

CAREER PATHWAYS

Get Ready Postsecondary Pathways Curriculum Instructor's Guide

- > IDENTITY
- > SKILLS AND INTERESTS
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CAREER PATHWAYS

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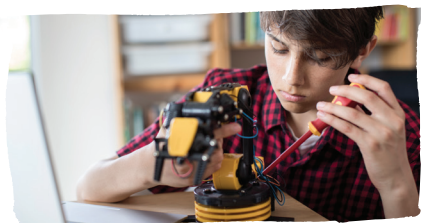
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LESSON 1 – WHO AM I?

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

ASCA National Standards for Students

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A.10 Identify personal strengths and assets
- PS:A2.2 Respect alternative points of view

MN SEL Guidelines

Self-Awareness

- 6.2.1 Apply self-reflection techniques to recognize their strengths, potential, meet a need and/or address a challenge

Social Awareness

- 6.1.1 Analyze ways one's behavior or actions may affect the feelings of others and adjust accordingly
- 6.1.2 Summarize another's point of view
- 6.1.4 Recognize the factors that impact how they are perceived by others
- 6.2.2 Analyze how people of different groups can help one another and show appreciation for one another



STUDENTS WILL UNDERSTAND THAT:

- Various factors shape identity
- Personal experiences shape identity

STUDENTS WILL KNOW:

- The definition of identity
 - The answer to the question “Who Am I?”

ESSENTIAL QUESTIONS:

- Who am I?
 - What shapes who I am?
- What do I want?
- How do I get to (achieve) what I want?

STUDENTS WILL BE ABLE TO:

- Define the word identity
- Identify various factors that shape their identity
- Use identity charts to describe characters in literature

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- **Identity Chart:** Visual display of an individual’s identity with name in center and spokes leading off connected to various factors shaping identity.
- **Journal Entry:** Student reflection on identity.

OTHER EVIDENCE:

- Warm Up
- Class Discussion



LEARNING PLAN

OPENING (10): Distribute an index card to each student. Ask students to write one “Little-Known Fact” about themselves on this card. It should be something that people could not know just by looking at them. Let students know you will be reading these aloud. Their names should appear on the card but not be revealed to the rest of the group. Then collect the cards. Read a card and ask the class to guess who the fact describes. The activity is set up to have these cards read at the beginning of each class period throughout the identity module. Through this activity, students often learn that they have something in common with a classmate or they learn something interesting about someone that might otherwise have taken all year to discover.

INTRODUCTION TO NEW MATERIAL (15): Write the word identity on the board and ask for volunteers to share their thoughts on what it means. Ultimately, students should come close to something around the idea that identity is the answer to the question “Who am I?” The fact students wrote on their index cards in the warm-up activity may represent one part of students’ identity.

Next, have students turn to the copy of “My Name”, a chapter from Sandra Cisneros’s book The House on Mango Street in their workbook. In this excerpt, a young girl, Esperanza, reflects on her name. In the process, she reveals information about her identity: how she perceives herself, what she values, where her family is from, and so on. Ask student volunteers to read this excerpt to the class. As the text is read aloud, instruct students to underline any words or phrases that give them information about how Esperanza would answer the question, “Who am I?”

GUIDED PRACTICE (15): In small groups, have students create an identity chart for Esperanza. First, ask students to write the name Esperanza in the center of a piece of paper. Then students create spokes out of the center, beginning with the words or phrases they underlined in the passage that represent how Esperanza defines her identity. You can also provide small groups with some questions to guide them:

- Who is in Esperanza’s family?
- Where is her family from?
- What does she hope for her future?
- What does she think about her name? What does this reveal about her personality?

Get back together as a class and discuss the factors of Esperanza’s identity. Create a class identity chart for Esperanza to display for reference.



TEACHER NOTE: In preparation for this class, you will want to create your own identity chart. Not only will this model the assignment for students, but it also provides a way for students to get to know you. Throughout this module there are opportunities for you to work alongside the students to reinforce the idea that you are a member of their classroom community too.

INDEPENDENT PRACTICE (10): Now students can create identity charts for themselves using the Identity Chart page in their workbook. Before beginning this activity, ask students to brainstorm a list of the factors that shape someone’s identity such as gender, age, physical characteristics, and hobbies as well as ties to a particular religion, ethnic group, neighborhood and nation. Explain to students that they will be sharing their identity charts with the class, so they may be cautious about including information about themselves that they would rather stay private. In the next few lessons, students will have the opportunity to think more deeply about their own identities.

CLOSING (5): Students can complete their identity charts for homework if more time is needed. Students will write a Journal Entry about their identity charts.

- What aspects of your identity are most important to you?
- Select one characteristic from your identity chart. Write about why it is an important part of defining who you are.

MATERIALS LIST:

- Index cards for each student (“Little-Known Facts”- ongoing activity)
- Blank paper for identity charts (one for each small group)
- **“My Name”* by Sandra Cisneros
- White board/Chart Paper and Markers
- *Journal Entry
- *Identity Chart
- Teacher Created Identity Chart

*Included in Student Workbook (pg. 1-4)



LESSON 2 – WHAT IS DRIVE?

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN ELA Standards

- 6.5.7.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- 6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 6.9.2.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributed to a topic, text, or issue under study

ASCA National Standards for Students

- A:A3.3 Develop a broad range of interests and abilities
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivation
- C:A.1.9 Develop hobbies and vocational interests
- PS:A.1.10 Identify personal strengths and assets
- PS:A2.2 Respect alternative points of views
- PS.A2.3 Recognize, accept, respect and appreciate individual differences

MN SEL Guidelines

Self-Awareness

- 6.2.1 Apply self-reflection techniques to recognize their strengths, potential, meet a need and/or address a challenge
- 6.2.3 Identify and enhance an individual affinity/interest



STUDENTS WILL UNDERSTAND THAT:

- Every person can have one or more interests that drives them
- A drive is not limited to natural talents or things one already knows how to do
- One can gain knowledge and become more competent by trying new things and practicing new skills
- There are many different kinds of drives and all are good

STUDENTS WILL KNOW:

- The definition and description of drive
 - The activity, interest or idea that motivates you and moves you forward in life

ESSENTIAL QUESTIONS:

- Who am I?
 - What are the various factors that shape identity?
- What do I want?
- How do I get to (achieve) what I want?

STUDENTS WILL BE ABLE TO:

- Name their current drive
- Recognize new potential drives
- Explore their drive

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- Our Favorite Activities and We Got Skills Class Posters
- Looking In The Rearview Mirror

OTHER EVIDENCE:

- Group Work
- Class Discussion
- Warm Up



LEARNING PLAN

OPENING (10): Before the lesson begins, students will complete the warm up in their workbook where they will reflect on their favorite activities both in and outside of school as well as skills they already possess. Pass out two post it notes to each student and have them select one activity and one skill they wish to highlight and mark it on the post its. Have students compile their post it responses onto two posters: one titled Our Favorite Activities and the other as We Got Skills!. Comment on the many similarities and differences.

INTRODUCTION TO NEW MATERIAL (15): Share with students that all of these interests may answer the question ‘What drives you?’. Introduce students to drives. Explain that we all have different activities, interests, ideas or hobbies that motivate us and make us excited and feel alive. Knowing what drives you can help you to gain more knowledge, become more competent and happier. Read the definitions of metaphor, drive, explore and motivate aloud as a group (see workbook page Drive Definitions) and have students redefine them in their own words and share examples.

