

## Preparing for Junior Year

### The **BIG** Idea

- Which junior year high school courses will best help me reach my educational and career goals (including high school graduation)?
- What non-academic goal can I set to prepare for college or a first job?

### AGENDA

Approx. 45 minutes

- Warm Up (5 minutes)
- Career Interests and College-Bound Courses (15 minutes)
- Preliminary Course Selection (15 minutes)
- Wrap Up: Self-Evaluation (10 minutes)

### MATERIALS

#### PORTFOLIO PAGES:

- Portfolio page 15, My Four-Year Plan (from previous lesson)
- Portfolio page 16, My Education Plan: 10th Grade Performance (from previous lesson)
- Portfolio page 17, Current Courses I Need to Improve My Grade(s) In (from previous lesson)

#### STUDENT HANDBOOK PAGES:

- Student Handbook page 124, Recommended High School Courses for College
- Student Handbook page 125, Questions for My School Counselor
- Student Handbook page 126, Self-Evaluation

#### FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Education After High School 4: Preparing for Junior Year
- Facilitator Resource 2, Recommended Courses for an Athletic Trainer

- Subject Recommendations for each student's chosen career (See **Preparation**)

- Sample packet of local school district's 11th and 12th grade course selection forms and information (e.g., background information on course selection process, student data form, listing of 11th grade courses w/syllabus, course selection form, etc.)

- Overhead projector

### OBJECTIVES

During this lesson, the student(s) will:

- Understand which courses are required or recommended by four-year colleges.
- Identify which courses can help them prepare for their future career and explore their interests.
- Use the criteria above to select courses for their junior year.
- List one non-academic area in which they excel and list two potential academic and/or personal references (i.e., teachers, coaches, counselors, etc.).

## OVERVIEW .....

In this lesson students investigate the academic skills and personal qualities colleges and/or employers will use to evaluate them. They review two important criteria for selecting classes: courses that (1) help them prepare for specific careers and explore their interests and (2) are requirements or recommendations for college-bound students. Next, they use a listing of course offerings to select options for next year. Then, they read about the after-school activities of four high-school students and determine what these activities tell a college or employer about them. Finally, students list a non-academic area in which they excel, and identify two potential references.

## PREPARATION .....

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary words and definitions on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
  - **Student Handbook page 124, Recommended High School Courses for College**
  - **Portfolio page 15, My Four-Year Plan**
  - **Facilitator Resource 2, Recommended Courses for an Athletic Trainer**
- Copy the following handouts:
  - List of 11<sup>th</sup> and 12<sup>th</sup> grade courses offered next year – obtained from your school counselor (one per student)
- Draw a t-chart on the board or chart paper. Label one side “Academic Skills” and the other “Personal Qualities.”
- Compile a list of students' first-choice careers. If your school has purchased a CFWV.com site license, every career description includes a link to a “Career Cluster” on the “What to Learn” tab. After clicking on the “Career Cluster”, students can review the “Recommended Plan of Study.” Print out a suggested plan of study for each student's career selection. Make sure to write the student's name on top of the page for his career. If multiple students selected the same career, print out a copy for each student. If you're not using CFWV.com, search O\*NET OnLine for the “Knowledge” required in each career. (<http://online.onetcenter.org/find/>) Then follow the steps described above. (NOTE: The O\*NET suggestions don't refer

specifically to high school courses, and students will need to infer what courses best align with their career plans.)

- ❑ Contact your school counselor to identify questions students typically ask when they are making their schedules, and invite him/her to co-facilitate if his/her schedule permits.

## VOCABULARY

**Academic skills:** skills related to school subjects, such as reading, writing, and computation.

**Advanced Placement (AP) Classes:** challenging courses that give students the opportunity to earn college credit while still in high school through successfully completing end-of-the-course exams.

**Personal qualities:** characteristics that tell what kind of person you are, such as leadership, dependability, and motivation.

