# Lesson 1
# Course Objectives

## Teacher Resources

| Resource | Description |
|---|---|
| Teacher Resource 1.1 | Guide: Teaching **Plan A**head |
| Teacher Resource 1.2 | Guide: Supporting English Learners |
| Teacher Resource 1.3 | Guide: The Portfolio Project |
| Teacher Resource 1.4 | Assessment Criteria: Reflection on Success |
| Teacher Resource 1.5 | Letter: **Plan A**head |
| Teacher Resource 1.6 | Ground Rules: **Plan A**head |
| Teacher Resource 1.7 | Key Vocabulary: Course Objectives |
| Teacher Resource 1.8 | Bibliography: Course Objectives |
| Teacher Resource 1.9 | Course Planning Tool: **Plan A**head (separate Word file) |

**Teacher Resource 1.1**

# Guide: Teaching Plan Ahead

*There are a number of online and print resources devoted to student success strategies and career and college planning. Because students' experiences with career education will vary, you may wish to take the time to become familiar with some of the current resources on career and college access in the Bay Area and elsewhere. Here are a few selected websites you might find helpful as a starting point. You may also wish to see your counseling department to learn what specific college and career planning programs are at your high school.*

## Skills for Success

Inspiring Greatness in Youth (http://www.seancovey.com/teens.html) is the website that accompanies Sean Covey's national bestseller of the same title. It contains pages for educators, teens, and parents and a number of personal success stories.

Skip Downing's On Course program (http://www.oncourseworkshop.com/) is geared for college students, but his website offers a number of student success strategies, principles for student achievement, and a free online student self-assessment, useful to students of all grade levels.

The Education Atlas offers a Study Skills Guide for Students (http://www.educationatlas.com/study-skills.html) with links to information on learning styles, reading comprehension, test anxiety, effective listening, study groups, and more.

## Career Planning

Career Launch (http://careerlaunch.net/) is a career exploration and mentoring program for more than 2,600 Boys & Girls Clubs nationwide, sponsored by Gap Inc. The site contains a self-assessment, question of the day, links to summer opportunities, and more.

The California CareerZone (http://www.cacareerzone.org) is a career exploration and planning resource designed for students. The site contains several different assessment tools, as well as comprehensive information on 900 occupations, and links to additional recommended online resources.

The California Careers Info (http://www.californiacareers.info/) site contains resources for students, counselors, parents, and teachers.

The California Career and Technical Education Online Curriculum Project (http://www.cteonline.org/) publishes the California State Plan for Career Technical Education and offers professional curriculum development tools, such as a curriculum organizer, to align curriculum with state standards for CTE.

Other potentially useful career sites:

‒ My Next Move (http://www.mynextmove.org/)

‒ Career OneStop for Students
  (http://www.careeronestop.org/StudentsandCareerAdvisors/ExploreCareersStudents.aspx)

– Career Videos: Career OneStop ([http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx](http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx))

– Occupational Outlook Handbook, US Government Bureau of Labor Statistics ([http://www.bls.gov/oco/](http://www.bls.gov/oco/))

– Careers, Kids.gov ([http://www.kids.gov/6_8/6_8_careers.shtml](http://www.kids.gov/6_8/6_8_careers.shtml))

– Career Snapshots, Monster.com ([http://my.monster.com/Job-Profiles/GetProfile.aspx](http://my.monster.com/Job-Profiles/GetProfile.aspx))

– Careers A-Z, About.com ([http://careerplanning.about.com/od/careersatoz/Careers-A-To-Z-Profiles-Quizzes-Personal-Stories-And-Related-Occupations.htm](http://careerplanning.about.com/od/careersatoz/Careers-A-To-Z-Profiles-Quizzes-Personal-Stories-And-Related-Occupations.htm))

– Explore Careers: Big Future by The College Board([https://bigfuture.collegeboard.org/explore-careers](https://bigfuture.collegeboard.org/explore-careers))

– Career Profiles: Brain Track ([http://www.braintrack.com/colleges-by-career](http://www.braintrack.com/colleges-by-career))

