

INTRODUCTION

Lesson Descriptions

Introduction 1: Introduction

Why am I here and what is expected of me?

PLANNING PYRAMID

GRADE 11, Unit 1, Introduction



Some Students Will:

- Recognize Roads to Success as an opportunity to plan their educational future.

Most Students Will:

- Understand and comply with classroom procedures.
- Identify a personal goal and steps needed to reach it.

All Students Will:

- Understand the topics that will be presented in Roads to Success this year, and identify those that will be most relevant to them.

Introduction

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Procedures (5 minutes)
- III. Junior and Senior Year Scenarios (15 minutes)
- IV. RTS in the 11th Grade (10 minutes)
- V. Wrap Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Junior/Senior Year Scenarios.
- Student Handbook page 2, Road Map (Grades 11 and 12)
- Student Handbook page 3, Roads to Success Overview
- Student Handbook page 4, Our Destination

FACILITATOR PAGES:

- Facilitator Resource 1, Name Tent Directions
- Facilitator Resource 2, Procedures

Colored 4" x 6" index cards

Markers

Family Intro Letters (one class set, see **RTS Program Manual**)

OBJECTIVES

During this lesson, students will:

- Recognize the purpose of participation in Roads to Success in grades 11 and 12
- Understand how their performance will be evaluated
- Review the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, and turning in and returning work

OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students review the lesson topics for Grades 11 and 12, matching real-life scenarios with topics that will be addressed in class, and discuss the shift in the focus of the program from sophomore to junior and senior years.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 1, Name Tent Directions**
 - **Facilitator Resource 2, Procedures**
 - **Student Handbook page 2, Road Map (Grades 11 and 12)**
 - **Student Handbook page 4, Our Destination**
- Create procedures for storing handbooks, entering and exiting the classroom, and turning in work and returning work. Before this lesson, record these answers on **Facilitator Resource 2, Procedures** so that you are prepared to discuss each policy with the students.
- In advance of this lesson, establish an orderly procedure for distributing Family Intro Letters to students at the end of class.
- You may want to pre-label the binders for your students. One facilitator used the computer to print out labels for the spines. Each class got a different color label, and names were big enough to be read across the room. (This made it possible to take attendance by noting which binders were unclaimed.)

BACKGROUND INFORMATION

“Why am I here?” and “What is expected of me?” Over the course of this lesson, students should be able to answer these questions for themselves.

This lesson should pique student interest in the program and establish basic expectations, rules, and procedures.

VOCABULARY

Portfolio: a place to save research, collect information, and record accomplishments.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board, chart paper or the overhead projector. Pick the spot that will be the easiest for you to implement). **It will be in this spot every class. You will need to write your answers on a _____.** (This could be an index card, blank sheet of paper, or Student Handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) **At the beginning of each class, you will have ____ (probably around 3) minutes to complete this assignment. I will be collecting it every class.** (If you decide to do that.) **Are there any questions?”**

You may wish to begin this lesson with props or a PowerPoint to reinforce the idea that students are approaching the end of high school. This could be a video clip of last year’s graduation, complete with inspiring music, or the wearing or displaying of college paraphernalia. The goal should be to get students excited about the preparation they’re about to undertake to reach their post-secondary goals.

In the **Warm Up**, you may skip the tent cards if you already know most of your students, or you may opt for something more grown up, like name cards pre-printed on the computer.

For **Activity III, Junior and Senior Year Scenarios**, you may wish to have students complete **Student Handbook page 1, Junior/Senior Year Scenarios**, in pairs rather than individually. New

students should be paired with veteran students.

If **Activity III** generates a lot of discussion, you may skip **Student Handbook page 4, Our Destination**, for the sake of time. After you discuss the Job Shadow, you may also choose to have students fill out a quick survey asking what job shadow opportunity they would be most interested in, why and at what location.

If many of your students are new to the program, you may choose to facilitate **Activity IV, RTS in the 11th Grade** before you cover **Activity II, Procedures**. In addition, you may also need to explain more background information about Roads to Success' mission and culture.

ACTIVITY STEPS

I. Warm Up: Name Tents & Welcome (5 minutes)

1. [Meet the students at the door and give each student a 4"x6" index card. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart paper. (See **Facilitator Resource 1, Name Tent Directions**) Pass out binders while students are completing their cards.]
2. [Introduce yourself, give the name of the course and tell students when and how often the class meets. Since most have already been in the program for two or more years, ask them to predict what they think they'll learn this year.

Write the following questions on the board, overhead, or chart paper:

- * What is the purpose of Roads to Success?
- * How do you think this year in Roads to Success will be different from 10th grade?]

II. Procedures (5 minutes)

1. **SAY SOMETHING LIKE:** We only have 60 more weeks of Roads to Success – about 30 weeks a year. To put this in perspective, about 85% of your required schooling has already been completed. In the short time we have left together, we have lots of ground to cover. For the next few minutes let's talk about how we're going to organize our time.
2. [Display the completed **Facilitator Resource 2, Procedures** (See **Preparation**), on the overhead projector. Briefly discuss each procedure. If many students are new to the program, discuss and model each procedure in more detail. (This may take more than the allotted 5 minutes.)]