**Reference:** a statement about a student's ability or character.

**Remedial Course:** a course that teaches skills required to succeed in college-level courses.

## IMPLEMENTATION OPTIONS

### DO NOW:

*(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or on an overhead projector, and have students write only their work on index cards. You can also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)*

### Questions:

1. How many credits do you need to graduate from your high school?
2. What are some examples of advanced courses your school offers?
3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior years that would help you reach that career goal?

[After they have completed their work, call on students to read their answers. Then begin with the **Warm Up** as written.]

You may wish to have the high school counselor co-facilitate this lesson. The counselor can bring in official school forms for course selection, explain how to fill them out and the process involved in enrolling in selected classes.

In **Activity III, 11<sup>th</sup> Grade Course Selection**, if your school has an official course request form, you may choose to have students complete this instead of writing their courses on **Portfolio page 15, My Four-Year Plan**. If you are running short on time, you may skip **Student Handbook page 125, Questions for My School Counselor**.

For the **Wrap Up: Self-Evaluation**, if students are unable to identify potential references and/or an area they excel in, have them select two teachers (or a coach or counselor) with whom they can begin to form relationships, and have them identify a non-academic area in which they'd like to develop skill. (This could be subject-specific, like cooking or auto mechanics, or skill-specific, like "working as a member of a team" or "writing a newspaper article.")

## ACTIVITY STEPS

### I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Whether you decide to apply to college or for a job after high school, you will be evaluated in two main areas: **academic skills** and **personal qualities**. [Refer students to the t-chart on the board.] Academic skills are those skills and strengths having to do with school, such as your ability to read, write, and calculate. Personal qualities are characteristics that tell what kind of person you are, such as a good leader, dependable, etc.

What sources of information do you think a college admissions director or a future employer will use to compare your academic skills with those of other students or job candidates? What sources will s/he use to evaluate your personal qualities?

2. [Prompt students to brainstorm how a college or an employer can assess, or evaluate, students' academic skills and personal qualities. Jot their responses in the appropriate column on the t-chart. If necessary, model one response for each category (e.g., Academic Skills: SAT score; Personal Qualities: extracurricular activities). The final chart should include the following. If any are missing, be sure to add them to the chart:

Academic Skills	Personal Qualities
<ul style="list-style-type: none"> <li>• SAT/ACT scores</li> <li>• transcript</li> <li>• grades</li> <li>• high school diploma</li> </ul>	<ul style="list-style-type: none"> <li>• work experience</li> <li>• extracurricular activities</li> <li>• references</li> <li>• essay</li> </ul>

### II. Career Interests and College-Bound Courses (15 minutes)

1. **SAY SOMETHING LIKE:** Last week we talked about the district/state graduation requirements. You were also given a chance to reflect on your academic performance in 9<sup>th</sup> and 10<sup>th</sup> grade. Both of these areas are important factors when determining your course selections for next year, but they shouldn't be the only factors. You want to choose courses that match your personal interests and career goals, too. This is important whether you're planning on a career, a two-year college, or a four-year college.

As you probably remember, in the Careers unit, you each spent a few weeks identifying your personal interests, skills, and goals. Then you found a career that best matched those interests and goals. Every career found on CFWV.com has a recommended plan of study. In a minute, I will pass out a list of subjects recommended for your chosen careers.

But first, let's look at one together. Who knows what an athletic trainer does? [Allow students to respond.] Athletic trainers teach athletes how to prevent injuries and treat athletes when they become injured. What courses do you think will be recommended for this career? [List students' responses on chart paper.]

2. [Give each student a copy of **Facilitator Resource 2, Recommended Plan of Study for an Athletic Trainer** and display a copy of this page on a projector or on chart paper. Give the students a minute to scan through the list of recommended courses to check their predictions. [Identify any subjects students neglected to mention and then talk about why those courses would be recommended for an Athletic Trainer.]

Then ask the students, which courses are recommended for all four years? (*Reading and English Language Arts, Mathematics, Social Studies, Career and Tech Ed*). Remember, you may want to take additional courses to ensure a successful transition into college. For example, you might choose to take a fourth year of science during your senior year.