GUIDED PRACTICE (15): Continue to put the defined terms into practice by watching the following video about Mr. Cory’s Cookies: <https://www.youtube.com/watch?v=qblGVEjp1cY> Follow with a discussion about Mr. Cory and his drive. Here are some sample questions you may ask:

- What do you think Cory’s drive is? Why?
- Does he have more than one drive?
- What role does Cory’s drive play in his life?
- Why is it important to know your drive?
- Did Cory have all the skills he needed for his drive before he began?
- What does Cory do to work at his drive or improve his drive?

TEACHER NOTE: Feel free to show students any video that shows a young person talking about their drive. If you know of young entrepreneurs in the community you teach, substitute them and their story.

INDEPENDENT PRACTICE (10): Show students an image that represents your drive- what moves you forward. Share that drive is a metaphor for all of the things that interest them and motivate them to get up in the morning, to enjoy life, and to be successful. Place a number of different drive images on a table and allow students to choose one image they like that represents their drive and their forward movement in life. They can keep this image as motivation for them throughout this module. Students will independently reflect in a Journal Entry on why they chose the image they did and why it is important to know what motivates them for school and life. They can tape or glue the image directly onto their response.



TEACHER NOTE: The image that represents your drive does not have to be your actual interest or hobby, it is just a symbol representing your forward movement in life. For example, if you love singing, it is okay for your drive symbol to be an airplane flying forward. In addition, feel free to choose other images you feel may better reflect your students' interests for the above activity.

CLOSING (5): Explain to students the homework interview Looking In The Rearview Mirror and share that they will interview someone who knew them when they were younger. This could be a family member, old friend, teacher or neighbor. Tell students that often times what shapes their future is their past. Wrap up with a reminder of why drives are important to explore; have a few students share out their journal entry responses.

MATERIALS LIST:

- *Warm Up
- *Drive Definitions
- A projector to watch this Youtube video: <https://www.youtube.com/watch?v=qblGVEjp1cY> (Search Mr. Cory's Cookies)
- **Drive Images
- *Journal Entry
- *Looking in the Rearview Mirror
- Tape or glue
- Post Its

*Included in Student Workbook
(pg. 4-7)

**Included in Teacher Guide



PROJECT MATERIAL
DRIVE IMAGES

Make color copies and cut out individual pictures for students to choose from.









LESSON 3 – FINDING YOUR DRIVE

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN ELA Standards

- 6.5.7.7 Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue
- 6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly
- 6.9.2.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributed to a topic, text, or issue under study

ASCA National Standards for Students

- A:A3.3 Develop a broad range of interests and abilities
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivation
- C:A.1.9 Develop hobbies and vocational interests
- PS:A.1.10 Identify personal strengths and assets
- PS.A1.1.4 Understand that change is a part of growth
- PS:A2.2 Respect alternative points of view
- PS.A2.3 Recognize, accept, respect and appreciate individual differences

MN SEL Guidelines

Self-Awareness

- 6.2.1 Apply self-reflection techniques to recognize their strengths, potential, meet a need and/or address a challenge
- 6.2.3 Identify and enhance an individual affinity/interest



STUDENTS WILL UNDERSTAND THAT:

- Every person can have one or more interests that drives them
- A drive is not limited to natural talents or things one already knows how to do
- One can gain knowledge and become more competent by trying new things and practicing new skills
- There are many different kinds of drives and all are good

STUDENTS WILL KNOW:

- The definition and description of drive
 - The activity, interest or idea that motivates you and moves you forward in life

ESSENTIAL QUESTIONS:

- Who am I?
 - What are the various factors that shape identity?
- What do I want?
- How do I get to (achieve) what I want?

STUDENTS WILL BE ABLE TO:

- Name their current drive
- Recognize new potential drives
- Explore their drives (at school and in general)

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- My Drive Checklist
- Looking in the Rearview Mirror (from previous lesson)

OTHER EVIDENCE:

- Pair Work
- Class Discussion



LEARNING PLAN

TEACHER NOTE: Throughout the lesson it is imperative that teachers also reference skills and how, just like interests, you can always gain new skills to help you on your path.

OPENING (15): Review the idea of drives from the previous lesson. Ask for volunteers to share what drive means to them. Show the following video of three terrific dancers, Khiyla, Naima and Ajanae, explain what dance does for them. <https://www.youtube.com/watch?v=M2exexVWWFc> Ask the students to respond to the following questions in pairs:

- What drives these kids?
- How did you know it was their drive?
- How did the kid dancers describe dancing?

Have a few pairs share their responses to the questions out to the whole group. Remind students that drives motivate us every day to learn more and grow as a person.

INTRODUCTION TO NEW MATERIAL/INDEPENDENT PRACTICE (20): Ask students to take out their Looking in the Rearview Mirror homework from last lesson. Tell students that today they will have the opportunity to start identifying their own drives and looking at the past is a great way to start thinking about their drives now.

Have students turn and talk with a partner to discuss the homework activity. Use the following questions to guide the conversation.

- What did you learn about yourself?
- Has your drive changed or remained the same?
 - Why do you think that it has changed or remained the same?
- Did anything surprise you from the interview?

Explain that there are many different things that drive us and motivate us. Today, students will be identifying at least one drive for themselves. Students will begin by examining a checklist in their workbook and identifying potential drives. Once students have identified the biggest drive for themselves, they will take a moment to reflect on the What Drives You? page in their workbook.

GUIDED PRACTICE (10): When students are completed with their reflection, they will play a guessing game with a classmate. Have students pair up by finding someone who is wearing the same color clothing as them. When pairs are together, have students take turns asking only yes or no questions to discover what their partner's drive is. Remind students that a drive is a unique and special thing about us, is to be celebrated, and that we should all respect each other's drives.



CLOSING (5): Discuss the following as a whole group:

- What did you learn about your partner's drive?
- How could you learn more about a drive that is interesting to you?

Close class by sharing with students that sometimes what drives you can be difficult to identify. Exploring, developing, and expressing your drive can lead to great things. Explain that in the next lesson we will further explore what drives you and how it can be applied in the school setting.

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MATERIALS LIST:

- A projector to watch this YouTube video: <https://www.youtube.com/watch?v=rsc3f2wUt3k&t=46s> (Search Khiyla, Naima and Ajanae)
- *What Drives You?
- *My Drive Checklist
- Looking In The Rearview Mirror (from previous lesson)

*Included in Student Workbook(pg. 8-9)



LESSON 4 – CAREER INTERESTS AND SCHOOL STRENGTHS

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN ELA Standards

7.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly

ASCA National Standards for Students

- A:A3.3 Develop a broad range of interests and abilities
- C:A.1.9 Develop hobbies and vocational interests
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop and awareness of personal abilities, skills, interests and motivations
- C:A1.9 Develop hobbies and vocational interests
- C:B1.2 Identify personal skills, interest and abilities and relate them to current career choice
- C:B1.4 Know the various ways in which occupation can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:C2.3 Learn to work cooperatively with others as a team member

MN SEL Standards

Self-Awareness

- 7.2.3 Identify and enhance an individual affinity/interest



STUDENTS WILL UNDERSTAND THAT:

- There are multiple pathways to get to a career
- Personal strengths and interests can inform career choices

STUDENTS WILL KNOW:

- Careers that match their interests and strengths

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
 - What do I want in a career?
 - What careers can I see myself doing in the future?
- How do I get to (achieve) what I want?

