



**TEXAS**  **NCOURSE**

# Curriculum Guide

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Contact **Texas OnCourse**  
<https://tinyurl.com/ya32f23c>

## Combining Game Play with Classroom Lessons

The MiddleGalaxy game, created in partnership with MIT, allows students to explore various careers and the associated knowledge, skills, and abilities required. Throughout the game, students have the opportunity to learn about different careers available in Texas. The occupations were selected for the game by using data from the Texas Workforce Commission. Each occupation in the game is expected to grow over the next ten years and demands a salary above the median wage value for the state. Through game play, students are able to examine how knowledge, skills and abilities are transferable and growable.

### **MiddleGalaxy is designed to:**

- Provide an opportunity for experiential learning through game play;
- Expand student understanding of diverse career pathways and the knowledge and skills required;
- Foster and empower decision making;
- Model relevance of a growth mindset in career pathways;
- Demonstrate the value of acquiring new knowledge, skills and abilities.

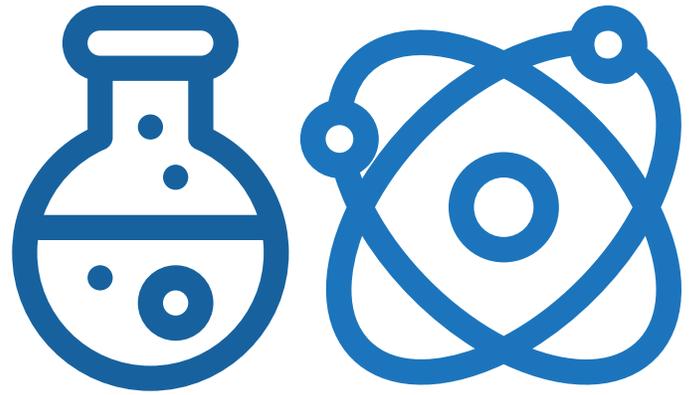
The middle school lessons are designed to work in conjunction with game play in order to expose students to required information from House Bill 5, and streamline their pathway to college and career success.

The game is not designed to address career choices or the endorsement process directly, but rather act

as priming mechanism for conversations with counselors and educators about the academic choices that lie ahead. Research demonstrates that this indirect approach results in better student engagement in two key ways. Students play the game because it is fun and entertaining, exposing them to experiential learning that creates a cognitive framework for the concepts introduced through game play. Because of this cognitive priming, students are better able to engage in pointed, objective discussions about their career choices, since they have internalized the concepts through play.

Educators play an important role in the integration of game play in the accompanying lesson plans. It is important to draw connections between student experiences during game play with the direct instruction occurring in the classroom. The information in the game can help expand the understanding of opportunities available to students, as the accompanying lesson plans are created to support this understanding.

The accompanying lesson plans have been divided into four units: College and Career Readiness, Exploring Career Pathways, Understanding Endorsements, and Foundation High School Program. Within each unit, there are suggested methods for connecting the game play with the lessons as they are taught. However, feel free to incorporate the game play into your lesson as you see fit for your students needs. As their teacher or counselor, you often know their needs in preparing for high school better than anyone else - use this expertise! It is suggested that students are actively engaged in game play while being taught the accompanying lessons.



# Leverage the Texas OnCourse High School Readiness Survey to Better Target Instruction

Texas OnCourse developed a High School Readiness Survey to measure students' familiarity with college and career topics. The survey also includes questions around mindset and perceptions of abilities. As one of our partners, your school or district is encouraged to administer this survey to seventh and eighth grade students two times during the school year, once in the fall and once in the spring. The purpose of the baseline survey in the fall is to help you align your instruction with the most critical needs that students demonstrate in the survey. We recommend administering the fall survey as early in the semester as is practical for you. The spring administration (administered close to the end of the year) will help you ensure students are prepared to create their personal graduation plan as they transition into high school.

After you administer the survey, you are welcome to request the results from Texas OnCourse at any time. These results can be shared at the district, school, or classroom level. Texas OnCourse will also analyze the data at the end of each semester and create reports highlighting key results. After the spring semester concludes, Texas OnCourse will calculate student growth over the year in the assessed topics. These results will provide evidence of the impact your instruction made on students' preparation for high school.

## Topics Covered in the Survey:

1. the creation of a personal graduation plan
2. the distinguished level of achievement
3. each of the five endorsement options
4. college readiness standards
5. potential career choices and the education needed to enter those careers.



**Fall Survey**

<http://tinyurl.com/y86jowrj>



**Spring Survey**

<https://tinyurl.com/yajwlnm4>

## College And Career Readiness TEKS

### Exploring Personal Interests and Aptitudes:

*The student explores career assessments as related to college and career planning. The student is expected to:*

Analyze and discuss the initial results of career assessments

- Career Pathways
- Understanding Endorsements

Explore the 16 career clusters as defined by the US Department of Education

- Game Play
- Career Pathways

Research trending fields related to career interest areas

- Game Play
- Career Pathways
- Understanding Endorsements

Determine academic requirements in related career fields

- Game Play
- Career Pathways
- Understanding Endorsements

Research educational options and requirements using available resources.

- Game Play
- Career Pathways
- Understanding Endorsements
- Understanding the Personal Graduation Plan

### Analyzing College and Career Opportunities:

*The student analyzes college and career opportunities. The student is expected to:*

Determine academic requirements for transitioning to High School

- College and Career Readiness
- Understanding the Personal Graduation Plan

Explore opportunities for earning college credit in high school such as advanced placement courses, International Baccalaureate courses, dual credit, and local and statewide articulated credit

- Understanding the Personal Graduation Plan

Develop an awareness of financial aid, scholarships, and other sources of income to support college and career advancement

- College and Career Readiness

Discuss the impact of effective college and career planning

- College and Career Readiness
- Understanding the Personal Graduation Plan

Demonstrate decision - making skills related to school and community issues, programs or study, and college and career planning

- College and Career Readiness
- Understanding the Personal Graduation Plan

Identify how performance on assessments such as the SAT, ACT, ASVAB, and ACCUPLACER impact personal academic and career goals

- College and Career Readiness

### Evaluate Skills for Personal Success:

*The student evaluates skills for personal success. The student is expected to:*

Use interpersonal skills to facilitate effective teamwork

- Supplemental Activities in Each Lesson

Use problem - solving models and critical - thinking skills to make informed decisions

- Supplemental Activities in Each Lesson
- College and Career Readiness

Use effective time - management and goal - setting strategies

- Supplemental Activities in Each Lesson
- College and Career Readiness

Identify skills that can be transferable among a variety of careers

- Understanding Career Pathways

Create a personal career portfolio

- Supplemental Activities in Career Pathways

Make oral presentations that fulfill specific purposes using appropriate technology

- Supplemental Activities in Each Lesson

Identify entrepreneurial opportunities within a field of personal interest

- Supplemental Activities in Career Pathways

---

## The Impact of Career Choice on Personal Lifestyle:

*The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:*

---

Prepare a personal budget reflecting the student's desired lifestyle

---

- Supplemental Activities in College & Career Readiness

---

Use resources to compare and contrast salaries of at least three careers in the student's interest areas

---

- Supplemental Activities in Career Pathways & Understanding Endorsements

---

## Personal Financial Management:

*The student recognizes the impact of college and career choices on personal lifestyle. The student is expected to:*

---

Compare the advantages and disadvantages of different types of money management

---

Simulate opening and maintaining different types of financial accounts

---

Simulate different methods of withdrawals and deposits

---

Reconcile financial statements, including fees and services

---

Compare and contrast forms of credit, including credit cards and debit cards

---

Discuss the importance of credit scores

---

Discuss the impact of identity theft on credit

---

Examine the effects of poor credit scores as they relate to personal finance and career opportunities

---

## Skills for Personal Success:

*The student develops skills for professional success. The student is expected to:*

---

Demonstrate effective verbal, nonverbal, written, and electronic communication skills

---

- Supplemental Activities in Each Lesson

---

Evaluate the impact of positive and negative personal choices, including use of electronic communications such as social networking sites

---

- Supplemental Activities in Each Lesson

---

Model characteristics of effective leadership, teamwork, and conflict management

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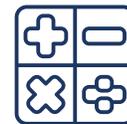
Recognize the importance of a healthy lifestyle, including the ability to manage stress

---

Explore characteristics necessary for personal success such as work ethics, integrity, dedication, perseverance, and interactions with a diverse population

---

- Supplemental Activities in Each Lesson



## Investigating Careers TEKS

### Exploring Career Pathways:

The student investigates one or more careers within the 16 career clusters. The student is expected to:

Identify the various career opportunities within one or more career clusters

- Game Play
- Career Pathways
- Understanding Endorsements

Identify the pathways within one or more career clusters

- Game Play
- Career Pathways
- Understanding Endorsements

### Exploring Careers & Career Clusters:

The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:

Research the academic requirements for one or more of the careers in an identified cluster

- Game Play
- Career Pathways
- Understanding Endorsements

Research the certification or educational requirements for careers of personal interest

- Game Play
- Career Pathways
- Understanding Endorsements

Describe the technical - skill requirements for careers

- Game Play
- Career Pathways
- Understanding Endorsements

### Skills for College & Career Success:

The student investigates the professional skills needed for college and career success. The student is expected to:

The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:

Apply core academic skills to meet personal academic and career goals

- College and Career Readiness

Investigate the importance of co - curricular, extracurricular, career preparation, and extended learning experiences

- College and Career Readiness

Investigate the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry - level employment, military service, apprenticeships, community and technical colleges, and universities

- College and Career Readiness

Identify professional associations affiliated with a specific career pathway

- Career Pathways
- Understanding Endorsements

Recognize the value of community service and volunteerism

- Supplemental Activities in Each Lesson

Demonstrate characteristics required for personal and professional success, such as work ethics, integrity, dedication, perseverance, and interacting with diverse populations

- Supplemental Activities in Each Lesson



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### Exploring Labor Market Information:

*The student investigates labor market information. The student is expected to:*

*The student investigates career pathways in one or more of the 16 career clusters. The student is expected to:*

---

Analyze national, state, regional, and local labor market information

- Game Play
- Career Pathways
- Understanding Endorsements

---

Classify evidence of high - skill, high - wage, or high - demand occupations based on analysis of labor market information

---

Analyze the effects of changing employment trends, societal needs, and economic conditions on career planning

---

### Exploring Job - Seeking Skills:

*The student investigates job - seeking skills. The student is expected to:*

---

Identify the steps for an effective job search

- Supplemental Activities in College & Career Readiness

---

Describe the appropriate appearance for an interview

- Supplemental Activities in College & Career Readiness

---

Participate in a mock interview

- Supplemental Activities in College & Career Readiness

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### Creating Professional Documents for Employment:

*The student creates professional documents required for employment. The student is expected to:*

---

Develop a resume

- Supplemental Activities in College & Career Readiness

---

Write appropriate business correspondence such as a letter or intent and a thank you letter

- Supplemental Activities in College & Career Readiness

---

Complete sample job applications

- Supplemental Activities in College & Career Readiness

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Explain protocol for use of references

- Supplemental Activities in College & Career Readiness

# Unit 1: College & Career Readiness

**Unit 1: College & Career Readiness** is designed to begin the conversation surrounding post - secondary options for middle school students. These lessons are meant to have students explore their current practices and learn new ways to help them be more successful in both high school and college, as well as investigate post - secondary opportunities in their area. Students are often sent the message that attending a 4 - year college is their only option after graduation, however allowing students to open their understanding to other options such as a 2 - year college, military training, or internships will provide an understanding of what is possible in their world.

Each lesson in the unit is designed for a 55 minute classroom. Adjustments can be made for a variety of different classroom formats by either extending the activities to draw upon student learning or shortening the lessons by engaging in “quick talks” with students rather than whole group discussions throughout the lesson. These conversations are important and students often lack the ability to discuss the various aspects of college and career readiness without this facilitation. Each lesson is

also designed to stand alone from the others in the unit (ie - lesson 1 does NOT have to be taught before lesson 2 in the unit flow. However, introductory activities have been provided for each lesson to help students “unlock” their prior learning - either from previous lessons taught or from environmental learning - and engage in meaningful conversations to discover prior learning opportunities from their peers.

When assessing students’ understanding of the lesson, it is important to keep in mind that this topic is highly personal and could be different for each individual student. Many students will be at different places of self - discovery and will need to be reassured that their journey is just beginning. Teachers can assess learning through conferences with students and look for a qualitative understanding (growth mindset) rather than a checklist of terms and skills for students to demonstrate mastery. Allowing students to freedom to grow in this process, regardless of where they began in their journey, will enable students to begin their conversation in a rich and meaningful manner.

## Career Portals Addressed in Unit

**3.3.A** - Determine academic requirements for transition from one learning level to the next

**3.3.C** - Develop an awareness of financial aid, scholarships, and other sources of income to support postsecondary education

**3.3.D** - Discuss the impact of effective college and career planning

**3.3.E** - Demonstrate decision - making skills related to school and community issues, programs or study, and career planning

**3.4.A** - Implement effective study skills for academic success

**3.4.D** - Use effective time - management and goal - setting strategies

**3.4.F** - Identify skills that can be transferable among a variety of careers

**4.4.A** - Articulate the importance of strong academic skills to meet personal academic and career goals

**4.4.B** - Explore the importance of curricular, extracurricular, career preparation, and extended learning experiences

**4.4.C** - Develop a personal six - or eight - year achievement plan that incorporates rigorous and relevant enrichment courses

**4.4.D** - Explore the steps required to participate in a variety of career and educational opportunities, including, but not limited to, entry - level employment, military service, apprenticeships, community and technical colleges, and universities

## Student Objectives

- Upon completion of the lesson, students will be able to:
- Define college and career readiness
- Explain why it is important to be college and career ready
- Understand the purpose and content of the Texas College and Career Readiness Standards (CCRS)
- Identify ways to improve college and career readiness

## Unit Introduction

### 1. Warm Up

- a. Have question below for students to reflect on:

*"When you think of "college", describe what you see"*

- b. Have students discuss their answer with a partner.

### 2. Show the video: Achieve

["Voices of Students - What Does It Mean To Be College and Career Ready"](https://tinyurl.com/kor7zhu) (tinyurl.com/kor7zhu)

Have students talk about the skills they see students portray in the video, as well as ways they think they can improve these skills in their own life.