3. [Give each student their list of recommended courses and instruct them to review their list for the next few minutes, noting the recommended courses for their selected careers. Encourage them to write down new or different interests that may not be on their required courses list. In addition, prompt students to think about why the subjects on their list have been recommended.]

[NOTE: If your students find that many of the subjects recommended by CFWV.com are not offered at their school, facilitate a quick discussion about how else they could gain experience in those areas (extracurricular clubs or activities, internships/jobs, summer programs, etc.). In addition, stress to students that it's ok if they can't take every subject recommended by CFWV.com.]

4. **SAY SOMETHING LIKE:** The next thing you'll want to consider when choosing classes are the requirements and recommendations for college. Now, this is important to everyone, even if you're not planning to apply for college your senior year. You might decide later on that you want to go to college. Now is a great time to take college prep courses – while it costs you nothing and school is your main responsibility.
5. **SAY SOMETHING LIKE:** Let's take a look at the courses that are recommended by most colleges. Please turn to **Student Handbook page 124, Recommended High School Courses for College**. [Show a copy on a projector and review the recommendations.]

Keep in mind that these are general recommendations. You'll want to check with the colleges to which you're applying for their requirements.

6. **SAY SOMETHING LIKE:** You'll also note that **Advanced Placement** courses are at the bottom of this list. Raise your hand if you've ever heard of an AP class. (*Show of hands.*) Who can tell me something they already knew about these classes? [Allow students to respond.] These are challenging courses that give you an opportunity to earn college credit. These courses are usually taken during senior year. To earn credit, you must successfully complete an AP exam at the end of the course. Keep in mind that AP classes are not required for college admission, but are highly recommended. What are some reasons to take AP courses? [Allow students to respond and list their ideas on chart paper or the board.] You are exactly right. Not only do they give you a head start in college, they also improve your chances of admission. After all, if you can successfully complete an AP course, you've already proven to a college that you are willing and able to succeed in more challenging courses. And you save money because AP courses count for college credit.

### III. Preliminary Course Selection (15 minutes)

1. **SAY SOMETHING LIKE:** Now that we've reviewed some of the most important criteria for choosing courses, it's time to take a first pass at making your own choices. You will be choosing 11<sup>th</sup> grade courses from this list of course offerings for next year. [Hand out copies of this list—obtained from your own school or district.] You'll share these choices with the school counselor when you make your final schedule.
3. **SAY SOMETHING LIKE:** Please turn to your **Portfolio page 15, My Four-Year Plan** (from last week's lesson). You will have 10 minutes to make any revisions to your four-year plan. The classes in your 11<sup>th</sup> grade column will be a preliminary list of your 11<sup>th</sup> grade courses. You do not need to plan for your 12<sup>th</sup> grade courses today, but you may if it helps in determining your 11<sup>th</sup> grade course selection.

Last week we reviewed your current grades using **Portfolio page 16, My Education Plan: 10<sup>th</sup> Grade Performance**. [Write this title and page number on the board.] Remember, if you are in danger of failing a required class, you will need to take it again—in summer school or next year. Any course you think you will (or might) fail should be written in the 11<sup>th</sup> grade column of your **Four-Year Plan**, or you should make a note that this course will need to be made up in summer school.

4. [Give students about 10 minutes to select their courses. Walk around the classroom to

answer questions students may have as they make their selections.]

5. [Once students have made their course selections, have them turn to **Student Handbook page 125, Questions for My School Counselor**. Give students a few minutes to write down any questions they had as they were making their course selections. Collect these questions sheets at the end of class; make sure the students write their names on top. After class, give these forms to the school counselor(s). This will help the school counselor plan for the one-on-one course sessions with the students.]
6. **SAY SOMETHING LIKE:** Remember, the courses you selected today aren't set in stone. Over the next day or two, think about the choices you made today. Which ones are you most excited about? Are you still wondering about any courses that aren't on your list? Add these thoughts and questions to the list you just started and share these with your school counselor.