STUDENTS WILL BE ABLE TO:

- Reflect on their own skills and interests to determine if a career is a good fit
- Compare drive and career choices for alignment

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- Career Interest Survey
- Career Possibilities
- Journal Entry

OTHER EVIDENCE:

- Group Share



LEARNING PLAN

OPENING (15): Begin the lesson with an icebreaker activity. Have students make a human life timeline where they create a visual representation to show how much of their life is spent working. Ask for five student volunteers. Place two students at opposite ends of the room. One student represents birth at 0; the other person on the opposite end represents the average lifespan of a human to 80 years old. Place another student on the timeline that represents how old the students are **now**. Place another student at the average age of when students start work, 16, and another person at the average age of retirement, 65. Hand students signs that represent their different ages in the timeline. Then have everyone but the 16 and the 65 person sit down where they have been standing. Ask students to share what they notice about the timeline.

INTRODUCTION TO NEW MATERIAL (10): After the discussion, share that the distance between the two remaining people represents the time in your life that you spend working. Ask the students in the class:

- How many of you know someone who loves what they do?
- How many know someone who doesn't like their job and complains about it?

Explain that the majority of their life is spent working so it's important to choose a career that interests them. Emphasize the point that they don't need to choose their career now, but they should pay attention to their natural skills, abilities and interests because it can reveal a lot about what they might like to do. Introduce the Career Interest Survey workbook pages and explain to students that they will have a chance to start looking at which careers might align with their interests today.

INDEPENDENT PRACTICE (20): Students will complete a Career Interest Survey followed by a reflection using the Career Possibilities page. The reflection includes a web where students connect their drive clusters to their career clusters that were determined for them from the interest survey. Students will write a Journal Entry to determine if they have a strong web and if the 5 career choices they chose for themselves in the activity were a good fit based on their skills and interests. After the reflection activity students will share their results in small groups.

TEACHER NOTE: Help guide students back to the activity from earlier. For example, ask them why would you be interested in doing something you enjoy for a career? Should the web on your reflection be strong? **This lesson may take extra time- You may want to break it into two lessons.**

CLOSING (5): Conclude the lesson by referring back to the idea that careers should be something that interest you and are a good fit. If any students are comfortable, have them share out some of the career choices they have looked at for themselves.



MATERIALS LIST:

- **Age Number Signs
- *Career Interest Survey
- *Career Possibilities
- *Journal Entry

*Included in Student Workbook
(pg. 10-18)

**Included in Teacher Guide

IDENTITY

SKILLS AND INTERESTS

CAREERS



PROJECT MATERIAL
AGE SIGNS



0





80





NOW





16





65



LESSON 5 – REASONS FOR POSTSECONDARY EDUCATION

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN ELA Standards

6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

ASCA National Standards for Students

- A:C1.6 Understand how school success and academic achievement enhance future career or vocational opportunities
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A2.7 Develop a positive attitude toward work and learning
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B2.1 Demonstrate an awareness of the education and training needed to achieve career goals
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interest influencing career choice and success
- C.C1.7 Understand that work is an important and satisfying means of personal expression
- PS:A2.2 Respect alternative view points



STUDENTS WILL UNDERSTAND THAT...

- There are good reasons to use postsecondary education after high school

STUDENTS WILL KNOW:

- The definition of postsecondary pathways
 - Any education after high school; pathways may include traditional college, apprenticeship, military service or other clearly defined track that leads to employment in the chosen career

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
- How do I get to (achieve) what I want?

STUDENTS WILL BE ABLE TO:

- Articulate why postsecondary education is important for pursuing a career

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- **College Interview:** Students will interview an adult in their family (or community member) about the pathway to their career. Through this activity students will show the connection between pathways and careers.

OTHER EVIDENCE:

- Group Work
- K-W-L Charts



LEARNING PLAN

OPENING (10): For the Warm Up have pairs of students brainstorm a list of 30 careers in 5 minutes in their workbook. After they are finished with the activity, have the students do the following to their list:

- Put a checkmark next to careers that they are interested in knowing more about
- Put a star next to careers that they think no one else will have on their list
- Put an H next to the careers that require a high school education
- Put a C next to careers that require postsecondary education after high school

Process with the whole group, asking a series of questions.

- How many people were able to list 30 careers in 5 minutes?
- Who got close? What was the next highest number?
- What is a career that no other group will have (look at your stars)? What kind of education do you think they need for that career? Is anyone interested in that career for themselves?
- What careers require a high school diploma? What skills are necessary for that career?
- How many careers on your list required some type of postsecondary education after high school? What are some of those careers?

INTRODUCTION TO NEW MATERIAL (15): Introduce the concept of **pathways** to students. Share that they have learned a lot already about identity, skills, interests and careers, as well as deciding for themselves what they want in their future based on their interests and who they are. Now they will be bringing all of that together to think about the essential question: “How do I get (to achieve) what I want?”

Working in small groups, students will create a chart that centers their thoughts about pursuing education after high school. Each chart paper should be divided into three columns. On the first column, the group should answer the question: Why is it important to talk about education after high school now in middle school? Label that column “WHY NOW?” On the second column, answer the question, What do you as a group already know about pathways after high school? Label that column “WHAT WE KNOW!” The third question is: What do you want to know about education pathways after high school? Label that column “WANT TO KNOW”. Students should be encouraged to use words, symbols and pictures to get their ideas down on the chart. When students have worked for 10 minutes, have them share their work with the larger classroom.

TEACHER NOTE: It is alright to allow some of the answers to be incorrect, especially in the “what we know” column. Students often think college costs more than it actually does and that college is only for some types of students. Activities further along in the course will address a lot of misconceptions and help you guide conversations about postsecondary education.



GUIDED PRACTICE (15): This next activity is called Can We All Go? Open up the groups to form one large circle of desks. Students will respond to statements about postsecondary pathways that may uncover some biases and misconceptions about different postsecondary pathways to careers. Students will stand if they agree with the statement and stay seated if they disagree with what was said. Have students volunteer to explain why they responded the way they did. After students share their responses to the statements, provide further explanation to clear up any misconceptions (included with the statements).

INDEPENDENT PRACTICE (5): Instruct students to reflect on postsecondary pathways in a Journal Entry with the following prompt:

- Do you see yourself as a college student someday?
- What is one piece of information that you learned today that is relevant to you in deciding about your future? Why?
- Do you have any questions about going to college?

CLOSING (5): Share with students that they already have a great resource for learning more about pathways: their family and community. Share that for Homework students will fill out the College Interview worksheet which asks the following questions:

Talk to someone in your family or community, like a teacher, coach or mentor who went to college.

- What postsecondary pathway did they take?
- How did they decide it was the right path for them?
- How has their education helped them with their career?

TEACHER NOTE: Some students may not know anyone who went to college. Make yourself a resource for these students by being open to having them interview you for their homework.