– Career Lists: California Colleges.edu ([https://secure.californiacolleges.edu/career/career-lists.asp](https://secure.californiacolleges.edu/career/career-lists.asp))

– Career Planning: Fastweb ([http://www.fastweb.com/career-planning](http://www.fastweb.com/career-planning))

## College Planning

Mapping Your Future ([http://mappingyourfuture.org/](http://mappingyourfuture.org/)) is a national collaborative, public service, nonprofit organization providing career, college, financial aid, and financial literacy services for students, families, and schools. Among other resources, it offers college-planning resources specifically for middle school and ninth grade students.

Other potentially useful college-planning sites:

– College Search: Big Future by The College Board ([https://bigfuture.collegeboard.org/college-search](https://bigfuture.collegeboard.org/college-search))

– Find Schools: Education Planner ([http://www.educationplanner.org/students/preparing-for-school/find-schools/index.shtml](http://www.educationplanner.org/students/preparing-for-school/find-schools/index.shtml))

– Peterson's College Search ([http://www.petersons.com/college-search.aspx](http://www.petersons.com/college-search.aspx))

– U.S. Colleges and Universities: Brain Track ([http://www.braintrack.com/us-colleges](http://www.braintrack.com/us-colleges))

– College Search: Fastweb ([http://www.fastweb.com/college-search](http://www.fastweb.com/college-search))

# Guide: Supporting English Learners

*This resource will provide you with some information about English learner education and some general recommendations for preparing to work with English learners in your class.*

*Note that wherever applicable, we suggest accommodations in a section called "Differentiation" that are easy to implement at the end of pertinent lesson steps in the Lesson Plan. These accommodations will also support other types of learners, such as students with certain learning disabilities or communication disorders.*

## English Learner Research and Information

### English Learners in the United States

The US Census estimates one in five students in public schools lives in a home where English is not the primary language.

English learners, whether recent immigrants or born in the United States, are less likely to have received the early pre-reading support teachers might expect. They are three times as likely as native English speakers to be low achievers, academically, and twice as likely to repeat a grade.

### Types of English Learners

English learners can typically be divided into three types:

— **Newly arrived in the United States, but with previous adequate schooling**: These students may have the best chance for success. Some of them may already speak English. The ones that don't will still have strong literacy and math skills in their native language, so their focus will be primarily on learning English. These students will soon catch up academically to their American counterparts, but may still score low on standardized tests given in English. These students are likely to benefit from working with a non-English learner partner.

— **Newly arrived in the United States, but with limited formal schooling**: These students may have the most challenges to overcome. They may have limited literacy in their native language and be below grade level in math. They need to develop these skills in addition to learning English. Unsurprisingly, this group may demonstrate poor academic achievement. These students will require intensive Specially Designed Academic Instruction in English (SDAIE) strategies. If partners are used, a support system will be required for both partners.

— **Long-term English learners**: These students seem as if they should be the most successful. They have lived in the United States for many years and have received English learner or bilingual education at some point. They probably appear fluent in English when the teacher talks to them. In spite of that, they may still demonstrate low academic achievement. They often struggle with tests and may be below grade level in reading and writing. These long-term English learners are confronting the gap between conversational language and academic language. They have developed enough English to be able to fluently hold a conversation. They may even speak without an accent. But there is a big difference between the kind of language used to talk about weekend plans and the type of language needed to navigate the directions on a standardized test or to handle the specialized vocabulary of specific course content.

Think about it this way: if you take a language class before visiting a foreign country, you will learn how to ask for directions, order food, exchange pleasantries. Now imagine you have to give a professional presentation in that foreign language. It will be much more difficult to explain professional, academic, or pedagogical concepts in another language. Some experts estimate it can take four to nine *years* to develop proficiency in academic English.

