

Teacher Resource 1.9

Course Planning Tool: Plan Ahead

Use this table to map this course against your instructional calendar and to make note of key lesson attributes.

This table also indicates the timeframe and steps for gathering student feedback on this course. The district is keeping careful track of students' experiences with Plan Ahead, to ensure that the goals of the course are being met: that upon completion, students feel well informed, well equipped, and motivated to graduate from high school and pursue postsecondary ambitions.

Make It Local | Many lessons require some revisions to ensure the content supports your students and is aligned to resources and information in your district and community. "Make It Local" callouts are included in this planning tool to help you prepare in advance.

Lesson Title	No. of Class Periods	Summary of Lesson Assessments	Make It Local Callouts	Summary of Advance Prep
Unit 1 Lesson 1: Course Objectives	5	Reflective writing assignment about the meaning of success [portfolio component]	<p>This lesson includes an optional video, presenting a picture of student success in San Francisco, available online at this URL .</p> <p>Consider sourcing local media or resources that can help start a conversation about what student success looks like in your community.</p> <p>Video URL: http://www.youtube.com/watch?v=wjldfHi_PPk&feature=youtu.be </p>	<p>Read Teacher Resource 1.1, Guide: Teaching Plan Ahead, and Teacher Resource 1.2, Guide: Supporting English Learners, and Teacher Resource 1.3, Guide: The Portfolio Project, before teaching this course.</p> <p>Prior to Class Period 4, ascertain which languages you will need to have a letter to parents translated into. The translations must be completed in time for students to bring their letters home in the fourth class period.</p> <p>Prior to Class Period 2, determine whether students will be creating a digital or paper portfolio. If paper portfolios are necessary, decide where to keep them in the classroom and obtain portfolio folders. If digital portfolios will be used, obtain any necessary equipment and make arrangements to train students in the proper procedures during this lesson. For more information, see the "Digital Portfolio" section of the</p>

Plan Ahead Lesson 1
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				Plan Ahead Teacher's Guide, as well as Teacher Resource 1.3, Guide: The Portfolio Project.
Lesson 2: Planning and Prioritizing	4	1. Visual representation that depicts key life experiences and events 2. Interview write-up of a classmate's visual representation	None.	Consider customizing the weekly planner (Teacher Resource 2.1) to include your school schedule, or use a different planner that works better for your students.
Lesson 3: Effective Communication	4	Writing the conversation and narrative to accompany three scenarios	None.	Class Period 3 focuses on an interactive PowerPoint presentation. Prepare the notes you will use during this presentation using Teacher Resource 3.2.
Unit 2 Lesson 4: My Values and Place in the World	4	Written analysis of people who love that they do	None.	Use Teacher Resource 4.1 to decide on volunteer choices for students. Consider whether permission slips will be needed for volunteer activities.
Lesson 5: Matching Careers with My Interests, Skills, and Values	6	Graphic organizer on career recommendations [portfolio component]	The original version of this course used a proprietary college and career website several times throughout the semester, beginning in this lesson. Consider taking that class time for your	Students need Internet access throughout this lesson but specifically for Class Periods 3, 4, and 6. Contact your counselor and site leaders to reserve computer lab space if necessary. Optional: obtain results of ACT Explore or other assessment that students may have taken in middle

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			students to explore college and career websites or resources you feel will be helpful to them. For ideas, revisit Teacher Resource 1.1, Guide: Plan Ahead.	school, so they can compare them with assessment results in this lesson.
Unit 3 Lesson 6: Conducting Effective Online Research	2	Quiz on using the Internet for research	None.	<p>Class Period 1 includes an interactive PowerPoint presentation. Before class, prepare the notes you will use during this presentation using Teacher Resource 6.2.</p> <p>Use of an interactive whiteboard for this presentation is optimal.</p> <p>You will need an interactive whiteboard or computer and projector to display two sites to your students in Lesson Step 3. Ensure access to these sites before beginning the lesson.</p>
Lesson 7: Learning about Careers	6	Career presentation [portfolio component]	<p>Prior to this lesson, you will need to arrange a guest speaker for Class Period 2. Please see Teacher Resource 7.1, Guide: Arranging Guest Speakers, and Teacher Resource 7.2, Guide: Preparing to Be a Guest Speaker, for more information. Revise Teacher Resource 7.2 to reflect the specifics of your classroom.</p> <p>Prepare a short biography of the</p>	<p>Students will need computers with Internet access in Class Periods 3, 4, 5, and 6.</p> <p>If students are unfamiliar with PowerPoint or don't have access to this software during class, you will need to adjust this lesson. Either add class periods in which to teach PowerPoint skills or replace the PowerPoint presentation with a less technology-dependent option (see Teacher Resource 7.3). Keep in mind that the Career Presentations Assignment is a part of the portfolio, so a non-digital version of the assignment may still need to be stored digitally for the portfolio.</p>