## Key Vocabulary

- 2 - year college
- 4 - year college
- College
- Career readiness
- College readiness
- Military experience

## Resources to teach college and career readiness vocabulary:

[tinyurl.com/m4xz3kc](https://tinyurl.com/m4xz3kc)

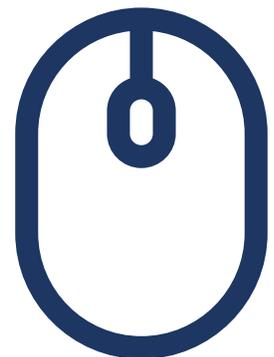
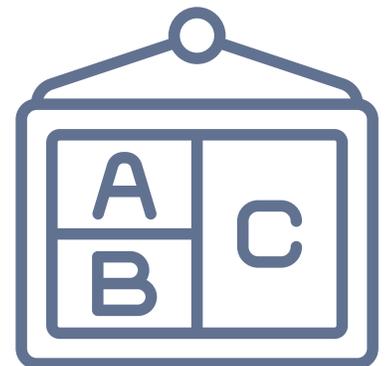
[tinyurl.com/lmwnxlo](https://tinyurl.com/lmwnxlo)

## Game Play Integration

Throughout the unit, discuss the skills associated with the various careers already in play in their hand. Students should be able to identify how their math and science skill scores change throughout the game as they engage in game play. Through their game play, students will learn that they may need additional skills / resources (cadets) to complete missions, or that there are limited resources available to them.

This is also a great opportunity to talk to students about the fluid nature of career paths. Career paths are not always linear - a student may start with one task and end up working towards another through their experiences and cadets utilized. Having conversations with students about the non - linear nature of careers is important learning for adolescents, especially as they look to the future.

See [next section](#) for specific activities and plans for integrating the MiddleGalaxy Video Game into lesson content.



# Key Resources

[Own Your Own Future](https://tinyurl.com/yacjqmmw) (tinyurl.com/yacjqmmw)

[Career Ready Now](https://tinyurl.com/ychgn2fq) (tinyurl.com/ychgn2fq)

- Page 4, Paragraph 1 - “A Call to Action”

[Building College and Career Readiness Skills](https://tinyurl.com/nzhxs3h)

(tinyurl.com/nzhxs3h)

- Cut to include chart on pages 3 - 7 of document (11 - 15 of PDF)
- Intended Audience - Parents

[NOSCA's 8 Components of College and Career Readiness](https://tinyurl.com/ydaz2eca)

(tinyurl.com/ydaz2eca)

- Intended Audience - Counselors & Teachers

[ASCA Mindsets Behaviors](https://tinyurl.com/y9hf84fb)

(tinyurl.com/y9hf84fb)

- Cut to include chart on Pgs 2 & 4
- Intended Audience - Teachers, Counselors, Parents, Students

[ACTE Career Readiness - What is Career Ready?](https://tinyurl.com/lv3pn8w)

(tinyurl.com/lv3pn8w)

- Include “What is College Ready” article from website
- Intended Audience - Counselors, Teachers, Parents

[The Texas College and Career Readiness Standards](https://tinyurl.com/k2lew7f)

(tinyurl.com/k2lew7f)

- Intended Audience - Counselors, Teachers

[Why College and Career Readiness is an Integral Component of K-12 Education](https://tinyurl.com/jjxht6p)

(tinyurl.com/jjxht6p)

- Intended Audience - Counselors, Teachers, Administrators

[Stakeholders Differ on College and Career Readiness](https://tinyurl.com/lx8sxbx)

(tinyurl.com/lx8sxbx)

- Intended Audience - Teachers, Parents, Counselors

[Advice About College from First Generation Students](https://tinyurl.com/lhuhooa)

(tinyurl.com/lhuhooa)

- Intended Audience - Students

[Planning Your Post - Secondary Journey](https://tinyurl.com/mmhgadb)

(tinyurl.com/mmhgadb)

- Intended Audience - Students, Parents, Counselors, Teachers

[Starting Out At A Community College](https://tinyurl.com/l3z5lpz)

(tinyurl.com/l3z5lpz)

- Intended Audience - Students, Parents

[Why Community College](https://tinyurl.com/m7cyfg6)

(tinyurl.com/m7cyfg6)

- Intended Audience - Students, Parent

[How to Start Getting Ready for College in 9th and 10th Grade](https://tinyurl.com/qcnfxuw)

(tinyurl.com/qcnfxuw)

- Intended Audience - Students, Parents

[High School Seniors: Preparing for Your Next Step After High School](https://tinyurl.com/muaq5d5)

(tinyurl.com/muaq5d5)

- Intended Audience - Students, Parents



# FAQ / Misconceptions

## **I am an elementary counselor, why should I prepare my students for post-secondary opportunities when it is so far away?**

The decisions that students make as early as eighth grade can have a big effect on their college and career preparation and success later in life. Every 26 seconds, one student drops out of high school in the US - totalling 1.2 million dropouts each year. The students who drop out will make \$200,000 less their their high school graduating peers over the course of their lifetime, and \$1,000,000 less than their college graduating peers.

Although students might not be thinking about their post - secondary options when they are in elementary school, it is important that teachers, parents, counselors, and administrators all work together to help them develop college and career awareness and begin planning for their futures while in elementary school.

[More FAQs on OCCRRRC](https://tinyurl.com/y7qkpj86) (tinyurl.com/y7qkpj86)

## **How does a student make sure they are prepared for college?**

The Texas Graduation program should prepare every student for college and career. However, if a student intends to pursue higher education, they should strongly consider an endorsement and earning the Distinguished Level of Achievement. This option will require Algebra 2, which has shown a strong foundation for college - level mathematics. Remember, Texas Top Ten Percent Automatic Admission law requires a student to graduate with the Distinguished Level of Achievement in order to be eligible.

[MapMyGrad.org FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx)

## **How does a student make sure they are prepared to get a job after high school?**

The state of Texas developed a program that should prepare every student for college and career. Even if your student intends to go straight into the workforce after high school, it is best to build a foundation of knowledge in case they want to return to college or community college later in life. The state requires all students enter high school on the Texas Foundation + Endorsement High School Program. This option requires 4 years of core curriculum (English, Science, Math) and 3 years of social studies, and also allows the student to take courses in an area

of interest that could help them obtain a job, licensure, certification, or associate's degree during or after high school. This option is important in order to prepare students for life after high school, whether that means going to community college, university, or straight into a job.

[MapMyGrad.org FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx)

## **What do Texas four - year universities require?**

Every public and private university in Texas and in the United States has different admission requirements. It is very important to research what courses are required at schools that your student is interested in so that they can make sure they take those courses during high school. For example, many universities require Algebra 2 and since that is not a Texas graduation requirement, a student will need to select to take that course. It is very important for students to think about their plans after high school and talk to their family, teachers, and counselors when building a graduation program.

[MapMyGrad.org FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx)

## **What does "open admission" mean?**

Open Admission generally means that the admission process is unselective and non-competitive; the only criteria for admission is that the student have a high school diploma or GED certificate. Most colleges with Open Admission are community colleges or colleges which grant Associate degrees. There are a few, but not many, four year colleges with this type of admission policy.

[CollegeParentCentral.com](https://tinyurl.com/y79fgauo) (tinyurl.com/y79fgauo)

## **What do Texas two - year colleges require?**

Every two-year college in Texas has different admission requirements. It is very important to research what courses are required at schools that your student is interested in so that they can make sure they take those courses during high school. For example, many universities require Algebra II and since that is not a Texas high school graduation requirement, a student will need to select to take that course. It is very important for students to think about their plans after high school and talk to their family, teachers, and counselors.

[MapMyGrad.org FAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx)

# MiddleGalaxy Game Activities



## 1. Thinking Critically

Ship captains keep journals to document each of their voyages, so ask your students to start one as well. In this unit, let's focus on planning the expedition. As students play the game, ask them to reflect on the missions that have planning components. Have them complete at least three missing which they identify as planning missions. (NOTE: In the game, mission's aren't actually categorized this way, so it's up to the student to build critical thinking skills that allow them to identify what missions may require planning. An actual example from the game might be "Plan Colony Founding Celebration." Students should record these missions in their Captain's Journal, and note which skills and abilities are involved.



## 2. Exploring Mission Strategy

Some missions in the game are solved with highly trained experts and some might be solved by throwing lots of people at the problem. As the student plays the game, have them open up their Captain's Journal and record up to five missions and notice how they solved the problem - were they able to really train up a few cadets for one mission or did they have to use many of them to complete a mission? Even though the cadets are dealt randomly, encourage your students to start to think about the value of developing expertise in a few people as a way to conserve resources (and score more highly in the game!).



## 3. Exploring Different Types of Training

It can be useful to ask the students to play through a session where they must use all four Captain's Actions at least once in the session. In their Captain's Journal, ask them to record how they used their actions and reflect on their impressions of the relative value of each.

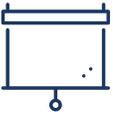
## Unit 1, Lesson 1: What is Post - Secondary Learning?

### Introductory Text

“For too many years, high school graduates throughout the United States faced a fork in the road. One path led to a four-year college, the other to an entry-level job. Some students chose for themselves, while others were tracked based on aptitude and, all too often, on race and income. In today’s 21st century global economy, the choices are much more complex and interconnected, and the fork in the road has been replaced by numerous paths, all of which require a rigorous and rich high school experience that prepares all students—not just some—for college and a career.”



Have students engage in a conversation with their peers about what they think “college” means and the opportunities that are available after high school. Ask students to talk about the messages they have received through a variety of sources such as media, friends, or family.



This could look like writing the word “college” on the board and having students do a quick write on what it means to them and then debriefing in small groups or pairs about their writing.



If there is any sense that family wishes play a role in post - secondary and career choices, acknowledging this trend is important in moving forward with content and engaging students in meaningful conversations surrounding the content.



If students feel that there are no options available to them, explore how media and other message sources may have impacted this thought.

### Lesson Content

Show students the graphic below & read the information in the text.

#### Learning Pathways Activity



Give students one of the following 4 cards:

- On the job training
- Military experience
- 2 - year college
- 4 -year college



Have students investigate the opportunities available in their area as well, in the state of Texas, and in the United States. How do these opportunities compare?

### Lesson Variation Idea

- Project quote for students to read and reflect
- Paste quote on google slide and have students discuss with a partner

### Discussion Questions to Ask

- When you think of “college”, what do you see?
- How has media shaped your idea of “college”?
- What do you want to do after high school? How do you think you will get there?

### Pacing Suggestions

- Crunched for time? Have students complete only one post-secondary learning opportunity.
- Got more time on your hands? Have students investigate all 4 learning opportunities. Ask students to compare and contrast their findings.



When completed, have students present information to class in desired format. Consider using technology to incorporate into lesson presentations - prezi, on-line quizzes, powerpoint / google slide, etc...

## Reflection Questions

**Complete class discussion or have students complete a ticket out the door.**

- Now that you've completed this lesson, how has your idea of post secondary learning changed?
- Has this change made an impact on your plans after high school?"
- How has your game play tied into the learning addressed today?

### Items to look for:

- Have students identified that "College" can include a multitude of different learning environments?
- Have students identified that this is just the beginning of their learning journey? Everyone will start at different places in their journey and have different questions that they need to answer.

## Information Gathering

- Turn into scavenger hunt - send links directly to students and have them come up with definitions
- Have students compare their definitions with each other
- Debrief as a whole class: How did your definitions compare / contrast from your partner's?

**Not quite ready to move on? Need more vocabulary work?**

### Resources to teach college and career readiness vocabulary:

- [tinyurl.com/m4xz3kc](https://tinyurl.com/m4xz3kc)
- [tinyurl.com/lmwnxlo](https://tinyurl.com/lmwnxlo)

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## Unit 1, Lesson 2: What Is College and Career Readiness?

### Introduction - Prior Learning

Have students create a "KWL" chart in pairs or small groups of the things they already KNOW about College & Career Readiness, the things they WANT to learn about College & Career Readiness, and the things they LEARNED about College & Career Readiness. (This last column will stay blank until the end of the lesson)

### Lesson Introduction

Open with quote from Nelson Mandela - "Education is the most powerful weapon which you can use to change the world."

**Introductory Video:** Use [this video](https://tinyurl.com/y7kpo5hd) (tinyurl.com/y7kpo5hd) "Learning Makes Us" as opener. End with the phrase, "Every lesson learned builds character, shapes dreams, guides futures, and strengthens communities." ([Pearson Ed, Prek - 12 Education](https://tinyurl.com/y7kpo5hd)) (tinyurl.com/y7kpo5hd)



### Lesson Content

"Research shows that college and career readiness is multifaceted and that students will have a better chance of success if we start them on the pathway well before they begin high school. ([Pearson Ed K - 12 Blog, Dr. Jennifer Kobrin](https://tinyurl.com/yb9cxhl9)) (tinyurl.com/yb9cxhl9)

**College Readiness** - The most basic definition of college readiness is being prepared to learn successfully in a post - secondary setting beyond high school.

**Use graphics in lesson** [here](https://tinyurl.com/n8pb732) (tinyurl.com/n8pb732). Use opening paragraph ("Being prepared to learn...") in it's entirety with the graphics.

**Career Readiness** - The most basic definition of career readiness is not only being prepared to learn, but also applying what has been learned in a job setting.

Use graphics in lesson [here](https://tinyurl.com/yba72v2g) (tinyurl.com/yba72v2g).

Use opening paragraph as rewritten below:

“Being prepared to learn is important, but you also need to be able to apply what you’re learning on the job. The Association for Career and Technical Education (ACTE) relied on this skills - based principle when developing a definition for career readiness.”

**Career Readiness Paper** - [“What is Career Ready”](https://tinyurl.com/l9e3mfr) (tinyurl.com/l9e3mfr)

Use language in 3rd paragraph as introduction to define Core Academic Skills, Employability Skills, & Technical Skills

- Core Academic Skills - Use entire section as written
- Core Employability Skills - Use entire section as written
- Core Technical Skills - Use entire section as written

**College and Career Readiness Graphic**

[Use the graphic here](https://tinyurl.com/jjxht6p) (tinyurl.com/jjxht6p) to describe the difference between “soft skills” and academic skills in college and career readiness.

## Possible Wrap Up Questions

If completed a KWL chart at the beginning of the lesson, have students get back to into these small groups and complete the L section of this chart.

Have students discuss what specific skills they have learned that they can begin implementing right away and which might need some time to implement in their current practices.

