

*Get Focused...Stay Focused!™ Follow-up Module 2:  
Determining Your Informed Major and Post-Secondary Education Path*

Lesson		Learning Objective	Common Core State Standards for English Language Arts
#	Title		
1	Reviewing Your 10-year Plan and Analyzing How You've Changed	Students will review their online 10-year plans, created in the 9th grade Career Choices course and updated using Module 1 of the <i>Get Focused...Stay Focused!™</i> curriculum, to refresh their memories of their preliminary goals and life choices. This activity reinforces a habit for students of updating their 10-year plans throughout their lives.	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
2	Revisiting the Keystone Topics of the 10-year Plan	Students will revisit the keystone topics of the 10-year Plan.	W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences).
			SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
3	Learn about STEM-related Careers on the Department of Labor Website	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.	RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
			RI.11-12.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
			SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
4	Create a Career Interest Survey for a STEM Career and Reaffirm or Change Your Chosen Career Path	Students will gain an understanding of additional careers related to the science, technology, engineering, and math fields in order to broaden their knowledge of and perspectives on career possibilities.	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
			W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
			W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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5	Your Education Plan	Students will gain important skill-building practice by developing a career-path-specific Education Plan prior to creating a comprehensive post-secondary skills-based Education Plan.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
6	Choosing a Major to Match Your Chosen Career	Students will further develop online research skills in addition to refining their critical thinking and decision-making skills while selecting the college major that best matches their career goals.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
7	Choosing a College to Match Your Chosen Career	Students will continue practicing their online research skills as well as refining their critical thinking and decision-making skills while finding colleges that offer their majors.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
8	Examining Colleges that Offer Your Chosen Major and are Close to Home	Students will further develop online research skills as well as refining their critical thinking and decision-making skills while finding colleges that offer their majors and are close to home.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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9	Examining Colleges that Offer Your Chosen Major and are Within Your Budget	Students will be challenged to think about the cost of college and research ways to help pay for their education.	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
			SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
			SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
10	Completing the College Comparison Spreadsheet	Students will learn to effectively summarize and prioritize data prior to making college choices using the Comparison Chart of Colleges and Post-secondary Options.	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
11	Choosing Your Colleges and Getting Ready for the Application Process	Students will understand the importance of making informed decisions regarding post-secondary planning and learn about the college application process.	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject under investigation.
			W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
			W.11-12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
12	Writing the College/Scholarship Essay: Your Outline	Students will locate important data for enhancing the content of their essays and they will refine their organizational and writing skills to produce a quality personal essay to submit with college and/or scholarship applications.	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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13	Writing the College/Scholarship Essay: Your First Draft	As students work to refine their college essay outlines, they will receive feedback that should help them in creating their first drafts. These first drafts will serve as templates for their final essays.	L.11-12.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
			L.11-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
			W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
			W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
14	Creating a Timeline for Applying to College, Financial Aid, and Scholarships	Students will learn to organize their tasks and time in order to successfully apply to the college(s) of their choice.	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
15	Updating Your Resume for Use When Applying to College, Financial Aid, Scholarships, and Summer Jobs	Students will collect their personal, educational, and professional information in one place to carefully craft a résumé that will ensure they are ready to be competitive in the workforce and apply to post-secondary educational opportunities.	CCRA.SL.6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
			L.11-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
			L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
			W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
			W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
16	Updating My 10-year Plan and Portfolio	Students will gain an understanding of the importance of organizational skills and see the value of the goal-setting and decision-making processes.	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
			W.11-12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
			W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences).