments/Checks for Understanding**

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers where they are in completing the portfolio.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**

- Exit ticket – ask students to think about which portfolios they learned from or enjoyed the most other than their own. Ask them why they felt that way. If possible, you might post some of the feedback without the names of the authors for the class to see. This would be a good way for students to see a positive impact they made on their peers through their work.
Lesson 3.11: Performance Assessment, Personal Portfolio

Part 1:
Write a reflection on what you've learned this unit. You can use your interactive journal. Some suggested thoughts to explain:
• What you knew before the unit compared to what you know now.
• Reflect on the path you thought your life would follow after graduating high school, versus the path you think you will follow now.
• What interests you about a certain college or postsecondary pathway and why?

Part 2:
Create a personal portfolio:
• A list of five of your top traits or skills along with an explanation of how these qualities will help you succeed at your intended endorsement or career pathway. Include either supporting documents or detailed examples of when you have exhibited this trait. For example, if you say you are hard working you can write an example explaining a time you worked very hard to achieve a goal. Or you can attach three report cards and explain how that you worked very hard in math and improved your grade overtime.
• Create a representation of your goals and pathway from middle school through your chosen educational path. This can be done as a timeline, cartoon, PowerPoint, essay, etc. It should include:
  ◊ One goal for high school and the steps you will take to get there.
  ◊ How do my educational choices connect with my long-term goals and vision for my life?
  ◊ One goal for after high school and the steps you will take to get there.
  ◊ How does planning my next steps help set me up for success?
• Answer this unit’s essential questions:
  ◊ How do my educational choices connect with my long-term goals and vision for my life?
  ◊ How does planning my next-steps help set me up for success?

<table>
<thead>
<tr>
<th></th>
<th>20</th>
<th>17–10</th>
<th>9–0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Five</td>
<td>All five traits and skills are clearly explained and related to an endorsement or career pathway.</td>
<td>All five traits and skills are explained and somewhat related to an endorsement or career pathway.</td>
<td>All five traits and skills are not clearly explained or related to an endorsement or career pathway.</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Goals and explanation of how you will reach these goals are clearly explained and related to your future career goals.</td>
<td>Goals and explanation of how you will reach these goals are explained and somewhat related to your future career goals.</td>
<td>Goals are not present or are not clearly defined or related to future career goals.</td>
<td></td>
</tr>
<tr>
<td>Answers to the essential questions.</td>
<td>Answer is thoughtful and personal to your desired goals.</td>
<td>Answer shows some thought and is related to your goal.</td>
<td>Not answered or is answered without thought or connection to your goals.</td>
<td></td>
</tr>
<tr>
<td>Overall Portfolio</td>
<td>Evidence of research and preparation. Explanations are clear and neatly followed.</td>
<td>Some evidence of research and preparation. Explanations are clear and mostly easy to follow.</td>
<td>No evidence of research or preparation. No organization.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career planning.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future planning.</td>
<td></td>
</tr>
</tbody>
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Total 139
Part 3 Assessment:

**Topic: Endorsements and Graduation Assessment Bank**

1. Mariah excels in her math classes and wants to be a marine biologist. Which endorsement would be best for Mariah?
   - A. Arts and Humanities
   - B. Business and Industry
   - C. Multidisciplinary Studies
   - D. Public Service
   - E. STEM

2. True or false: students who graduate without an endorsement have the same opportunities as students who graduate with an endorsement.
   - A. True
   - B. False

3. Laura really enjoys math and science. She has dreams of owning her own business one day – she just doesn't know what kind of business she wants to own. Which endorsement would be best for Laura?
   - A. Arts and Humanities
   - B. Business and Industry
   - C. Multidisciplinary Studies
   - D. Public Service
   - E. STEM

4. True or false: courses within a career cluster can fit into only one endorsement.
   - A. True
   - B. False

5. True or false: students may choose to graduate without an endorsement after their sophomore year if they have met with their parent/guardian and their school counselor.
   - A. True
   - B. False

6. Cheryl is working toward an endorsement. She’s completed one extra math class, one extra science class, and two extra electives. What requirement is she missing?
   - A. 4 classes in a specific sequence of coursework
   - B. 26 credits in a variety of subjects
   - C. 10 classes in line with her endorsement
   - D. Any class within her endorsement cluster

7. Sarah really enjoys her Theatre Arts class. She is often in front of the camera when the opportunity arises. Which endorsement would be best for Sarah?
   - A. Arts and Humanities
   - B. Business and Industry
   - C. Multidisciplinary Studies
   - D. Public Service
   - E. STEM

8. Joe has met with his counselor several times and has taken several different career and interest inventories. He decides upon a different endorsement option each time but quickly changes his mind. Joe is just not sure which endorsement he wants to pursue in high school. Which endorsement would be best for Joe?
   - A. Arts and Humanities
9. Students should choose their endorsement based upon:
   A. Their interests both in and out of school
   B. Career and interest inventories
   C. Input from their parent or guardian
   D. All of the above

10. Mary has met with her school counselor and has talked to her parents about her goals and interests. She is interested in pursuing coursework in the Government and Public Administration career cluster. Which endorsement would be best for Mary?
   A. Arts and Humanities
   B. Business and Industry
   C. Multidisciplinary Studies
   D. Public Service
   E. STEM

11. True or false: students must graduate with the Distinguished Level of Achievement degree plan to be eligible for automatic admission into qualifying Texas colleges and universities.
   A. True
   B. False

12. What is a benefit of earning the Distinguished Level of Achievement?
   A. Graduating from high school early
   B. Competing for Top 10% Automatic Admission eligibility
   C. Receiving free tuition at any Texas public university
   D. Earning an associate's degree in high school

13. Which of the following best describes the purpose of the various high school graduation programs in Texas?
   A. Tracking students into specific coursework based on their test scores
   B. Providing more opportunities for credit recovery courses
   C. Enabling students to explore areas of interest while they're still in high school
   D. Encouraging all students to go to a four-year university

14. Irene is graduating under the Foundation + Endorsement program. She has completed 20 credits, including 4 English, 4 math, 4 science, 3 social studies, 1 physical education, 2 languages other than English, and 2 electives. What requirements does she still need to complete?
   A. 26 total credits, including 1 social studies and 5 coherent endorsement courses
   B. 22 total credits, including 1 social studies and 1 fine art
   C. 26 total credits, including 1 fine art and 5 coherent endorsement courses
   D. 26 credits, including 1 social studies, 1 fine art, and 3 coherent endorsement courses

15. Which of the following allow students to earn a performance acknowledgment?
   A. Outstanding performance in a dual-credit course
   B. Earning a certification from a nationally recognized business or industry
   C. Outstanding performance on an AP or IB exam
   D. Earning a license from a nationally recognized business or industry.
   E. All of the above
Endorsements and Graduation Answer Key

1. E – STEM
2. B – False
3. B – Business and Industry
4. B – False
5. A – True
6. A – 4 classes in a specific sequence of coursework.
7. A – Arts and Humanities
8. C – Multidisciplinary Studies
9. D – All of the above
10. D – Public Service
11. A – True
12. B – Competing for Top 10% Automatic Admission eligibility
13. C – Enabling students to explore areas of interest while they're still in high school
14. C – 26 total credits, including 1 fine art and 5 coherent endorsement courses
15. E – All of the above
Unit 4: Community

Unit Overview
Lessons in this unit are designed to help students identify and develop their support network as well as recognizing the importance of community. Identifying where and how to get involved allows students to build a support network to help them with their goals, and it helps them feel connected to a larger community of people who share common values. Students will also point out who they already have set up in their own personal network. Students will also begin to understand how their communities collectively shape who they are as individuals.

Essential Questions
1. What is my vision for my future?
2. How do I use the information I gather to apply to my goals?
3. Why is it important to connect with my community?

Enduring Understandings
● Evaluating who I can reach out to for support allows me to make better choices.
● Community involvement allows me a chance for enrichment, and it positively impacts the world around me.

Big Ideas and Key Concepts
● Effective research: Learning to find reliable information about multiple topics using reputable, accurate, and current sources
● Community involvement: Exploring ways in which one might participate in multiple aspects of community life, including service, recreation, and civic participation
● Utilizing resources: Identifying and effectively using tools, support structures, and information in personal, academic, and social aspects of one's life
● Pride in one's community (or communities): Learning to identify and value all of the various communities of which one is a part of
● Networking: Learning the value of interacting with others to exchange information and develop professional and social contacts
● Cultural fluency: Developing the ability to understand, interact, collaborate, and display value and empathy across cultures, across countries, and across the myriad of micro-cultures within American society
● Diversity: Developing the ability to acknowledge and appreciate the qualities and characteristics that make each person unique
● Inclusion: Developing the awareness and skills required to ensure that each person feels welcomed and valued across multiple settings
● Perseverance: Learning to not give up in the face of difficulty or delayed success
● Intellectual curiosity: Developing a sense of curiosity that leads one to intentionally seek out new knowledge and skills

Performance Assessment
Students will complete a performance assessment, Community Poster, which creates a poster that represents the various communities in their lives. They will explore the backgrounds, values, and traditions of their communities while explaining how their communities collectively shape their unique identities.
Lesson 4.1: Getting Involved

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

Time Required
40 minutes

Materials Required
For the classroom:
A copy of your campus clubs and organizations list
Projector

For the students:
Interactive journal
Pen/pencil
Getting Into It activity sheet (following this lesson)

Foundations

TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;
(D) identify professional associations affiliated with a career pathway;
(E) recognize the value of community service and volunteerism; and
(F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

Cross-Disciplinary Standards

I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.

I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

Student Competencies for Success

Texas Model Student Competencies

Intrapersonal Effectiveness:
Effective executive functioning skills
Positive self-concept

Interpersonal Effectiveness:
Effective and appropriate communication skills
Effective interactions with diverse populations

Postsecondary Planning and College Readiness:
Awareness of the importance of postsecondary education
Understanding the relationship of academics to work, home, and community
Motivation to succeed

HB 1026 Positive Character Traits

Responsibility
Perseverance
Concern for the common good and community
Empathy
School pride

Enduring Understandings
Evaluating who I can reach out to for support allows me to make better choices.
Community involvement allows me opportunities for enrichment, and it positively impacts the world around me.

Essential Questions
What is my vision for my future?
How do I use the information I gather to apply to my goals?
Why is it important to connect to my community?

**Learning Objectives**
- Practice using my skills and abilities to new concepts.
- Identify where I have positive, supportive sources of information.
- Examine where I can get involved to further develop myself.

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Post the list of campus clubs and organizations for the class to see. Ask the students to hold up their hands if they are involved in one or more of these campus activities, two or more, etc. Ask students to reflect and then share in their interactive journal what they like and what is challenging about being a part of a campus activity.
   (~ 5–7 min)

2. **Whole Class Activity:** Poll the students: ask if they are involved in activities outside of school. Ask students to share out what club or organization they are a part of and what their experience is with the pros and cons of being a part of it.
   (~ 3–5 min)

3. **Whole Class Activity:** Show this Roadtrip Nation/Texas OnCourse video (youtu.be/ocQL--Ii1nE). Take time to discuss the five benefits of being involved on campus. Which ones are similar to the benefits students see currently in the clubs and organizations they participate in?
   (~ 10 min)

4. **Independent Activity:** Guide the students through the Getting into It activity sheet. They can glue this into their interactive journal after.
   (~ 10 min)

5. **Closure:** Have the students create an action plan for high school in their interactive journal. Have them write out a list of three activities they would like to participate in during those four years. Then have them write steps they can take now to better prepare them to get involved in these future activities.
   (~ 10 min)

**Extension Opportunities for Everyone**

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

Ask students to look up the clubs and organizations from a college or university they would like to attend. Tell them to complete a quick-write about how the clubs and organizations they participate in now and in high school will prepare them to continue that interest in their postsecondary experience.

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., action plan)
- Provide sentence stems for ELL and struggling students on the chart.
- Ask GT students to lead a round of the alphabet game – go around the room asking students to contribute one club or organization that begins with each letter of the alphabet. They will start with A and move through each letter until they get to Z. Ask one student to be your scribe for the list you come up with.

**Formative Assessments/Checks for Understanding**

- Twitter post – at an appropriate time for a break or a need to move around the room, ask students to consider one way they can explore their interests in clubs and organizations and how they would share it in 280 characters or less. Have students write their “tweet” on Post-It paper displayed around the room, or share it in an online program such as Padlet (padlet.com).
Reflection/Engagement Strategies

- Ask students to think about the vision boards they made in the first unit. What clubs and organizations available reflect the interests and long-term goals that are portrayed in their board? Are there any clubs or organizations they could start based on their interests?
Getting Into It Activity Sheet

I'm very involved

My involvement in activities

I want to get involved but I'm not sure...

Explain what you're involved in, what motivates you to stay connected to others and how these activities positively affect you.

Give advice or ask questions to the person you think filled out the opposite pathway. What do you think motivates or could help motivate the other person?

Explain what you're most interested in. Identify available activities. What keeps you from joining? If nothing is available, what can you do to fix that?
## Lesson 4.2: Support Network

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

### Time Required
60 minutes

### Materials Required
- **For the classroom:**
  - Paper cut into strips
  - Tape
  - Computer with internet access
  - Projector
- **For the students:**
  - Pen/pencil
  - My Network activity sheet (following this lesson)
  - Collage materials (glue, magazines, markers, etc.)

### Foundations
**TEKS**
- §127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
  - (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;
  - (D) identify professional associations affiliated with a career pathway;
  - (E) recognize the value of community service and volunteerism; and
  - (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

- §127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
  - (A) use interpersonal skills to facilitate effective teamwork; and
  - (B) use problem-solving models and critical-thinking skills to make informed decisions.

- §127.3(c)(6) – The student develops skills for professional success. The student is expected to:
  - (B) evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites;
  - (C) model characteristics of effective leadership, teamwork, and conflict management;
  - (D) recognize the importance of a healthy lifestyle, including the ability to manage stress; and
  - (E) explore characteristics necessary for professional success such as work ethics, integrity, dedication, perseverance, and interactions with diverse populations.

### Cross-Disciplinary Standards
- **I.A. Intellectual curiosity**
  - 1. Engage in scholarly inquiry and dialogue.
- **I.C. Problem solving**
  - 1. Analyze a situation to identify a problem to be solved.
  - 2. Develop and apply multiple strategies to solve a problem.
  - 3. Collect evidence and data systematically and directly relate to solving a problem.
- **I.D. Academic behaviors**
  - 1. Self-monitor learning needs and seek assistance when needed.
  - 2. Use study habits necessary to manage academic pursuits and requirements.
  - 4. Persevere to complete and master tasks.
- **II.B. Writing across the curriculum**
  - 1. Write clearly and coherently using standard writing conventions.
  - 2. Write in a variety of forms for various audiences and purposes.

### Student Competencies for Success
**Texas Model Student Competencies**
- **Intrapersonal Effectiveness**:
  - Effective executive functioning skills
  - Positive self-concept
  - Appropriate behavior to the situation
- **Interpersonal Effectiveness**:
  - Effective and appropriate communication skills
  - Effective interactions with diverse populations
  - Development of healthy relationships
- **Postsecondary Planning and College Readiness**:
  - Awareness of the importance of postsecondary education
  - Understanding the relationship of academics to work, home, and community
  - Motivation to succeed

**HB 1026 Positive Character Traits**
- **Responsibility**
- **Perseverance**
- **Concern for the common good and community**
- **Empathy**
- **Courage**
- **Honesty**
- **Good citizenship**
**Enduring Understandings**
Evaluating who I can reach out to for support allows me to make better choices.
Community involvement allows me opportunities for enrichment, and it positively impacts the world around me.

**Essential Questions**
What is my vision for my future?
How do I apply the information I gather to my goals?
Why is it important to connect with my community?

**Learning Objectives**
I can practice applying my skills and abilities to new concepts.
I can identify where I have positive, supportive sources of information.
I can research where to get involved to further develop myself.