## The Importance of Background Knowledge

Another challenge many English learners face is a lack of background knowledge. Teachers and textbooks often refer to "common" experiences—for example, a history teacher may refer to George Washington and Abraham Lincoln, or an English teacher might talk about an American holiday like Thanksgiving. In both cases, the teacher assumes that these are helpful references that will guide students to better comprehension. But for English learners, these are often foreign concepts that may only serve to further confuse them. Research shows that academic achievement is correlated to background knowledge. Teachers can use many different approaches to adjust their activities to help students compensate for a lack of background knowledge.

## Primary Language Support

It may seem counterintuitive to "support" a student's primary language when we want him or her to learn English, but primary language support has been identified as a valuable tool in helping students reach academic language proficiency. Some easy ways to use primary languages include:

– **Pair students with extremely limited English with another student who speaks the same primary language.** Students should not solely be assigned to these homogeneous pairs or groups, but for brand-new students or those with very limited English, a "translator" may be a necessary first step.

– **Build a classroom library in the students' primary languages.** Make an effort to have translation dictionaries in your students' primary languages so that they can look up words as necessary. If you have other reference books in your room, consider adding copies in your students' primary languages so that they can have some opportunities to focus on the content of their research.

– **Allow primary-language journal writing/note taking.** Identify opportunities for your English learners to take notes, brainstorm, or journal-write in their primary language. Any time students are writing for themselves—to think through something, to take notes, etc.—and you will not need to assess it, consider allowing students to write in their primary language. This can increase their comprehension and also emphasizes that their primary languages are still valued.

– **Include students' primary languages in the classroom environment.** Consider posting vocabulary words, calendars, inspirational quotes, etc., in students' primary languages. Students who already speak English may be interested to learn a few words of a different culture. English learners can make a contribution to the classroom environment by translating or creating the signs, etc.

# Preparing to Work with English Learners in This Course

Begin "anecdotal records" on English learners. These are notes that document student growth and progress. These records are especially appropriate for English learners because they provide a place to document improvements that wouldn't ordinarily be recorded in a grade book. Different teachers use different methods—index cards, a notebook, or a file on their computer. Begin by noting the current English learner level of each student, using the types listed in the previous section. Next, identify what you will observe: written language usage, casual verbal usage, or prepared (i.e., rehearsed) verbal

usage. Then establish a schedule so that all English learners are observed on a regular basis—for example, if you have 10 English learners integrated into your class, plan to observe two each day and make notes. That will allow you to observe every student once a week. The observations may be brief and casual, as long as they are done on a regular basis. Once you have begun observations, set up conferences with individual students or find another appropriate way to convey your observations to the students. Also make a point of sharing observations with parents, guardians, counselors, or advisors.

As you develop your list of classroom rules, consider also creating standard procedures for ongoing classroom tasks. This can be a great help to English learners, who frequently feel overwhelmed in the classroom because of their weak language skills. Clearly established, easy-to-follow classroom procedures allow them to concentrate on the language used in the teaching component of the class, rather than on instructions for turning in homework, taking attendance, etc. Consider establishing procedures and patterns of behavior for the following:

– Attendance

– Permission to leave class (to go to the restroom, their lockers, etc.)

– Class agenda

– Homework/make-up work

– Important information/reminders

## Print Resources for English Language Development

Fitzgerald, Jill, and Michael Graves. *Scaffolding Reading Experiences for English-Language Learners*. Norwood, MA: Christopher-Gordon Publishers, 2004.

Freeman, David, and Yvonne Freeman. *English Language Learners: The Essential Guide*. New York: Scholastic, 2007.

Herrell, Adrienne L., and Michael Jordan. *50 Strategies for Teaching English Language Learners*. Upper Saddle River, NJ: Pearson, 2008.

Hill, Jane D., and Kathleen M. Flynn. *Classroom Instruction that Works with English Language Learners*. Alexandria, VA: ASCD/McREL, 2006.