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			guest speaker, or ask the speaker to provide one, to share with students in Class Period 1 prior to the visit.	
Lesson 8: Personal Finance	6	Test on banking	This lesson requires the use of accurate financial information about the cost of living in your community. Make sure to obtain this information before beginning this lesson. See Teacher Resource 8.1 for more detail.	<p>Before Class Period 1, glue the cards for the game onto poster board for ease of handling and durability.</p> <p>Class Period 3 focuses on an interactive PowerPoint presentation. Prepare the notes you will use during this presentation using Teacher Resource 8.2.</p>
Unit 4 Lesson 9: Graduating from High School	8	Four-year high school action plan [portfolio component]	This lesson requires substantial changes for each individual school and/or community. The lesson content addresses topics include truancy and dropout prevention, as well as graduation requirements. Information from San Francisco is included in many documents as a model; these documents will require significant revisions before they can be used in other settings. Please take time to read through this entire lesson and all included documents well in advance to allow yourself time to	<p>Read Teacher Resource 9.1 before this lesson.</p> <p>Arrange for a school college and career counselor, as well as a high school senior, to speak with the class during Class Period 4 (optional).</p> <p>Prior to Class Period 4, read Teacher Resource 9.6 and prepare materials for the bingo game.</p>

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			make the necessary adjustments.	
Lesson 10: Options After High School	5	Options after high school worksheet [portfolio component]	<p>This lesson requires some substantial changes for each individual school and/or community. The lesson is designed to utilize specific and detailed information about postsecondary educational options that are in students' home communities.</p> <p>This lesson also includes "open" class time in Class Periods 4 and 5 for students to do research on postsecondary options using whatever materials are available.</p> <p>Please take time to read through this entire lesson and all included documents well in advance to allow yourself time to make the necessary preparation.</p>	Class Periods 2 and 3 focus on an interactive PowerPoint presentation. Prepare the notes you will use during this presentation using Teacher Resource 10.2.
Unit 5 Lesson 11: Skills for a Successful Life	7	Personal mission statement [portfolio component]	None.	The assessment product for this lesson, a personal mission statement, requires students to review the work they have done this semester. They will need access to their portfolios in Class Periods 5 and 6. If you collected their values inventories (from Lesson 4), make arrangements to

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				give those back to students during this lesson.
Lesson 12: Job Applications and Interviews	6	Resume [portfolio component]	<p>This lesson includes time to walk students through the process of searching want ads on a job site. The lesson steps are written for the San Francisco Bay Area version of Craigslist. Replace this information with a walkthrough for a job site that is more useful for your students.</p> <p>This lesson explains about the necessity of obtaining a work permit. Before teaching the lesson, determine how students can obtain a work permit in your community. Be prepared to share that information with students when appropriate.</p>	Class Period 2 focuses on an interactive PowerPoint presentation. Prepare the notes you will use during this presentation using Teacher Resource 12.2. Students will need access to computers with word processing software and, ideally, a printer, in Class Period 5.
Lesson 13: Project Presentations and Course Closure	6	Portfolio introduction	The original version of this course incorporated a student survey to provide feedback to teachers, administrators, and course developers. Use this time for additional student self-reflection or develop your own student survey and	Before beginning this lesson, read Teacher Resource 13.1, Guide: Completing the Portfolio Project. The timing of this lesson and the need to access computers will vary greatly depending on how your students have been completing their portfolio assignments. Teacher Resource 13.1 will help you identify the specific steps you need to take to help your students complete their portfolios successfully.

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			administer it during Class Period 5.	During Class Period 3, students need access to computers with word processing software.