---

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Give five to seven strips of paper to each student. Ask them to write the name of someone they know who helps support them on each strip. Tell them to tape the ends of each strip together and connect the rings, making a paper chain. When finished, lead a class discussion with the following questions:
   a. Who is included in your chain?
   b. How has your chain changed since you were born?
   c. What are the reasons your chain has changed?
   d. When your chain “breaks” because one of the links isn’t a support for you anymore, what happens?

   Explain that it’s important for them to be aware of who they can go to throughout their life for support. The reasons they need certain people to support them will also change based on their life experience.

   Connect all the links using a strip with each student’s name as a connector and post them around your classroom for a visual reference throughout the lesson.
   (~ 15 min)

2. **Independent Activity:** Begin by showing the Roadtrip Nation/Texas OnCourse video (youtu.be/GZGMT8vF NU). In their interactive journal, have the students list who is currently in their support network. They can use the My Network activity sheet. Once they’ve identified who already supports them, ask them to think about who they need or who will be able to help them in the future.
   (~ 10 min)

3. **Independent Activity:** Students will complete the activity by creating a My Network Web, illustrating who they get/can get support from.
   (~ 20 min)

4. **Closure:** The students can display their webs and write a short synopsis to post next to them. Students can walk around and view others’ network webs to get ideas about where they can find supportive people in their lives. Ask them to do an exit ticket or wrap-up card explaining what they’ve learned about where they can go for help on their educational path.
   (~ 20 min)

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**Extension Opportunities for Everyone**
Have the students write thank-you letters to a few people from their network web. Emphasize that it’s important to show gratitude for people’s help.

To encourage involvement at home, use the “Planning, Checklists, and Meeting Your Student’s Counselor ” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., network).
- Allow ESL students to use a language aid to look up unknown words.
Ask GT students to link their chain with the strip of paper with their own name on it. Ask them what their name connecting all these people symbolizes. How do they impact their chain by being that connecting piece?

**Formative Assessments/Checks for Understanding**
- A formative assessment activity is included in the closure.

**Reflection/Engagement Strategies**
- The exit ticket included in the closure can serve as the reflection if need be.
Handout: My Support Network

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

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

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

Create a web of your support network. Write out or place images next to your network members that explain how this person helps support you.
### Lesson 4.3: Community and Service

#### Lesson Overview
The purpose of this lesson is to help students understand the value of being active participants in their community through service. Students will learn about the benefits of volunteerism and how they can participate in community service projects.

#### Time Required
75–90 minutes

#### Materials Required
For the classroom:
- Large pieces of butcher paper
- Tape
- Markers
- Computer with internet access
- Projector

For the students:
- Pen/pencil
- Interactive journal
- Colored pencils/markers
- Sticky notes or index cards
- Access to their resume from the previous lesson

#### Foundations

<table>
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<tr>
<th>TEKS</th>
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<tbody>
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<tr>
<td>(C) use effective time-management and goal-setting strategies; and</td>
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<td>(D) identify skills that can be transferable among a variety of careers.</td>
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<td>§127.3(c)(6) – The student develops skills for professional success. The student is expected to:</td>
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#### Cross-Disciplinary Standards

<table>
<thead>
<tr>
<th>I.F. Academic integrity</th>
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</thead>
<tbody>
<tr>
<td>1. Attribute ideas and information to source materials and people.</td>
</tr>
<tr>
<td>2. Evaluate sources for quality of content, validity, credibility, and relevance.</td>
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<tr>
<td>3. Include the ideas of others and the complexities of the debate, issue, or problem.</td>
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<tr>
<td>4. Understand and adhere to ethical codes of conduct.</td>
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<tr>
<td>II.A. Reading across the curriculum</td>
</tr>
<tr>
<td>1. Use effective pre-reading strategies.</td>
</tr>
<tr>
<td>2. Use a variety of strategies to understand the meanings of new words.</td>
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<tr>
<td>3. Identify the intended purpose and audience of the text.</td>
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<tr>
<td>4. Identify the key information and supporting details.</td>
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<tr>
<td>5. Analyze textual information critically.</td>
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<tr>
<td>6. Annotate, summarize, paraphrase, and outline texts when appropriate.</td>
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<td>7. Adapt reading strategies according to structure of texts.</td>
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<td>8. Connect reading to historical and current events and personal interest.</td>
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<tr>
<td>II.C. Research across the curriculum</td>
</tr>
<tr>
<td>1. Understand which topics or questions are to be investigated.</td>
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<tr>
<td>2. Explore a research topic.</td>
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<tr>
<td>3. Refine research topic based on...</td>
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#### Student Competencies for Success

<table>
<thead>
<tr>
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<tbody>
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<tr>
<td>Integrity</td>
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<tr>
<td>Perseverance</td>
</tr>
<tr>
<td>Concern for the common good and community</td>
</tr>
<tr>
<td>Empathy</td>
</tr>
<tr>
<td>Generosity</td>
</tr>
</tbody>
</table>
Enduring Understandings
Evaluating who is available for support allows me to make better choices. Community involvement allows me opportunities for enrichment, and it positively impacts the world around me.

Essential Questions
What is my vision for my future?
How do I apply the information I gather to my goals?
Why is it important to connect with my community?

Learning Objectives
I can practice applying my skills and abilities to grasp new concepts.
I can identify positive, supportive sources of information.
I can examine where I can get involved to further develop myself.

Procedures
1. **Engaging Focus/Prior Knowledge:** Show students the video on the Benefits of Volunteering (tinyurl.com/rp9fqe2). Lead a class discussion on the following questions:
   a. What misconceptions did Ahmed’s friends have about volunteering?
   b. How does it feel when you aren’t given support to do something you enjoy?
   c. How did Maya respond when she realized the negative impact her criticism of Ahmed’s volunteer work had on him?
   d. How was the volunteer work that Maya chose different from Ahmed’s? What does that tell us about volunteering?
   e. How did volunteering impact the lives of both Ahmed and Maya?
   (~ 15 min)

2. **Whole Class Activity:** Show students the infographic on the Health Benefits of Volunteering (tinyurl.com/y8kkuaog) and talk through the information as a class. Ask students to consider the most important takeaways from this lesson so far.
   (~ 10 min)

3. **Whole Class Activity:** As a class, create one or more “takeaway walls” made from large pieces of butcher paper as the background. At the top, write “Take What You Need.” Ask students to contribute uplifting or positive messages on sticky notes and post them on the background for other students on campus to take. If your campus has bulletin boards in the hallways, that could be a great place to put the activity.
   (~ 20 min)

4. **Whole Class Activity:** Ask students to stop by the takeaway walls often to see how other students are responding and add more notes if necessary. After a reasonable amount of time, lead a class discussion about how the activity is impacting the campus at large. Then ask students how they feel about having participated and how participating has impacted them. If time allows, give students the extension opportunity as a challenge to continue their volunteerism.
   (~ 20 min)

5. **Closure:** Remind students that volunteering can also help them in the future. Organizations, colleges, universities, and employers often consider volunteer experience in their decision-making process. For their interactive journals, give students time to reflect on this activity, what they learned about themselves, and their thoughts on volunteering.
   (~ 20 min)
Extension Opportunities for Everyone
Challenge students to find an easy way to volunteer in a reasonable time frame. Encourage them to find something – big or small, on campus or off – to do for their community. Then ask them to write about their experience and share it with the class. To encourage involvement at home, use the “Getting Involved “ family guide take-home card to refer families to the section that aligns with what you’re teaching in class.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., misconceptions, volunteerism).
- Allow ELL students to use a language aid to help them complete the activities.
- Consider allowing ELL students to write in their native language to help others who speak it connect and understand the message as well.
- Allow GT students to create an advertisement for your school announcements to spread the word about the “takeaway walls” your classes have created.

Formative Assessments/Checks for Understanding
- 3-2-1 summary – students will explore the benefits of volunteering and ways they can participate. Ask students to write down three things they didn’t know before they saw all of the other students’ work, two things that surprised them, and one thing that they would want to learn more about it.

Reflection/Engagement Strategies
- Reflection is built into the end of the lesson when students reflect on how participating in the activity has impacted them.
Lesson 4.4: Community Connections

**Lesson Overview**
The lesson is designed to build cultural fluency and help students develop the ability to understand, interact, collaborate, and connect across communities different than their own. The lesson focuses on the value of having empathy and connecting to different communities while understanding what it means to have pride in one’s community.

**Time Required**
90–120 minutes

**Materials Required**
For the students:
- [What is cultural fluency? And why is it important?](tinyurl.com/svnbus)
- Interactive journal
- Paper
- Pencil/pen

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**Foundations**

**TEKS**
- §127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
  - (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;
  - (E) recognize the value of community service and volunteerism; and
  - (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.
- §127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
  - (B) use problem-solving models and critical-thinking skills to make informed decisions.
  - (C) use effective time-management and goal-setting strategies.

**Cross-Disciplinary Standards**

- I.D. Academic behaviors
  - 1. Self-monitor learning needs and seek assistance when needed.
  - 2. Use study habits necessary to manage academic pursuits and requirements.
  - 4. Persevere to complete and master tasks.
- I.E. Work habits
  - 1. Work collaboratively.
- II.A. Reading across the curriculum
  - 1. Use effective pre-reading strategies.
  - 2. Use a variety of strategies to understand the meanings of new words.
  - 3. Identify the intended purpose and audience of the text.
  - 4. Identify the key information and supporting details.

**Student Competencies for Success**

**Texas Model Student Competencies**

- **Intrapersonal Effectiveness:**
  - Effective executive functioning skills
  - Positive self-concept
- **Interpersonal Effectiveness:**
  - Effective and appropriate communication skills
  - Effective interactions with diverse populations
  - Appropriate behavior to situation and environment
- **Postsecondary Planning and College Readiness:**
  - Awareness of the importance of postsecondary education
  - Understanding the relationship of academics to work, home, and community
  - Motivation to succeed

**HB 1026 Positive Character Traits**

- Perseverance
- Concern for the common good and community
- Empathy
- Generosity
- Good citizenship
- Freedom from prejudice
- Fairness

---

**Enduring Understandings**
Community involvement allows me a chance for enrichment, and it positively impacts the world around me.

**Essential Questions**
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

**Learning Objectives**
- Articulate the ways in which diversity brings strength to the collective/whole
- Identify the community (or communities) that are important to my identity
- Develop a plan for cultivating pride in my community (or communities)
- Building my capacities for being inclusive in academic and social settings

**Procedures**

1. **Engaging Focus/Prior Knowledge:** Read the following quote from Suzanne Goldsmith’s memoir *A City Year,* “Communities are not built of friends, or of groups with similar styles and tastes, or even of people who like and understand each other. They are built of people who feel they are part of something that is bigger than themselves: a shared goal or enterprise, like righting a wrong, or building a road, or raising children, or living honorably, or worshipping a god. To build community requires only the ability to see value in others, to look at them and see a potential partner in one’s enterprise.” Ask the students to write their definitions for the word community in their interactive journal. After students are done, have the whole class write a definition for the word community using their own words and the quote to support the creation of their definition. (~ 15 min)

2. **Whole Class Activity:** Four Corners – read the following four statements below. Label the four corners of the room with signs that show ***Strongly agree***, ***Agree***, ***Disagree***, and ***Strongly disagree***. Read the statement to which they respond first by writing in their interactive journals then by standing in the corner that best represents their opinions. Provide time for students to share their responses with other students in the corner. After each statement, pause and ask a representative from one of the corners to explain their group’s thinking, facilitating a discussion amongst the students from all corners to ask questions and challenge each other’s ideas.
   - Communities should only include people who are friends and people who like each other.
   - You can only have one community.
   - Our classroom is a community.
   - A community has specific rules about membership. Some people must be excluded for a community to exist – not everyone can belong.
   (~ 20 min)

3. **Independent Activity:** On a new page in their interactive journals, have the students draw a circle in the middle, write their name inside, and answer the following questions – Who gave you your name? What is the ethnic origin of your name? What is the story behind your name? Next, they will draw additional circles around the center circle, writing words that describe their identity (e.g., athlete, brother, Latina, student). They will then create a new outer layer of circles with the communities that relate to those identities, drawing a line to connect the identities and communities. It is okay for the lines to cross to multiple identities.
   (~ 30 min)

4. **Partner Activity:** In pairs, have the students share two of their identities/community circles. They will share a story about a moment they felt especially proud to be associated with one of their identities. Next, they will share a story about a time that was particularly difficult or painful to be associated with one of their identities.
   (~ 15–20 min)

5. **Introduction of New Material:** Explain that sharing their personal stories, identities, and communities helps students understand that each community has its own set of manners, values, and histories. Even though you might not be a member of your classmate’s community, the most important aspect of being empathetic to other identities, communities, and cultures is understanding the importance of asking questions and listening to gain an understanding of another person’s background. Students will read the article *What is cultural fluency? And why is it important?* (tinyurl.com/svvnbus) and utilize the annotation strategies they have learned throughout the curriculum.
   (~ 30 min)
6. **Closure:** Students will respond to the following prompt in their interactive journal – Now that you have read the article, create your meaning of cultural fluency. What are the top three lessons you can use from the article in your everyday life? When students are done, they will share their answers with a partner.

(≈ 10–15 min)

**Extension Opportunities for Everyone**
- Students can expand on procedure three by explaining the way their community influences their identity. This will ultimately support their work for the performance assessment.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., cultural fluency, preconceptions, identity, community, values).
- Provide a teacher model for procedure three.

**Formative Assessments/Checks for Understanding**
- Utilize the 3-2-1 summary technique after the closure. Ask the students to explain the meaning of cultural fluency to the whole class. Then ask students to write down three things they didn't know before they listened to their classmates, two things that surprised them, and one thing that they would want to learn more about it.

**Reflection/Engagement Strategies**
- Reflection is embedded throughout the unit.
- Engagement is embedded throughout the unit.
### Lesson 4.5: Performance Assessment, Community Poster

#### Lesson Overview
This is an assessment of the knowledge and skills the students have acquired during the unit.

#### Time Required
120–160 minutes

#### Materials Required
For the students:
- Interactive journal
- Project materials (construction paper, glue, markers and/or crayons, printer access)
- Computer with internet access
- Presentation software (e.g., PowerPoint, Prezi, Google Slides)

#### Foundations
**TEKS**
$\S 127.2(c)(3)$ – The student investigates the professional skills needed for college and career success. The student is expected to:
- (B) investigate the importance of co-curricular, extracurricular, career preparation, and extended learning experiences;
- (E) recognize the value of community service and volunteerism; and
- (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

$\S 127.3(c)(3)$ – The student evaluates skills for personal success. The student is expected to:
- (B) use problem-solving models and critical-thinking skills to make informed decisions.
- (C) use effective time-management and goal-setting strategies.

#### Cross-Disciplinary Standards
**I.D. Academic behaviors**
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

**I.E. Work habits**
1. Work collaboratively.

**II.C. Research across the curriculum**
1. Understand which topics or questions are to be investigated.

#### Student Competencies for Success
**Texas Model Student Competencies**

**Intrapersonal Effectiveness:**
- Effective executive functioning skills
- Positive self-concept

**Interpersonal Effectiveness:**
- Effective and appropriate communication skills
- Effective interactions with diverse populations
- Appropriate behavior to situation and environment

**Postsecondary Planning and College Readiness:**
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed

**HB 1026 Positive Character Traits**
- Perseverance
- Concern for the common good and community
- Empathy
- Good citizenship
- Freedom from prejudice
- Fairness

#### Enduring Understandings
Community involvement offers me a chance for enrichment, and it positively impacts the world around me.

#### Learning Objectives
Identify what communities I am a member of and how I can become more involved.
Understand my identity and how I can contribute to my community.
Analyze how communities are connected through me.

Procedures

1. **Engaging Focus/Prior Knowledge:** Discuss how students might be a member of multiple communities (school, work, friendships, sports, family, cultural, religious, etc.). Emphasize the idea of how their communities act as support networks and how having a community can help students achieve their goals. Project the following quote by the author Bill Bishop on the board and ask a student to read it to the class – “It used to be that people were born as part of a community, and had to find their place as individuals. Now people are born as individuals and have to find their community.” The students will respond to the quote in their interactive journal. They will write about the various communities in their lives and how their communities shape their identity. They will also explain how their communities inform their values, ideas, and actions. Students will share their answers with a partner. (~ 15 min)

2. **Day 1:** Explain that the assessment for this unit will be done in three parts. Review the rubric for parts one and two with the students. (~ 10–15 min)

3. **Days 1–3:** Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame per teacher discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these concepts throughout this unit. They should refer to any notes and activities from past lessons.
   a. Part one – interactive journal review. Let the students know that they will summarize their reflections and lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect and explain to you what they have learned. (~ 20–40 min)
   b. Part two – performance assessment. Pass out the student activity sheet and explain the performance assessment to the students. Outline the requirements for the assessment, note the due date, and review the scoring rubric with the students. Explain that they will be using the information from this unit to create a poster that represents their various communities. They will share this poster with the class in a gallery walk. (~ 40–60 min)
   c. Part three – multiple choice knowledge-based quiz using the bank of questions below. (~ 15–20 min)

4. **Day 4 (Closure):** Gallery Walk. Posters should be displayed “gallery style” in a way that allows students to disperse themselves around the room. Half the class will share their posters while the other half will rotate around the room. Students will take down notes of anything they find interesting. These notes will be used to help write their closure. In their interactive journals, students will reflect on three posters they found interesting and explain how the communities presented on the posters shaped their classmates’ identities. They will also write about any similarities and differences they noticed around the classroom. (~ 35 min)

Extension Opportunities for Everyone

- If time permits, conduct a class discussion about the closure responses.
- Students can interview an important member of one of the communities they are a member of and write an essay on that person’s journey and the positive impact they have on the community.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., contribute, collectively).
- Pair students strategically. This can be done in a homogeneous or heterogeneous design.

Formative Assessment/Checks for Understanding

- Use the four finger rating practice after the students define the word community. Students will lift their hand indicating one of the following. One finger means “I do not understand the concept.” Two fingers mean “I am still a
little confused.” Three fingers mean “I understand.” Four fingers mean “I understand, and I can teach this concept to a friend.” This is a quick way to gather data and determine if further instruction is needed. Pair students who flash a 3 or 4 with students who flash a 1 or 2.

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

**Reflection/Engagement Strategies**
- Reflection is embedded in the engaging focus/prior knowledge and closure activities.
- Engagement is embedded in the four corners, gallery walk, and share out activities.
Lesson 4.5: Performance Assessment, Community Postert

Part 1:
Write a reflection on what you’ve learned this unit. You can use your interactive journal. Some suggested thoughts to explain:
• What you knew before the unit compared to what you know now.
• Reflect on the various communities and support networks in your life and explain how you might contribute differently to those communities.

Part 2:
Create a poster including all of the following on each community in your life.
• Background information on the community.
• Answer this unit’s essential question: How do I find my purpose?
• Values and traditions within the community.
• At least two artifacts that are representative of the community (i.e. postcards, photographs, articles, objects, music, images, drawings, works of art, etc.).

At the bottom of the poster, write one paragraph explaining the importance of these communities and how the communities have influenced your values. Also, explain how you contribute to these communities and how all the communities collectively shape your identity.

Due: __________

<table>
<thead>
<tr>
<th>Components</th>
<th>20</th>
<th>17–10</th>
<th>9–0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components of the poster are included and thoroughly and thoughtfully explained.</td>
<td>Components are included.</td>
<td>Some of the components of the poster are included.</td>
<td>None of the components of the poster are included.</td>
<td></td>
</tr>
<tr>
<td>Understanding Community</td>
<td>There is clear evidence of understanding the role of communities in an individual's life and the values, traditions, and artifacts relevant to the specific community is clearly and thoughtfully explained.</td>
<td>There is some evidence of understanding the role of communities in an individual's life and the values, traditions, and artifacts relevant to the specific community is mentioned.</td>
<td>There is no evidence of understanding the role of communities in an individual's life and the values, traditions, and artifacts relevant to the specific community is not included.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>The writer's word choice is purposeful and precise. The development of ideas is effective because the writer uses details and examples that are specific and well chosen.</td>
<td>The writer's word choice may be general or imprecise. The development of ideas is minimal because the writer uses/expands on some ideas and examples.</td>
<td>The writing is insubstantial because the writer's response to the prompt is vague or confused. Main ideas are unclear.</td>
<td></td>
</tr>
<tr>
<td>Overall Presentation</td>
<td>There is evidence of effort and preparation with overall thought and consideration to design and neatness.</td>
<td>There is some evidence of effort and preparation.</td>
<td>There is no evidence of effort and preparation.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career planning.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future planning.</td>
<td></td>
</tr>
</tbody>
</table>

Total [161]
Part 3:

**Topic: Community Assessment Bank**

1) What are the benefits of volunteering?
   A. Make new friends
   B. Learn teamwork skills
   C. Feel healthier
   D. All of the above

2) Which of the following is not a benefit of getting involved with your campus community?
   A. Get free things
   B. Learn about new activities
   C. Make new friends
   D. Manage time and priorities

3) Having a support network includes which of the following?
   A. Seeking help
   B. Asking questions
   C. Reaching out to people who care about you
   D. All of the above

4) Family, friends, teachers, and mentors are all part of your support network.
   A. True
   B. False

5) More than three-quarters of people say volunteering did not help them in their careers or help them manage their time.
   A. True
   B. False
Community Assessment Bank Answer Key

1. E
2. B
3. D
4. True
5. False
Unit 5: Finances

Unit Overview
As students prepare for their college and career choices, it is important that they understand the significance of personal financial management. While in college or in a career, students need to manage their finances, plan for changes, and prepare for the unexpected. This unit will have students study money management as well as investigate the different financial accounts and their benefits and effects. Additionally, students will research and see the practicalities of paying for college and applying for financial aid, making their college aspirations possible.

Essential Questions
1. How do I use the information I gather to apply to my goals?
2. What is my vision for my future?

Enduring Understandings
● Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating education, work, and life goals.

Big Idea and Key Concepts
● Budgeting: Learning to understand how much money is available, learning to accurately identify all expenses, and learning to determine how to effectively spend and save money
● Cost of living: Accurately identifying the amount of money needed to pay for basic needs such as housing, food, healthcare, transportation, and recreation
● Financial accounts: Learning the basics of the different types of accounts available for managing, spending, and saving money
● Financial aid: Understanding the types of money available to pay for college, including scholarships, grants, work-study, and loans
● Effective research: Learning to find reliable information about multiple topics using reputable, accurate, and current sources
● Money management: Learning to take care of money and other financial resources in the short term and long term

Performance Assessment
Students will complete a performance assessment, Financial Goals, which represents two SMART financial goals for the future. Students will create a comprehensive budget to support their plans for achieving their goals.
Lesson 5.1: Lifestyle

Lesson Overview
This lesson is designed to introduce students to the impact college and career planning may have on their future lifestyle choices. Students will go through a list of various lifestyle options in order to become aware of the need for planning for their future goals.

Time Required
80–100 minutes

Materials Required
For the classroom:
- Computer with projector or whiteboard

For the students:
- Interactive journal
- My Future Choices sheet (following the lesson)
- Pencil/pen
- Calculator
- Glue

Foundations
TEKS
§127.2(c)(3) – The student investigates the professional skills needed for college and career success. The student is expected to:
(A) apply core academic skills to meet personal, academic, and career goals.
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
I.E. Work habits
1. Work collaboratively.
II.A. Reading across the curriculum
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.

Student Competencies for Success
Texas Model Student Competencies
Intrapersonal Effectiveness:
- Effective executive functioning skills
- Positive self-concept

Interpersonal Effectiveness:
- Effective interactions with diverse populations
- Effective and appropriate communication skills

Postsecondary Planning and College Readiness:
- Awareness of the importance of postsecondary education
- Understanding the relationship of academics to work, home, and community
- Motivation to succeed
- Possession of knowledge and skills to gather information for postsecondary education and career planning

Personal Health and Safety:
- Demonstration of resiliency and positive coping skills

HB 1026 Positive Character Traits
- Diligence
- Perseverance
- Reliability
- Punctuality
- Responsibility
Enduring Understandings
Self-evaluation is an ongoing process and a crucial skill for education, work, and life. Creating a plan for my future is important for preparation to succeed.

Essential Questions
What skills do I need to gain for future goals and success?
How do my educational choices connect with my long-term goals and vision for my life?

Learning Objectives
I can practice using my skills and abilities on new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.

Procedures

1. **Engaging Focus/Prior Knowledge:** Project a picture of the following items for the class – a bunch of bananas, a fast food meal, a gallon of milk, a loaf of bread, a tube of toothpaste, and a shirt. Ask students if they know the cost of each item. Before confirming how much these items cost in your area, allow time for them to debate the idea that it depends on where you buy the item and how much you are willing to pay for it. Tell students that their college and career pathways can help determine what their future budget and lifestyle will be.

   (~ 5–7 min)

2. **Independent Activity:** Hand out the My Future Choices sheet to students. Tell them they will need to do some independent research on their college and career goals in order to make their choices. Here is a quick reference for salary based on education level to share with students from SmartAsset (tinyurl.com/yayo9dr7). Allow students to explore up to three career paths, if they so choose, before completing the chart. Tell students to go through each pathway in order to compare the differences of each set of lifestyles.

   (~ 30–40 min)

3. **Independent Activity:** When students finish, propose the following situations and ask them to decide on a budget to adjust. Students must continue with the same budget throughout the scenarios.
   a. Your car breaks down, and it will cost $200 to fix it. What do you do? How does this impact your lifestyle?
   b. You missed the public transit method you use and are late to work. Your boss says that if it happens again, you may be fired. Will you consider saving for a car, or do you have another option? Explain your answer.
   c. Your electric bill is higher than expected this month by $25. How does that impact your budget?
   d. Your job decides to give everyone a $50 bonus before the holidays. Will you save it, spend it, or choose a combination of the two? Explain your answer choice.
   e. Your cell phone is stolen and needs to be replaced. You can get an updated version for $80/month, or you can just replace the one you owned at no cost. Which option do you choose? Explain your answer.
   f. It's your friend's birthday, but the celebration puts you over your monthly budget. What can you do to balance it?

   (~ 30–40 min)

4. **Independent Activity:** Ask students to glue the My Future Choices sheet into the next page of their interactive journals. On the following page, allow students to reflect on their budgets and resulting lifestyle choices. Ask the students to respond to the following questions:
   o How can college and career planning impact my future lifestyle?
   o How did you feel going through the scenarios and having to make decisions based on unexpected life experiences?
   o How can I acquire the skills and habits I need to achieve my future lifestyle?

   (~ 5–7 min)

5. **Closure:** Give students time to share out answers from their reflection questions. Guide students so that they do not
become frustrated or feel like it's so easy. understand that what this lesson touches on are skills and habits that will be taught throughout the unit.
(~ 5–7 min)

Extension Opportunities for Everyone
Allow students to do more research about the different levels of incomes and lifestyle choices available in order to make “Did You Know?” posters for the classroom or campus. Students can research a variety of college and career pathways in order to create their posters.

To encourage involvement at home, use the “Finances” Family Guide take-home card to refer families to the section that aligns with what you’re teaching in class.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., salary, savings, net income, expenses)
- Allow ELL students to use a language aid or support to look up unknown words.
- Allow SPED and 504 students additional time to research and calculate their options. If need be, have salary information prepared, or use the suggested average salary for each option.
- Allow GT students to create a financial presentation using programs such as Google Sheets to create the budget and then project it for the year.
- Teachers may choose to have students work in pairs or small groups to complete the chart rather than independently.
- The teacher may take the chart one box at a time with the whole class, explaining the different options and providing real world examples to students before they make their decisions.

Formative Assessments/Checks for Understanding
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

Reflection/Engagement Strategies
- The reflection activity is built-in throughout the lesson and Closure.
### Postcollege Graduation Pathway Choices

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you get financial aid?</td>
<td></td>
</tr>
<tr>
<td>Do you have loans to pay back?</td>
<td></td>
</tr>
<tr>
<td>Monthly loan payment:</td>
<td></td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td></td>
</tr>
<tr>
<td>My job title is:</td>
<td></td>
</tr>
<tr>
<td>My monthly salary is:</td>
<td></td>
</tr>
<tr>
<td>Amount added to savings each month:</td>
<td></td>
</tr>
<tr>
<td>Total spendable income for this section: +</td>
<td></td>
</tr>
<tr>
<td>(The average American makes a salary of $4,900/month with a four-year degree.)</td>
<td></td>
</tr>
<tr>
<td>Housing options (choose one):</td>
<td></td>
</tr>
<tr>
<td>Apartment: $900/month</td>
<td></td>
</tr>
<tr>
<td>Rental home: $1000/month</td>
<td></td>
</tr>
<tr>
<td>Own a home: $1300/month</td>
<td></td>
</tr>
<tr>
<td>Housing choice:</td>
<td></td>
</tr>
<tr>
<td>Do you have a roommate? Take your monthly living expense and cut it in half.</td>
<td></td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td></td>
</tr>
<tr>
<td>Method of transportation (choose one):</td>
<td></td>
</tr>
<tr>
<td>Public (bus, train, etc.): $90/month</td>
<td></td>
</tr>
<tr>
<td>Car (payment and gas): $300/month</td>
<td></td>
</tr>
<tr>
<td>Walk: FREE</td>
<td></td>
</tr>
<tr>
<td>Bike: FREE</td>
<td></td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td></td>
</tr>
<tr>
<td>Monthly bills (choose all that apply):</td>
<td></td>
</tr>
<tr>
<td>Electric: $50/month</td>
<td></td>
</tr>
<tr>
<td>Water/sewer: $50/month</td>
<td></td>
</tr>
<tr>
<td>Trash/recycling: $15/month</td>
<td></td>
</tr>
</tbody>
</table>

### Post–High School Graduation Pathway Choices

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>My job title is:</td>
<td></td>
</tr>
<tr>
<td>My monthly salary is:</td>
<td></td>
</tr>
<tr>
<td>Amount added to savings each month:</td>
<td></td>
</tr>
<tr>
<td>Total spendable income for this section: +</td>
<td></td>
</tr>
<tr>
<td>(The average American makes a salary of $3,100/month with no four-year degree.)</td>
<td></td>
</tr>
<tr>
<td>Housing options (choose one):</td>
<td></td>
</tr>
<tr>
<td>Apartment: $400/month</td>
<td></td>
</tr>
<tr>
<td>Rental home: $1000/month</td>
<td></td>
</tr>
<tr>
<td>Own a home: $1300/month</td>
<td></td>
</tr>
<tr>
<td>Housing choice:</td>
<td></td>
</tr>
<tr>
<td>Do you have a roommate? Take your monthly living expense and cut it in half.</td>
<td></td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td></td>
</tr>
<tr>
<td>Method of transportation (choose one):</td>
<td></td>
</tr>
<tr>
<td>Public (bus, train, etc.): $90/month</td>
<td></td>
</tr>
<tr>
<td>Car (payment and gas): $300/month</td>
<td></td>
</tr>
<tr>
<td>Walk: FREE</td>
<td></td>
</tr>
<tr>
<td>Bike: FREE</td>
<td></td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td></td>
</tr>
<tr>
<td>Monthly bills (choose all that apply):</td>
<td></td>
</tr>
<tr>
<td>Electric: $50/month</td>
<td></td>
</tr>
<tr>
<td>Water/sewer: $50/month</td>
<td></td>
</tr>
<tr>
<td>Trash/recycling: $15/month</td>
<td></td>
</tr>
<tr>
<td>Weekly entertainment activities (choose one):</td>
<td>Weekly entertainment activities (choose one):</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Go out 1–2 times/week: $100/month</td>
<td>Go out 1–2 times/week: $100/month</td>
</tr>
<tr>
<td>Go out 3–4 times/week: $250/month</td>
<td>Go out 3–4 times/week: $250/month</td>
</tr>
<tr>
<td>Go out 4+ times/week: $350/month</td>
<td>Go out 4+ times/week: $350/month</td>
</tr>
<tr>
<td>Total expenses for this section: –</td>
<td>Total expenses for this section: –</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous expenses (choose all that apply):</th>
<th>Miscellaneous expenses (choose all that apply):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym membership: $40/month</td>
<td>Gym membership: $40/month</td>
</tr>
<tr>
<td>Magazine or other subscriptions: $5/month</td>
<td>Magazine or other subscriptions: $5/month</td>
</tr>
<tr>
<td>Clothing and accessories: $100/month</td>
<td>Clothing and accessories: $100/month</td>
</tr>
<tr>
<td>Personal health and grooming: $30/month</td>
<td>Personal health and grooming: $30/month</td>
</tr>
<tr>
<td>Total monthly net income (what you have at the end of the month):</td>
<td>Total monthly net income (what you have at the end of the month):</td>
</tr>
</tbody>
</table>
**Lesson 5.2: Investigating Money Management**

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

**Time Required**
60 minutes

**Materials Required**
- For the classroom: Computer with internet access
  - Projector
- For the students:
  - Interactive journal
  - Pen/pencil
  - Construction paper for a Know, Want to Know, Learned (KWL) chart
  - Calculator (optional)
  - Copy of Budgeting: Needs and Wants handout (following this lesson)
  - Copy of Types of Money Management: Advantages and Disadvantages handout (following this lesson)

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**Foundations**

**TEKS**
§127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:
(A) prepare a personal budget reflecting the student's desired lifestyle; and
(B) use resources to compare and contrast salaries of at least three careers in the student's interest area.