Answer the questions below as they pertain to your current school. Students can create a human continuum where they stand next to an appropriate letter choice:

**My school discusses college and career readiness issues on a regular basis.**

A. Very True - Teachers and counselors frequently discuss college and career readiness with students.

B. Moderately True - Teachers and counselors occasionally discuss college and career readiness with students.

C. Partially True - Teachers and counselors only discuss college readiness with students but rarely mention career readiness with students.

D. Partially True - Teachers and counselors only discuss career readiness with students but rarely mention college readiness with students.

E. Not True At All - Teachers and counselors do not discuss college and career readiness with students.

**Of the missions you played during the game this week, which was / were your favorite and why?**

**Of the cadets you met during the game this week, which was / were your favorite and why?**

**Do you know anyone who has a job similar to any of the cadets?**

Optional, given time:

**Of the missions you played this week, which was / were your least favorite and why?**

**Of the cadets you met this week, which was / were your least favorite and why?**

Debrief answer choices with student groups. If a student is by himself / herself debrief individually and ask if they feel comfortable sharing with the group as whole.

## Ticket out the door for students to complete

“Are there some new options you hadn’t thought of before about what opportunities you have after high school? If so, what are the two or three options that you’re most interested in?”

*Pick 2 or 3 to ask students. Do not feel that you have to ask all students all questions. If teaching multiple classes, it might be helpful to ask all classes 1 similar question to assess for misconceptions.*

## Possible homework / extension activity

### Complete an informational interview

An important way to get a sense of what type of post - high school path might be fun for you is to explore with adults in your life what they like about their work activities. Spend 15 minutes with an adult that you admire (parent, teacher, friend's parent, etc..) and conduct an "informational interview" in which you ask them about their work day. Possible questions may include what their work day is like, what they like about their job, what they dislike about their job, how they would make it a better fit for their life, and / or what they would do differently if they could.

Possible learning target formats - short paper, powerpoint / google slides, prezzi, informal conversations in class the next day, etc...



## Unit 1, Lesson 3: Investigating The College and Career Readiness Standards

### Introduction - Prior Learning

Have students create a "KWL" chart in pairs or small groups of the things they already KNOW about College & Career Readiness Standards, the things they WANT to learn about College & Career Readiness Standards, and the things they LEARNED about College & Career Readiness Standards. (This last column will stay blank until the end of the lesson)

### Lesson Introduction

Just as there are core content standards, you must learn in math, science, language arts, and social studies, there are also standards that teachers are working to teach to help prepare you for college and career readiness. These standards are often incorporated in your core classes, so you might see them in a variety of ways.

### Content

OCCRRC 2.8 - [The Texas College and Career Readiness Standards \(TCRS\)- P1](#) (tinyurl.com/k2lew7f). Use first paragraph ("We've been talking a lot...") as written.

**Include:** "An important thing to consider is that these standards are written at the exit, or graduate level. You might not be able to complete all of these tasks right now, but if you work hard and apply the skills you'll learn in this lesson while you're in high school, you will improve the likelihood that you will be able to complete the majority of these tasks upon graduation from high school."

OCCRRC 2.10 - [The Cross - Disciplinary Standards](#) (tinyurl.com/yd3pqg6m)

Use introductory paragraph (starting with "Content knowledge alone...") as written.

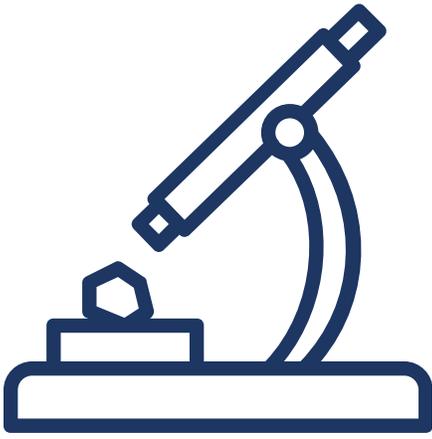
### Wrap Up Activity

[Matching Game](#) (pg. 52)

Use the standards from the CCRS and have students match to the appropriate "bucket" from the College Readiness Paper / CCRS. You can create this activity in a multitude of ways paper matching, game online, or student incorporation.

If completed a KWL chart at the beginning of the lesson, have students get back to into these small groups and complete the L section of this chart.





## Unit 2: Exploring Career Pathways

**Unit 2: Exploring Career Pathways** is designed to begin the important conversation surrounding career pathways, sometimes referred to as Programs of Study, and high school implications for middle school students. These lessons are meant to have students explore the various career clusters and career pathways identified by Achieve Texas. These career clusters and pathways can help students identify possible endorsements in the next unit. It is important, however, for students to understand that these choices are important, but are not final. Student career clusters can change throughout the course of their learning, and perhaps the course of their lifetime. Resources have been identified throughout the lessons that can help students be informed in their choices (such as a career cluster inventory), but it is not the deciding factor in student choices later.

Each lesson in the unit is designed for a 55 minute classroom. Adjustments can be made for a variety of different classroom formats by either extending the activities to draw upon student learning or shortening the lessons by engaging in “quick talks” with students rather than whole group discussions throughout the lesson. These conversations are important and students often lack

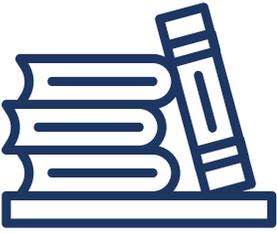
the ability to discuss the various aspects of college and career readiness without this facilitation. Each lesson is also designed to stand alone from the others in the unit (ie - lesson 1 does NOT have to be taught before lesson 2 in the unit flow. However, introductory activities have been provided for each lesson to help students “unlock” their prior learning - either from previous lessons taught or from environmental learning - and engage in meaningful conversations to discover prior learning opportunities from their peers.

When assessing students’ understanding of the lesson, it is important to keep in mind that this topic is highly personal and could be different for each individual student. Many students will be at different places of self - discovery and will need to be reassured that their journey is just beginning. Teachers can assess learning through conferences with students and look for a qualitative understanding (growth mindset) rather than a checklist of terms and skills for students to demonstrate mastery. Allowing students to freedom to grow in this process, regardless of where they began in their journey, will enable students to begin their conversation is a rich and meaningful manner.

### Student Objectives

Upon completion of the lesson, students will be able to:

- Relate interests to career clusters and programs of study
- Recall strategies for exploring career choices
- Identify available resources for investigating career choices
- Relate career goals with career learning experience opportunities
- Identify education and training requirements for career choices



## Career Portals Addressed in Unit

**3.1.A** - Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments

**3.1.B** - Explore the career clusters as defined by the US Department of Education

**3.1.C** - Summarize the career opportunities in a cluster of personal interests

**3.1.D** - Research current and emerging fields related to personal interest areas

**3.1.E** - Determine academic requirements in career fields related to personal interest areas

**3.1.F** - Explore how career choices impact the balance between personal and professional responsibilities

**3.1.G** - Research educational options and requirements using appropriate technology

**3.2.A** - Create a personal career portfolio

**3.2.C** - Develop and analyze tables, charts, and graphs related to career interests

**3.4.F** - Identify skills that can be transferable among a variety of careers

**4.1.A** - Identify the various career opportunities within one or more career clusters

**4.1.B** - Identify the pathways within one or more career clusters

**4.2.A** - Investigate career opportunities within the pathways

**4.2.B** - Explore careers of personal interest

**4.2.C** - Research the academic requirements for careers of personal interest  
**4.2.D** - Research the certification or educational requirements for careers of personal interest

**4.2.E** - Describe the technical - skill requirements for careers of personal interest

**4.3.A** - Compare levels of education for careers of personal interest

**4.3.B** - Identify the academic and technical skills needed

**4.4.E** - Identify professional associations affiliated with a specified program of study

**4.6.A** - Analyze national, state, regional, and local labor market information

## Game Play Integration

If possible, use a video of a mission being played in the game, or various aspects of the game itself. As the class encounters a cadet's skills and abilities, use the career clusters and programs of study posters to identify the cluster / program of study that each cadet would fall under. Then, once the class has discussed a few examples, have students classify cadets on their own as they play the game.

See [next section](#) for specific activities and plans for integrating the MiddleGalaxy Video Game into lesson content.

## FAQ / Misconceptions

### How can I support my child's career exploration?

#### Parents can encourage adolescent children to plan for a career in several important ways:

- Talk to your children about your own work, and/or the jobs of friends and relatives, so they will learn about several work alternatives.
- Ask your children what they like to do and help them look for ways that their interests can be reflected in a career choice.
- Help your children decide whether they should attend a high school that offers vocational training, an academic education, or both.
- Help your children get information about middle and high school courses they will need to take in order to enroll in college or a post-secondary training program.
- Work with the school to provide counselors, career and higher education information, speakers for a "career day," and trips to local employer and employment agencies.

## Key Resources

[Own Your Own Future](https://tinyurl.com/yacjqmmw) (tinyurl.com/yacjqmmw)

[Career Day Handbook](https://tinyurl.com/ajv8xtu) (tinyurl.com/ajv8xtu)

Intended Audience - Counselors

[Program of Study InfoSheets](https://tinyurl.com/ybxxg5ql) (tinyurl.com/ybxxg5ql)

Intended Audience: Students, Parents, Counselors, Educators

[Exploring Careers - Texas Career Check](https://tinyurl.com/y8dx87vc)

(tinyurl.com/y8dx87vc)

Intended Audience: Students, Parents, Counselors, Educators

[Navigate: Exploring College and Careers](https://tinyurl.com/y8gced2e)

(tinyurl.com/y8gced2e)

Intended Audience: Students, Parents, Counselors

[Texas Online College and Career Readiness Center](https://tinyurl.com/y94x8jep)

(tinyurl.com/y94x8jep)

Intended Audience: Parents, Educators, Counselors

[Career and Cluster Videos](https://tinyurl.com/jacdx4t) (tinyurl.com/jacdx4t)

Intended Audience: Students, Parents, Counselors, Educators

[Career Cluster LiveBinder](https://tinyurl.com/ycrjvyqr) (tinyurl.com/ycrjvyqr)

Intended Audience: Counselors

[Career and Technical Education Association - Career Clusters](https://tinyurl.com/y7h8b8cw)

(tinyurl.com/y7h8b8cw)

Intended Audience: Students, Parents, Counselors, Educators

## Key Vocabulary

- Career pathways
- Career clusters
- Program of study
- Agriculture, Food, & Natural Resource
- Architecture & Construction
- Arts, Audio / Visual Technology, & Communications
- Business, Management, & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Service
- Information Technology
- Law, Public Safety, Corrections, & Security
- Manufacturing
- Marketing, Sales, & Service
- Science, Technology, Engineering, Math
- Transportation, Distribution, & Logistics

### Resources to teach career cluster & program of study vocabulary:

[Career Cluster Flash Cards](https://tinyurl.com/y723qrht) (tinyurl.com/y723qrht)

[Vocabulary Flash Cards](https://tinyurl.com/ycwz2e3u) (tinyurl.com/ycwz2e3u)

## MiddleGalaxy Game Activities

### 1. Thinking Critically

Repeat activity #1 from Unit 1 ('Thinking Critically') only this time, ask students to identify and play at least three missions which would occur during the actual journey. An actual example from the game might be the "Develop Navigational Systems" mission, as it has a strong transportation component, so could be considered a 'journey mission'.

Students will use their Journals to explore these questions:

- Is it possible to reflect on the metaphor of the journey so that it's applicable to exploring career pathways?
- Are some activities during the journey more appealing to others for each student?
- Can students find connections between these activities and possible present -day career pathways?

### 2. Exploring Different Types of Training

Repeat activity #3 ('Exploring Different Types of Training') only this time ask the students to use one type of Captain's Action (you can specify it or allow them to choose for themselves individually). In their Captain's Journal, have them reflect on whether being restricted to one type of training action impacts their sense of success in the game. You might ask students to reflect on the value of collaboration in learning in general as well as in - game.

## Unit 2, Lesson 1: Career Clusters and Programs of Study

### Introduction

Title" With So Many Career Options, Where Do We Start? So many of the lessons in this unit incorporate important information. Let's begin by defining some key terms.

A **Career Cluster** is a grouping of similar jobs. The National Career Clusters Framework have identified 16 career clusters that encompass many careers that have similar experiences in their job descriptions.

These individual jobs are the **Programs of Study**. For example, within the Hospitality and Tourism career cluster, programs of study include "Restaurant and food services" and "Travel and Tourism". Use information [can be found here](https://tinyurl.com/y8ywnev2) (tinyurl.com/y8ywnev2). The link include information starting with "The 16 career clusters..." and continuing through "personal finance"

### Lesson Content

[Benefits of Career Clusters](https://tinyurl.com/y8ywnev2) (tinyurl.com/y8ywnev2) - Use the "Benefits of Career Clusters" section as written

### Let's jump in and start exploring clusters!

[Exploring Careers Activity](#) (pg. 53)  
[Career Fair Activity](#) (pg. 53)

### Wrap Up Activity

[Career Clusters & Programs of Study](#) (pg. 54)

### Wrap Up Question

Have students complete questions 1 - 3 individually, [here](https://tinyurl.com/kno2bvw) (tinyurl.com/kno2bvw). Post "Stop and Think" question for students to answer in pairs, resource found [here](https://tinyurl.com/kno2bvw) (tinyurl.com/kno2bvw).

### Points to Ponder:

Direct students to investigate the two links in this section.

Then have students work in groups to complete the activity.

### ***Not quite ready to move on? Need more work with this unit's vocabulary?***

Two resources to teach career cluster & program of study vocabulary can be found [here](https://tinyurl.com/y723qrht) (tinyurl.com/y723qrht) and [here](https://tinyurl.com/ycwz2e3u) (tinyurl.com/ycwz2e3u).

## Unit 2, Lesson 2: Investigating Career Clusters

### Introduction - Prior Learning

Have students create a “KWL” chart in pairs or small groups of the things they already KNOW about Career Clusters, the things they WANT to learn about Career Clusters, and the things they LEARNED about Career Clusters. (This last column will stay blank until the end of the lesson)

### Introduction

Now that you’ve had the opportunity to research career clusters and programs of study, let’s determine which career cluster and program of study best matches with your interests.

### Lesson Content

Have students complete the cluster survey [here](https://tinyurl.com/jwga3he) (tinyurl.com/jwga3he). When the top 3 have been identified, pair students up by career cluster and have students investigate their career clusters. Students can use the resources below in their learning. Possible topics to have students look up include which careers specifically tie to each cluster, possible education pathways, etc...