## Online Resources for English Language Development

US Department of Education Office of English Language Acquisition: National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs (http://www.ncela.gwu.edu/)

### Teaching Tips, Strategies, and Research

Teaching Diverse Learners (http://www.alliance.brown.edu/tdl/)

Everything ESL: Teaching Tips (http://www.everythingesl.net/inservices/)

Scholastic.com: Easy Ways to Reach and Teach English Language Learners: Strategies at a Glance (http://www2.scholastic.com/browse/collection.jsp?id=233)

Rethinking Schools Online: The New Teacher Book (http://www.rethinkingschools.org/publication/newteacher/NTBilingual.shtml)

Colorín Colorado: For Educators (http://www.colorincolorado.org/educators?gclid=COjb07CL8p0CFRlcagodpEZAwQ)

Education Northwest: What Teachers Should Know About Instruction for English Language Learners (http://educationnorthwest.org/resource/669)

Center on Instruction: English Language Learning (http://www.centeroninstruction.org/topic.cfm?k=ELL)

Dave's ESL Cafe: Stuff for Teachers (http://www.eslcafe.com/teachers/)

## Practice Activities for English Learners

Activities for ESL Students (http://a4esl.org/)

Dave's ESL Cafe: Stuff for Students (http://www.eslcafe.com/students/)

Randall's ESL Cyber Listening Lab (http://www.esl-lab.com/)

ESLgold (http://www.eslgold.com/)

English as a Second Language (http://www.rong-chang.com/)

# Guide: The Portfolio Project

During this course, students will create many items as part of a personal portfolio. The portfolio is not an optional part of the course or something to do if time allows – it is an essential component of the Plan Ahead curriculum and something students should be able to refer to in future years as they pursue college or career goals. While the portfolio itself is not optional, there are many different ways to implement this project in your classroom, depending on your circumstances and your students.

Throughout the course, you will see specific activities and assignments that are designated as "portfolio components." Taken together, these selected productions provide students with a foundational collection of reflections, self-assessments, and goals designed to ground them in their ability make personal choices about life after high-school. At a minimum, all students completing the Plan Ahead course should have those assignments in a folder or binder for future reference. However, many students and teachers find it more effective to create a digital portfolio. There are many different ways to accomplish this: for more information, see the "Digital Portfolio" section of the Plan Ahead Teacher's Guide.

At this point, as you begin the course, you need to determine how you plan to approach the portfolio project with your students. There are three options:

- Have students complete the basic portfolio assignments on paper and store them in the classroom in file folders or binders. Present each student with their file when they finish the course. This option may be appropriate for schools/students with very limited access to technology and minimal technological skills. However, students may be likely to lose their paper portfolios, making this a less than ideal choice.

- Have students complete the basic portfolio assignments and store a digital copy of them in a file on the school's network or on individual flash drives. Make arrangements to transfer these files to students when they finish the course. This is a good "compromise" option for schools/students with limited access to technology. There are many ways to create digital copies of assignments (see the Teacher's Guide for more information) and this will make it easier for students to refer back to their portfolios in the future.

- Have students complete the enhanced portfolio assignments, which are more technologically complex, and store a digital copy of them in whatever way seems most suitable. This is a good option for schools/students with good access to technology and strong technology skills. This approach may be more time-consuming and/or require more computer time, but it offers the potential for students to create a digital portfolio that is even more helpful as they pursue future career/college plans.

Determine which approach is most appropriate for your circumstances and students. Keep in mind that you may need to take additional class time to introduce any procedures (such as saving to the network) that you need to create the digital portfolios. You should introduce these procedures during this first lesson, as the first portfolio component comes at the end of Lesson 1.

**Teacher Resource 1.4**

# Assessment Criteria: Reflection on Success

*Student Name:*_____

*Date:*_____

*Using the following criteria, assess whether the student met each one.*

|  | Met | Partially Met | Didn't Meet |
|---|---|---|---|
| The reflection is composed of at least six complete sentences. | ☐ | ☐ | ☐ |
| The reflection uses the prompts to help explain what success means to the student. | ☐ | ☐ | ☐ |
| The reflection is clear and thoughtful. | ☐ | ☐ | ☐ |
| The reflection is neat and uses proper spelling and grammar. | ☐ | ☐ | ☐ |

*Additional Comments:*

_____

_____

_____

_____

Teacher Resource 1.5

# Letter: Plan Ahead

Dear Parent/Guardian,

This semester, your ninth grader is enrolled in **Plan A**head, a college and career education course. The goal of this course is to give your student the confidence, knowledge, and skills that lead to success both in school and in adulthood.