§127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to:
(A) compare the advantages and disadvantages of different types of money management services.

**Cross-Disciplinary Standards**
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

**Student Competencies**

**Texas Model Student Competencies**
- Intrapersonal Effectiveness
  - Positive student self-concept
  - Effective executive functioning skills
  - Appropriate behavior to the situation and environment

**HB 1026 Positive Character Traits**
- Diligence
- Responsibility
- Accountability
- Perseverance
- Self-control

---

**Enduring Understandings**
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.

**Essential Questions**
How do I use the information I gather to apply to my goals?
What is my vision for my future?

**Learning Objectives**
I can practice using my skills and abilities to new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.

---

**Procedures**
1. **Engaging Focus/Prior Knowledge:** Play one or both of these videos:
a. **Budgeting Basics** (tinyurl.com/ybmjp5wh)
   b. **Schoolhouse Rock – Dollars and Sense** (youtu.be/mV6YaTbNvvE)

Have the students create a KWL chart in their interactive journals. They can write down what they know about money management and what they want to know about this topic.

(~ 10 min)

2. **Partner Activity: Think-Pair-Share**
   a. The students will analyze the list of items and take notes if needed. They will then pair up with a partner to discuss their thoughts on the list. Finally, each pair will share their thoughts with the class.
   b. Give the students the following scenario:
   c. You have a budget of $500 for the month and need to decide which of the following items are more important and which are less important:
      i. Food for lunch – if you buy your lunch, it will cost $200 for the whole month. If you bring your own, your expenses would be cut in half.
      iii. Save 10% of your money.
      iv. One movie ticket – $10
      v. A new cell phone – you’re due for a free upgrade with your plan, but shipping and other miscellaneous items will cost you $99.
      vi. Clothes to wear – It’s the beginning of winter, and your warm jacket has a tear – $80.
      viii. Ride sharing (e.g., Lyft, Uber) to get to work – $50.
      x. Your portion of the cell phone bill – $45.
   d. Have students rank each item in the scenario in order of importance and urgency (one being highly important and urgent). Discuss why students think certain scenarios are more important than others.
   e. Have each student decide which items they would spend their money on.
   f. After deciding where to spend their money, have students write each item in part two of the Budgeting: Needs and Wants handout and add up their spending.

(~ 25 min)

3. **Independent Activity:** Display or distribute the definitions of money management types and their advantages and disadvantages. Have the students fill in the blank spaces with their answers, and have them add notes and any other takeaways in the learning section of their KWL chart.

(~ 10 min)

4. **Closure:** Have the students look at the scenario again. Repeat the Think-Pair-Share process. Specifically, have them discuss any changes they would make to their first list and how their minds have changed about money management.

(~ 10 min)

---

**Extension Opportunities for Everyone**
Now that the students have an idea about money management, have them identify a financial goal and complete the What’s Your Budget? worksheet (tinyurl.com/y8dm67ay). If time allows, students can present their goals and budgets to the class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language (e.g., expenses).
- Allow ELL students access to dictionaries or language aids to look up unknown words.
- Challenge GT students to find ways to save money (coupons, sales, etc.) on some of these items to maximize their budget. They can share with the class if time permits.

**Formative Assessments/Checks for Understanding**
- Twitter post – at an appropriate time for a break or a need to move around the room, ask students to consider one challenge or perk of budgeting and how they would share it in 280 characters or less. Have students write their
"tweet" on Post-It paper displayed around the room, or share it in an online program such as Padlet (padlet.com).

**Reflection/Engagement Strategies**
- Reflection is built into this lesson with the closure activity.
You have a budget of $500 for the month and need to decide which of the following items are most important. Rank each item in order of importance and urgency, 1 being highly important and urgent and 9 being least important and urgent. Then decide which items you’d spend your money on.

<table>
<thead>
<tr>
<th>Item</th>
<th>Rank of Importance</th>
<th>Spend your money? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food for Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save 10% of Your Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Movie Ticket (one)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cell phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthday gift for a family member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ride sharing (e.g., Lyft, Uber) to get to work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pet food</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item (e.g., food for lunch)</th>
<th>Amount ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Total spent</td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>Advantages</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| **Saving** | The intentional act of setting money aside for a specific goal or purpose. | • Helps achieve financial goals  
• Creates positive habits  
• Provides a source of emergency funds | Students may confuse refraining from spending with saving. |
| **Budgeting** | Creating a financial plan to balance spending and saving. | • Keeps you organized  
• Makes you decide in advance how your money will work |
| **Spending** | Using money for a particular purpose. | A way to obtain things you need or want. | Can turn into impulse spending. |
Lesson 5.3: Exploring Financial Accounts

Lesson Overview
This lesson is designed to be a brief overview of how students can spend and save money, learn about the different accounts available for money management, and review and discuss a financial statement.

Time Required
40 minutes

Materials Required
For the classroom:
Sample financial statement
Sample one (tinyurl.com/y9bnvxyg)
Sample two (tinyurl.com/y8jogh6y) (see page 9 of the linked PDF)
Computer with internet access
Projector

For the students:
Pen/pencil
Copy of Debit, Credit, Check, and Save handout (following this lesson)

Foundations
TEKS
§127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
(B) use problem-solving models and critical-thinking skills to make informed decisions.

§127.3(c)(5) – The student demonstrates an understanding of financial management. The student is expected to:
(B) simulate opening and maintaining different types of financial accounts;
(C) simulate different methods of withdrawals and deposits;
(D) reconcile financial statements, including fees and services;
(E) compare and contrast forms of credit, including credit cards and debit cards;
(F) discuss the importance of credit scores;
(G) discuss the impact of identity theft on credit; and
(H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.

Cross-Disciplinary Standards
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.

I.E. Work habits
1. Work independently.
2. Work collaboratively.

I.F. Academic integrity
1. Attribute ideas and information to source materials and people.

Student Competencies
Texas Model
Intrapersonal Effectiveness
Positive student self-concept
Effective executive functioning skills
Appropriate behavior to the situation and environment

HB 1026 Positive Character Traits
Diligence
Responsibility
Accountability
Diligence
Perseverance
Self-control

Enduring Understandings
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.

Essential Questions
What is my vision for my future?
How do I apply the information I gather to my goals?

Learning Objectives
I can practice using my skills and abilities to new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.
### Procedures

1. **Engaging Focus/Prior Knowledge:** Tell students that you are going to host an imaginary class pizza party. You would like their help in calculating how much food to purchase. You'd like to order enough pizza so that every student in the class, the teacher, the principal, the assistant principal(s), and the counselor each get one slice. You'd also like to save a slice for a fellow teacher who hosted the last party and gave you a piece even though you weren't in her class. If there are eight slices in each whole pizza, how many pizzas do you need? How much will you have left over after everyone has had their share? After you have done your calculating, explain that planning how to use your money is similar to this situation. You have to know how much money you have, how much you need, and what you are doing with it. The more specific you can be about what you’re spending your money on, the better you will be able to keep track of it.  
   (~ 7 min)

2. **Independent Activity:** Project or pass out a sample financial statement. Ask the students to describe what they are seeing and whether they understand it. They can write out their thoughts in their interactive journal.  
   a. Ask probing questions to have them explain why they think what they think.  
   b. Explain that when you have a checking or savings account, you will receive monthly financial statements or bank statements. These statements will show what money has come in or been deposited into your account, what money has been taken out or withdrawn from your account, and any fees that are being charged for your account. Fees can be money charged to maintain your account. You can make deposits or withdrawals from both savings and checking accounts; this is done at the bank or credit union or through an ATM with a debit card. Some financial institutions even allow checks to be deposited using their mobile app.  
   (~ 10 min)

3. **Whole Class Activity:** Have a whole class discussion on their responses. After the discussion and explanation, pass out the Debit, Credit, Check, and Save handout. Guide them through the handout, stopping to play the video or answer questions when prompted in the lesson and when the students are ready for each portion. Use your judgment regarding whether the problems should be done individually, in pairs, or as a whole class.  
   (~ 10-15 min)

4. **Closure:** Have the students complete the “What, so what, now what?” portion of the handout. They can tear this off and turn it in as an exit ticket.  
   (~ 5-7 min)

### Extension Opportunities for Everyone

Selling It – give each student a blank sheet of paper to create an advertisement selling one of their take-home points from the lesson. It must illustrate a key point from the lesson.

### Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., checking account, savings account, financial statement, deposited).
- Try to find an example bank statement that has been translated into the language your ELL students speak, or allow language aids for them to look up unknown words.
- Ask GT students to use the current sales at some of their favorite stores to come up with other questions for the class to solve.

### Formative Assessments/Checks for Understanding

- The exit ticket included in the closure activity is a good formative assessment.

### Reflection/Engagement Strategies

- The exit ticket can also serve as a reflection activity.
1. Go over the chart below. Mark up the information with a checkmark for understanding and a question mark for any parts you do not understand. Also underline key information.

<table>
<thead>
<tr>
<th>Description</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit card</strong></td>
<td>A card used to borrow money from a lending institution and pay back some or all each month. When you use your card, the credit card company pays the seller for the purchase and you pay them back with interest later.</td>
<td>• Helps build credit history, which can allow you to make bigger purchases later in life if you are reliable at paying it back. • Rewards like gift cards or cash back. • Allows purchases even if you don't have cash on hand.</td>
</tr>
<tr>
<td><strong>Debit card</strong></td>
<td>A card used to take money directly from your checking account. When you use your card, the funds are transferred from your account.</td>
<td>• Access to cash at an ATM or places that have cash-back options. • No interest charges. • Can prevent overspending when you no longer have cash or funds in your account.</td>
</tr>
<tr>
<td><strong>Checking account</strong></td>
<td>An account that allows people to make purchases and pay bills using paper checks or debit cards instead of cash.</td>
<td>• Contains money for day-to-day expenses. • Easily linked to bill accounts for automatic withdrawal or payments. • The bank expects frequent withdrawals and monitors for unusual money transfers.</td>
</tr>
<tr>
<td><strong>Savings account</strong></td>
<td>An account that is used for saving money. These accounts usually earn interest on money that is deposited.</td>
<td>Interest is paid monthly, in most cases, and the account gains value through interest along with personal deposits.</td>
</tr>
</tbody>
</table>
2. After viewing the video on (https://youtu.be/X-p0DLiQMYk), write your thoughts about money and how to manage it.

3. Work through the following problems:
   • You see a pair of jeans on sale for 10% off the regular price of $50. You have a credit card with a 13% interest rate. If you buy the jeans today with the credit card and pay them off after two months, are you paying more or less than the regular $50 price for them? Please explain your decision.

   • A letter says you’re preapproved for a credit card at 18% annual interest rate. If you spent $1,000 on the card and paid it off after one year (12 monthly payments), how much would you pay in interest? Is this a good deal? Why or why not?

   • You can use this credit card payoff calculator (tinyurl.com/y7f3evgy) to help calculate your answer.

4. What, So What, and Now What?

<table>
<thead>
<tr>
<th>What did you learn today?</th>
<th>So what? Why is this important?</th>
<th>Now what? Are there any questions you still have?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## Lesson 5.4: Understanding Credit

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

### Time Required
80 mins

### Materials Required
For the classroom:
- Copy of BizKids My Credit Report worksheet ([tinyurl.com/yajlraaq]) per group
- Computer with internet access
- Projector

For the students:
- Interactive journal
- Copy of comic strip guidelines (following this lesson)

### Foundations
#### TEKS
$\S127.3(c)(5)$ – The student demonstrates an understanding of financial management. The student is expected to:
- (E) compare and contrast forms of credit, including credit cards and debit cards;
- (F) discuss the importance of credit scores;
- (G) discuss the impact of identity theft on credit;
- and
- (H) examine the effects of poor credit scores as they relate to personal finance and career opportunities.

### Cross-Disciplinary Standards
#### I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

#### I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

#### I.E. Work habits
1. Work independently.
2. Work collaboratively.

#### I.F. Academic integrity
1. Attribute ideas and information to source materials and people.
2. Evaluate sources for quality of content, validity, credibility, and relevance.
3. Include the ideas of others and the complexities of the debate, issue, or problem.
4. Understand and adhere to ethical codes of conduct.

### Student Competencies
#### Texas Model Student Competencies
- **Intrapersonal Effectiveness**
  - Positive student self-concept
  - Effective executive functioning skills
  - Appropriate behavior to the situation and environment

- **Personal Health and Safety**
  - Possession of assertiveness skills necessary for personal protection

- **HB 1026 Positive Character Traits**
  - Diligence
  - Responsibility
  - Accountability
  - Diligence
  - Perseverance
  - Self-control

### Enduring Understandings
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.
Essential Questions
Why is successful management of credit an important life skill?
What is my vision for my future?
How do I use the information I gather to apply to my goals?

Learning Objectives
I can practice using my skills and abilities to new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.

Procedures
1. **Engaging Focus/Prior Knowledge:** Have the students brainstorm the following questions in their interactive journals:
   a. Have you ever really wanted to buy something but didn't have enough money saved to buy it?
   b. What could you do if there was something you really needed but didn't have enough money for it?
   (~ 5 min)

2. **Introduction of New Material:** Watch the following videos and discuss:
   a. [What is Credit?](tinyurl.com/yalbhon).
   b. [Using Credit](tinyurl.com/y7t4aeqy).
   c. Make sure you bring up these points in the discussion and clarify any misconceptions:
      i. Credit is a loan from a financial institution that must be repaid by a certain date, with interest, by the borrower.
      ii. A line of credit is the amount of money a borrower is able to use (i.e., the limit on a credit card).
      iii. A credit score is a rating used by credit reporting companies to help lenders decide whether to extend credit to a borrower.
      iv. Interest is a fee charged for borrowing money.
      v. The interest rate is a percentage, usually calculated on an annual basis, that must be paid back in addition to the original amount borrowed.
      vi. Your credit history is a record of how you have repaid your credit obligations.
      vii. Credit scores help determine your eligibility for borrowing more money, such as a loan for college or buying a house or car. Sometimes they affect hiring decisions, too. Credit scores are important.
         - The higher your score, the better. Making payments on time and borrowing responsibly are your best route to a great score.
         - Poor credit tells lenders that you could be a risky borrower. It can affect your chances of being approved for a credit line or a loan to buy a house or car.
   (~ 10 min)

3. **Group Activity:** In groups of three or four, have the students discuss and answer the questions from the BizKids **My Credit Report worksheet** (tinyurl.com/yajlraaq). Have the class share their answers.
   Now that the students have a basic understanding of credit, show [The Trouble with Credit Cards video](tinyurl.com/rjf96es). While it's playing, pass out the Credit Comic Guidelines handout.
   (~ 10–15 min)

4. **Independent Activity:** In their interactive journals, have the students use their brainstorm scenario to create a comic of someone using credit to get something they want.
   (~ 40 min)

5. **Closure:** Have the students present their comics in a gallery-walk format. They can reflect in any way you'd like in their interactive journals. Post-It note conversations are an option; students are given two or three Post-Its (or cards) each, and they walk and observe all the comics and then go back to their favorites and leave positive messages about what that comic illustrated or highlighted well.
   (~ 15 min)
Extension Opportunities for Everyone
With time permitting, allow the students to work through the Interest and Payments worksheet (tinyurl.com/yd5aveuk) together or individually.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., credit, loan, credit score).
- Allow ELL students to incorporate elements of their culture into their comic. Then have them use English for the writing element so that they can practice their fluency.
- Allow GT students to work together in a small group to choose one of the comics to act out for the class.