MATERIALS LIST:

- Paper
- Chart Paper for K-W-L
- Markers
- **Can We All Go? Statements
- *Journal Entry
- *College Interview(in student workbook and as take home worksheet)
- *Warm Up

*Included in Student Workbook (pg. 19-27)

**Included in Teacher Guide

Opening Activity Adapted from Dorothy I. Ansell, Creative Life Skills Activities and from Materials from Central Wyoming College GEAR UP Wyoming, Riverton WY



PROJECT MATERIAL

CAN WE ALL GO STATEMENTS

STATEMENTS

It's difficult to get into college.

Different colleges have different requirements for admission. Colleges also look at other qualities in addition to your grades, such as extra-curricular activities, community involvement and student's life experiences.

Going to college will help you earn more money.

A person with a college degree typically has a higher income and is less likely to lose their job than someone without a college degree.

If I don't like middle school, I won't like college.

College is very different than middle school and even high school. You choose the subject that you want to study (called your major) and you get to take the classes that you want for your career.

College is too expensive.

College can seem to be expensive but it is an investment in your future. BUT, there are different ways to help you pay for college such as grants, scholarships, work study, loans and personal savings.

I don't need to go to college because I want to be a professional athlete.

Actually, most professional athletes went to college before going pro. Additionally, in many professional sports, you are required to compete at the college level. To get into college, though, you have to qualify with grades and test scores. To play at the high school level there are academic requirements to be on the team.

Only the best students receive financial aid.

Once you are admitted to a college they will try to make it affordable for you. They did pick you! Some students apply for merit-based scholarships. In those situations, grades and academic achievements are definitely considered.

Students can go to college even if they don't have papers (or they are not a US citizen)

Students who are undocumented can apply to many different types of colleges in the US. It is important for students who are applying to college to explore each college's policy.



If you don't know how to apply for college you can't go.

If you don't know how to apply, you can get help during high school from your high school counselor or the college access groups at your school. There are many great resources on the internet to help you.

A student can go to college even if they have a disability or an IEP.

College is for everyone even if they have a different ability. Many schools have a resource center to support students with IEPs and disabilities.

Financial need matters more than grades when it comes to receiving financial aid from the government.

The Free Application for Federal Student Aid (FAFSA) that students fill out is based on family income not on high school grades.

If someone is going to be a soldier, they do not need to take any classes after high school.

People who enlist in the military have to take a test called the ASBV test that helps determine the role they will play in the military. All soldiers take courses and receive training for their careers in the military. ASBV stands for Armed Services Vocational Aptitude Battery.

If English is not someone's first language, they won't be successful in college.

Students who speak a different language than English can go to college too. Often times, knowing another language might even help students be more successful in college. There are resources on campus to help students improve language skills if they feel they need to.

No one in your family went to college, so college may not be in your future.

There are many students who are the first in their family to go to college. There has to be a first! It is a brave and courageous step and should be celebrated by everyone around you. There are many resources out there to help students who are the first in their family to attend college.

All girls can go to college.

Every gender can go to college and train for any career.

If someone wants to work in construction, be an electrician or a mechanic or something like that, then they don't need to go to college.

There are many colleges that offer degrees, certificates and training for these professions. Even people who go right to work as an apprentice will take some night and weekend courses to get certificates and licenses. Going to a college will help you get the skills that you need to become the best in your field. It will help you be competitive for careers.



LESSON 6 – EXPLORING POSTSECONDARY PATHWAYS

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

ASCA National Standards for Students

- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:C1.6 Understand how school success and academic achievement enhance future career or vocational opportunities
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.5 Use research and information resources to obtain career information
- C:B2.1 Demonstrate an awareness of the education and training needed to achieve career goals
- C:A2.7 Develop a positive attitude toward work and learning
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interest influencing career choice and success
- C.C1.7 Understand that work is an important and satisfying means of personal expression

MN SEL Standards

Self-Management

- 6.2.3 Utilize internal and external resources to help achieve academic and personal success



STUDENTS WILL UNDERSTAND THAT:

- There are good reasons to use postsecondary pathways after high school
- There are different pathways to careers

STUDENTS WILL KNOW:

- The definition of postsecondary pathways
 - Any education after high school; pathways may include traditional college, apprenticeship, military service or other clearly defined track that leads to employment in the chosen career
- The types of postsecondary pathways

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
- How do I get to (achieve) what I want?
 - What education path fits me?

STUDENTS WILL BE ABLE TO:

- Articulate why postsecondary education is important for pursuing a career
- Identify different types of postsecondary pathways
- Research postsecondary pathways using internet resources
- Identify postsecondary pathways that match their career interests
- Analyze information to find pick a best fit postsecondary pathway for themselves

ASSESSMENT EVIDENCE

PERFORMANCE TASKS:

- **Postsecondary Pathways Research:** Students will use online search engine resources to research a postsecondary pathway through the lens of their career of choice.

OTHER EVIDENCE:

- Group Work
- Class Discussion
- **Postsecondary Pathways:** A student self-assessment where they rank their initial reaction to postsecondary pathways and what feels most applicable to them.



LEARNING PLAN

OPENING (5): Have students open to the Postsecondary Pathways pages in their workbook and have students read through the different types of pathways:

- Technical College
- Community College
- Four Year College/University
- Military
- Apprenticeship

After completing the reading, ask them to put a star next to the postsecondary pathway they like the most.

INTRODUCTION TO NEW MATERIAL (5): Tell students that it is important to know how to get to where you want to go; picking the right education path for the career you want helps you plan your future. Remind them that they have spent time exploring their identity, looking into their unique skills and interests that motivate them and identifying careers that seem to fit their identities, skills and interests. Tell students that it is time to connect all the information together by going to bigfuture.collegeboard.org and researching postsecondary pathways that will get them to the career that interests them.

INDEPENDENT PRACTICE (30): Ask students to review the Career Interest Survey they took in the workbook. Using the results of their survey to guide their work, have students log into bigfuture.collegeboard.org. Have students use the *Explore Careers* tab and then scroll down to *Major and Career Search*. They can enter a specific career to start their pathway search or use the *Career Categories* box to do more investigation. Using the Postsecondary Pathways Research page in their workbook, students will document the type of degree they need to earn, the name of the major they may study and names of colleges they can attend to get that degree. Other information they may gather includes enrollment, tuition, and activities at the college they may enjoy. Students who want to join Apprenticeships as their postsecondary path should search for them under explore careers and pathways. Apprentices go to school at the same time they are working, so students should research suggested pathways. Students who want to use Military Service as their Postsecondary Pathway can be encouraged to use www.todaysmilitary.com for their search. They can use the *Careers and Benefits* tab to start.

TEACHER NOTE: Make sure to familiarize yourself with the online elements required for this lesson so you can assist students in their exploration.



CLOSING (10): Bring students back together to have a discussion about the different types of education they researched. Use the whiteboard to create lists of characteristics for each type of postsecondary pathway so students can show what they learned about the pathway they researched (for example, under the pathway of Technical College you might see the characteristic earn a certificate). Help fill in information if no student researched a certain pathway. Have the students look back at the Postsecondary Pathways page in their workbook. Ask the students, is the pathway you starred back at their ranking from the right one for you? Why or why not? Invite a few different student responses. Remind them that it is okay that their decisions may change throughout this process as they learn more.