In this course we will be:

— Focusing on good study habits, note taking, communication, and other skills to succeed in school

— Practicing time management, organization, group work, and other skills necessary for lifelong success

— Learning about the classes and activities offered at our school and the requirements for high school graduation

— Learning about college admission and other postsecondary programs in order to create a four-year high school action plan

— Identifying personal interests, skills, and values and exploring career options that might be a good fit

— Developing a portfolio of student work and personal reflection that students will continue to add to throughout their high school career

In the first weeks of class, students will establish class ground rules, learn about keeping a weekly planner, interview each other on key events in their lives so far, and practice effective listening and communication skills.

You play a very important role in your child's school and career success. Research has shown that the practices and beliefs at home have a huge effect on children's behaviors and goals. Here are some suggestions to help your student achieve education and career success:

— Let your child know that he or she is a valuable person with strengths and talents

— Present a positive attitude about education

— Ask your student about his or her accomplishments and give praise for effort and for a job well done

— Talk to your child about his or her interests. Encourage your child to explore those interests and learn new skills by getting involved in extracurricular activities at school or by volunteering

— Take your student to your place of work, or have him or her talk to friends and family members about their jobs, if possible. Many workplaces support "Take Your Son/Daughter to Work" days.

Your student is embarking on an exciting journey! Please contact me if you have any questions.

Sincerely,

[YOUR NAME]

Parent Signature: _____ Date: _____

**Teacher Resource 1.6**

# Ground Rules: Plan Ahead

*Use the following list as an example of the one you will send home with students, along with the letter introducing the course, for parent or guardian signature. Customize both to reflect your own vision and classroom situation. Provide space in the top portion of the page for students to personalize with a message.*

*Dear* _____,

*Please take time to read the ground rules and sign below.*

*Thanks,*

*[YOUR NAME]*

## Plan Ahead GROUND RULES

1. *The teacher will be available outside of class to help students who request it.*

2. *The teacher will treat all students with respect.*

3. *The teacher will help all students to learn by honoring different learning styles and by meeting students where they are.*

4. *The teacher will do what is necessary to maintain a safe, positive learning environment.*

5. *Students will listen and pay attention to the teacher and other students without interrupting.*

6. *Students will respect others' ideas and accept differences of opinion.*

7. *Students will do their best work.*

8. *Students will follow the teacher's instructions, even if they disagree with them.*

9. *Students will willingly participate in all activities.*

10. *Students will be patient and kind to one another.*

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

# Key Vocabulary: Course Objectives

*These are terms to be introduced or reinforced in this lesson.*

| Term | Definition |
|------|------------|
| aspire | To seek to attain a particular goal. |
| budget | An itemized plan of estimated expenditures over a given period of time. |
| career inventory | A tool used in career planning to assess one's interests, strengths, skills, and values. |
| career planning | The process of identifying a potential career as well as the steps necessary to obtain that career. |
| code of conduct | A set of conventional principles and expectations (or, in this context, ground rules) that are considered binding on any person who is a member of a group. |
| community service | Services volunteered by individuals or an organization to benefit a community or its institutions. |
| goal | An aspiration to reach or objective to achieve. |
| outreach | A systematic attempt to provide services beyond conventional limits, as to particular segments of a community (in this context, programs offered by colleges and universities to provide high school students with information on access to higher education). |
| portfolio | A collection of works by a single person; it may focus on a specific theme or may represent the entire breadth of a person's achievements |
| postsecondary education | Schooling or instruction after high school graduation (e.g., two- and four-year colleges and universities, vocational and trade programs, and online degree programs). |

# Bibliography: Course Objectives

The following sources were used in the preparation of this lesson and may be useful for your reference or as classroom resources. We check and update the URLs annually to ensure that they continue to be useful.

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