Formative Assessments/Checks for Understanding
- A formative assessment activity is built into the closure.
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.

Reflection/Engagement Strategies
- Quick-write – ask students to summarize what they learned. At what point in their life do they predict they would need to use credit? Have them explain their answer.
Title of Your Comic:
Develop a story of someone who needs/uses credit. This can turn out well or badly, but the following must be discussed:
• Define credit
• Show the pros and cons of using credit
• How to use credit wisely
• Highlight any key words
Lesson 5.5: Paying for College

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

**Time Required**
80 mins

**Materials Required**
For the classroom:
- Computer with internet access
- Projector

For the students:
- Interactive journal
- Computer with Internet access

**Foundations**

**TEKS**
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
- (C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; and
- (D) discuss the impact of effective college and career planning.

**Cross-Disciplinary Standards**

**I.A. Intellectual curiosity**
1. Engage in scholarly inquiry and dialogue.

**I.C. Problem solving**
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.

**I.D. Academic behaviors**
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

**II.C. Research across the curriculum**
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
5. Synthesize and organize information effectively.

**Student Competencies**

**Intrapersonal Effectiveness**
Positive student self-concept
Effective executive functioning skills
Appropriate behavior to the situation and environment

**Personal Health and Safety**
Possession of assertiveness skills necessary for personal protection

**HB 1026 Positive Character Traits**
Diligence
Responsibility
Accountability
Diligence
Perseverance
Self-control

**Enduring Understandings**
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.

**Essential Questions**
What is my vision for my future?
How do I apply the information I gather to my goals?

**Learning Objectives**
I can practice using my skills and abilities to new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.

Procedures

1. **Engaging Focus/Prior Knowledge:** Project the word “support” somewhere in your classroom that all students can see. Tell students to draw three columns of even size in their interactive journals. In the first column, ask them to make a list of all the people they have in their lives who support them. In the second, ask them to write what part of their life those people help them with. In the third column, ask them to write about a problem they went to each of those people about. Allow students to share out if they are comfortable. After the discussion, tell them that financial support for college is another form of assistance. It can help them manage the cost of college, which can be a problem for some students. Just as they know who they can go to in their life when they need support, this lesson will give them some resources they can use to bring down the cost of college.
   (~ 10 min)

2. **Whole Class Activity:** Show the Roadtrip Nation/Texas OnCourse Paying for College video (youtu.be/1CLBIVWck1w). Ask the students to signal (thumbs up, thumbs down, or similar) their answer to these statements:
   a. I know exactly how much the postsecondary pathway I am interested in will cost.
   b. I know exactly how I am going to fund this plan.
   c. I know where to look or who to go to if I need to find funds for my plan.
   (~ 5 min)

3. **Independent Activity:** The students will begin researching and taking notes in their interactive journals with these goals in mind:
   a. Find the tuition cost for one year at a large public college or university, a community college, a private college or university, and an Ivy League university.
   b. Use the Students and Families Finances resources (tinyurl.com/ybdcf242) from TexasOnCourse to find three or four ways to receive money for higher education or pursue on-the-job training.
   c. Find two other online resources that can help with finding or completing financial aid information. Explain the reasoning for using this resource and how you know it is a valid source.
   (~ 30 min)

4. **Closure:** Discuss their findings with the students. Have them write any questions or comments they still have in the “parking lot.” This is a large, common sheet of paper where students can put questions or comments that require more time for discussion or research. Use these to guide further discussions in class.
   (~ 35 min)

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

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., pathway, postsecondary, funds, financial support).
- Show ELL students the resources available in their native language, or allow them to use a language aid to assist them.
- Ask GT students to make an infographic of their research to share with the class. They can do this on paper or using an infographic-generating program.

Formative Assessments/Checks for Understanding
- The Thumbs Up/Thumbs Down activity and the closure “parking lot” activity are both formative assessments.

Reflection/Engagement Strategies
- Have students come back to their support system list. Ask them to add the people at school who can help them find
the answers to their questions about financial aid in high school. If they are unsure, guide them to their counselor and teachers as their best option.
Lesson 5.6: Financial Aid

Lesson Overview
Students will explore the misconceptions surrounding the cost of postsecondary education and how financial aid can make it more affordable. Students will also explore how different types of financial aid impact that cost and what their role is in using it.

Time Required
120 mins

Materials Required
For the classroom:
Computer with internet access
Projector

For the students:
Copy of Financial Aid Student Document for each student (following this lesson)
Access to example Financial aid Award Letters (tinyurl.com/yykbax4n)
Computer with internet access

Foundations
TEKS
§127.3(c)(2) – The student analyzes college and career opportunities. The student is expected to:
(C) develop an awareness of financial aid, scholarships, and other sources of income as well as college savings to support college and career advancement; and
(D) discuss the impact of effective college and career planning.

Cross-Disciplinary Standards
I.A. Intellectual curiosity
1. Engage in scholarly inquiry and dialogue.
I.C. Problem solving
1. Analyze a situation to identify a problem to be solved.
2. Develop and apply multiple strategies to solve a problem.
3. Collect evidence and data systematically and directly relate to solving a problem.
I.D. Academic behaviors
1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.
II.C. Research across the curriculum
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Synthesize and organize information effectively.

Student Competencies
Intrapersonal Effectiveness
Positive student self-concept
Effective executive functioning skills
Appropriate behavior to the situation and environment

Personal Health and Safety
Possession of assertiveness skills necessary for personal protection

HB 1026 Positive Character Traits
Diligence
Responsibility
Accountability
Diligence
Perseverance
Self-control

Enduring Understandings
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.

Essential Questions
How do I apply the information I gather to my goals?
What is my vision for my future?
Learning Objectives
I can practice applying my skills and abilities to new concepts.
I can compare and contrast different financial accounts and money management systems.
I can explore ways to pay for college.

Procedures
1. **Engaging Focus/Prior Knowledge:** Lead a discussion by asking students how much they would be willing to spend on something they really want. Ask them what they would do if an item they want is more than they can afford. Discuss why this item is so important to them and what value it will add to their life. Allow students to share their answers. How would that choice change if they knew there was a sale coming that would bring the cost of the item down? Would they choose to buy the item at full price or wait until the sale? What if they found another item that was extremely similar and less expensive? How would that impact their decision? Allow students time to share their choices. Explain that paying for college can seem expensive at first, but financial aid and comparing the cost of different types of schools can help them make a final decision on where they will go. (~ 7–10 min)

2. **Independent Activity:** Ask students to imagine that they've applied to college and have been accepted. The next step is not letting sticker shock keep them from attending the right school. Ask students to create a KWL chart on a piece of construction paper in pairs or small groups. They will chart the things they already KNOW about the cost of college and the things they WANT to know about it. Students will leave the LEARNED column about college costs blank until later on in the lesson. Allow students time to share out their answers. (~ 5–7 min)

3. **Group Activity:** Tell students that they are going to work in their groups to explore financial aid options and how those can make a big impact on their overall cost of college. Assign groups one of the following categories and allow time to complete the Financial Aid Student Document:
   a. AP Classes/Dual Credit Classes
   b. Tuition Guarantee Programs
   c. Grants
   d. Scholarships
   e. Student Loans
   f. Work Study Programs
   g. College Savings Accounts
   (~ 25–30 min)

4. **Group Activity:** After groups have completed the Financial Aid Student Document, groups will create a presentation in top-ten style, where students choose the top ten points about their assigned financial aid that other students need to know. They can include visuals, and the presentation can be physical or electronic, depending on the available technology. In their presentations, students should also include some of the misconceptions about the aid and how their research helped to prove them incorrect. (~ 20–25 min)

5. **Whole Class Activity:** Allow groups time to present to the class. Encourage students to be active listeners and have their KWL chart out during presentations. They can add interesting or helpful parts of the presentations to the LEARNED part at this time. (~ 25–30 min)

6. **Closure:** Present examples of financial aid award letters (tinyurl.com/yykbax4n) to show how financial aid can significantly decrease the cost of postsecondary education. Also be sure to point out that this can happen at public and private institutions, including trade schools. The important thing for them to know is that they have plenty of time to prepare themselves for candidacy and to always research what money is available. Allow students time to add anything else they want to the LEARNED portion of their KWL chart. (~ 5–10 min)
Extension Opportunities for Everyone
Create heterogeneous groups that include members from each of the original groups. Ask them to create an advertisement to display in your school that incorporates information from each type of aid and the difference it could make to the cost of postsecondary education.

Differentiation and Additional Support Opportunities
- Display relevant academic and content-specific language (e.g., financial aid, AP, dual credit classes, work study).
- Allow ELL students to use a language aid to assist them with unknown words, or teach certain words and phrases you predict they may struggle with based on their language level.
- Provide ELL students with sentence stems to assist with their completion of the lesson.
- Allow GT students to create a “Not Top Ten” with the extra information not included in their original presentation.

Formative Assessments/Checks for Understanding
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper that they can use to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.
- Parking Lot – have students write any questions or comments they still have in the “parking lot.” This is a large common sheet of paper where students can put questions or comments that require more time for discussion or research. Use questions to drive any re-instruction or clarification the class needs as the project goes on.

Reflection/Engagement Strategies
- Ask students to complete a quick-write that includes any barriers they feel may keep them from receiving financial aid and what kind of proactive measures they could take to overcome that barrier. If time allows, find some resources for students and share helpful solutions.
How Can Financial Aid Help Me with the Cost of Education?

Assigned type of aid:

What is it?

Who can receive it?

How does a student receive it?

When should a student start looking into this type of aid?

How can it help the cost of college?

Does it need to be repaid or is it gifted? Explain why or why not.

Is there a limit to the amount of this type of aid you can receive? Explain why or why not.

What types of schools take this financial aid?
Lesson 5.7: Performance Assessment, Financial Goals

<table>
<thead>
<tr>
<th>Lesson Overview</th>
<th>Time Required</th>
</tr>
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<tbody>
<tr>
<td>This is an assessment of the knowledge and skills the students have acquired during this unit.</td>
<td>120–160 mins</td>
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<table>
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<tr>
<th>Materials Required</th>
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<tbody>
<tr>
<td>For the students:</td>
</tr>
<tr>
<td><a href="tinyurl.com/ybmjp5wh">Budgeting Basics video</a></td>
</tr>
<tr>
<td><a href="tinyurl.com/yy98rvl4">Smart Goal video from Khan Academy</a></td>
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<tr>
<td>Interactive journal</td>
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<tr>
<td>Pen/pencil</td>
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<thead>
<tr>
<th>Foundations</th>
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<tbody>
<tr>
<td>TEKS §127.3(c)(4) – The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:</td>
</tr>
<tr>
<td>(A) prepare a personal budget reflecting the student’s desired lifestyle</td>
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<tr>
<td>§127.3(c)(5) – The student demonstrates an understanding of financial management.</td>
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<tr>
<td>Appropriate behavior to the situation and environment</td>
</tr>
<tr>
<td>Post-secondary Planning and Career Readiness</td>
</tr>
<tr>
<td>Motivation to succeed in personal endeavors</td>
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<tr>
<td>Understanding of the relationship of academics to the world of work and to life at home and in the community</td>
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<tr>
<td>Personal Health and Safety</td>
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<tr>
<td>Possession of assertiveness skills necessary for personal protection</td>
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</tr>
<tr>
<td>Perseverance</td>
</tr>
<tr>
<td>Self-control</td>
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</tbody>
</table>

Enduring Understandings
Understanding the importance of financial options and choices helps you evaluate what steps you need to take in creating goals for education, work, and life.

Essential Questions
How do I use the information I gather to apply to my financial goals?
What is my vision for the future?

Learning Objectives
I can create and achieve both long-term and short-term goals through creating a comprehensive budget.
Procedures

1. **Engaging Focus/Prior Knowledge:** Review the KWL notes from the Money Management lesson (5.2) on budgeting basics, and review how to write SMART goals from Setting Personal and Academic Goals lesson (1.5). Consider rewatching the video from 5.2 on Budgeting Basics (tinyurl.com/ybmjp5wh), and watch the following Smart Goal video from Khan Academy (tinyurl.com/yy98rvl4) to refresh students’ memories.

   (~ 20–30 min)

2. **Day 1:** Explain that the assessment for this unit will be done in three parts. Review the rubric for parts one and two with the students.

   (~ 10–15 min)

3. **Days 1–3:** Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame per teacher discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these concepts throughout this unit. They should refer to any notes and activities from past lessons.

   a. **Part one – interactive journal review.** Let the students know that they will summarize their reflections and lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect and explain to you what they have learned.

   (~ 20–40 min)

   b. **Part two – performance assessment.** Pass out the student activity sheet that explains the performance assessment to the students. Outline the requirements for the assessment, note the due date, and review the scoring rubric with the students. They will write two SMART financial goals using the information from this unit to create a budget for the two goals. One goal should be a short-term goal and the other should be a long-term goal.

   (~ 40–60 min)

   c. **Part three – multiple choice knowledge-based quiz using the bank of questions below.**

   (~ 15–20 min)

4. **Day 4 (Closure):** GroupShare – students will share their goals and budgets with their groups. Give students a set amount of time to share their work with their groups. They will switch a total of three times.

   (20–30 min)

Extension Opportunities for Everyone

- Share the article “How to Set Financial Goals: 6 Simple Steps” (tinyurl.com/tn7fsgx). Students can use this information to help them through the assessment.
- If time permits, conduct a whole class discussion after the closure.

Differentiation and Additional Support Opportunities

- Display relevant academic and content-specific language (e.g., frivolous, allocate, discretionary, expenditures, accumulate, assets).
- Watch the following video to provide extra content review on how to create a budget (tinyurl.com/ybmjp5wh).

Formative Assessment/Checks for Understanding

- Use the four finger rating to quickly gather data on student understanding of creating a budget and writing SMART goals. Students will lift their hand indicating one of the following. One finger means “I do not understand the concept.” Two fingers mean “I am still a little confused.” Three fingers mean “I understand.” Four fingers mean “I understand, and I can teach this concept to a friend.” This is a quick way to gather data and determine if further instruction is needed. Pair students who flash a 3 or 4 with a student who flashes a 1 or 2.

Reflection/Engagement Strategies

- Reflection is embedded in the engaging focus/prior knowledge and closure activities.
- Engagement is embedded in the closure activity.
Lesson 5.7: Performance Assessment, Financial Goals

Part 1:
Write a reflection in your interactive journal on what you’ve learned throughout this unit. Some suggested thoughts to explain:
• What you knew before the unit compared to what you know now.
• What financial actions can you take now to support your future college and career goals?