III. Junior and Senior Year Scenarios (15 minutes)

1. **SAY SOMETHING LIKE:** By this time next fall, you are going to be intensely focused on your post-graduation plans. If you've been planning on attending college for a long time, you'll be busy with applications and college visits. If you've not given much thought to what you'll be doing next, it will suddenly hit you that you need to do something because your job for the past 12 years – school – is about to end.

There are concrete, predictable steps that you can take in your junior and senior year to make this process less stressful, and maybe even fun. For the next two years, this class will describe what those steps are, and assist you in taking them. Many students

have managed this process in years past, and you will, too.

We've talked a lot about teamwork, responsibility, and respect in previous years, and these attributes are especially important this year and next. Over the next two years, each of you will be focusing on your own plan for what happens after high school. But I want all of you to have information about every option, so I'll need your patience and attention during the classes that focus on something other than your main goal, for your own future reference as well as out of respect for those who need the information immediately.

Let's take a look at what you need to know before you graduate.

2. **SAY SOMETHING LIKE:** Please turn to **Student Handbook page 1, Junior/Senior Year Scenarios**. Read through each scenario and put a star beside anything that sounds familiar or addresses an issue that's important to you. At the bottom of the page, please add a topic or two that you might need to know more about to make the transition from high school to adulthood.

[Give students 5 to 7 minutes to complete this activity.]

Please take this page out of your binder and turn to **Student Handbook page 2, Road Map (Grades 11 and 12)**. This is a list of topics we'll be covering in grades 11 and 12. Your assignment is to locate the lessons where each junior/senior scenario, including your own topics, will be addressed. Be sure to include the grade and lesson name in the box at the right.

[If you think your students will have difficulty with this assignment, work through one example as a class. Have a student read the first issue "Your best friend's mom offers to sell you her car – cheap! Your mom is worried about the cost of insurance." Ask students to explain what type of lesson would address this issue. (Car Insurance, expenses relating to a car)]

Refer students to **Student Handbook page 2, Road Map (Grades 11 and 12)** and ask them to locate a lesson that addresses Car Expenses. The best choice for this issue (Car Insurance) is Grade 11, Money Matters 4: Paying for a Car. Explain that car insurance is one of the many monthly expenses that come along with owning a car. Ask students if they can list any other car expenses. (gas, maintenance (oil changes, etc.), repairs) If your students still seem confused, model one more example.]

3. [When students have finished, spend a few minutes previewing what will be covered during the year. Allow time for questions.]

SAY SOMETHING LIKE:

Test Prep:

You'll learn about standardized tests required by many colleges – the ACT or SAT – and practice sample questions for one of them. Time will be provided during class to register for this test, and we'll walk through the steps together. We'll also check out tests given after high school – like the AFVAB (Armed Forces Vocational Aptitude Battery) and the ACT WorkKeys.

Job Shadow:

This 7-week unit ends with a visit to a workplace where you'll get a first-hand look at a career that interests you. You'll create documents that you can share with your job-shadow host – a resume that describes your experience and a cover letter that highlights your most relevant skills. You'll also practice informational interviewing so you can get your career questions answered on the day of the workplace visit. And you'll find out about the unwritten rules of workplace behavior (and learn to tie a tie). (See **Implementation Options** for suggestions.)

Education After High School

We'll review all post-secondary training options, including tech/trade schools, community colleges, apprenticeships, the military, and four-year colleges. You'll have time in class for in-depth college research. Financial aid and the application process will be briefly reviewed.

Money Matters

Want to know more about credit cards, buying a car, and renting your first apartment? RTS will provide the info you need. By the end of your senior year, you'll be able to make a budget that fits your post-graduation plans.

[List any topics mentioned by students that aren't covered in the curriculum so that you can refer them to additional resources for the appropriate answers. Note that if students need information before a topic is scheduled in RTS, they should ask. You or the guidance counselor can help steer them in the right direction; they don't have to wait until you cover a topic in class.]

IV. RTS in the 11th Grade (10 minutes)

1. **SAY SOMETHING LIKE:** Now let's take a look at the Roads to Success mission and grading policies, found on **Student Handbook page 3, Roads to Success Overview**. Please read this page to yourselves, and underline two items that are different from last year. [Pair students new to the program with veteran students.]

[When students have finished reading, have them identify the “different” items – the focus on preparation for post-secondary education and the Job Shadow visit to the workplace. Have volunteers describe the grading policy and the purpose of the Portfolio.]

V. Wrap Up (10 minutes)

1. [Display **Student Handbook page 4, Our Destination**, on the overhead projector, and have students turn to this page in their handbooks. Ask them to read through the class goals and identify one they find to be personally important. Then have a volunteer read the directions at the middle of the page. Model completion of this page as described below. Answer any questions the students may have. Then explain that they will have 5 minutes to complete this assignment.]

SAY SOMETHING LIKE: Let's consider item #2, “We will explore careers and find potential matches for every person in the class.” One step you could take to reach this goal might be “Visit a workplace and talk to someone who has this career.”