MATERIALS LIST:

- *Postsecondary Pathways
- *Postsecondary Pathways Research
- Internet Access
- Computers for each student
- White Board or Chart Paper/ Markers

*Included in Student Workbook (pg. 22-27)



LESSON 7– PAYING FOR COLLEGE

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN ELA Standards

6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly

MN Social Studies Standards

6.2.2.2.1 Personal and financial goals can be achieved by applying economic concepts and principles to personal finance planning, budgeting, spending, saving, investing, borrowing and insuring decisions

ASCA National Standards for Students

- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B1.5 Use research and information resources to obtain career information
- C:B2.1 Demonstrate an awareness of the education and training needed to achieve career goals
- C:A2.7 Develop a positive attitude toward work and learning
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interest influencing career choice and success
- C.C1.7 Understand that work is an important and satisfying means of personal expression



STUDENTS WILL UNDERSTAND THAT:

- There are costs to postsecondary education
- There are ways to pay for postsecondary education

STUDENTS WILL KNOW:

- The definition of postsecondary pathways
 - Any education after high school; pathways may include traditional college, apprenticeship, military service or other clearly defined track that leads to employment in the chosen career
- The types of postsecondary pathways
- The costs of postsecondary education
- The ways to pay for postsecondary education

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
- How do I get to (achieve) what I want?
 - What education path fits me?
 - How can I pay for postsecondary education?

STUDENTS WILL BE ABLE TO:

- Identify the costs of college
- Identify the ways to pay for postsecondary education

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- **Costs of College:** In small groups, students will work together to identify ways they can reduce the costs of college. This will show evidence of critical thinking as it relates to college costs and ways to pay.
- **Ways to Pay Activity:** A check for understanding where students will identify ways to pay based on a teacher's description of a scenario.
- **Journal Entry:** Student reflection on pathways.

OTHER EVIDENCE:

- Small Group Work



LEARNING PLAN

TEACHER NOTE: The education a student needs to achieve the career of their choice may come with a price tag. This lesson will educate students about the costs of education after high school and let them know there are ways to help pay for it as well. The costs of education are discussed early because we know that many students want to pursue higher education but give up on the idea because of the perceived ticket price. With early planning, college is possible and affordable for all students.

OPENING (10): As students enter the room, hand them a statement about the cost of college from the Costs of College/Ways to Pay statements provided. Half the students will have true statements and half the students will have false statements. Students decide if theirs is one of the true statements or not, using whatever means they desire: their phone, their friend or their own opinion. Have students move to the designated side for true or the other side for false. Ask for students to read the statements out loud and let the class jump in with their idea of whether it is true or false. After the class has come to a consensus share the correct response, clear up any misconceptions using the Cost of College/Ways to Pay Statement and Answer Sheet, and allow the students to move to the correct side of the room (if needed).

TEACHER NOTE: You will want to pre-cut the Cost of College/Ways to Pay Statements ahead of class. This will save time during the lesson and let you easily distribute statements to students as they enter the room.

INTRODUCTION TO NEW MATERIAL (15): Much of the information students will receive in this lesson will be new to them so make sure to go slow and be open to discussion. Share with the class that today they will be looking into the costs associated with college, and how to cover those costs using a variety of ways to pay. Students should open their workbooks to the Cost of College that provides short descriptions of the costs of postsecondary education at the different types of postsecondary pathways. Lead a conversation with the whole class about the costs. Ask for their gut reactions to the different costs as well as anything they notice about them. Split them up into work groups and task them to brainstorm ways to lower their college costs in their workbook. Have students report back to the large group. Students may fill in brainstorm ideas from the other groups.

GUIDED PRACTICE (15): Students should then turn to the Seven Ways to Pay page that has with brief descriptions about the ways to pay for college. In their small groups, ask them to read the pages together. They will then come up with 3 questions that they have about the ways to pay. Get back into a large group and again have the small groups ask their questions to the larger class. Allow for all students to share their knowledge, but make sure to follow up with clarifications when necessary.



INDEPENDENT PRACTICE (10): Following the question and answer session, students will participate in an activity where they reinforce their learning about the 7 ways to pay for college. Place the Ways to Pay Activity Signs around the classroom. Read the Ways to Pay Statements to the students (perhaps project as well so students can see it). Students move to the sign that best fits the scenario.

TEACHER NOTE: You could set up a game with the information-“Last Student Standing”. If students move to the wrong sign they sit down. The student standing at the end is the winner.

CLOSING (5): As an introduction to college costs and ways to pay, students should realize that college is a possibility for all of them. Students will finish with the following Journal Entry:

- Do you feel like college is worth the money? Why or why not?
-

MATERIALS LIST:

- **Costs of College/Ways to Pay Statements for Students
- **Costs of College/Ways to Pay Statements and Answers
- *Costs of College
- *Seven Ways to Pay
- **Ways to Pay Statements
- **Ways to Pay Activity Signage
- *Journal Entry

*Included in Student Workbook
(pg. 28-32)

**Included in Teacher Guide



PROJECT MATERIAL

COSTS OF COLLEGE/WAYS TO PAY STATEMENTS FOR STUDENTS

There are scholarships available for undocumented students.

I have to have good grades to win an athletic scholarship.

Scholarships are only for top scholars and athletes.

Financial aid is money for college that doesn't have to be paid back.

"I can't wait for senior year of high school when I can apply for scholarships".

My grades aren't good enough to get financial aid for college.

It's difficult to get into most colleges today.

Students today have so much loan debt that it doesn't make sense to pay a lot to go to college.

I am not talented enough to win a scholarship.

College tuition costs more than \$25,000 a year.

Some employers will help you pay for college.



You can get a scholarship for being left-handed.

Private colleges are too expensive and you shouldn't apply if you aren't willing to spend the money.

There is not a lot of financial aid available to pay for college.

A student loan, is money I can borrow, but then I will have to pay it back after I am done with college.

Undocumented students or students without papers do not receive any type of financial support to go to college.

Applying for financial aid is pretty easy.

Only "A" students can go to college and get financial aid.

A grant is money you can get to pay for college, and you do not have to pay it back.

It costs money to apply for financial aid.

Only students with the best grades qualify for financial aid.

Only rich kids can afford to go to a four-year college.



PROJECT MATERIAL

COSTS OF COLLEGE/WAYS TO PAY STATEMENTS AND ANSWERS

Only rich kids can afford to go to a four-year college. **(FALSE)**

Applying for financial aid helps to make college affordable for everyone

Only students with the best grades qualify for financial aid. **(FALSE)**

Much of the financial aid out there is based on family income and need for support.

A grant is money you can get to pay for college, and you do NOT have to pay it back. **(TRUE)**

Grants are like free money. The more you can get- the better.

It costs money to apply for financial aid. **(FALSE)**

Never! FAFSA has free right in the name- Free Application for Federal Student Aid! If you are paying a fee, you're not on the official government site. Any scholarship opportunities that require you to send in a fee or ask for personal banking information should also be avoided.

Only "A" students can go to college and get financial aid. **(FALSE)**

There are different types of admission requirements for different types of college. On the other hand, the better the grades you do get, the more options of choice you will have. Much of the financial aid is based on need, but there are opportunities for more money based on grades in high school.