[Resource 1](https://tinyurl.com/y95wcozb) (tinyurl.com/y95wcozb) / [Resource 2](https://tinyurl.com/2cymh2h) (tinyurl.com/2cymh2h)

Have students present their findings to the class. Students can complete whole - class presentation, small group teachings, gallery walks, etc.

### Wrap Up Question

**Pose questions below for students to journal through and discuss as a class.**

- How does this career cluster mirror the things you like to do?
- Now that you’ve researched your three career clusters, which one are you most interested in?
- Did you anticipate that you would choose the career that you ultimately selected at the end of this unit?
- If not, how did your choices change as you went through the unit?
- Did you play the MiddleGalaxy game at any point between the last in - class lesson and this lesson?
  - If so, how many times?
  - How many missions do you think you played?

If completed a KWL chart at the beginning of the lesson, have students get back to into these small groups and complete the L section of this chart.



**It is important to remind students that this is a TOOL to help them throughout the rest of the course. Their career clusters of interest may change over time.**



**Pick one or two questions to pose to students. If time allows, have students work through different questions each day this week - even when playing the video game in class.**

Have students discuss what specific skills they have learned that they can begin implementing right away and which might need some time to implement in their current practices.

**Ticket - Out - The Door:** How does the career cluster you were matched with mirror the things you like to do? If you don’t see a link, what skills do you possess that might be beneficial in your matched career cluster?

# Unit 3: Understanding Endorsements

**Unit 3: Understanding Endorsements** is designed to begin the important conversation surrounding career pathways, sometimes referred to as Programs of Study, and high school implications for middle school students. These lessons are meant to have students explore the 5 endorsements identified by House Bill 5 and the various career clusters and career pathways identified by Achieve Texas that they link to. Students will be asked to choose an endorsement in their end of year meeting with parents and counselors. It is important, however, for students to understand that these choices are important, but are not final. Student endorsements can change throughout the course of their learning, and perhaps the course of their high school career. Resources have been identified throughout the lessons that can help students be informed in their choices (such as a career cluster inventory), but it is not the deciding factor in student choices later.

Each lesson in the unit is designed for a 55 minute classroom. Adjustments can be made for a variety of different classroom formats by either extending the activities to draw upon student learning or shortening the lessons by engaging in “quick talks” with students rather than whole group discussions throughout the lesson. These

conversations are important and students often lack the ability to discuss the various aspects of college and career readiness without this facilitation. Each lesson is also designed to stand alone from the others in the unit (ie - lesson 1 does NOT have to be taught before lesson 2 in the unit flow. However, introductory activities have been provided for each lesson to help students “unlock” their prior learning - either from previous lessons taught or from environmental learning - and engage in meaningful conversations to discover prior learning opportunities from their peers.

When assessing students’ understanding of the lesson, it is important to keep in mind that this topic is highly personal and could be different for each individual student. Many students will be at different places of self - discovery and will need to be reassured that their journey is just beginning. Teachers can assess learning through conferences with students and look for a qualitative understanding (growth mindset) rather than a checklist of terms and skills for students to demonstrate mastery. Allowing students to freedom to grow in this process, regardless of where they began in their journey, will enable students to begin their conversation in a rich and meaningful manner.

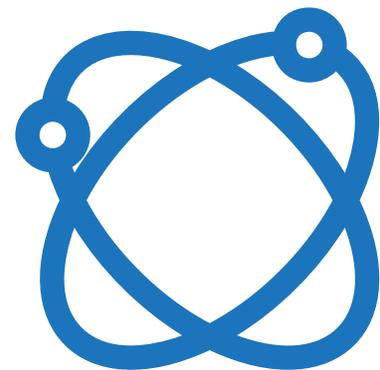
## Student Objectives

Upon completion of the lesson, students will be able to:

- List the five high school endorsement areas
- Recognize the career clusters and programs of study within each endorsement area.
- Explain how career interests align with endorsement selection.
- Describe how to choose, change, and / or add an endorsement.
- Recall that a student can earn more than one endorsement.
- Recognize district limitations in endorsement offerings.
- Identify the pitfalls to graduating without an endorsement.

## Key Vocabulary

- Endorsement
- Arts and Humanities
- Business and Industry
- Multidisciplinary
- Public Service
- Science, Technology, Engineering, and Math



## Game Play Integration

As students earn cards through their play, have them identify the endorsement it would require to graduation with this program of study.

See [next section](#) for specific activities and plans for integrating the MiddleGalaxy Video Game into lesson content.

## Career Portals Addressed in Unit

**3.1.A** - Complete, discuss, and analyze the results of personality, career interest, and aptitude assessments

**3.1.C** - Summarize the career opportunities in a cluster of personal interests

**3.1.D** - Research current and emerging fields related to personal interest areas

**3.1.E** - Determine academic requirements in career fields related to personal interest areas

**3.1.F** - Explore how career choices impact the balance between personal and professional responsibilities

**3.1.G** - Research educational options and requirements using appropriate technology

**3.2.A** - Create a personal career portfolio

**3.2.C** - Develop and analyze tables, charts, and graphs related to career interests

**4.1.A** - Identify the various career opportunities within one or more career clusters

**4.1.B** - Identify the pathways within one or more career clusters

**4.2.A** - Investigate career opportunities within the pathways

**4.2.B** - Explore careers of personal interest

**4.2.C** - Research the academic requirements for careers of personal interest

**4.2.D** - Research the certification or educational requirements for careers of personal interest

**4.2.E** - Describe the technical - skill requirements for careers of personal interest

**4.3.A** - Compare levels of education for careers of personal interest

**4.3.B** - Identify the academic and technical skills needed

**4.4.E** - Identify professional associations affiliated with a specified program of study

**4.6.A** - Analyze national, state, regional, and local labor market information

## Key Resources

[Texas Grad Toolkit](https://tinyurl.com/ycoe3kcg) (tinyurl.com/ycoe3kcg)

Intended Audience: Parents, Educators, Counselors, Students

[House Bill 5 Video](https://tinyurl.com/yb77ggke) (tinyurl.com/yb77ggke)

Intended Audience - Students, Parents

[Arts & Humanities Endorsement Video](https://tinyurl.com/ya5ybtg7)

(tinyurl.com/ya5ybtg7)

Intended Audience: Parents, Educators, Counselors, Students

[Arts & Humanities Endorsement Flyer](https://tinyurl.com/n2cn7gs)

(tinyurl.com/n2cn7gs)

Intended Audience: Parents, Educators, Counselors, Students

[Business & Industry Endorsement Video](https://tinyurl.com/k5dzxda)

(tinyurl.com/k5dzxda)

Intended Audience: Parents, Educators, Counselors, Students

[Business & Industry Endorsement Flyer](https://tinyurl.com/l2hc96c)

(tinyurl.com/l2hc96c)

Intended Audience: Parents, Educators, Counselors, Students

[Public Service Endorsement Video](https://tinyurl.com/yx595lr) (tinyurl.com/yx595lr)

Intended Audience: Parents, Educators, Counselors, Students

[Public Service Endorsement Flyer](https://tinyurl.com/m2nty4u) (tinyurl.com/m2nty4u)

Intended Audience: Parents, Educators, Counselors, Students

[Science, Technology, Engineering, & Math Endorsement Video](https://tinyurl.com/ycctjojs) (tinyurl.com/ycctjojs)

Intended Audience: Parents, Educators, Counselors, Students

[Science, Technology, Engineering, & Math Endorsement Flyer](https://tinyurl.com/lrlh3ly) (tinyurl.com/lrlh3ly)

Intended Audience: Parents, Educators, Counselors, Students

[Multidisciplinary Studies Endorsement Video](https://tinyurl.com/yasrnkjj)

(tinyurl.com/yasrnkjj)

Intended Audience: Parents, Educators, Counselors, Students

[Multidisciplinary Studies Endorsement Flyer](https://tinyurl.com/n347udv)

(tinyurl.com/n347udv)

Intended Audience: Parents, Educators, Counselors, Students

[Endorsement Assessment](https://tinyurl.com/m3quygd) (tinyurl.com/m3quygd)

Intended Audience - Students

[House Bill 5 LiveBinder](https://tinyurl.com/y79t2nmj) (tinyurl.com/y79t2nmj)

Intended Audience - Counselors

## FAQ / Misconceptions

### What is an endorsement?

An endorsement is simply a set of courses that allows a student to dig into an area of interest to them. Some people have noted it is similar to a college “major”, allowing the student to learn more about a particular subject area.

The options are: Arts and Humanities; Business and Industry; Multidisciplinary; Public Service; or Science, Technology, Engineering, and Math.

When a student chooses an endorsement, they will be required to complete a certain number of courses to earn credit towards their endorsement. Often times, these courses will be counted as an elective for the purpose of the student’s graduation requirements.

A student’s counselor will be most helpful in determining what courses a student needs to take in order to fulfill this requirement. Finally, if a student’s interests change, they can always notify their counselor and make a change!

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### Is there a way to opt out of choosing an endorsement?

A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is critical that the student, parents, counselor, and teachers discuss the consequences of this diploma as it may limit the student’s ability to continue their education after high school.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### Can a student choose more than one endorsement?

Yes, a student may earn as many endorsements as they wish and all will be reflected on their high school diploma and transcript.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### Can a student change their declared endorsement?

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.

[Endorsement FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### Does a student have to select an endorsement?

Students must select an endorsement, in writing, upon entering their freshman year. However, they can always change their endorsement. A student, with the written approval of a parent or guardian, may elect to graduate without an endorsement after their sophomore year. Before taking this route, it is critical that the student, parents, counselor, and teachers discuss the consequences of this diploma as it may limit the student’s ability to continue their education after high school.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### How do students know which endorsement is the best for them?

There are many inventories available that are meant to help students think about what might work for them! Ultimately, it is best for the student to discuss their options with their parents, teachers, and counselor to discuss which option is best for them. Keep in mind that it is possible for a student to earn more than one endorsement.

Things to consider: What is the student interested in? What job do they want to be prepared for? Do they want to go to college or university? Do they want to take advantage of the Texas Top Ten Automatic Admission policy?

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### What if a student doesn’t know which endorsement they want?

If the student is undecided or unsure of what they want, the Multidisciplinary endorsement is the best option! This is for students that want a flexible option within the core curriculum but prepares them for college and the workforce.

Keep in mind that it is also possible for a student to earn more than one endorsement if they have multiple interests!

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)



## When do students choose an endorsement and can they change their minds?

Students must select an endorsement freshman year but they can always change their endorsement by talking to their counselor. Of course, as the student progresses through high school it may become harder to earn a different endorsement due to the limited amount of time that remains and the fact that classes often have prerequisites.

Students have until the end of their sophomore year to decide NOT to earn an endorsement. If at that time they choose to graduate without an endorsement, they will need permission from their parent or guardian, and will have to speak with their counselor.

[MapMyGrad.orgFAQs](https://tinyurl.com/yb2jsmtx) (tinyurl.com/yb2jsmtx)

## I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?

Without altering the courses that a school district is currently required by the state Board of Education to offer, a district should be able to offer at least three of the five endorsements:

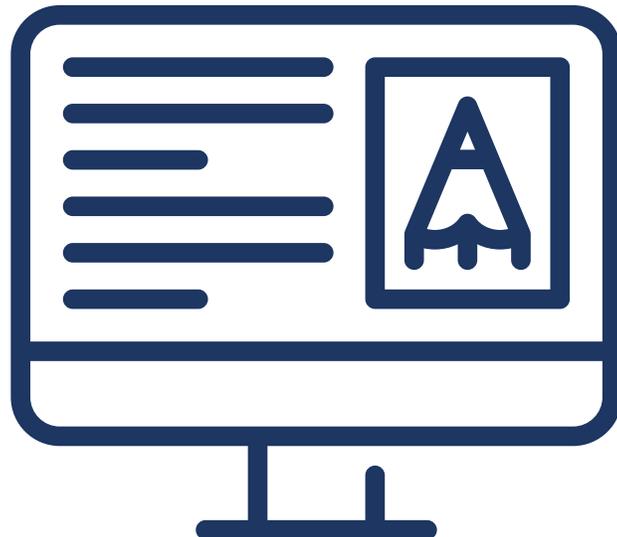
- Multidisciplinary - all districts are required to offer at least four courses in each foundation subject areas, to include English IV, Chemistry, and / or Physics
- Business & Industry - this endorsement requires districts to offer a coherent sequence of courses from at least three CTE career clusters
- STEM - this endorsement requires a district to offer at least six science courses

[Endorsement FAQs](https://tinyurl.com/ybeor2o9) (tinyurl.com/ybeor2o9)

## Will all high schools be required to offer multiple endorsements, even those that focus 100% on STEM/engineering?

No. Statute requires each school district to make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

[Endorsement FAQs](https://tinyurl.com/ybeor2o9) (tinyurl.com/ybeor2o9)



## MiddleGalaxy Game Activities

### 1. Thinking Critically

Repeat activity #1 from Unit 1 ('Thinking Critically') only this time, ask students to identify and play at least three missions which would occur after the ship delivers its colonists and supplies to the planet (e.g. - "Plant Biodome Crops" might be a missions students select for this exercise). Students can use their Journals to explore these questions:

- What types of missions do you enjoy the most?
- Is it possible to reflect on the metaphor of arriving at the planet so that it can be applied to the understanding and "arriving" at a preference for endorsements?



#### Pacing Tip

Unable to get through all of the information in 1 class period? This would be a good spot to stop and continue learning next time.

### 2. Exploring Different Types of Training

Repeat activity #3 ('Exploring Different Types of Training') using all four Captain's Actions. As they consider different possible endorsements, can students imagine how they might best benefit from similar actions in their secondary school career? For example, how behaviors like choosing intensive study in one field, learning how to collaborate with other students in various study contexts, reflecting on how assessing one's own abilities might benefit from Captain's Actions (e.g., Creative, Analytic, etc. , and how that might impact decisions about an endorsement.

## Unit 3, Lesson 1: Exploring The 5 High School Endorsements

### Lesson Content

[Download Grad Toolkit Document](https://tinyurl.com/ycoe3kcq) (tinyurl.com/ycoe3kcq)

Include Page 6 here - go through document with students and have them notate important information within the document. Ask students to identify which endorsement(s) their career clusters from the previous lessons would fall under.

#### When choosing your endorsement there are a few things to consider:

- What interests you in this career field?
- Have you researched your career field?
- What endorsements are offered at school? Remember that schools are not required to offer all 5 endorsements.
- After you select an endorsement, it becomes an official part of your Personal Graduation Plan, or PGP. Your parents must sign off on your choice - providing their consent for your chosen endorsement.
- Having trouble choosing an endorsement? You have some options:
- Earn the multidisciplinary endorsement
- Work towards earning more than one endorsement.