#### IV. Wrap Up: Self-Evaluation (10 minutes)

1. [Refer students to **Student Handbook page 126, Self-Evaluation**. Instruct them to complete the handout by describing one non-academic skill or area that they excel at, and that they'd be proud to share with a college or employer. Model for students a 3-4 sentence description for one skill you could share with a prospective employer or college. Next, have them list two teachers (or counselors, coaches, etc.) who could recommend them based on their academic achievements and/or personal qualities. Students should also explain why they chose each person. If students are unable to respond to one or both prompts, instruct them to use the five minutes to identify a non-academic area in which they'd like to develop skill and/or to list two teachers (or coaches, counselor, etc.) with whom they can begin to form a relationship during their high school years.]
2. [If time permits, have a few students share what skill/area they would describe to a college or employer.]



**DO NOW**  
**Education After High School 4:**  
**Preparing for Junior Year**

**Directions:** You will have three minutes to read the questions and write your answers.

**Questions:**

1. How many credits do you need to graduate from your high school?

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2. What are some examples of advanced courses that your school offers?

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3. What career do you think you would most like to pursue? What classes do you think you could take your junior or senior year that would help you reach that career goal?

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## Recommended Courses for an Athletic Trainer

Subject Area	9th Grade	10th Grade	11th Grade	12th Grade
Reading and English Language Arts	English 9 * 1 credit(s)	English 10 * 1 credit(s)	English 11 * 1 credit(s)	English 12 * 1 credit(s)
Mathematics	Algebra I * 1 credit(s)	Geometry * 1 credit(s)	Conceptual Math * 1 credit(s)	College Transition Math * 1 credit(s) ----OR---- Algebra II * 1 credit(s)
Science	Physical Science * 1 credit(s)	Biology * 1 credit(s)	Chemistry * 1 credit(s) ----OR---- Conceptual Chemistry * 1 credit(s)	
Social Studies	World Studies to 1900 * 1 credit(s)	United States Studies to 1900 * 1 credit(s)	20th and 21st Centuries Studies * 1 credit(s)	Civics for the 21st Century * 1 credit(s)
Physical Education	Physical Education * 1 credit(s)			
Health		Health * 1 credit(s)		
The Arts			The Arts * 1 credit(s)	
Foreign Language				
Career and Tech Ed	Health Care Fundamentals * 1 credit(s)	Business Computer Applications I * 1 credit(s)	Medical Office Management * 1 credit(s)	Diversified Clinical Applications * 2 credit(s)
Electives				

### Important:

- Check with your counselor to make sure that your course selections satisfy your graduation requirements.
- Courses available may vary from school to school.

SOURCE: [www.cfwv.com](http://www.cfwv.com)

## RECOMMENDED HIGH SCHOOL COURSES FOR COLLEGE

Subject	Number of Years Recommended	Recommended Courses
Language Arts	Four or more years	Grammar, composition, literature
Math	Three or more years	Algebra I and II, geometry, trigonometry and/or calculus
Science	Three or more years	Biology, chemistry, physics, earth/space science; includes lab classes
Social Studies	Three or more years	U.S. history, U.S. government, economics, world history or geography, civics
Foreign Language	Three or more years	At least two years of the same language
Other/ Electives	Varies with colleges	Check with each college; some require courses in the computer sciences or the arts (including visual arts, music, theater, drama, dance)
Advanced Placement (AP) Courses	Recommended	Courses available in different areas within science, social studies, English, foreign languages, and more. Check with your school to see which AP courses are offered.

## QUESTIONS FOR MY SCHOOL COUNSELOR

As you're figuring out your course schedule for next year, you'll probably have a lot of questions for the school counselor. Write your questions below.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_

## Self-Evaluation

Respond to each prompt on the lines below.

In at least three complete sentences, describe one activity (not an academic skill) that you're great at (for example, basketball, writing lyrics, caring for younger brothers or sisters). It should be something you'd be proud to share with a college or future employer.

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List two teachers (or one teacher and a coach or school counselor) who could write you a recommendation based on your academic achievements and/or personal qualities.

1. \_\_\_\_\_

Explain why you chose this person

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2. \_\_\_\_\_

Explain why you chose this person

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