Part 2:
Create a representation of two SMART financial goals with their accompanying budgets. One goal should be a short-term goal, and the other should be a long-term goal. Create a poster, graphic organizer, PowerPoint, or Prezi, etc. It should include all of the following for each goal:
• Description of each SMART goal component. See the helpful reminder below.
  S for specific. A goal should be linked to one activity, thought, or idea.
  M for measurable. A goal should be something you can track and measure.
  A for actionable. There should be precise tasks or actions you can take to make progress toward a goal.
  R for realistic. A goal should be possible to achieve.
  T for timely. A goal should fall within a specific time frame.
• Explain why the goal is important to you.
• List the resources you need to achieve the goal.
• Explain what you could be doing now to work toward the goal.
• List your current source(s) of income (allowances, birthday money, babysitting job, etc.).
• What do you expect to be your sources of income in the future (think about your future career cluster selections from unit 3)?
• List all your current expenses and future expenses (this will mostly apply to the long-term goal and it will require research).
• Determine how you will allocate your money so you can achieve the goal.
• Due: ________________

Scoring:

<table>
<thead>
<tr>
<th>Components</th>
<th>20</th>
<th>17–10</th>
<th>9–0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All components of the poster are included and thoroughly and thoughtfully explained.</td>
<td></td>
<td></td>
<td>None of the components of the poster are included.</td>
<td></td>
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<td></td>
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<tr>
<td>Budgeting</td>
<td>There is clear evidence of understanding how to create a budget, and it is thoughtfully explained.</td>
<td>There is some evidence of understanding of how to create a budget, and it is explained.</td>
<td>There is no evidence of understanding of how to create a budget for a specific financial goal.</td>
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<tr>
<td>Explanation/Analysis</td>
<td>The writer’s word choice is purposeful and precise. The development of ideas is effective because the writer uses details and examples that are specific and well chosen.</td>
<td>The writer’s word choice may be general or imprecise. The development of ideas is minimal because the writer uses/extends on some ideas and examples.</td>
<td>The writing does not exhibit understanding of ideas presented throughout the assessment.</td>
<td></td>
</tr>
<tr>
<td>SMART Goals</td>
<td>There is evidence of effort and preparation with overall thought and consideration for each SMART goal component.</td>
<td>There is some evidence of effort and preparation for some SMART goal components.</td>
<td>There is no evidence of effort and preparation for any of the SMART goal components.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career planning.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future planning.</td>
<td></td>
</tr>
</tbody>
</table>

Total
Part 3:

**Topic: Finance Assessment Bank**

1) Lonnie uses a card to pay for groceries. He borrows money from a lending institution every time he uses the card. What type of card is Lonnie using? _________
   A. Savings
   B. Debit
   C. Credit
   D. Gift

2) Why is creating a budget beneficial?
   A. Budgeting is a one-time event that automatically saves you money.
   B. Budgeting guarantees you can cover all of your wants and needs.
   C. Budgeting allows you to reduce your income taxes and earn more money.
   D. Budgeting allows for planning and responsible spending of your money.

3) If Leslie wants to have a bike for a social event next week, what is her best plan of action?
   A. Use her savings to buy a brand-new bike.
   B. Borrow a bike from a friend and return it as soon as possible.
   C. Use a credit card to buy the bike and pay it off in four months.
   D. Do not attend the event, and work instead of going.

4) Which of the following is NOT a positive aspect of a credit card?
   A. Helps build credit history
   B. Offers rewards for use
   C. Allows for purchases without cash on hand
   D. Access cash at an ATM

5) Which of the following best describes the difference between a bill and a credit card statement?
   A. A bill is money that you are given from a company; a credit card statement is a snapshot of your current savings.
   B. A bill is sent only when you owe money to a company; a credit card statement is sent each month to show your balance owed, interest assessed, and any rewards earned.
   C. A bill is money that you give a company for their services; a credit card statement has to be paid every month, even when it was not used.
   D. Both require that you spend more than you have

6) Explain the financial choices you will need to make in the future for postsecondary planning as well as adult life.
**Finance Assessment Answer Key**

1. C - Credit
2. D
3. B - This is the best financial option because it doesn't take from her current checking or savings account and does not accrue debt.
4. D – Most ATMs do not allow cash access with a credit card.
5. B
6. Answers will vary; however, students should discuss key concepts such as checking, savings, budgeting, and talking to counselors about scholarships and financial aid availability. Consider including a list of these keywords for students with needs.
Unit 6: Job Search

Unit Overview
In this final unit, students will start thinking about the job search process: How to search for a job, write a resume, prepare for the interview, and finally, how to follow up appropriately. The processes learned in this unit will also apply to college and scholarship opportunities. All of these skills circle back to helping students align their vision for their future in a practical way.

Essential Questions
1. What is my vision for my future?
2. How do I use the information I gather to apply to my goals?
3. How does my level of community involvement now help prepare me for my future?

Enduring Understandings
- Creating a vision for your education, work, and life allows you to develop and plan for success.
- Participating in community activities now helps prepare me for future participation in other programs and careers.
- Practicing gratitude has a positive impact – both on me and on those I thank.

Big Ideas and Key Concepts
- Real-world application: Building skills that are transferable to situations and circumstances that students may encounter in real life
- Effective research: Learning to find reliable information about multiple topics using reputable, accurate, and current sources
- Self efficacy: Building belief in one's own abilities in a variety of circumstances
- Gratitude: Learning to identify, show appreciation for, and return kindness and support
- Positive self-concept: Developing a positive perception of how we see ourselves and how we believe that others see us
- Strengths: Identifying personal and academic strengths
- Growth areas: Recognizing opportunities to improve personal, academic, and social skills, and also developing an understanding that skills are not fixed and can be improved over time
- Communication: Building professional communication skills that expand on writing, verbal, and listening strategies from prior units in the curriculum.

Performance Assessment
Students will complete a performance assessment, Letter to My Future Self, writing a letter to their future self in ten years. This task is reflective of the entire curriculum. The letter is an opportunity for the students to celebrate who they are now and the way things might be in the future. It also provides a record of their current goals, plans, and outlook on life.
### Lesson 6.1: The Search and Resume

#### Lesson Overview
Students will begin exploring their career interests. Students should be able to understand how to search for opportunities and develop a resume appropriate for them now. They can add to it as they gain experience and education in the future.

#### Time Required
120–160 minutes

#### Materials Required
**For the classroom:**
- Computers or devices with internet access
- Projector

**For the students:**
- Pen or pencil
- Article – “How colleges are preparing students for jobs that don't exist yet.” (tinyurl.com/w76qlus)
- Resume template

#### Foundations

**TEKS**
- §127.2(c)(5) – The student investigates job-seeking skills. The student is expected to:
  - (A) identify the steps for an effective job search.
- §127.2(c)(6) – The student creates professional documents required for employment. The student is expected to:
  - (A) develop a resume; and
  - (D) explain protocol for selecting and using references.

#### Cross-Disciplinary Standards

**I.F. Academic integrity**
1. Attribute ideas and information to source materials and people.
2. Evaluate sources for quality of content, validity, credibility, and relevance.
3. Include the ideas of others and the complexities of the debate, issue, or problem.
4. Understand and adhere to ethical codes of conduct.

**II.A. Reading across the curriculum**
1. Use effective pre-reading strategies.
2. Use a variety of strategies to understand the meanings of new words.
3. Identify the intended purpose and audience of the text.
4. Identify the key information and supporting details.
5. Analyze textual information critically.
6. Annotate, summarize, paraphrase, and outline texts when appropriate.
7. Adapt reading strategies according to structure of texts.
8. Connect reading to historical and current events and personal interest.

**II.C. Research across the curriculum**
1. Understand which topics or questions are to be investigated.
2. Explore a research topic.
3. Refine research topic based on preliminary research and devise a timeline for completing work.
4. Evaluate the validity and reliability of research findings.

#### Student Competencies

**Texas Model Student Competencies**

**Intrapersonal Effectiveness**
- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

**Interpersonal Effectiveness**
- Effective and appropriate communication skills
- Development of healthy relationships

**Post-secondary Planning and Career Readiness**
- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationship of academics to the world of work and to life at home and in the community

**HB 1026 Positive Character Traits**
- Reliability
- Punctuality
of sources.
5. Synthesize and organize information effectively.

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

Integrity
Responsibility
Accountability
Self-control
Empathy
Consideration
Good citizenship

Enduring Understandings
Creating a vision for your education, work, and life allows you to develop a plan for success.

Essential Questions
What is my vision for my future?
How do I use the information I gather to apply to my goals?

Learning Objectives
I can practice using my skills and abilities to new concepts.
I can create a vision for my life based on research.
I can explain how to search for jobs, volunteer opportunities, and extracurricular activities.

Procedures
1. **Engaging Focus/Prior Knowledge:** Ask students to reflect on what the lessons in unit one taught them about themselves. Have them draw three columns in their interactive journal and write their top three character traits as headings for the columns. Ask the students to write out all the ways (e.g., actions, words, etc.) they use that specific quality every day to impact those around them. When finished, ask them to tally up each column's lists. They will reflect on this by answering the following questions – *Which one had the most?* *Why is it that the quality with the most tallies included so many items?* Explain to students that as they move toward being old enough to work, it's important to use their best qualities and explain how those qualities can help in a job situation.
   a. List a bank of character traits. Students can create their own list, or they can use or add to these suggestions: integrity, honesty, practical, trustworthy, reliable, optimistic, loyal, humble, proactive, funny, generosity, sincerity, self-control, patient, cooperative, etc. (~ 10 min)

2. **Independent Activity:** Give students the article “How colleges are preparing students for jobs that don’t exist yet.” (tinyurl.com/w76qlus). Students will annotate the article utilizing the annotation strategies introduced earlier in the curriculum (examples – underline unfamiliar words, draw arrows to show related ideas, use question marks to indicate areas of confusion, use a star to label important ideas, and highlight words you do not know). Students will answer the following question in their interactive journals – *What does this article teach us about what students should do in college to prepare for life after graduation?* (~ 20–30 min)

3. **Introduction of New Material:** After discussing their thoughts, explain to the students that it is never too early to start searching for opportunities that will set them up for success in the future. This might look like volunteer opportunities, extracurricular activities, or jobs. The process of searching for these opportunities is very similar to the job search process, and there are a variety of ways to go about this. Ask them to record this information in their notebooks.
   a. Networking – use your network. Asking people (friends, school counselors, family, acquaintances) you know where they've heard of an opening for a job, volunteer experience, or extracurricular activity.
   b. Search engines – Google, Indeed, Glassdoor, etc.
   c. Identifying the organization or company you want to work or volunteer for.
   d. Community boards or groups – places that are local to the area you want to apply.
   e. Texas OnCourse website – show the students the Texas OnCourse site on the projector. Under Tools, select
Share Your Road, then select Visit the Website. You will be sent to the Share Your Road site and will then select Search Members. Explain to the students that on this site, you can search for a job title and read about a real person who is currently employed in that job.

(~5-7 min)

4. **Introduction of New Material:** Explain to the students that once you have narrowed down your search, you will need to create a resume sharing your experiences, skills, and accomplishments. The students will take notes over the components of a resume using this Resume Writing Video (tinyurl.com/r7mtmhq). Be sure to stop throughout the video to check for understanding with students and allow them time to capture the key pieces of the resume writing process. Share that you should include all of the following for the purpose of a middle school resume – your name, the city you live in, career objective (students can go back to the beginning of their interactive journal and use their “My Vision” activity from unit one), skills, education (what school they are attending), accomplishments or responsibilities (e.g., the honor roll, taking care of a younger sibling after school, moving to a new city, learning a new language, reading multiple books in a short period of time, grade point averages, etc.), and extracurriculars.

(~ 15 min)

5. **Independent Activity:** Project the components of a resume on the board. The students will use those notes to draft a resume for themselves in their interactive journals. Remind them that a resume is a constantly changing document of their experiences, education, skills, and training. They will compile all the information they want to include in their first draft. During the drafting time, circulate around the room to address any questions or areas of confusion.

(~ 45 min)

6. **Partner Activity:** Once students are done with their drafts, they will swap their journals with a partner and peer-review their work. They will provide additional feedback or suggestions while making sure their classmate included all the essential components of the resume.

(~ 10 min)

7. **Independent Activity:** The students will complete an official resume template on paper, or you can upload the template to Google Docs depending on classroom resources.

(~ 30 min)

8. **Closure:** In their interactive journals, students will reflect on their middle school resume. They will review the lists they created at the beginning of this lesson and write about how they can gain more experience and skills to prepare for their future career. They can also reflect on the skills they have now that will benefit them in the future.

(~5–7 min)

**Extension Opportunities for Everyone**
- Have students create a timeline and set short-term goals to prepare themselves for their first job, internship, apprenticeship, etc.
- To encourage involvement at home, use the “The Search” Family Guide take-home card to refer families to the section that aligns with what you're teaching in class.

**Differentiation and Additional Support Opportunities**
- Display relevant academic and content-specific language. (e.g., resume, networking, extracurricular, internships)
- Give ELL students a guide with sentence stems and notes to fill in during the video.
- Allow ELL students the opportunity to use a language aid to look up unknown words. You may also give them a word bank that includes character traits they can choose from or sentence stems in the columns to assist their writing.

**Formative Assessments/Checks for Understanding**
- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.
**Reflection/Engagement Strategies**

- Reflection is built into the lesson. See step 8.
### Lesson 6.2: The Interview

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

#### Time Required
160–200 minutes

#### Materials Required
For the classroom:
- Computer lab access or one laptop per group of three or four students
- Video/web camera or screen recording software for each group of students
- Internet access
- Projector

For the students:
- Pen/pencil
- The Interview handout (following this lesson)

#### Foundations
**TEKS**
- §127.2(c)(5) – The student investigates job-seeking skills. The student is expected to:
  - (B) describe appropriate appearance for an interview; and
  - (C) participate in a mock interview.
- §127.3(c)(3) – The student evaluates skills for personal success. The student is expected to:
  - (B) use problem-solving models and critical-thinking skills to make informed decisions;
  - (C) use effective time-management and goal-setting strategies; and
  - (D) identify skills that can be transferable among a variety of careers.

#### Cross-Disciplinary Standards
**I.F. Academic integrity**
- 4. Understand and adhere to ethical codes of conduct.

**II.C. Research across the curriculum**
- 5. Synthesize and organize information effectively.

#### Student Competencies
**Texas Model Student Competencies**

**Intrapersonal Effectiveness**
- Positive student self-concept
- Effective executive functioning skills
- Appropriate behavior to the situation and environment

**Interpersonal Effectiveness**
- Effective and appropriate communication skills
- Development of healthy relationships

**Post-secondary Planning and Career Readiness**
- Motivation to succeed in personal endeavors
- Demonstration of career exploration skills
- Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
- Demonstration of awareness of the importance of postsecondary education
- Understanding of the relationship of academics to the world of work and to life at home and in the community
HB 1026 Positive Character Traits
Reliability
Punctuality
Integrity
Responsibility
Accountability
Self-control
Empathy
Consideration
Good citizenship

Enduring Understandings
Creating a vision for your education, work, and life allows you to develop a plan for success. Participating in campus organizations and extracurricular organizations now helps prepare me for future participation in other programs and careers.

Essential Questions
What is my vision for my future?
How do I use the information I gather to apply to my goals?
How do the organizations and clubs I'm a part of now help prepare me for my future?

Learning Objectives
I can practice using my skills and abilities to new concepts.
I can create a vision for my life based on research.
I can explain the steps necessary for a job search.

Procedures
1. Engaging Focus/Prior Knowledge: Guide a class discussion on the programs or organizations students will have to apply to and interview for on your campus. This will vary depending on what your campus offers. It's important that you are aware ahead of time in order to assist students in this discussion. Keep track of this list and make it visible to the class. You may also have a student be your scribe if you prefer. Ask students what kinds of things they will need to do to prepare for their interview to get into these organizations. Also keep track of this list and make it visible to the class. Tell the students that applying and interviewing for school organizations is a great way to practice applying and interviewing for jobs. Understanding what to do before, during, and after this process will help them achieve their goal of getting accepted now and in the future.
   (~ 10–12 min)

2. Whole Class Activity: Show this job interview tips video (youtu.be/88Mwb2bnOMk) to have the students start thinking about what their first interview will be like. Ask students how the video supported the list you came up with as a class during the Engaging Focus discussion. Add to the list the things that were included in the video but not contributed by the students.
   (~ 15–20 min)

3. Group Activity: Tell the class that they are going to practice the skill of interviewing. Include an explanation of the guidelines for the interviews:
   ● Students will be placed in groups of three or four based on their endorsement area of interest.
   ● Each group will decide on one path/career to center the interview around. Guide them to use Share Your Road, the Texas OnCourse tool, to find real people and their real credentials for their career. They can also go to Texas Career Check (tinyurl.com/y4a7pwq) to find reference material.
   ● The group will research four or five general questions and two or three career-specific questions asked during an interview.
   ● The group will research common answers to these questions.
   ● Once group research is completed, the group will separate to prepare for the interview. Guide them to use Share Your Road to find people's stories to help the students get into character for their mock interview. You
can even show or suggest this [how to dress for an interview video](https://youtu.be/DM8Stzk_jxs) to help them prepare.

- The interview should last 10–15 minutes. The students will record their interviews, watch them, and write a summary offering advice to their future selves as well as identifying the positive aspects of the interview.
- The summaries and videos will be submitted to the teacher.

(\(\sim 130–140 \text{ min}\))

4. **Closure:** Choose two or three interviews that you think are exceptional for certain reasons (good questions, good professional manner, etc.) and show them in class. Have the students write a reflection on these interviews and their thoughts on this process in their interactive journals.

(\(\sim 30 \text{ min}\))

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**Extension Opportunities for Everyone**

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

- What did you learn that you can use for interviews in middle school and high school?
- What did you learn that you think will be useful in college and your career?
- What would you do differently in the future?

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., endorsement).
- Allow ELL students to use language aids as they write and develop their portion of the interviews. Encourage them to practice speaking, or give them extra time to practice before participating in the second half of this lesson.
- Allow GT students to create their own “do and don’t” video, individually or with their group, using examples of the interviews students will have in middle school organizations. Encourage them to talk to the teachers and students in those programs to make the video personal and authentic to their middle school experience.

**Formative Assessments/Checks for Understanding**

- Red Light/Green Light – give students a red sheet of paper and a green sheet of paper to indicate to you when they need help or if they are still working successfully. This could also be any signal of your choice that is appropriate and applicable to your classroom.
- Graffiti Wall – post questions around the room about the interview process, and post what skills the students should be acquiring through their research and involvement in the lesson. Allow students time at the beginning of class or as a quick break to respond to the questions and to contribute to others’ ideas on the topics. You can use this to then check in with specific individuals or groups, or you can use this as part of the closure or reflection activities.

**Reflection/Engagement Strategies**

- Reflection strategies are built into the closure and formative assessment portions of this lesson.
Handout: The Interview

**Group Work**

Group members:
Group rules:
1. 
2. 
3. 

Type of business the interviewers represent:
Position the interviewee is applying for:
General interview questions. List two sources.
1. 
2. 
3. 
4. 
5. 

Career-specific questions. List two sources.
1. 
2. 
3. 
4.
Answers to questions:
1.

2.

3.

4.

5.

6.

7.

8.

9.
Personal Preparation
1. How you will portray this profession in this interview?
   a. Outfit
   
   b. Tone and language answering the questions

2. Explain how your personality, skills, and abilities will help you in this interview.

3. Explain how you will put your own personal style into the answers or questions of the interview.

4. Interviewer: Do you believe you should help the interviewee if they are struggling? Explain.

5. Interviewee: What will you do if you are struggling to answer the question? Write down two techniques to help you navigate difficult parts of the interview.

Recording
Record your interview in real time, no cuts or redos.
• The interviewer can have a list of questions.
• The interviewee can have a resume of someone applying for this position.
• Show these two things at the beginning of the recording.
It's okay if the group members stumble or get stuck. This is how it goes in real life. Showing how you get through the interview is more important than perfect questions and quick answers.

After recording the interview
The interview should last for 10–15 minutes. Rewatch the interview and write a summary offering advice to your future self as well as identifying the positive aspects of the interview.
Lesson 6.3: The Thank-You

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

Time Required
80 minutes

Materials Required
For the students:
- Copies of article on Gratitude from Psychology Today (tinyurl.com/y8c8j8e6)
- Pen/pencil
- Paper
- The Thank You handout (following this lesson)

Foundations
TEKS
§127.2(c)(6) – The student creates professional documents required for employment. The student is expected to:
(B) write appropriate business correspondence such as a letter of intent and a thank-you letter.

Cross-Disciplinary Standards
II.B. Writing across the curriculum
1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.

Student Competencies
Texas Model Student Competencies

<table>
<thead>
<tr>
<th>Intrapersonal Effectiveness</th>
<th>Interpersonal Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive student self-concept</td>
<td>Effective and appropriate communication skills</td>
</tr>
<tr>
<td>Effective executive functioning skills</td>
<td>Development of healthy relationships</td>
</tr>
</tbody>
</table>

HB 1026 Positive Character Traits
- Integrity
- Responsibility
- Consideration
- Good citizenship
- Gratitude

Enduring Understandings
Creating a vision for your education, work, and life allows you to develop a plan for success. Practicing gratitude has a positive impact – both on me and on those I thank.

Essential Questions
What is my vision for my future?
How do I use the information I gather to apply to my goals?

Learning Objectives
I can practice applying my skills and abilities to new concepts.
I can create a vision for my life based on research.
I can explain the steps necessary for a job search.

Procedures
1. Engaging Focus/Prior Knowledge: Show a picture of someone writing a thank-you letter.
   a. Ask when it’s appropriate and why you should write a thank-you note or email.
   b. Ask the students to think about why a thank-you note or email is important during a job search.

(7–10 min)
2. **Group Activity:** Pass out copies of the article on *Gratitude from Psychology Today* (tinyurl.com/y8c8j8e6) and have students form small groups. Assign each group one of the benefits of expressing gratitude, and ask them to read and summarize the main idea from their portion. Guide the students in a jigsaw activity, teaching the other groups their portion. When finished, lead a class discussion on the overall benefits of being grateful, including the idea that expressing gratitude after an interview can help you get a job. (~ 15–20 min)

3. **Independent Activity:** Review with the students how to write a thank-you message. You can use this article on [best sample thank you emails after an interview on what should be included](tinyurl.com/uhwvy9u) to guide students before they try it on their own. Monitor them as they begin to write a post-interview thank-you message to their interviewer from the last lesson. Suggest that students revise their thank-you notes and allow time for peer editing. (~ 30–40 min)

4. **Closure:** Have the students craft and share the final draft of their messages. Have students complete a quick-write about their growth in this skill. How did being able to revise and edit it before submission help? (~ 10–15 min)

---

**Extension Opportunities for Everyone**

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

**Differentiation and Additional Support Opportunities**

- Display relevant academic and content-specific language (e.g., gratitude).
- Differentiation and additional support are built into the lesson organically through the level of writing you expect from your students. You may set parameters and expectations for the writing and extension activity as you see fit.

**Formative Assessments/Checks for Understanding**

- Fist to Five – have students indicate on a scale of 0–5 using their fist and fingers to show how comfortable they feel about the process of writing a thank-you note after an interview.

**Reflection/Engagement Strategies**

- Ask students to reflect on what they learned about the benefits of expressing gratitude at the beginning of the lesson. Did they personally experience any of the benefits by practicing the format of writing the note or by writing one from the extension opportunity? Allow students to share and explain their answer.
Handout: The Thank-You

Components of a thank-you message

<table>
<thead>
<tr>
<th>Reflective comment</th>
<th>Start your thank-you message by commenting on an aspect of your interaction you enjoyed. For example:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
</tr>
<tr>
<td>I appreciate your taking the time to meet me during a time that was convenient to me.</td>
<td>Thanks for meeting me at 6 pm. It was a perfect time for me.</td>
</tr>
<tr>
<td>Blue is my favorite color! I can’t believe you remembered.</td>
<td>Thanks for getting me a blue sweater, Grandma. I love it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The thank-you</th>
<th>Now is the time to explain why you are sending this thank-you message. Give a couple of sentences to explain what you are thankful for.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Regards</th>
<th>Like the greetings, this should also reflect your relationship. Complete your own Do’s and Don’ts when writing a formal thank-you to a potential boss or teacher, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do</strong></td>
<td><strong>Don’t</strong></td>
</tr>
<tr>
<td>Thank you,</td>
<td>Sincerely,</td>
</tr>
</tbody>
</table>

| Signature | Make sure to put your whole name when signing off for professional messages.                                                      |

Now work on a draft of your thank-you note to your interviewer from the previous lesson.
### Lesson 6.4: Performance Assessment, Letter to My Future Self

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

<table>
<thead>
<tr>
<th>Time Required</th>
<th>120–160 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Required</td>
<td>For the students: Interactive journal Computer with internet access</td>
</tr>
</tbody>
</table>

#### Foundations

**TEKS**

- §127.2. Investigating Careers
  - (c) Knowledge and skills.
  - (3) The student investigates the professional skills needed for college and career success. The student is expected to:
    - (A) apply core academic skills to meet personal, academic, and career goals;
    - (F) demonstrate characteristics required for personal and professional success such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations.

- §127.3. College and Career Readiness
  - (6) The student develops skills for professional success. The student is expected to:
    - (A) demonstrate effective verbal, nonverbal, written, and electronic communication skills

#### Cross-Disciplinary Standards

**I. Key Cognitive Skills**

1. Self-monitor learning needs and seek assistance when needed.
2. Use study habits necessary to manage academic pursuits and requirements.
3. Strive for accuracy and precision.
4. Persevere to complete and master tasks.

**I.B. Writing across the curriculum**

1. Write clearly and coherently using standard writing conventions.
2. Write in a variety of forms for various audiences and purposes.

**I.C. Research across the curriculum**

1. Understand which topics or questions are to be investigated.

#### Student Competencies

**Texas Model Student Competencies**

**Intrapersonal Effectiveness**
Positive student self-concept
Effective executive functioning skills
Appropriate behavior to the situation and environment

**Interpersonal Effectiveness**
Effective and appropriate communication skills
Development of healthy relationships

**Post-secondary Planning and Career Readiness**
Motivation to succeed in personal endeavors
Demonstration of career exploration skills
Possession of the knowledge and skills to gather information for the purpose of postsecondary education and career planning
Demonstration of awareness of the importance of postsecondary education
Understanding of the relationship of academics to the world of work and to life at home and in the community

**HB 1026 Positive Character Traits**

- Reliability
- Punctuality
- Integrity
- Responsibility
- Accountability
- Self-control
- Empathy
- Consideration
Enduring Understandings
Creating a vision for your education, work, and life allows you to develop a plan for success.

Essential Questions
What is my vision for my future?

Learning Objectives
I can reflect on the academic and professional goals I have set throughout this curriculum.
I can plan for my future success.
I can believe in my future self.

Procedures
1. **Engaging Focus/Prior Knowledge:** Ask students to open their interactive journal to the first unit of the curriculum. Have students locate the “Me, Myself, and I” activity from the My Vision lesson (1.2). Give the students some time to review their work. Ask students these questions – Has your vision for the future changed since the beginning of the curriculum? If yes, what has changed and why? If no, explain why your vision is the same (let them know this is okay). Students will discuss their responses as a whole class. (~ 20 min)

2. **Day 1:** Explain that the assessment for this unit will be a letter to their future selves. The letter is an opportunity for the students to celebrate who they are now and the way things might be in the future. It also provides a record of their current goals, plans, and outlook on life. You are the only person reading their letters before it is sealed. Encourage students to be honest and specific in their letter. This will be done in three parts. Review the rubric for parts one and two with the students. (~ 10–15 min)

3. **Days 1–3:** Allow time for independent work in class on parts one and two. Part three can be done at the end of the time frame per teacher discretion. Monitor the class and be available for support. Remind the students that they have already practiced and reviewed these concepts throughout this unit. They should refer to any notes and activities from past lessons.
   a. **Part one – interactive journal review.** Let the students know that they will summarize their reflections and lessons learned from this unit using the thoughts, ideas, and information they collected in their interactive journal. It is their time to reflect and explain to you what they have learned. (~ 20–40 min)
   b. **Part three – performance assessment.** Pass out the student activity sheet that explains the performance assessment to the students. Outline the requirements for the assessment, note the due date, and review the scoring rubric with the students. The students will write a letter to their future self sharing the current goals they have for their life, their plans for the future, advice for their future self, and questions they have. (~ 40–60 min)
   c. **Part three – multiple choice knowledge-based quiz using the bank of questions below.** (~ 15–20 min)

4. **Day 4 (Closure):** Students will share their advice in groups of four. (~ 15–20 min)

Extension Opportunities for Everyone
- If time permits, students can share the advice for their future selves to the whole class.

Differentiation and Additional Support Opportunities
- Provide sentence stems for writing the letter.
- Have the students create a graphic organizer in their notebooks to plan out their letter for their goals, plans, questions, and advice.
Formative Assessment/Checks for Understanding

- Use the four finger rating to quickly gather data on student understanding of the directions for the assessment. Students will lift their hand indicating one of the following. One finger means “I do not understand the concept.” Two fingers mean “I am still a little confused.” Three fingers mean “I understand.” Four fingers mean “I understand, and I can teach this concept to a friend.” This is a quick way to gather data and determine if further instruction is needed. Pair students who flash a 3 or 4 with students who flash a 1 or 2.

Reflection/Engagement Strategies

- Reflection is embedded in the engaging focus/prior knowledge and interactive journal component.
- Engagement is embedded in the closure activity.
Lesson 6.4: Performance Assessment, Letter to My Future Self

Part 1:
Write a reflection in your interactive journal on what you’ve learned throughout this unit. Some suggested thoughts to explain:
- What you knew before the unit compared to what you know now.
- What were the top three takeaways you learned from the entire curriculum?
- How will these lessons support you in the future?
- What questions do you still have?

Part 2:
Write a letter to your future self ten years from now. The letter should be at least three paragraphs long and include all of the following:
- A greeting (Dear…) and closing (Sincerely…) • Today’s date
- Two academic goals you have for the future • Two personal goals you have for the future
- Your current plans for the future • At least two questions you will ask your future self
- Advice you would like to give your future self

You will seal this envelope and tape it in the back of your interactive journal, never to be opened or thrown out!

Due: ____________

Scoring:

<table>
<thead>
<tr>
<th>Components</th>
<th>20</th>
<th>17–10</th>
<th>9–0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All components of the poster are included and thoroughly and thoughtfully explained.</td>
<td>Some of the components of the poster are included.</td>
<td>None of the components of the poster are included.</td>
<td></td>
</tr>
<tr>
<td>Greeting and Closing</td>
<td>Greeting (Dear…) and closing (Sincerely…) have no errors in placement.</td>
<td>Either greeting (Dear…) or closing (Sincerely…) have an error in placement.</td>
<td>There is no greeting and closing.</td>
<td></td>
</tr>
<tr>
<td>Explanation/Analysis</td>
<td>The writer’s word choice is purposeful and precise. The development of ideas is effective because the writer uses details and examples that are specific and well chosen.</td>
<td>The writer’s word choice may be general or imprecise. The development of ideas is minimal because the writer uses/expands on some ideas and examples.</td>
<td>The writing does not exhibit understanding of ideas presented throughout the assessment.</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>There is evidence of effort and preparation with overall thought and consideration on academic and personal goals in the letter. Student refers to goals written in prior lessons, making necessary adjustments</td>
<td>There is some evidence of effort and preparation for academic and personal goals in the letter.</td>
<td>There is no evidence of effort and preparation.</td>
<td></td>
</tr>
<tr>
<td>Interactive Journal</td>
<td>The student has a deep understanding of the concepts and skills taught throughout the unit and can thoughtfully reflect on how it supports their college and career planning.</td>
<td>The student understands the concepts and skills taught throughout the unit and can reflect on how it supports their college and career planning.</td>
<td>The student does not fully understand the concepts and skills taught throughout the unit and does not reflect on how it supports future planning.</td>
<td></td>
</tr>
</tbody>
</table>

Total
Part 3:

**Topic: The Job Search Assessment Bank**

1) Besides online job searches, which option provides a direct, personal connection when trying to find a job?
   - A. Using your network of contacts to inquire about job availability.
   - B. Emailing your resume to a company you are interested in.
   - C. Joining a community or group job board.
   - D. Contacting a recruiter from your online job search.

2) True or false: Resumes are meant to showcase your skills and summarize your previous work experience and education.
   - A. True
   - B. False

3) Which of the following contact methods would be best to provide to a future employer?
   - A. Your home address
   - B. Your current work email address
   - C. Your phone number
   - D. Your current boss’ email address

4) Which of the following is NOT appropriate advice for a job interview?
   - A. Speak in a calm, yet enthusiastic tone. Do not seem bored or uninterested.
   - B. Research the company culture to decide what outfit would be appropriate.
   - C. Come prepared with extra copies of your resume and reference list.
   - D. Arrive at your interview at the exact time it will take place.