Applying for financial aid is pretty easy. **(TRUE)**

Using FAFSA (Free Application for Federal Student Aid), you need the internet and an hour of time if you have all the information ready! There are also people who can help you and your family fill it out like your guidance counselor and even some community groups who volunteer to make sure you apply.

Undocumented students or students without papers do not receive any type of financial support to go to college. **(FALSE)**

There are a variety of scholarships out there that help students without papers pay for college. Many colleges have monies available to help students with tuition costs.

A student loan, is money I can borrow, but then I will have to pay it back after I am done with college. **(TRUE)**



Most students take out some loans to help pay for college because your education is and investment in your future. BUT, it is important to know what kind of loan you are taking out, the repayment plan and the amount of interest it charges. Not all loans are the same!

There is not a lot of financial aid available to pay for college. **(FALSE)**

More than \$185 billion in student financial student aid was available for students earning their first degree in college during the 2012-13 school year. In fact, most students receive some type of financial aid to pay for college.

Private colleges are too expensive and you shouldn't apply if you aren't willing to spend the money. **(FALSE)**

It all depends on the private school. Each school has different costs for going there and there are some private colleges who provide incredible financial aid to students who need it. Some offer better financial aid than public colleges.

Some employers will help you pay for college. **(TRUE)**

There are different companies who will help you pay for college costs like Starbucks, Apple, Home Depot are some examples. Some companies also provide scholarship opportunities for the children of employees.

You can get a scholarship for being left-handed. **(TRUE)**

You can get a scholarship for many things other than being a really good athlete. You can get scholarships for being a first-generation college student, being involved in the arts, just about anything if you do the research to find it!

College tuition costs more than \$25,000 a year. **(FALSE)**

Average tuition costs of going to a public four year college is closer to \$8,000-\$13,000 depending on where you go in Minnesota.

I am not talented enough to win a scholarship. **(FALSE)**

Many extraordinary athletes and performers get great scholarships. But many scholarships are based on academic performance in high school, different extra-curricular activities and unique interests you may have. Think about your Drives- those skills and interests, odds are there are more than a few scholarships for which you are eligible.

Students today have so much loan debt that it doesn't make sense to pay a lot to go to college. **(FALSE)**

The average student graduates from a four-year college with \$20,000 of debt- that's less than the cost of most new cars. Remember that the value of your education doesn't go away over time like a car's does. It is an investment into the career you want to pursue.



It's difficult to get into most colleges today. **(FALSE)**

There are many different admissions policies for colleges. Some do have policies based on GPA and test scores on college entrance exams. Other colleges have open admissions policies that ask for high school graduation or GED.

My grades aren't good enough for me to financial aid for college. **(FALSE)**

There are merit-based financial aid programs, for which maintaining good grades is a prerequisite, and but there are also need-based financial aid programs. For many federal grant and loan programs, test scores and grades are not initially considered.

Financial aid is money for college that doesn't have to be paid back. **(FALSE)**

Financial aid is a term that includes grants, scholarships, loans and work-study. Grants are typically need-based while scholarships are merit-based. Loans to parent and students must be repaid and should not be considered free money. Work-study is an option through which students earn money while working their way through college.

"Can't wait for senior year when I can apply for scholarships!" **(FALSE)**

Students who wait until senior year are already behind the ball. Many scholarship programs are open to students in elementary, middle and high school (and college!). For example, Jif® hosts a \$25,000 scholarship contest each year for students between the ages of 6 and 12, and Kohl's provides scholarships (\$1,000 to \$10,000 each) to students in elementary through high school.

I have to have good grades to win an athletic scholarship. **(TRUE)**

Grades are a very important factor in the recruiting process for coaches. Coaches may be reluctant to spend time recruiting you if there is only a small chance that the school will accept you.

Scholarships are only for top scholars and athletes. **(FALSE)**

This one is definitely false. There are so many scholarships that do not take grades or athletic ability/participation into consideration whatsoever.

There are scholarships available for undocumented students. **(TRUE)**

Some scholarships do exist for students who are not US citizens or permanent residents.



PROJECT MATERIAL

WAYS TO PAY STATEMENTS

- You are considering joining the Army because you know they can help you pay for college.
- You complete your financial aid paperwork and the government decides to give you \$4,000 to help pay for college. This money does not have to be paid back!
- At college, you will work in the college library about 12 hours per week to help pay your tuition.
- Your mom tries to put a little money in an account each month to help you pay for college.
- You are a very good piano player, and you won a contest. Your \$1,000 prize is to help you pay for college.
- You don't have quite enough money to pay for tuition, so you have to borrow \$2,500. You will have to pay it back after you graduate.
- Every year, you put \$20 of your birthday money in your bank account.
- Money you earn while working on campus that helps to pay for college.
- Money you can borrow that must be repaid with interest.
- Money awarded for good grades, sports, background, interests or other reasons. This money does not need to be paid back!
- Money given from the government to students with the most need. This money does not need to be paid back!
- Money to help you pay for college in return for serving your country.
- Help your family gives you to pay for college.
- Money you collect over time and put away.
- Little by little it adds up.