**Read with students as written:** "Most likely, you will be completing your personal graduation plan during your 8th grade year. However, you may change your mind after you get to high school and start working on classes for your endorsement. Never fear! You can change your endorsement at any time - we will discuss these steps below."

#### Describe process for modifying PGP

You will need parent signature to amend/change/add endorsement. Students have until the END of sophomore year to opt out of an endorsement.

## Changing / Adding Endorsement

- Student can change endorsement at any time
- Student can earn more than one endorsement by adding before Junior Year

## Opting out of an Endorsement / Graduating on the Foundation High School Program

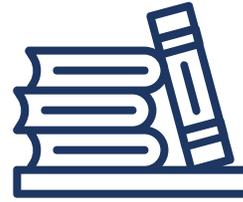
- By end of sophomore year
- In writing & with parent consent
- Pitfalls
- Not eligible for Top 10% Auto Admission
- May have missing coursework / admission requirements
- Not getting to explore interests through an endorsement

## Wrap Up Activity

Poll students to find out which endorsement are you most excited to learn more about? Use the [Endorsement Timeline Activity](#) (pg. 57).

### Discussion questions:

- Complete a ticket out the door with students:
- What are some pitfalls to not graduations with an endorsement?
- What are some thing students can do if they are unsure which endorsement to declare?
- Who should you talk to when deciding which endorsement to choose?



### Lesson Tip

Have students underline important information in a pre-read.

Break students up into groups of 2 - 3 and have them read through the information again.

This time, decide which information is important together. Have students create a poster or short writing activity to describe the important information.



## Unit 3, Lesson 2: Understanding the 5 High School Endorsements

### 1: The Arts & Humanities Endorsement

**Introduction:** [View the link here.](https://tinyurl.com/ya5ytbg7) (tinyurl.com/ya5ytbg7)

**Lesson Content:** [Arts & Humanities Activity](#) (pg. 57)

**Wrap Up Activity:** Describe one aspect of this endorsement that interests you. Complete this as small group discussions or as a ticket out the door.

### 2: The Business & Industry Endorsement

**Introduction:** [View the link here.](https://tinyurl.com/k5dzxda) (tinyurl.com/k5dzxda)

**Lesson Content:** [Business & Industry Activity](#) (pg. 58)

**Wrap Up Activity:** Describe one aspect of this endorsement that interests you. Complete as small group discussions or as a ticket out the door.

### 3: The Public Service Endorsement

**Introduction:** [View the link here.](https://tinyurl.com/ycx595lr) (tinyurl.com/ycx595lr)

**Lesson Content:** [Public Service Endorsement Activity](#) (pg. 59)

**Wrap Up Activity:** Describe one aspect of this endorsement that interests you. Complete as small group discussions or as a ticket out the door.

### 4: The STEM Endorsement

**Introduction:** [View the link here.](https://tinyurl.com/ycctjojs) (tinyurl.com/ycctjojs)

**Lesson Content:** [STEM Endorsement Activity](#)

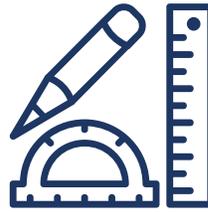
**Wrap Up Activity:** Describe one aspect of this endorsement that interests you. Complete as small group discussions or as a ticket out the door.

### 5: The Multidisciplinary Endorsement

**Introduction video:** [View the link here.](https://tinyurl.com/yas-rnkjg) (tinyurl.com/yas-rnkjg)

**Lesson Content:** [Multidisciplinary Endorsement Activity](#) (pg. 59)

**Wrap Up Activity:** Describe one aspect of this endorsement that interests you. Complete as small group discussions or as a ticket out the door.



*It is important to remind students that this is a TOOL to help them throughout the rest of the course. Their endorsement may change over time.*

## Unit 3, Lesson 3: Choosing Endorsements

### Introduction

Have students work through online assessment [here.](https://tinyurl.com/m3quygd) (tinyurl.com/m3quygd)

Once endorsement has been chosen, have students explore which career clusters and programs of study discussed previously fall in this endorsement.

Have student explore which college majors / areas of interest are available with this endorsement.

### Lesson Content

Have students match various jobs to endorsements or have “thought bubbles” for various sample students and have students pick which endorsement is best

Use scaffolded scenarios like the ones shown [here.](https://tinyurl.com/kno2bvw) (tinyurl.com/kno2bvw) Include “Stop and Think” for each, as shown at the bottom of activity included.

### Wrap Up

Direct students to complete OCCRRRC Lesson 7: Programs of Study for All Students

**Also use Lesson 7.4b:** Create “drag and drop” check similar to [this.](https://tinyurl.com/y845ljou) (tinyurl.com/y845ljou) It is important to include the “Endorsements Reflection” at the bottom.

### Pacing Note:

**Crunched for time?** Have each group complete a different endorsement and share out in jigsaw fashion.

**Have more time?** This lesson can be broken down into 5 lessons that investigate each endorsement separately.

# Unit 4: Understanding the Foundation High School Program



**Unit 4** is designed to tie all prior learning together as students begin to look towards high school. The Personal Graduation Plan is a highly personal tool that students will complete with their parents and counselor. It is important for students to understand the process in creating this plan, the implications for their choices, as well as the fluidity of these choices. It is important, however, for students to understand that these choices are important, but are not final - students CAN make changes to their plan if they know the steps. Student endorsements can change throughout the course of their learning, and perhaps the course of their high school career.

The last two lessons in this unit are designed to inform students of an important opportunity available. These lessons are meant to have students explore the requirements for the Distinguished Level of Achievement designation. When students are asked to create their personal graduation plan at the end of year, it will be important for students to have this understanding when selecting classes. It is important, however, for students to understand that these choices are important, but are not final. Students can make necessary changes to their Personal Graduation Plan with parental approval if they choose to earn this designation at a later time.

Each lesson in the unit is designed for a 55 minute class-

room. Adjustments can be made for a variety of different classroom formats by either extending the activities to draw upon student learning or shortening the lessons by engaging in “quick talks” with students rather than whole group discussions throughout the lesson. These conversations are important and students often lack the ability to discuss the various aspects of college and career readiness without this facilitation. Each lesson is also designed to stand alone from the others in the unit (ie - lesson 1 does NOT have to be taught before lesson 2 in the unit flow. However, introductory activities have been provided for each lesson to help students “unlock” their prior learning - either from previous lessons taught or from environmental learning - and engage in meaningful conversations to discover prior learning opportunities from their peers.

When assessing students’ understanding of the lesson, it is important to keep in mind that this topic is highly personal and could be different for each individual student. Many students will be at different places of self - discovery and will need to be reassured that their journey is just beginning. Teachers can assess learning through conferences with students and look for a qualitative understanding (growth mindset) rather than a checklist of terms and skills for students to demonstrate mastery. Allowing students to freedom to grow in this process, regardless of where they began in their journey, will enable students to begin their conversation in a rich and meaningful manner.

## Career Portals Addressed in Unit

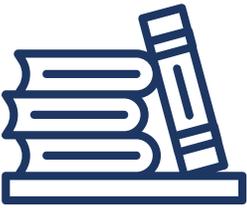
**4.3.C** - Develop a personal program of study for at least one career

**4.4.C** - Develop a personal six - or eight - year achievement plan that incorporates rigorous and relevant enrichment courses

### Student Objectives

**Upon completion of the lesson, students will be able to:**

- Compare and contrast the flexible options available with the Foundation High School Program
- List the ways to earn a performance acknowledgement.
- Describe the process of creating and reviewing a high school personal graduation plan (PGP) based on endorsement selection and desired performance acknowledgements.
- Recognize the ability to amend the high school personal graduation plan (PGP).
- Describe specific coursework requirements required to earn the Distinguished Level of Achievement (DLA)
- Identify benefits of obtaining the Distinguished Level of Achievement (DLA)



## Key Vocabulary

- Personal Graduation Plan
- Performance Acknowledgement
- Degree Plan
- Prerequisite
- Core Class
- Elective Class

- Foundation High School Program
- Foundation High School Program+ Endorsements
- Distinguished Level of Achievement

Resources to teach vocabulary in this unit are [here](https://tinyurl.com/kxp8t9k) (tinyurl.com/kxp8t9k) and [here](https://tinyurl.com/llv35yt). (tinyurl.com/llv35yt)

## Key Resources

[Own Your Own Future](https://tinyurl.com/yacjqmmw) (tinyurl.com/yacjqmmw)

[Texas Grad Toolkit](https://tinyurl.com/ycoe3kcq) (tinyurl.com/ycoe3kcq)

Intended Audience: Parents, Educators, Counselors, Students

[House Bill 5 Legislative Presentation](https://tinyurl.com/yahr267a)

(tinyurl.com/yahr267a)

Intended Audience - Parents, Educators, Counselors

[MapMyGrad Interface](http://www.mapmygrad.org/) (www.mapmygrad.org/)

Intended Audience: Students, Parents, Educators, Counselors

[House Bill 5 - Graduation Implications](https://tinyurl.com/y8hrdwsz)

(tinyurl.com/y8hrdwsz)

Intended Audience - Counselors, Educators

[Personal Graduation Plan Template](https://tinyurl.com/ycxjlpgz)

(tinyurl.com/ycxjlpgz)

Intended Audience - Counselors, Educators

[Algebra 2 and Post - Secondary Readiness](https://tinyurl.com/y77x55h6)

(tinyurl.com/y77x55h6)

Intended Audience: Parents, Educators, Counselors, Students

[THECB Dual Credit](https://tinyurl.com/ybrsluvr)

(tinyurl.com/ybrsluvr)

Intended Audience: Parents, Educators, Counselors, Students

[House Bill 5 Requirements](https://tinyurl.com/y6vdz8s7)

(tinyurl.com/y6vdz8s7)

Intended Audience - Counselors, Educators

[Automatic Admission - Texas Education Code 51.803](https://tinyurl.com/yc4og34g)

(tinyurl.com/yc4og34g)

Intended Audience: Parents, Educators, Counselors, Students

[House Bill 5 LiveBinder](https://tinyurl.com/y79t2nmj)

(tinyurl.com/y79t2nmj)

Intended Audience - Counselors



## FAQ / Misconceptions

### What does it mean to graduate with a “Distinguished Level of Achievement”?

A student may graduate as “Distinguished” if they take Algebra II as one of their four required math courses under the Texas Foundation High School Program + Endorsements. Completing at least one course beyond Algebra II is required for the TEXAS Grants financial aid program and most colleges and universities require it.

Research shows that Algebra II and classes that require it align with college readiness and success in higher education. Many college admission exams – like the SAT, ACT and the Texas Success Initiative – test concepts covered in Algebra II. Finally, Texas’ Top Ten Percent Automatic Admission law requires a student graduate “Distinguished” in order to be eligible.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### What is Top Ten Percent Automatic Admission?

This Texas law allows students who are in the top 10% of their high school graduating class to have automatic admission to a Texas public university of their choice. So, no matter where you go to high school, if you graduate in the top 10% of your high school class and earn the Distinguished Level of Achievement, you can attend any Texas public university.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### What are some other ways students can earn Distinguished Level of Achievement?

Students can earn Distinguished Level of Achievement if:

- The student graduates from an Early College High School program
- The student is dual - enrolled in college courses who satisfy the Texas Core Curriculum.

### What does a student need to be eligible for Top Ten Percent Automatic Admission?

A student must be in the top 10% of their high school graduating class and earn the Distinguished Level of Achievement.

Remember, a student may graduate as Distinguished if they select to take Algebra II as one of their four required math courses under the Texas Foundation High School Program + Endorsements.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### What is a Performance Acknowledgement?

Texas students have the opportunity to earn performance acknowledgement(s) on their high school diploma and transcript for outstanding performance in the following areas: Dual credit; Bilingualism and biliteracy; College Board Advanced Placement test or International Baccalaureate examination; PSAT, the ACT-PLAN, the SAT or ACT; and/or nationally or internationally recognized business or industry certification or licensure.

For further information, see [Texas Administrative Code 74.14](#). (tinyurl.com/nxbvl2e)

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

### There was a lot of debate over requiring Algebra II. Should students take it or not?

This is an important question that students should talk about with their family, teachers, and counselors. Taking Algebra II is a requirement for the STEM endorsement and also for the Distinguished Level of Achievement. Algebra II is also an admissions requirement for most universities and the TEXAS Grants financial aid program requires completion of at least one math course beyond Algebra II.

Research shows that Algebra II and classes that require it align with college readiness and success in higher education. Many college admission exams – like the SAT, ACT and the Texas Success Initiative – test concepts covered in Algebra II. Finally, Texas’ Top Ten Percent Automatic Admission law requires a student graduate “Distinguished” in order to be eligible.

[MapMyGrad.org FAQs](https://www.mapmygrad.org/FAQs) (tinyurl.com/yb2jsmtx)

## Unit 4, Lesson 1: The Foundation High School Program

### Lesson Content

[Degree Plan Options and Requirement Activity](#) (pg. 61):

Explain to students what the Foundation High School Program is: With endorsements, it is a flexible program that allows students to pursue their interests. The program contains four parts:

- A 22-credit foundation program which is the core of the Texas high school diploma program
- Five endorsement options that allow students to focus on a related series of courses
- A higher performance category called Distinguished Level of Achievement (will go into detail in Lesson 3)
- Performance Acknowledgments that note outstanding achievement in specific areas

Any student can earn a performance acknowledgment by completing or accomplishing one of the following:

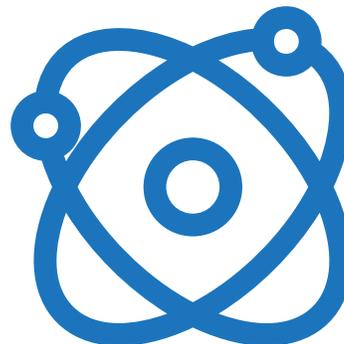
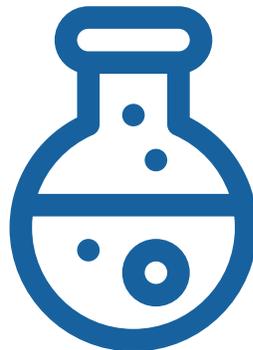
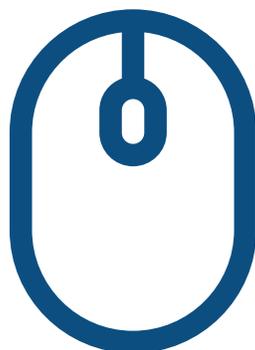
- Dual credit courses
- Bilingualism and biliteracy
- PSAT, ACT ASPIRE®, SAT or ACT
- Advanced Placement or International Baccalaureate exams
- Earning a state-, nationally-, or internationally-recognized business or industry certification or license

### Resources to teach vocabulary in this section

[Resource 1](#) (tinyurl.com/kxp8t9k) / [Resource 2](#) (tinyurl.com/llv35yt)

### Wrap Up

**Complete ticket out the door with students:** With the endorsement that you choose, what does your Foundation High School Program look like? (i.e. courses specific to the endorsement to meet the 26 credits)



### Point to Consider:

Reiterate to students that they should talk with their counselors or advisers and parents or guardians to determine which endorsement to pursue.