5) Tawny just had a job interview in which she wasn't offered the job. The list below shows how she prepared for the interview.
   - Research the company, the company size, and relevant salaries
   - Prepare follow-up questions
   - Arrive at the exact time the interview is scheduled
   - Write a thank-you note after the interview

   How can Tawny best improve her preparation for job interviews?
   - A. Write a longer thank-you note
   - B. Exaggerate her work experience on her resume
   - C. Review the job description
   - D. Apply to more jobs

6) What is the purpose of a job interview?
   - A. Quiz you about your knowledge, experience, and education.
   - B. Determine if you are a good fit for the company and if you're interested in the job.
   - C. Offer you the job and discuss your salary and benefit preferences.
   - D. Decide if you like the supervisor and if you can find friends in their workplace.

7) Why are thank-you notes a good tool to follow up with an interviewer?
   - A. It reminds the interviewer of your skills, and it shows your gratitude.
   - B. It allows you to negatively talk about other interviewees so that you look the best.
   - C. It allows you to flatter the interviewer so that you get the job.
   - D. It starts the process of negotiating salary and benefits.

8) Create a how-to guide on how to get a job. Have the guide go from the initial job search all the way to a follow-up with the interviewer.
The Job Search Answer Key

1. A – Direct, personal contacts are best because they have an immediate connection with the company.
2. A – True
3. C – Your phone number is a direct line to you.
4. D – Arriving 10–15 minutes early is best because it shows initiative and eagerness.
5. C – The job description provides important information about the job. Be sure to know it well when you interview.
6. B – Interviews need to go both ways so that each party (i.e., the interviewer and the interviewee) can determine their respective fitness for the job.
7. A
8. Answers will vary; however, key steps should include ways to search, creating an effective resume, how to appropriately interview, and following up with a thank-you note. A suggested modification is to break this down and ask them to describe one or two specific steps.
Frequently Asked Questions and Misconceptions

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

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

Although students might not be thinking about their postsecondary options in elementary school, teachers, families, counselors, and administrators should all work together to help them develop college and career awareness so they can begin planning for their futures. See more FAQs on OCCRRRC (tinyurl.com/y7qkpj86).

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

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

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

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

What do Texas four-year universities require?

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

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

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

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

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

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

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

**What is an endorsement?**

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

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

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

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

See the [MapMyGrad FAQs](tinyurl.com/yb2jsmtx).
Is there a way to opt out of choosing an endorsement?
A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is critical that the student, parents or guardians, counselor or adviser, and teachers discuss the consequences of this graduation plan. Graduating without an endorsement may limit the student’s ability to continue their education after high school.

Can a student choose more than one endorsement?
Yes, a student may earn as many endorsements as they wish, and all will be reflected on their high school diploma and transcript.

Can a student change their declared endorsement?
Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements. See TEA’s endorsement overview (tinyurl.com/ybeor2o9).

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

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

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

What if a student doesn’t know which endorsement they want?
If the student is undecided, the Multidisciplinary Studies endorsement is the best option! This is for students who want a flexible plan within the core curriculum that prepares them for college and the workforce.

Remember, students can earn more than one endorsement if they have multiple interests.
When do students choose an endorsement, and can they change their minds?

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

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

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

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

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

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

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

Research shows that Algebra 2 and classes that require it align with college readiness and success in higher education. Many college admission exams – like the SAT, ACT, and the Texas Success Initiative – test concepts covered in Algebra 2. Finally, the Top 10% Automatic Admission law requires a student to graduate distinguished in order to be eligible. See the MapMyGrad FAQs (tinyurl.com/yb2jsmtx).
What is Top 10% Automatic Admission?
This Texas law allows students who are in the top 10% or so of their high school graduating class to have automatic admission to a Texas public university of their choice. No matter where students go to high school, if they graduate in the top 10% of their high school class and earn the distinguished level of achievement, they can attend any Texas public university.¹

What are some other ways students can earn the distinguished level of achievement?
Students can earn the distinguished level of achievement if:

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

What does a student need to be eligible for Top 10% Automatic Admission?
A student must be in the top 10% of their high school graduating class and earn the distinguished level of achievement.

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

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

There was a lot of debate over requiring Algebra 2. Should students take it or not?
This is an important question that students should talk about with their family, teachers, and counselors or advisers. Taking Algebra 2 is a requirement for the STEM endorsement and also for the distinguished level of achievement. Algebra 2 is also a requirement for admission to most universities, and the TEXAS Grant financial aid program requires completion of at least one math course beyond Algebra 2.

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

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

Welcome to MiddleGalaxy! This game is a Texas OnCourse resource. As an educator, you will be exploring careers with your middle school students. This guide covers the game’s objectives, its terms, and how to play. The game is designed to help you facilitate conversations and lessons about academic choices and career goals in preparation for high school. Use it along with the Middle School Curriculum Guide (tinyurl.com/y9kcnzn0) to find lesson plans aligned with TEKS for college and career readiness and investigating careers, many of which integrate MiddleGalaxy game play.

Logins and Student Progress

Student Access

Students log in to MiddleGalaxy (middlegalaxy.org). Students will create a profile and a password. A personal email address is required. They may also download the app to a smartphone in the iOS and Android App stores. We recommend that you provide time and instruction for students to complete the tutorial the first time students log in. It’s shown here as an option when students are on the MiddleGalaxy home screen. To access the Tutorial option, click the question mark icon on the top right corner of the MiddleGalaxy home screen.

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

Educators registered with Texas OnCourse also have access to the MiddleGalaxy Dashboard and the game. If you do not have an existing account, follow the instructions below to create one.

Note: You can read more about MiddleGalaxy on the Texas OnCourse website (texasoncourse.org). We also invite you to explore and play the game (middlegalaxy.org).

Create Educator Account (Step 1)

When you create a new account on MiddleGalaxy, you are given three options. Select “I am an educator” if you want to create class codes and manage student progress.

Then enter your details, including school district. If your school or district does not show, please type “OTH” and select “Other.”
Please check your email and follow the link to complete the registration process. Once confirmed, you can access the educator dashboard by selecting the MiddleGalaxy tab.

Try the Game or Watch the Demo (Step 2)
Log in to Middlegalaxy.org with your educator account and play the game. The in-game tutorial will help you through game play. You can also learn more about the game play by watching the Educator Webinar: Using MiddleGalaxy in the Classroom (youtu.be/viCrrMN6soE).

Create Class Codes (Step 3)
With this feature, educators can create class codes to track the progress of students who are playing the MiddleGalaxy game. To begin, click the Create button.

You will see a new code generated. Newly created codes appear as icons on the educator dashboard.

Note: Student progress will only appear after students create a profile for MiddleGalaxy with a class code that you create and assign to them. If no class code is used, student data and progress are not visible to the educator.
Get Students to Sign Up (Step 4)

Share your class code with your students. Have the students select the "I am a student" option.

Have them enter the class code you give them.

Have them create login information and proceed with the game. Students do not need an email confirmation.

Go back to login.
Monitor Student Progress (Step 5)
Select any class code to check the students’ progress.

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How to Reset a Password
Go to the Texas OnCourse Reset Password page (tinyurl.com/u8oxcsg). Enter your email, select Reset, and find the reset email in your inbox. Follow the directions in the email to reset your password.
Teaching Game Play

Objectives

Students explore careers by becoming a captain of their own space squad of cadets. While planning an expedition, students assign cadets to important missions. By completing each mission, students move closer to making MiddleGalaxy their home.

The mission is the assignment or project that the player will assign cadets to in order to fulfill the mission’s required number of skills and abilities. Missions include projects such as Build a Computer Network, Build a Suspension Bridge, and Establish a School.

Missions require certain skills that different career cadets have. For example, the mission Setting Up a Computer Network requires a Technology & Engineering skill resource level of 5 to complete the mission.

The game features 28 total missions. It takes about 30 minutes to play 10 missions. On the main game board, there are 3 missions that are available to play at any given time. Students draw cadet cards and match them to the mission that is the best fit to accumulate points. After a mission is complete, the player assigns specific tasks to cadets and will receive points and tokens.

How to Play

MiddleGalaxy is essentially a card game with cards representing cadets with specific professions. Each cadet card has information the student should use to play the card based on skills and abilities. The Skills key is shown here.

Students can trade any of their cadets for different cards by clicking Draw Cards (lower right). They can keep trading until they've picked cadets that have all the skills needed to complete the missions! Students can learn more about a cadet's career in the About Career section of the card to better assign cadets to their missions. The top left corner of the screen shows how many missions have been completed.

Students should play cadet cards based on whether given missions relate to their profession. However, students are able to play cadet cards on any mission that requires the ability or skills listed on the card. For example, an Electrician cadet card is ideal for a mission that requires a cadet with the ability Dextrous and the skills Technology & Engineering and Trade & Craftsmanship. Although the mission Ship Engine Room Improvements requires the Electrician card’s skills but not the ability Dextrous, it’s still a close match. Better, for example, than choosing a Graphic Designer cadet card (with Creative skills and Arts & Humanities abilities) for the mission.
Students advance through each mission by finding the best-fit career cadets and assigning them. On the game board at any time, there are three missions.

During each game, students are given three **Captain’s Actions** – Mentor, Retrain, and Collaborate – that can be used once per 10-mission game. These Captain’s Actions allow the player additional ways to complete a mission. Career cadets can be given new abilities or skills, and certain skills can be converted to a different category.

The **Mentor** action provides an extra skill to a cadet. The **Retrain** action converts one cadet’s skill score to another category. The **Collaborate** action gives a cadet a new ability from another cadet in play, and vice versa.
Players accumulate points by matching cadet cards with missions. Placing a cadet on a mission that doesn’t require their skills or abilities results in zero points. The closer a cadet matches the mission, the more points are awarded. Matching cadets to their ideal mission is worth 250 points. Completing each mission nets 100 points.

Once a mission is complete, a bonus round allows players to assign three career cadet cards to tasks within the completed mission. In the bonus round, each correct match earns 10 points. Correctly matching all three earns a token that can be used after completing 10 missions to unlock cadet cards. Unlocked cadet cards remain unlocked for individual players, no matter how many games are played.

**Game Elements**
- 28 total missions in MiddleGalaxy
- 98 total career cadet cards
- 10 missions to win

How is the game won? By successfully completing 10 missions. There are 28 total missions, so educators can assign game replay time to encourage additional career exploration once students have mastered the game.

**Career Cadet Cards**
Cadets have various career profiles, and players assign cadets to missions. The 98 career cadets in the MiddleGalaxy game reflect Texas workforce job trends. Ideal career cadets are those whose skills, knowledge, and abilities are a perfect fit for performing mission tasks, and extra points are given when players identify the ideal cadets.
Knowledge Boost

Cadet cards in play can be strengthened and missions completed by using Knowledge Boost cards. One knowledge boost card appears in each hand along with four cadet cards. Knowledge boost cards can be shuffled or kept when new cards are drawn. Players can add a knowledge boost to a cadet assigned to a mission, providing an ability or a skill needed to fulfill the mission. Each knowledge boost matched to a mission gains 10 points, too.

For example, if a cadet has the ability Dextrous and the mission the cadet is assigned to requires the ability Organized, a Knowledge Boost Card can be used to give that cadet the ability Organized.

Tokens

Each completed mission offers a bonus round. Each time a player successfully matches all three cadets to their ideal task within the bonus round, a token is awarded. After completing 10 missions, players are offered a choice of using the tokens or playing another game of 10 missions.

The tokens are used to reveal cadets’ ideal missions and tasks. By placing tokens earned on a specific cadet card, that cadet’s ideal mission and tasks are unlocked and remain visible. For example, if a player has earned 25 tokens, they can spend them by unlocking five cadets whose price is 5 tokens, six cadets whose price is 4 tokens plus one cadet whose price is 1 token, or any combination they choose. Tokens carry over from game to game, and once unlocked, career cadet cards stay unlocked for the captain who unlocked them. Cadet cards that have been unlocked appear with a bright yellow border and a star when they are drawn in future games.
These take-home cards help educators communicate what is happening in the classroom and how parents and guardians can further the discussion at home or find more information on the topic.
Interests and Skills

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

For more information and to extend the discussion, refer to the “Who Am I?” section of the Texas OnCourse Family Guide.
Career Clusters and Endorsements

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

For more information and to extend the discussion, refer to the "Where Do I Want to Go?" section of the Texas OnCourse Family Guide.
In class we are identifying the requirements for the high school personal graduation plan. For more information and to extend the discussion, refer to the “Where Do I Want to Go?” section of the Texas OnCourse Family Guide.
Distinguished Level of Achievement

In class we are recognizing the importance of the Distinguished Level of Achievement and how your student can earn it.

For more information and to extend the discussion, refer to the “Where Do I Want to Go?” section of the Texas OnCourse Family Guide.
Postsecondary Pathways
In class we are summarizing and learning to navigate the different types of postsecondary pathways.

For more information and to extend the discussion, refer to the “Where Do I Want to Go?” section of the Texas OnCourse Family Guide.
Planning, Checklists, and Meeting Your Student’s Counselor

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

For more information and to extend the discussion, refer to the “Where Do I Want to Go?” section of the Texas OnCourse Family Guide.
In class we are discussing the basics of personal finances: savings, using credit, creating a budget, etc. In this portion of the family guide we will help identify important steps for planning for future postsecondary expenses.

For more information and to extend the discussion, refer to the “Finances” section of the Texas OnCourse Family Guide.
Life Skills for Your Student

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

For more information and to extend the discussion, refer to the “Management” section of the Texas OnCourse Family Guide.
In class we are discussing how to get involved inside or outside of school. We are also identifying who the students have around them: their support network.

For more information and to extend the discussion, refer to the “Getting Involved” section of the Texas OnCourse Family Guide.
The Search
In class we are creating a career portfolio and reviewing how to complete a job search.

For more information and to extend the discussion, refer to the section “The Search” of the Texas OnCourse Family Guide.
Tarjetas para llevar a casa
sobre la guía de estudio

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

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

Para obtener más información y profundizar en el tema, consulte la sección “¿Quién soy?” de la Guía familiar de Texas OnCourse.
Los conjuntos de carreras y las especialidades

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

Para obtener más información y profundizar en el tema, consulte la sección “¿Hacia dónde deseo dirigirme?” de la Guía familiar de Texas OnCourse.
El plan personalizado de graduación de la preparatoria

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

Para obtener más información y profundizar en el tema, consulte la sección “¿Hacia dónde deseo dirigirme?” de la Guía familiar de Texas OnCourse.
El nivel distinguido de logro
Estamos reconociendo en clase la importancia del nivel distinguido de logro y cómo lo puede obtener su estudiante.

Para obtener más información y profundizar en el tema, consulte la sección “¿Hacia dónde deseo dirigirme?” de la Guía familiar de Texas OnCourse.
Las trayectorias posteriores a la preparatoria

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

Para obtener más información y profundizar en el tema, consulte la sección “¿Hacia dónde deseo dirigirme?” de la Guía familiar de Texas OnCourse.
Planificando, listas de verificación y conociendo al consejero o la consejera de su estudiante

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

Para obtener más información y profundizar en el tema, consulte la sección “¿Hacia dónde deseo dirigirme?” de la Guía familiar de Texas OnCourse.
Las finanzas

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

Para obtener más información y profundizar en el tema, consulte la sección “Las finanzas” de la Guía familiar de Texas OnCourse.

Las finanzas

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

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**Habilidades de vida para su estudiante**

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

Para obtener más información y profundizar en el tema, consulte la sección “Gestión” de la Guía familiar de Texas OnCourse.
Cómo involucrarse
Estamos conversando en clase acerca de cómo involucrarse dentro y fuera de la escuela. También estamos identificando a quién tienen a su alrededor los estudiantes: su red de apoyo.

Para obtener más información y profundizar en el tema, consulte la sección “Cómo involucrarse” de la Guía familiar de Texas OnCourse.
La búsqueda

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

Para obtener más información y profundizar en el tema, consulte la sección “La búsqueda” de la Guía familiar de Texas OnCourse.
About Texas OnCourse

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