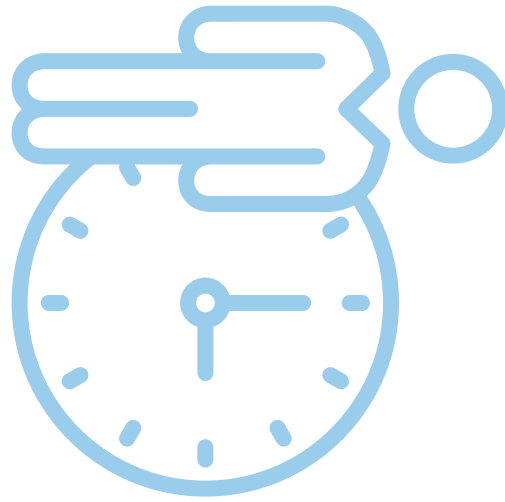
PROJECT MATERIAL

WAYS TO PAY ACTIVITY SIGNAGE

SCHOLARSHIP



WORK STUDY



IDENTITY

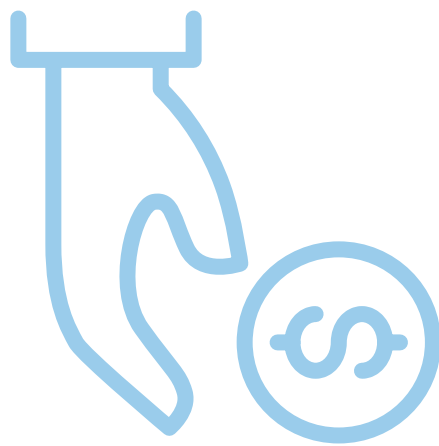
SKILLS AND INTERESTS

CAREERS

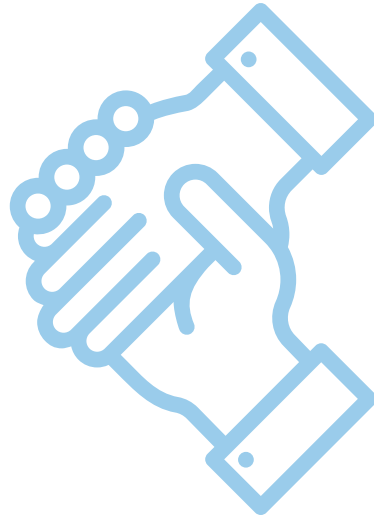
PATHWAYS



LOANS



GRANTS



IDENTITY

SKILLS AND INTERESTS

CAREERS

PATHWAYS



FAMILY SUPPORT



SAVINGS



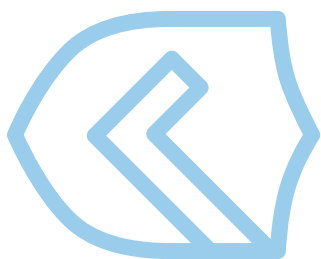
IDENTITY

SKILLS AND INTERESTS

CAREERS

PATHWAYS





MILITARY/ COMMUNITY SERVICE



LESSON 8 – PATHWAY FIT

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

ASCA National Standards

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B2.7 Identify post-secondary options consistent with interests, achievements, aptitude and abilities
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.5 Learn to make decisions
- C:A1.7 Understand the importance of planning
- C:B1.1 Apply decision making skills to career planning, course selection and career transition
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.5 Maintain a career planning portfolio
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- PS:B1.12 Develop an action plan to set and achieve realistic goals



MN SEL Guideline

Self-Management

7.2.2 Demonstrate planning skills to achieve academic, personal and civic success

Responsible Decision Making

7.2.1 Identify and apply the steps of systematic decision-making using creativity and innovation

7.2.2 Gather additional information from multiple sources to generate alternative solutions

STUDENTS WILL UNDERSTAND THAT:

- There are unique education pathways for every student
- Each student has unique reasons for determining their best fit pathway

STUDENTS WILL KNOW:

- Best fit concept to pick a pathway
- The criteria to determine if a pathway is a good fit for them
- The definition of postsecondary pathway
 - Any education after high school; pathways may include traditional college, apprenticeship, military service or other clearly defined track that leads to employment in the chosen career

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
 - What do I want for my future self?
 - What is important to me in making life decisions?
- How do I get to (achieve) what I want?
 - What pathway do I choose?

STUDENTS WILL BE ABLE TO:

- Find a pathway to a career of interest
- Research and identify pathways that fit their personal and career expectations

ASSESSMENT EVIDENCE**PERFORMANCE TASKS:**

- Best Fit Pathway Research

OTHER EVIDENCE:

- Classroom Discussion



LEARNING PLAN

OPENING (10): Having learned about pathways in this coursework, students will play a review game of Hot Seat. The game will review types of postsecondary pathways and ways to pay for college. Hot Seat instructions follow this lesson.

GUIDED PRACTICE (20): Tell students that they are going to do more research about postsecondary pathways based on their potential career interest and what they want to experience in school after high school. One thing they have learned about is what type of training will prepare them for the career they want and will suit them personally. Each student has unique needs and values, and what is important to one of them may not matter to someone else. Take location, for instance: if you don't want to be more than 100 miles from home, then training options on the other side of the globe are out! The same goes for size, cost, and other basic criteria. By identifying their needs early on, the student can eliminate hundreds of options and focus on the things that will make a perfect fit. Let students know that this is considered part of the best fit approach. Have students talk with a shoulder partner for 5 minutes to brainstorm a list of all the different criteria they would use to decide if a postsecondary option is the place they want to go after high school. Have them pair up with another pair to generate a common list. After that, have the students join together as a whole class and share out to create a list that is written on the whiteboard/chart paper.

INDEPENDENT PRACTICE (10): Have students read through the inventory list on the white board and write down the criteria that appeals to them on the Pathway Research Inventory in their workbook. After they are finished with the inventory, they will prioritize their top five criteria. When looking at schools, these criteria should be met for them to be happy with their decision.

CLOSING (5): With their top 5 criteria chosen, they are ready explore the website [Big Future](#), which is an online tool that uses best fit to help students research postsecondary institutions. Let students know that they will create a Best Fit Postsecondary Pathway Poster during the final lesson that will highlight a particular institution and explain why it fits the student the most.

Have students complete a Journal Entry answering the prompt:

- By looking at your inventory, please describe what you will look for most in a postsecondary pathway after high school.



MATERIALS LIST:

- **Hot Seat Game Instructions
- *Postsecondary Pathways Overview
- *Pathways Research Inventory
- *Journal Entry

*Included in Student Workbook (pg. 33-34)

**Included in Teacher Guide



PROJECT MATERIAL

HOT SEAT GAME INSTRUCTIONS

Students take turns to be in the hot seat and sit with their back to the whiteboard. One of the postsecondary pathways or ways to pay review terms is written on the white board. The rest of the students have to explain what the term is to the person in the hot seat by giving clues and without using any part of the word in their clue. If the student in the hot seat gets the right answer, they go back to their seat and select a student of the opposite gender to take their spot. (Variation: you can have two students with backs to the board competing to guess the word first. You can also have a list of terms to pass out to students if you feel they may need more information to play the game.)

LIST OF POSTSECONDARY PATHWAYS:

- Apprenticeship
- Community College
- Technical College
- 4-Year College or University
- Military

LIST OF WAYS TO PAY FOR POSTSECONDARY EDUCATION:

- Grants
- Loans
- Work Study
- Family Support
- Savings
- Scholarships
- Military/Community Service



LESSON 9 – COMPARING OPTIONS

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

ASCA National Standards

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B2.7 Identify post-secondary options consistent with interests, achievements, aptitude and abilities
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities
- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.5 Learn to make decisions
- C:A1.7 Understand the importance of planning
- C:B1.1 Apply decision making skills to career planning, course selection and career transition
- C:B1.3 Demonstrate knowledge of the career planning process
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.5 Maintain a career planning portfolio
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- PS:B1.12 Develop an action plan to set and achieve realistic goals



MN SEL Guideline

Self-Management

7.2.2 Demonstrate planning skills to achieve academic, personal and civic success

Responsible Decision Making

7.2.1 Identify and apply the steps of systematic decision-making using creativity and innovation

7.2.2 Gather additional information from multiple sources to generate alternative solutions

STUDENTS WILL UNDERSTAND THAT:

- There are unique education pathways for every student
- Each student has unique reasons for determining their best fit pathway

STUDENTS WILL KNOW:

- Best fit concept to pick a pathway
- The criteria to determine if a pathway is a good fit for them
- The definition of postsecondary pathway
 - Any education after high school; pathways may include traditional college, apprenticeship, military service or other clearly defined track that leads to employment in the chosen career

ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
 - What do I want for my future self?
 - What is important to me in making life decisions?
- How do I get to (achieve) what I want?
 - What pathway do I choose?

STUDENTS WILL BE ABLE TO:

- Research and identify pathways that fit their personal and career expectations
- Use technology to explore pathway options and institutions of higher learning

ASSESSMENT EVIDENCE

PERFORMANCE TASKS:

- Best Fit Pathway Research
- Journal Entry

OTHER EVIDENCE:

- Class Discussion



LEARNING PLAN

OPENING (5): To warm up, students will participate in a greeting game. This activity gets students moving around the room, focusing their attention on the subject of best fit. Call out a command such as “Find a classmate who is wearing the same color as you”. When students find their match, they will give them an air high five. Then ask these questions; “What is your Drive? Why do you enjoy it?” After each student answers the question, call out the next command- “Find a different student who likes the same type of music as you”. They will air high five again and you can ask the next question for the round; “What career fits your drive the best? What do you like about that career?” For the third round, tell students to find someone who they don’t talk to on a regular basis, and ask “What do you think you will do after high school based on your career choice?”