These courses might not be a part of their chosen endorsement but will need to think about taking to meet college requirements.

Students should know that there are limitations to graduating without an endorsement.

- Will be limited in meeting college requirements as many state colleges minimally require the Foundation High School Program with an endorsement
- Will not have the opportunity to graduate with the Top 10% recognition since that is a part of the Distinguished Level of Achievement category and meet automatic admission to majority of Texas public universities
- Valuable skills and character traits that can benefit a student in all areas of employment will be a missed opportunity

## Unit 4, Lesson 2: The Personal Graduation Plan

### Creating a Personal Graduation Plan

#### Discuss purpose of PGP

- Document showing progress through program of study & endorsement work
- Track course completion at home w parents

#### Describe best practice of creation

- Student exploration (HB18 makes coursework mandatory for 7th or 8th grade students)
- Student conference w MS counselor
- Parent Meeting informing of options
- MS Counselor meets with parents & students to create (HS counselor could be present)

#### Describe best practice of review

- HS Counselor reviews PGP:
- Beginning of 9th grade year (Individually)
- Annually at end of each year (w parents and students)
- Whenever student fails required course (w students - informs parents in chosen way)

#### Committee Members

- Student
- MS Counselor - Creates plan with student & parents
- Parent / Guardian - PGP MUST have parent signature by end of 9th grade year
- HS Counselor - Review plan with student and parents annually



#### Endorsements & Program of Study

- Throughout 7th and 8th grade, students will be exposed to various methods of exploring their endorsements
- Career Inventories, Interest Inventories, HB5 Classwork, Counselor Guidance Lessons
- Students choose endorsement(s) based on postsecondary / career choices
- Students choose program of study within each endorsement to complete the coherent sequence of coursework

#### Factors to Consider

- College admission / College readiness / Automatic admission / College choices
- Will a graduation plan affect student's ability to obtain goals in the future

#### Course Selection

- Substitutions for special populations (SPED, 504, ESL, etc..)
- Student w/ disabilities course selections: Performance Acknowledgements and options to take college credit (Early College / Dual Credit / AP / Articulated)

*EDUCATION IS KEY!  
Parents and students can  
make the best decision.*

#### Roleplay

If possible, have students role play a PGP meeting with peers. Have them come up with possible questions for each party in the meeting:

- What should parents suggest?
- Possible questions to ask counselor

#### Video

Show 0:00 - 0:49 of [this video](https://tinyurl.com/y8dtebgk) (tinyurl.com/y8dtebgk). Afterwards, have students discuss information in video with peers - what did they find important, what needs to be expanded, what would they like to learn more about, etc...

## Unit 4, Lesson 3: What is the Distinguished Level of Achievement?

### Introduction

Remind students of the Foundation High School Program previously discussed

### Lesson Content

#### Graduation Requirements:

Use page 5 of [this PDF](https://tinyurl.com/ycoe3kcq) (tinyurl.com/ycoe3kcq) to explain that classes prepare students for college and career readiness! Highlight Specific Course Requirements (4 ELA, 4 Math (including Alg 2), 4 Sci, 3 SS, 1 PE, 2 LOTE, 1 FA, 5 Endorsement “Coherent” Courses, 2 Electives)

#### What Should You Expect

Schools are required to send home a yearly notice alerting you to the benefits of earning the Distinguished Level of Achievement. Frequently, your counselor will have your parents sign a notice indicating that they have discussed the benefits of the Distinguished Level of Achievement with you.

### Wrap Up Activity

**Textbox with the following question:** Based on the previous lesson, do you think you’ll pursue the distinguished level of achievement?

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## Unit 4, Lesson 4: Why Should I Consider Earning the Distinguished Level of Achievement?

### Introduction

Follow Distinguished Level of Achievement Benefits & Texas High School Diploma Steps. [View Graduation Toolkit PDF](#) (tinyurl.com/ycoe3kcq) and Utilize “DLA” page 4.

### Lesson Content

There are several important reasons to consider earning the distinguished level of achievement. We will discuss each of them in this unit.

#### Post - Secondary Opportunity

Students who earn the Distinguished Level of Achievement are the only students eligible for automatic admission under the “Top 10% Rule” at any Texas public university.

Students who earn the Distinguished Level of Achievement could potentially have more college and university options because most colleges and universities require students to take Algebra 2 before entering coursework. This means that students who earn the Distinguished Level of Achievement are a more competitive applicant at the most selective colleges and universities and meet admissions coursework requirements for most colleges & universities.

#### Financial

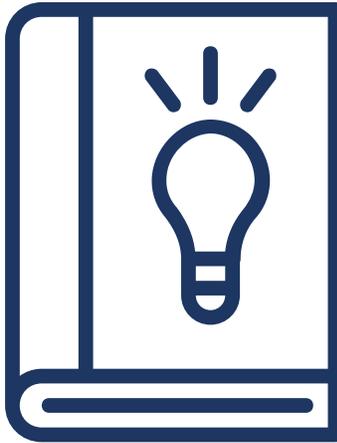
Students who earn the Distinguished Level of Achievement are often in a better position in line for Texas Grant, if financially qualified.

#### Preparation

Most colleges and universities require that students who have taken algebra 2 before entering their freshman year of college are more prepared for college-level coursework. This option provides a strong foundation to successfully complete an industry workforce credential or college degree

### Wrap Up Activity

**Textbox with the following question:** Now that you’ve heard the benefits of earning the distinguished level of achievement, have you changed your answer from unit 1? Why or why not?



## Supplemental Activities to Support Lessons & Game Play

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The following composition of lessons and ideas are intended to help teachers broaden the scope of work and allow for teacher autonomy within the classroom. While the lessons above are intended to stand alone and can serve as an entire scope of work for students to understand the material, the activities that follow create a depth of knowledge that all students can benefit from.

## Course Introduction - Planning Your High School Transition

### Student Objectives

Upon completion of the lesson, students will be able to Identify their hopes, fears, and concerns regarding their high school transition.

### Key Resources

[Own Your Own Future](https://tinyurl.com/yacjqmmw) (tinyurl.com/yacjqmmw) / Video: [Transitioning To High School](https://tinyurl.com/lboxscs) (tinyurl.com/lboxscs)

### Supporting Activities

Reach out to high school students and have them write trivia questions for students to answer. (What's the mascot / school colors / etc...

### Lesson Format

#### Warm Up - Journaling Question:

- "When you think of going to high school, what questions or concerns do you have?"
- Give students 1 - 2 minutes to write their answers to the journal question.

#### Debrief Method #1:

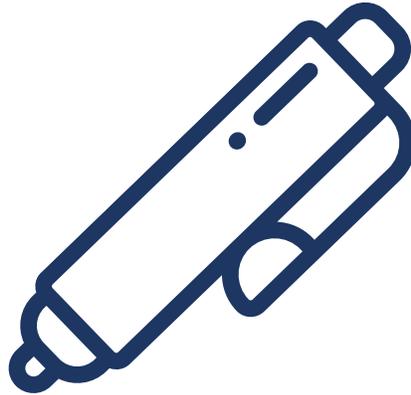
- Have students pair up with a classmate and share what they wrote.
- Have students share out with the class. Make a list of topics students are concerned about. If a topic is listed multiple times, place multiple check marks next to topic to show relevance and importance.
- NOTE: If not already covered in upcoming lessons, these topics should be incorporated into lessons where appropriate.

#### Debrief Method #2:

- Have students write concerns, questions, and excitements on 3 different colors of post its. Have students put post its on either chart paper or the board and categorize their postings to find similarities.
- Invite those who wish to share their questions / fears / excitements.

#### Video: Transitioning To High School

- Reflection Question for students - "What differences do you notice between Carlos and Carl?"
- Have students work in pairs to discuss the differences between Carlos and Carl. Have students identify which student they feel will be more successful in high school.
- After the video, discuss important dates with students that they will need to know for their transition to high school. Key dates may include high school counselor visits, campus visits, STAAR Dates and dates of class selection for 9th grade



## Summative Assessments

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Included is a summative assessment for each unit. These assessments are no more than 10 multiple choice questions and work to assess essential information from each unit as a whole. These assessments have been presented in a paper - pencil format, but could easily be manipulated into an interactive format using software such as Quizlet or Kahoot. These assessments can be used as a pre - assessment to investigate student knowledge before diving into the curriculum, as well as ways to track student growth throughout their learning. Along with each assessment, an answer key has been provided, as well as links to where each question came from. These links may be helpful in directing students to resources to aid in their learning.

# Unit 1: College & Career Readiness

## Summative Assessment

1. Which of the following below is a good way for you to improve your college and career readiness?

- A. Starting saving for college after you get accepted
- B. Ask your friends for help when you're having trouble in a class
- C. Set SMART goals for yourself
- D. Rely on your teachers to tell you what your grades are and when assignments are due.

2. True or False - Older people leaving the workforce are generally more educated than younger people joining the workforce.

3. True or False - The cross disciplinary standards include the "soft skills" students must be able to master in order to be college and career ready.

4. Which of the following is considered a foundation skill for college and career readiness, according to the college and career readiness standards?

- A. Performing computations with real and complex numbers
- B. Using technology to communicate and display findings in a clear and coherent manner
- C. Evaluating sources from multiple perspectives
- D. Understanding energy transformations

5. Which of the following below best defines college readiness?

- A. Being prepared to learn successfully beyond high school
- B. Being able to apply knowledge to work force tasks
- C. Being able to get into any college in which a student applies
- D. Being able to identify which jobs will provide the best income for students

6. According to research, what percentage of 21st century jobs require some form of post - secondary education?

- A. 25%
- B. 55%
- C. 80%
- D. 95%

7. Which of the following is / are considered major skill areas for career readiness?

- A. Core academic skills
- B. Employability skills
- C. Technical, job - specific skills
- D. All of the above

8. In this course, "college" refers to:

- A. Community colleges
- B. Military education
- C. Technical training after high school
- D. Continuing education
- E. All of the above

9. Key Learning Skills and Techniques is the ability to:

- A. Self - monitor behaviors
- B. Complete the FASFA
- C. Interpret different types of texts
- D. Use challenging learning tools

10. Career readiness is the ability to:

- A. Learn factual information
- B. Obtain a high reading ability to interpret technical skills
- C. Develop thinking and contextual skills
- D. None of the above

# Unit 1: College & Career Readiness

## Answer Key

1. Answer: C - Set SMART goals for yourself.
2. Answer: False  
([OCCRS 2.12 - #3](#)) ([tinyurl.com/y7c6t3qs](http://tinyurl.com/y7c6t3qs))
3. Answer: True
4. Answer: B - Using technology to communicate and display findings in a clear and coherent manner.
5. Answer: A - Being prepared to learn successfully beyond high school.
6. Answer: C - 80%  
([OCCRS - Page 7, Paragraph 5](#)) ([tinyurl.com/pedoskq](http://tinyurl.com/pedoskq))
7. Answer: D - all of the above  
([ACTE - "What is College Ready" handout, Paragraph 3](#)) ([tinyurl.com/ydgh5zy9](http://tinyurl.com/ydgh5zy9))
8. Answer: E - all of the above  
([OCCRC - #1](#)) ([tinyurl.com/yax997dv](http://tinyurl.com/yax997dv))
9. Answer: A - Self monitor behaviors  
([OCCRS - #2](#)) ([tinyurl.com/yax997dv](http://tinyurl.com/yax997dv))
10. Answer: C - Develop thinking and contextual skills  
([OCCRS - #3](#)) ([tinyurl.com/yax997dv](http://tinyurl.com/yax997dv))

# Unit 2: Exploring Career Pathways

## Summative Assessment

### 1. Programs of study benefit students by:

- A. strategically aligning the content and skills necessary for postsecondary success in a particular career field.
- B. limiting their choices so they only take courses deemed appropriate for them by their school counselors.
- C. improving academic engagement by connecting curriculum to real - world experiences and goals.
- D. A and C, but not B.
- E. All of the above

### 2. True or False: Students must commit to a program of study in middle school, and once they embark upon it, they cannot switch to another program.

- A. True
- B. False

### 3. Career clusters in Texas are -

- A. only for students who want to pursue business and industry careers.
- B. based on the national clusters identified by the NASDCTE.
- C. based on the clusters identified by Texas CTE.
- D. A and C, but not B.
- E. none of the above.

### 4. True or False: Students can choose more than one program of study to pursue while in high school.

- A. True
- B. False

### 5. Each program of study contains:

- A. Suggested coursework for high school - both core and elective classes
- B. Post - secondary coursework and training - on the job training, certificates, etc..
- C. Extended learning experiences
- D. All of the above

### 6. True or False: Every school in Texas is required to offer all five endorsements to students.

- A. True
- B. False

### 7. Career Clusters:

- A. are a way of grouping careers with common features and skills
- B. show you careers which typically require similar education and training
- C. can help you understand how your coursework in school can prepare you for certain types of careers
- D. all of the above

### 8. Dual credit CTE courses can lead to:

- A. The distinguished level of achievement
- B. An associate's degree
- C. A bachelor's degree
- D. Both B and C

# Unit 2: Exploring Career Pathways

## Answer Key

1. Answer: D - A and C, but not B.

([OCCRS 7.9 - #1](#)) ([tinyurl.com/yay5xhxe](http://tinyurl.com/yay5xhxe))

2. Answer: B - False

([OCCRS 7.9 - #2](#)) ([tinyurl.com/yay5xhxe](http://tinyurl.com/yay5xhxe))

3. Answer: B - based on the national clusters identified by the NASDCTE.

([OCCRS 7.9 - #3](#)) ([tinyurl.com/yay5xhxe](http://tinyurl.com/yay5xhxe))

4. Answer: A - True

5. Answer: D - All of the above

([OCCRS 7.6 - Paragraph 3](#)) ([tinyurl.com/llkmbnp](http://tinyurl.com/llkmbnp))

6. Answer: B - False

7. Answer: D - all of the above

8. Answer: D - both B and C

# Unit 3: Understanding Endorsements

## Summative Assessment

1. Mariah is a student who excels in her math classes. She tells her mom that one day she wants to be a marine biologist. The best endorsement for Mariah to choose is:

- A. Arts & Humanities
- B. Business & Industry
- C. Public Service
- D. Multidisciplinary Studies
- E. STEM

2. True or False: Students who graduate without an endorsement have the same opportunities as students who graduate with an endorsement.