2. [Once students have finished, thank them for their work and emphasize how excited you are for the coming year. Ask for volunteers to describe something they're looking forward to learning in RTS this year.]
3. [Distribute Family Intro Letters.]
4. [Before students leave, collect their name cards and preview the students' responses before next week's lesson.]

Welcome to Roads to Success!

NAME TENT DIRECTIONS: You will have TWO minutes to complete the tasks below.

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use large, dark letters so that your name can be seen clearly.
- Write one career you are considering on the back of the card.
- On the inside of the tent, write one question you have about how to get into college or apply for a job.
- Then place your card on your desk with the name side facing away from you.

PROCEDURES

I. ENTERING THE CLASSROOM

- _____

II. BINDER

- Binders will be stored _____.
- Passing out and returning binders: _____

III. TURNING IN and RETURNING WORK

- Where and how do I turn in work?

- Work will be returned to me....

IV. EXITING THE CLASSROOM

- _____

Junior/Senior Year Scenarios

For each issue, find a Roads to Success lesson that addresses it. Then, write the grades and lesson names in the boxes to the right.

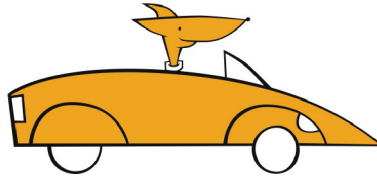
Issue	RTS lessons that address this
Your best friend's mom offers to sell you her car – cheap! <u>Your</u> mom is worried about the cost of insurance.	
Your friends are talking about taking the ACT (or SAT). Should you be doing this? When? How?	
You see an ad for a job in a computer store that you think you'd be qualified for. They're asking for a resume. You don't have one.	
You're reading through an application for college when you see they require an essay. Now what?	
The college you most want to attend costs \$20,000 – way more than your family can afford.	
You know you want a job in construction, but have no idea where to get training.	
Two friends want you to move in with them after high school, and have already picked out the "perfect" apartment.	
Your dad keeps wondering (out loud, often) what kind of job you're going to get when you graduate. There are two ads in the paper – one for McDonald's and one for Burger King. What will you do next?	
Your scenario here:	
Your scenario here:	



Road Map (Grades 11 and 12)

Grade 11	Grade 12
INTRODUCTION	INTRODUCTION
TAKING TESTS	Introduction
Introduction to the ACT/SAT	Are You Ready?
ACT (or SAT) Practice Questions	APPLYING TO COLLEGE
ACT (or SAT) Registration	College Application Basics
Workforce and Adult Ed Tests	Writing the Essay I
CAREERS	Writing the Essay II
Interest Inventory	Writing the Essay III
My Career Research	Writing the Essay IV
My Career Choice: Just Right or Rethink	Writing the Essay V
JOB SHADOW	FINANCIAL AID
Introduction to Job Shadow	Financial Aid Overview
Creating Resumes I	Searching for Scholarships I
Creating Resumes II	Searching for Scholarships II
Workplace Behavior	FAFSA I
Informational Interview I	FAFSA II
Informational Interview II	Comparing Financial Aid Awards
Reflection & Thank-You Note	FINDING A JOB
EDUCATION AFTER HIGH SCHOOL	Who Gets Jobs?
Choosing Courses for Senior Year	Your Network
Choosing a College Major	Research 1
Other Educational Paths	Research 2
Evaluating Postsecondary Options	Polish Your Resume
Choosing a College	Cover Letters I
College Research I	Cover Letters II
College Research II	The Interview
College Research III	Follow Up and Action Plan
Letters of Recommendation	MONEY MATTERS
MONEY MATTERS	Freshman Year Budget
Understanding Credit	Big Ticket Expenses
Credit Cards	Health Insurance
Let's Go Car Shopping	The Details
Paying for a Car	NEXT STEPS
Renting Your First Place	Freshman Year Survival Guide
Signing a Lease	Tips for Success
PORTFOLIO REVIEW	Winning in the Work World

Roads to Success Overview



Your Mission

The focus of Roads to Success is different in Grades 11 and 12 than in the earlier grades. Up until now, the program has been about aspiration (being your best self) and exploration (figuring out what your best self is). In your junior and senior year, the focus is preparation – taking the steps you need to reach your goals.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.
Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.
- Abide by Roads to Success Rules and Procedures.

Your Portfolio

The Portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. In grade 11, you'll use your Portfolio for job-related documents, like a resume and cover letter, and education-planning documents, like your college research. Your completed Portfolio is yours to take with you when you graduate from high school.

Job Shadow

Students in Grade 11 will visit the workplace to observe the daily activities of a career of interest.

Our Destination

1. We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.
2. We will explore careers and find potential matches for every person in the class.
3. We will practice the kind of behavior that's desirable in the workplace.
4. We will set goals and make clear plans for reaching them.
5. We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.
6. We will learn how to find and keep a job.
7. We will learn strategies for managing our own money.
8. We will all graduate from high school.

Directions: Circle a goal from above that you find personally important. Then answer the questions below.

<p>1. Why is this goal important to you?</p> <hr/> <hr/> <hr/>
<p>2. What are three steps you can take in the next month to help you reach this goal?</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>