INTRODUCTION TO NEW MATERIAL (5): After students go back to their seats, let them know that they will be keeping the discussion questions in mind as they use a search engine to find options that fit their future plans. Ask for a volunteer to remind us of the definition of best fit from the previous lesson. Instruct students to turn to the Pathway Research Inventory they completed as they will be using this information in the lesson.

GUIDED AND INDEPENDENT PRACTICE (30): Have students turn to the Best Fit Pathway Research page in their workbooks. Students should review their top five criteria for a best pathway fit from the last lesson.

TEACHER NOTE: You will want to familiarize yourself with the website as this will make it easier for you to help guide students. There is an abundance of criteria that students can choose from on this site, some of which may be beyond their scope of knowledge at this point. Guide students towards focusing on their top criteria instead of narrowing their search too far limiting the number of options for students. Help students troubleshoot if their list doesn’t have options for them to research.

Have the students follow the instructions below:

- Go to bigfuture.collegeboard.org [This activity does not require students to save data in an account with College Board]
- Go to Find Colleges and scroll down to College Search. Find your top five selection criteria from the last lesson on the search screen. This will help the search engine to find colleges that may fit you! Remember that not all colleges will match 100%.
- Once you have generated a list, start looking at some of the colleges
- Pick three colleges that express a pathway to your career choice. Pick 3 to focus on and use the Best Fit Pathway Research page to record answers about the colleges you are researching



- Use the answers you found to choose your favorite among the list. At this point it doesn't need to be the most popular from your original list of criteria, but the one that resonates the most for you
- Star that college
- For students interested in Military Services, use www.todaysmilitary.com to encourage students to explore among the different Armed Forces.

CLOSING (5): Students will complete a Journal Entry about the following:

- What college did you pick as your best fit college?
- What was the most important factor that you used for picking this college?
- What do you like most about the college?

Optional:

- After exploring colleges, do you think there is a pathway that may be a better fit for you? What is it and why?
-

MATERIALS LIST:

- Computers
- Pathway Research Inventory from last session
- *Best Fit Pathway Research
- *Journal Entry

*Included in Student Workbook (pg. 35-36)



LESSON 10 – POSTSECONDARY PATHWAY TO CAREER

DESIRED RESULTS

CURRICULUM GOALS:

- 1A.a. Identify and connect with their future self
- 1A.b. Have knowledge about career pathways to identify postsecondary options
- 1A.c. Develop a postsecondary education and career mindset
- 1A.d. Develop academic skills to pursue pathways without remediation
- 1A.e. Evaluate their career/postsecondary pathway options

Factors: ISA, AP, PCK, AE

STANDARDS:

MN Art Standards

- 7.3.1.5.1 Assemble and prepare personal artworks for public exhibition

ASCA National Standards

- A:A1.5 Identify attitudes and behaviors that lead to successful learning
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B2.7 Identify post-secondary options consistent with interests, achievements, aptitude and abilities
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
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- C:B1.3 Demonstrate knowledge of the career planning process
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.5 Maintain a career planning portfolio
- C:C1.1 Understand the relationship between educational achievement and career success



C:C1.3 Identify personal preferences and interests influencing career choice and success
PS:B1.12 Develop an action plan to set and achieve realistic goals

MN SEL Guideline

Self-Management

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7.2.2 Gather additional information from multiple sources to generate alternative solutions

STUDENTS WILL UNDERSTAND THAT:

- There are unique education pathways for every student
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STUDENTS WILL KNOW:

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ESSENTIAL QUESTIONS:

- Who am I?
- What do I want?
 - What do I want for my future self?
 - What is important to me in making life decisions?
- How do I get to (achieve) what I want?
 - What pathway do I choose?

STUDENTS WILL BE ABLE TO:

- Create posters to convey the best fit postsecondary pathway for them
- Research and identify postsecondary pathways that fit their personal and career expectations
- Decide what criteria is important for a best fit pathway search

ASSESSMENT EVIDENCE

PERFORMANCE TASKS:

- Best Fit Postsecondary Pathway Poster
- Journal Entry

OTHER EVIDENCE:

- Presentation



LEARNING PLAN

OPENING (10): Remind students that they researched their postsecondary pathway choices by using questions that reflected their best fit criteria during the last lesson. Introduce students to the Whiparound strategy. To implement the strategy, the teacher poses a prompt to the class and then has students share aloud their quick response. For this activity, have students turn to their Best Fit Pathway Research page in the workbook from the last lesson. Ask students the following prompt:

- What factor was most important to you in your pathway search?

Give students a minute to look over their page and then start the Whiparound. One at a time, students will share their most important factor. It works best if you have students respond in the order in which they are sitting. Students do not need to wait to be called on. They respond as quickly as they can after the student next to them shares their whip. Students may pass, but make sure to follow up with the missing responses after the first go around. Ask students to respond only to the prompt. They do not need to answer why it is important. After everyone has shared, you can ask students to report back on common themes that emerged from the whip or on something they heard from a classmate that surprised them.

INTRODUCTION TO NEW MATERIAL (5): Tell students that by this point, they have identified at least one postsecondary pathway that fits most of their needs both personally and academically. In the last two lessons, each student came up with a unique set of criteria for themselves for their pathway search. In this activity, students will reflect their process by creating a Best Fit Postsecondary Pathway Poster. The project will highlight the 5 criteria they used to find the best fit path to their career choice.

INDEPENDENT PRACTICE (30): Give students a piece of blank paper to sketch out their ideas for the poster. They will look at their research to prioritize the information they want to include. By mapping the design, the student will give the right amount of space to each best fit subject. For example, if playing sports is very important to a student that should be a large part of the poster. If training in aerospace engineering is crucial for another student, then that should be central on the design. Another student may focus their best fit on campus support programs for first generation college goers and high graduation rates. Even though the student will highlight the most important factors, let them know that all five of the criteria they focused on should be represented in the poster. The posters can be put on display in a prominent place in the school to nurture the career and pathway focus for every student. Consider using this activity to showcase what students have learned through the Career Pathways lessons through student presentations to family members and/or younger students in the school.

CLOSING (5): Congratulate students on a job well done! Remind them that they have the skills to assess what factors they should use to find their best fit postsecondary pathway for the careers that they want for themselves.



MATERIALS LIST:

- *Best Fit Pathway Research from last lesson

Poster supplies:

- Tagboard
- Colored pencils/Markers
- Glue
- Magazines
- College brochures to cut up or copy logos from

Students can also create their display using Microsoft Word or any other poster making site.

*Included in StudentWorkbook
(pg. 37)



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OUR VISION:

We envision a racially equitable and inclusive education system that empowers all students to successfully pursue their chosen postsecondary pathways.

OUR CORE VALUES:

Equity & inclusion, innovation, empowerment, collaboration, and integrity

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