- A. True
- B. False

3. Laura really enjoys math and science. She has dreams of owning her own business one day - she just doesn't know what kind of business she wants to own. The best endorsement for Laura to choose is:

- A. Arts & Humanities
- B. Business & Industry
- C. Public Service
- D. Multidisciplinary Studies
- E. STEM

4. True or False: Courses designated under a career cluster can fit into only one endorsement.

- A. True
- B. False

5. True or False: Students may choose to graduate without an endorsement after their sophomore year if they have met with their parents and their school counselor.

- A. True
- B. False

6. In order to graduate with an endorsement, students must complete 1 additional math class, 1 additional science class, 2 additional electives, and -

- A. 4 classes in a specific sequence of coursework.
- B. 26 credits in a variety of subjects
- C. 10 classes in line with their endorsement
- D. Any class within their endorsement cluster

7. Sarah really enjoys her Theatre Arts class. She is often in front of the camera when the opportunity arises. The best endorsement for Sarah to choose is:

- A. Arts & Humanities
- B. Business & Industry
- C. Public Service
- D. Multidisciplinary Studies
- E. STEM

8. Joe has met with his counselor several times and taken several different career and interest inventories. Each time, he has decided upon a different endorsement option, but quickly changes his mind. Joe is just not sure which endorsement he wants to pursue in high school. The best endorsement for Joe to choose is:

- A. Arts & Humanities
- B. Business & Industry
- C. Public Service
- D. Multidisciplinary Studies
- E. STEM

9. Students should choose their endorsement based upon:

- A. Their interests both in and out of school.
- B. Career and interest inventories.
- C. Input from their parent / guardian and school counselor
- D. All of the above

10. Mary is active in her school's speech and debate program. She has met with her school counselor and talked to her parents about her goals and interests. Mary is interested in pursuing coursework in the Government and Public Administration career cluster. The best endorsement for Mary to choose is:

- A. Arts & Humanities
- B. Business & Industry
- C. Public Service
- D. Multidisciplinary Studies
- E. STEM

# Unit 3: Understanding Endorsements

## Answer Key

1. Answer: E - STEM
2. Answer: B - False
3. Answer: B - Business & Industry
4. Answer: B - False  
([OCCRS 7.9 - #4](#)) ([tinyurl.com/yay5xhxe](https://tinyurl.com/yay5xhxe))
5. Answer: A - True  
([Endorsement FAQs - #1](#)) ([tinyurl.com/ybeor2o9](https://tinyurl.com/ybeor2o9))
6. Answer: A - 4 classes in a specific sequence of coursework.
7. Answer: A - Arts & Humanities
8. Answer: D - Multidisciplinary Studies
9. Answer: D - All of the above
10. Answer: C - Public Service

# Unit 4, Part 1: Understanding the Foundation High School Program

## *Summative Assessment*

### 1. Students may choose to graduate under the Foundation Only program if:

- A. the student and the student's parent / guardian are advised by a school counselor of the benefits of graduating from high school with an endorsement.
- B. the student's parent / guardian provides written permission allowing the student to graduate under the foundation only program.
- C. the student and the student's parent / guardian meet with the principal to discuss their post secondary plans.
- D. A and B, but not C.

### 2. With parent approval, students can choose to remove their endorsement and graduate under the Foundation Only program:

- A. At any time
- B. After their sophomore year
- C. During their freshman year
- D. All students must graduate with an endorsement.

### 3. Which of the following is considered an advanced english course for the Foundation program?

- A. AP English Literature and Composition
- B. Debate 2
- C. Public Speaking
- D. English 3

### 4. The purpose of the flexible graduation program in Texas is to:

- A. Track students into specific coursework based on their test scores.
- B. Provide more opportunities for students to become college and career ready
- C. Enable students to explore areas in which they are interested while still in high school
- D. B and C, but not A

### 5. Under the Foundation Program + Endorsements, students must complete:

- A. 26 credits - 4 English, 4 Math - one of which must include Algebra 2, 4 Sci, 3 SS, 1 PE, 2 Foreign Language, 1 Fine Art, 5 Endorsement "Coherent" Courses, and 2 Electives
- B. 22 credits - 4 English, 3 Math, 3 Sci, 3 SS, 1 PE, 2 Foreign Language, 1 Fine Art, and 5 Electives
- C. 26 credits - 4 English, 4 Math, 4 Sci, 3 SS, 1 PE, 2 Foreign Language, 1 Fine Art, 5 Endorsement "Coherent" Courses, and 2 Electives
- D. 26 credits - 4 English, 4 Math - one of which must include Algebra 2, 3 Sci, 4 SS, 1 PE, 2 Foreign Language, 1 Fine Art, 5 Endorsement "Coherent" Courses, and 2 Electives

6. Students can earn a performance acknowledgement for -

- A. outstanding performance in a dual credit course.
- B. earning a certification from a nationally recognized business or industry.
- C. outstanding performance on an AP or IB exam.
- D. earning a license from a nationally recognized business or industry.
- E. All of the above.

7. From the list of classes below, choose the additional classes needed to graduate under the Distinguished Level of Achievement.

- A. Algebra 2
- B. 4th English course
- C. 4th Science course
- D. 4th Social Studies course
- E. 4th Math course

8. True or False: Jessica took some dual credit classes while in high school. She will leave high school with a total of 15 hours of a college academic course and has a GPA of 3.2 in her dual credit classes. Jessica qualifies for a performance acknowledgement.

9. True or False: Jose is an English Language Learner at his high school. He took a credit by exam test and earned credit for Spanish 1 and Spanish 2. He successfully completed AP Spanish with a score of 4 on the AP exam. Jose has an average grade of 92 in his english classes while in high school. On his last TELPAS assessment, he earned a composite score of Advanced High. Jose does not qualify for a performance acknowledgement.

10. In order to graduate from high school in Texas, students must successfully pass five End of Course exams. Which item below has the correct assessments listed?

- A. Algebra 1, Biology, English 1, English 2, US History
- B. Algebra 1, Algebra 2, English 1, English 2, Physics
- C. Algebra 1, Biology, English 1, US History, World History
- D. Algebra 1, English 1, Biology, Physics, World History

# Unit 4, Part 1: Understanding the Personal Graduation Plan

## *Answer Key*

1. Answer: D - A and B, but not C.
2. Answer: B - After their sophomore year
3. Answer: A - AP English Literature and Composition  
([TASANET - Slide 8](#)) ([tinyurl.com/yahr267a](https://tinyurl.com/yahr267a))
4. Answer: D - B and C, but not A
5. Answer: C - 26 credits - 4 English, 4 Math, 4 Sci, 3 SS, 1 PE, 2 Foreign Language, 1 Fine Art, 5 Endorsement "Coherent" Courses, and 2 Electives
6. Answer: E - All of the above.
7. Answer: A - Algebra 2, C - 4th Science course, E - 4th Math course
8. Answer: True
9. Answer: False
10. Answer: A - Algebra 1, Biology, English 1, English 2, US History

# **Unit 4, Part 2:** Earning the Distinguished Level of Achievement

## *Summative Assessment*

1. True or False: Students who graduate with the Distinguished Level of Achievement are the only students eligible for automatic admission into qualifying colleges and universities.

- A. True
- B. False

2. In order to graduate with the Distinguished Level of Achievement, students MUST take which of the following courses:

- A. English 4
- B. World History
- C. Algebra 2
- D. Calculus AB

3. The benefits of earning the Distinguished Level of Achievement include:

- A. Allows you to compete for Top 10% automatic admissions eligibility for any Texas public university.
- B. Position you among those first in line for a TEXAS Grant to help pay for university tuition and fees
- C. Ensure you are a more competitive applicant at the most selective colleges and universities.
- D. All of the above
- E. None of the above

4. As a student in high school, you should expect to receive information about the Distinguished Level of Achievement:

- A. Each month
- B. Each year
- C. Each week
- D. Each semester

5. When should you expect to receive information about automatic admission requirements?

- A. The first time you register for high school classes.
- B. When you are a junior in the top 10% of your class.
- C. When you are a senior and have met the requirements for automatic admission.
- D. All of the above

Continued on next page...

6. Sarah's core classes for all four years of high school are listed below.
- English - English 1, English 2, English 3, AP English Literature Mathematics - Algebra 1, Geometry, Pre - Calculus
  - Science - Biology, Chemistry, AP Physics, Earth Science
  - Social Studies - World History, AP US History, Government, Economics
  - Based on the above information, has Sarah met the required coursework for the Distinguished Level of Achievement?

- A. No, Sarah needs to take Algebra 2 along with her current math classes.
- B. Yes, Sarah has met all of the core coursework requirements for the Distinguished Level of Achievement.
- C. No, Sarah needs to take another science class.
- D. No, Sarah needs to replace government and economics with AP Government and AP Government.

7. Mary is planning to apply for automatic admission to the University of Texas. She will graduate under the Foundation High School Program+ Endorsements. Mary is valedictorian of her class and has a 4.0 grade point average. When she graduates, Mary will earn three performance acknowledgements. Will Mary qualify to apply for auto-matic admission based on the information above?

- A. Yes, Mary has met all requirements for automatic admission.
- B. No, Mary must graduate with the Distinguished Level of Achievement to qualify.
- C. Yes, Mary has exceeded the requirements for automatic admission.
- D. No, Mary must earn all four performance acknowledgements in order to qualify.

8. True or False: Students who graduate under the Distinguished Level of Achievement can choose any of the five endorsements available.

- A. True
- B. False

9. In order to graduate under the Distinguished Level of Achievement, students must successfully complete the Foundation High School Program AND which of the following sequences of courses:

- A. 1 Advanced Math class, 1 Advanced Science class, and 3 additional electives
- B. Algebra 2, 1 Advanced Science class, and 4 additional electives
- C. 1 Advanced Math class, 1 Advanced Science class, and 2 additional electives
- D. Algebra 2, 1 Advanced Math class, 1 Advanced Science class, and 2 additional electives

10. Which of the following is not an advantage of graduating under the Distinguished Level of Achievement?

- A. More college and university options
- B. Better preparation for college - level coursework at community / technical college and universities
- C. Guaranteed acceptance into chosen universities
- D. Strong foundation to successfully complete an industry workforce credential or college degree.

11. How many credits are required for a student to graduate under the Distinguished Level of Achievement?

- A. 22 credits
- B. 25 credits
- C. 26 credits
- D. 30 credits

# Unit 5: Earning the Distinguished Level of Achievement

## Answer Key

1. Answer: True

([TEA Automatic Admissions](https://www.texas.gov/TEA-Automatic-Admissions)) ([tinyurl.com/yc4og34g](https://tinyurl.com/yc4og34g))

2. Answer: C - Algebra 2

3. Answer: D - All of the above

([Grad Toolkit - Page 3, "Why It Matters"](#)) ([tinyurl.com/ycoe3kcq](https://tinyurl.com/ycoe3kcq))

4. Answer: B - Each year

([TASANET - Page 8, "Counseling Regarding Postsecondary Education"](#)) ([tinyurl.com/y6vdz8s7](https://tinyurl.com/y6vdz8s7))

5. Answer: D - All of the above

([TASANET - Page 8, "Notice of Requirements for Automatic Admission"](#)) ([tinyurl.com/y6vdz8s7](https://tinyurl.com/y6vdz8s7))

6. Answer: A - No, Sarah needs to take Algebra 2 along with her current math classes.

7. Answer: B - No, Mary must graduate with the Distinguished Level of Achievement to qualify.

8. Answer: A - True

9. Answer: D - Algebra 2, 1 Advanced Math class, 1 Advanced Science class, and 2 additional electives

10. Answer: C - Guaranteed acceptance into chosen universities

([Grad Toolkit - Page 3, "Advantages"](#)) ([tinyurl.com/ycoe3kcq](https://tinyurl.com/ycoe3kcq))

11. Answer: C - 26 credits

## Unit 1, Lesson 1: What is Post - Secondary Learning

### Learning Pathways Activity

#### Instructions & Resources

Give students one of the following 4 cards:

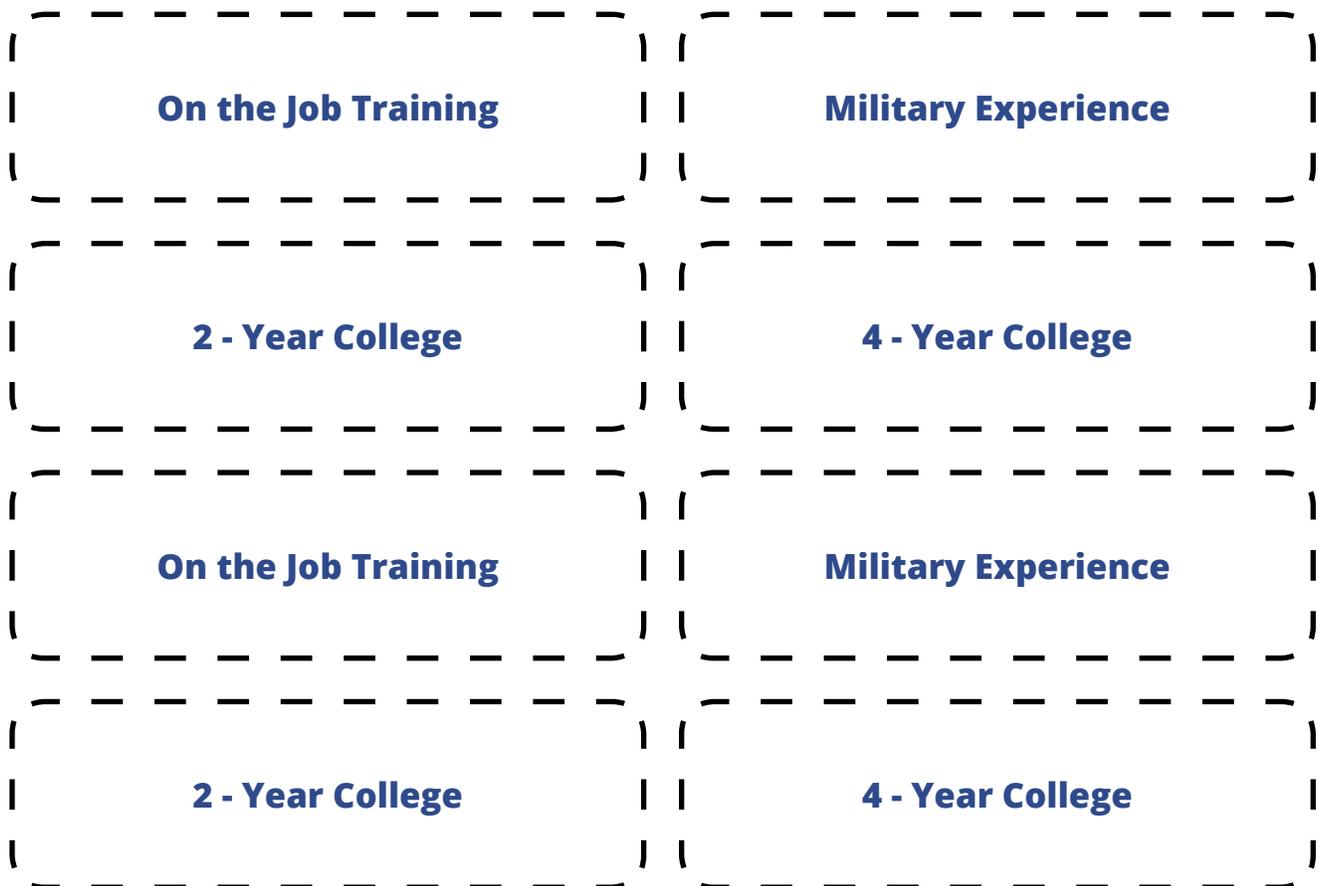
- On the job training, military experience, 2 - year college, 4 - year college.

Have students investigate the opportunities available in their area as well, in the state of Texas, and in the United States. How do these opportunities compare?

- Students can work in groups, pairs, or individually to meet activity requirements outlined by teacher.
- Possible resources include ONET, [www.ownyourfuture.com](http://www.ownyourfuture.com), or Texas Workforce Commission.
- When completed, have students present information to class in desired format. Consider using technology to incorporate into lesson presentations - prezi, online quizzes, powerpoint / google slide, etc...

#### Pacing Suggestion:

- Crunched for time - have students complete 1 learning opportunity.
- Have 1 Period - have students complete 2 learning opportunities.
- Got more time on your hands? Have students investigate all 4 learning opportunities. Ask students to compare and contrast their findings.



## Unit 1, Lesson 3: Investigating the College & Career Readiness Standards

### College & Career Readiness Standards

#### Activity Instructions & Resources

##### Game Instructions:

- Use the standards from the CCRS and have students match to the appropriate “bucket” from the College Readiness Paper / CCRS.
- You can create this activity in a multitude of ways - paper matching, game online, or student incorporation.

**Core Academic Skills**

**Cross - Disciplinary Skills**

**Analyze imagery in literary texts**

**Participate actively and effectively in group discussions**

**Compare real numbers**

**Identify and represent the features of plane and space figures**

**Use exponents and scientific notation**

**Understand forces and Newton's Laws**

**Use the tools and concepts of geography appropriately and accurately**

**4 - Year College**

## Unit 2, Lesson 1: Career Clusters and Programs of Study

### Exploring Careers

#### *Activity Instructions & Resources*

##### **Instructions:**

This activity can be completed individually or in groups.

Print pages 5 - 10 in PDF (enough for 1 per student or 1 per group.

[PDF on dallasfed.org](https://tinyurl.com/y8gced2e) (tinyurl.com/y8gced2e)

Have students complete page 6 (Human Capital) on their own. When finished, have students share with group or pair up and share out.

On pages 7 & 8, have students check jobs they may be interested in. They do not need to select a career from each cluster, just ones that might interest them.

Have students choose one career to investigate. No one from the same group should be completing the same career. Direct students to the resources below have students investigate their chosen career using the graphics on pages 9 & 10 of PDF.

- [Occupational Outlook Handbook](https://tinyurl.com/j87rta3) (tinyurl.com/j87rta3)
- [Texas Career Check](https://tinyurl.com/y8dx87vc) (tinyurl.com/y8dx87vc)
- [Career Clusters](https://tinyurl.com/jgf4s5k) (tinyurl.com/jgf4s5k)

Have students create a poster or graphic for their career using this information and have students complete a gallery walk or table talk about their career choice.

## Unit 2, Lesson 1: Career Clusters and Programs of Study

### Career Fair

#### *Activity Instructions & Resources*

Career Fairs are a great way for students to learn about different jobs in their community. If your school community hosts a career fair, below is a great resource for students to use before, during, and after attending the fair.

[PDF on services.vsac.org](https://tinyurl.com/ajv8xtu) (tinyurl.com/ajv8xtu)

## Unit 2, Lesson 1: Career Clusters and Programs of Study

### Matching Career Clusters and Programs of Studies

#### Activity Instructions & Resources

##### Instructions:

1. Distribute one set of cards to each student / pair of students.
2. Have students match the program of study to the career cluster it falls under.
- 3 You can create this activity in a multitude of ways - paper matching, game online, or student incorporation.

<b>Agriculture, Food, and Natural Resources</b>	<b>Architecture and Construction</b>
<b>Arts, Audio / Visual Technology, and Communications</b>	<b>Business, Management, and Administration</b>
<b>Education and Training</b>	<b>Finance</b>
<b>Government and Public Administration</b>	<b>Health Science</b>
<b>Hospitality and Tourism</b>	<b>Human Service</b>
<b>Information Technology</b>	<b>Law, Public Safety, Corrections, and Security</b>

**Manufacturing**

**Marketing, Sales, and Service**

**Science, Technology,  
Engineering, and Math**

**Transportation, Distribution,  
and Logistics**

**Accounting**

**Design, Pre - Construction**

**Engineering**

**Facility and Mobile  
Equipment Maintenance**

**Human Resources**

**Insurance**

**Journalism and Broadcasting**

**Law Enforcement**

**Lawyer**

**Lodging**

**Merchandising**

**National Security**

**Network Systems**

**Nursing**

**Operations Management**

**Performing Arts**

**Plant Systems**

**Power, Structural, and Technical  
Systems**

**Professional Sales**

**Quality Assurance**

**Restaurant Services**

**Revenue and Taxation**

**Teaching / Training**

**Therapeutic Services**

**Transportation Systems /  
Infrastructure Planning**

**Web and Digital  
Communication**

## Unit 3, Lesson 1: Exploring the 5 High School Endorsements

### Endorsement Timeline Activity

#### *Activity Instructions & Resources*

##### **Activity Instructions:**

Break students up into pairs or groups (no more than 4)

Give students a piece of paper - either large poster paper or legal size paper

Have students create a timeline for the endorsement process. Things they should consider including:

- Choosing an endorsement
  - Researching endorsements
  - Creating a Personal Graduation Plan
  - Meeting with counselor and parents
  - Complete coursework for endorsement
  - Modifying a PGP
  - Changing an endorsement
  - Adding an endorsement
  - Opting out of an endorsement
- 

## Unit 3, Lesson 2: Understanding the 5 High School Endorsements

### The Arts & Humanities Endorsement Activity

#### *Activity Instructions & Resources*

Break groups up into groups of 3 - 4

Provide students with a copy of the resource [here](https://tinyurl.com/n2cn7gs) (tinyurl.com/n2cn7gs) .1 per group should be sufficient

Complete a jigsaw activity with students

- Give groups different sections of the PDF to read together
- Students should pick out the most important pieces of their chosen piece.

Give students 5 minutes to talk about their pieces and prepare their findings.

Divide students from each group up so that each new group has 1 person from each part of the item above.

Quickly have students form new groups and discuss the entire PDF resource together.

Have students return to seats and debrief as a class.

- What did they find interesting about this endorsement?
- What did they notice about the careers chosen in this resource?
- What did they notice about the coursework required for this endorsement?

## Unit 3, Lesson 2: Understanding the 5 High School Endorsements

### The Business & Industry Endorsement Activity

#### *Activity Instructions & Resources*

Break groups up into groups of 3 - 4

Provide students with a copy of the resource [here](https://tinyurl.com/k5dzxda) (tinyurl.com/k5dzxda). 1 per group should be sufficient.

Complete a jigsaw activity with students

- Give groups different sections of the PDF to read together
- Students should pick out the most important pieces of their chosen piece.

Give students 5 minutes to talk about their pieces and prepare their findings.

Divide students from each group up so that each new group has 1 person from each part of the item above.

Quickly have students form new groups and discuss the entire PDF resource together.

Have students return to seats and debrief as a class.

- What did they find interesting about this endorsement?
- What did they notice about the careers chosen in this resource?
- What did they notice about the coursework required for this endorsement?

## Unit 3, Lesson 2: Understanding the 5 High School Endorsements

### The Public Service Endorsement Activity

#### *Activity Instructions & Resources*

Break groups up into groups of 3 - 4

Provide students with a copy of the resource [here](https://tinyurl.com/m2nty4u) (tinyurl.com/m2nty4u). 1 per group should be sufficient

Complete a jigsaw activity with students

- Give groups different sections of the PDF to read together
- Students should pick out the most important pieces of their chosen piece.

Give students 5 minutes to talk about their pieces and prepare their findings. Divide students from each group up so that each new group has 1 person from each part of the item above. Quickly have students form new groups and discuss the entire PDF resource together.

Have students return to seats and debrief as a class.

- What did they find interesting about this endorsement?
  - What did they notice about the careers chosen in this resource?
  - What did they notice about the coursework required for this endorsement?
- 

## Unit 3, Lesson 2: Understanding the 5 High School Endorsements

### The Multidisciplinary Endorsement Activity

#### *Activity Instructions & Resources*

Break groups up into groups of 3 - 4

Provide students with a copy of the resource [here](https://tinyurl.com/n347udv) (tinyurl.com/n347udv). 1 per group should be sufficient

Complete a jigsaw activity with students

- Give groups different sections of the PDF to read together
- Students should pick out the most important pieces of their chosen piece.

Give students 5 minutes to talk about their pieces and prepare their findings.

Divide students from each group up so that each new group has 1 person from each part of the item above.

Quickly have students form new groups and discuss the entire PDF resource together.

Have students return to seats and debrief as a class.

- What did they find interesting about this endorsement?
- What did they notice about the careers chosen in this resource?
- What did they notice about the coursework required for this endorsement?

## **Unit 3, Lesson 2: Understanding the 5 High School Endorsements**

### **The Science, Technology, Engineering, & Math Endorsement Activity**

#### *Activity Instructions & Resources*

Break groups up into groups of 3 - 4

Provide students with a copy of the resource [here](https://tinyurl.com/lrlh3ly) (tinyurl.com/lrlh3ly). 1 per group should be sufficient.

Complete a jigsaw activity with students

- Give groups different sections of the PDF to read together
- Students should pick out the most important pieces of their chosen piece.

Give students 5 minutes to talk about their pieces and prepare their findings.

Divide students from each group up so that each new group has 1 person from each part of the item above.

Quickly have students form new groups and discuss the entire PDF resource together.

Have students return to seats and debrief as a class.

- What did they find interesting about this endorsement?
- What did they notice about the careers chosen in this resource?
- What did they notice about the coursework required for this endorsement?

## Unit 4, Lesson 1: The Foundation High School Program

### Degree Plan Options and Requirements Activity

#### Activity Instructions & Resources

##### Instructions:

After students watch the video, pass out the cards and tables to each student grouping (individually, pairs, groups of 3 - 4 students). Have students create degree plans from the cards given.

<b>English 1</b>	<b>English 2</b>
<b>English 3</b>	<b>Advanced English Course such as English 4 or Creative Writing</b>
<b>Algebra 1</b>	<b>Geometry</b>
<b>Advanced Mathematics Course such as Algebra 2 or Pre - Calculus</b>	<b>Biology</b>
<b>IPC, Physics, or Chemistry</b>	<b>Advanced Science Course such as AP Chemistry, Earth Space Science, or Advanced Animal Science</b>
<b>Elective</b>	<b>US History</b>

**US Government**

**Economics**

**World Geography  
or World History**

**Social Studies**

**Physical Education**

**Language Other Than English**

**Language Other Than English**

**Fine Arts**

**Elective**

**Elective**

**Elective**

**Elective**

**English 1**

**English 2**

**English 3**

**Advanced English Course such as English 4**

**Algebra 1**

**Geometry**

**Advanced Math Course such as Algebra 2 or Pre - Calculus**

**Advanced Math Course such as Algebra 2 or Pre - Calculus**

**Biology**

**IPC, Physics, or Chemistry**

**Advanced Science Course such as Chemistry, Physics, or AP Chemistry**

**Advanced Science Course such as AP Chemistry, Earth Space Science, or Advanced Animal Science**

**US History**

**Government**

**Economics**

**World Geography or World History**

**Physical Education**

**Language Other Than English**

**Language Other Than English**

**Fine Arts**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Elective**

**Elective**

**English 1**

**English 2**

<b>English 3</b>	<b>Advanced English Course such as English 4</b>
<b>Algebra 1</b>	<b>Geometry</b>
<b>Algebra 2</b>	<b>Advanced Math Course such as Algebra 2 or Pre - Calculus</b>
<b>Biology</b>	<b>IPC, Physics, or Chemistry</b>
<b>Advanced Science Course such as Chemistry, Physics, or AP Chemistry</b>	<b>Advanced Science Course such as AP Chemistry, Earth Space Science, or Advanced Animal Science</b>
<b>US History</b>	<b>Government</b>
<b>Economics</b>	<b>World Geography or World History</b>

**Physical Education**

**Language Other Than English**

**Language Other Than English**

**Fine Arts**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Endorsement Coursework**

**Elective**

**Elective**

## Degree Plan : \_\_\_\_\_

English Credits

Math Credits

Science Credits

Social Studies  
Credits

PE Credits

LOTE Credits

Fine Arts Credits

Endorsement  
Credits

Elective Credits

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