Lesson Plan 2: Build Your Skills: Going Beyond the Classroom

Core www.cfnc.org Area:
High School Academic Planning

Total Time:
50 minutes.

Target Grades:
Appropriate for 8-10, Recommended for grades 8 or 9

Suggested Timeline:
Grade 8 or 9: Winter Semester (before scheduling for the next school year)

ASCA Correlation
(Which of the ASCA Standards does this lesson address?)

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<th>A-A</th>
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<th>A-C</th>
<th>C-A</th>
<th>C-B</th>
<th>C-C</th>
<th>PS-A</th>
<th>PS-B</th>
<th>PS-C</th>
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Lesson Objectives
(What will students know and be able to do when the lesson is complete?)

By the end of the lesson, students will
- Know what classes are required in their high school
- Know how many credit hours are required for each subject area and in total
- Identify elective and required classes offered by their high school that support their career goals and interest areas
- Develop a preliminary course schedule in a chart format that maps out which required and which elective courses that they hope to take in high school
- Understand how high school scheduling works

Materials Needed
(What materials are needed to deliver this lesson?)
Reserve computer lab or computer cart
Charting Your Course: Selecting High School Classes worksheet
Copies of High School Course Book and/or other scheduling materials used by their high school
Optional: Colored Pencils or markers

Advance Preparation
(What does the instructor need to do in advance in order to be prepared to deliver this lesson? How much time is required for advance prep?)
Print the Build Your Skills: Going Beyond the Classroom! worksheet -10 min
Gather copies of High School Course Book and/or other scheduling materials used by their high school

Activator (Typically 5-10 minutes)
(How will you tap into the learners’ background knowledge and help them view the lesson as relevant?)
Demonstrate the importance of understanding how high school scheduling works by discussing the following points:
- In order to graduate from high school you need to complete a certain number of required and elective credit hours
• By selecting classes that support your future career goals you will prepare yourself for your post-secondary education and your future career
• Planning ahead will ensure that you are able to complete all of your required classes in a timely fashion
• Planning ahead will ensure that you are able to take the elective classes that are most important to you – particularly if pre-requisites are required for any of the electives

www.cfnc.org will:
• Provide students with information about the skills needed for various careers
• Save student work

Core Learning Strategies/Lesson Activities (Typically 30-40 minutes)
(How will you facilitate the learning of knowledge/skills using adult learning strategies? How will you provide for skill practice? How will you differentiate learning, as appropriate, for different roles, skill levels, and experience?)

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<tr>
<th>Session #</th>
<th>Step #</th>
<th>Responsibility</th>
<th>Action Steps</th>
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</table>
| 1         | 1      | School counselor | • Focus on today's work:  
1. Distributes the Charting Your Course: Selecting High School Classes Worksheet  
2. Distributes high school scheduling materials |
| 2         | Student |               | • Uses the Charting Your Course: Selecting High School Classes Worksheet to learn about the course selection process and create a tentative plan outline |
| 3         | Counselor |          | • Assists students with completing the worksheet |
| 4         | Student |               | • Completes reflection question in the Your Journal section of Your Portfolio tab of www.cfnc.org “Why is it important to plan your high school schedule in advance?” (This question is also located on the student worksheet) |
| 5         | Student |               | • Saves the worksheet in a paper portfolio or attaches an electronic copy to their www.cfnc.org Portfolio |

(chart from RI School Counselor Association’s Toolkits, found at www.rischoolcounselor.org)
**Summarizer/Informal Assessment (Typically 5-10 minutes)**
*(How will you engage learners in processing and summarizing what they learned? How will you know that the objective has been achieved?)*

- Ask students to discuss why they have selected various classes
- Attach worksheet to portfolio or save in a paper portfolio.

**Follow-Up**
*(What additional learning could occur during the year? When?)*

- Student can build formal or ‘practice’ course plans in the section of www.cfnc.org labeled ‘Your Plan of Study’
- Students can fill in additional charts based on ‘sample’ scenarios. Examples could include:
  - How would your schedule change if you wanted to take the 2 hour cosmetology block during Junior and Senior Year?
  - Which classes could be replaced with AP classes or other classes that offer college credit?
  - Which classes would you modify if you focused on classes that support your second career choice?
  - Develop other examples that apply to your specific high school
Charting Your Course: Selecting High School Classes

Developing a class schedule is one of the most important decisions that you will make in high school. It’s important to consider the following: Which classes are required by my high school? Which classes support my future career goals?, and Which classes support my post-secondary choices?. Use the grid below to begin making decisions about which classes you would like to take in high school.

**Part I: Required Classes**

Review your high school course catalog or ask your school counselor how many credits are required for each of the following areas in order to fill in the grid below. In column one, list any other core areas that your school requires (computers, foreign language, career class, physical education, etc.). In column two, list the number of credits required for each of these areas. In column three, list the number of credits recommended for each of these areas if you are college bound. In column four, list the grade(s) that you will probably be in when you complete the credits. Some classes will take place over several grades (ex. English/Language Arts Grades 9,10,11, 12) and other classes will take place in one year (ex. Physical Education Grade 9).

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Required Credits</th>
<th>Recommended Credits</th>
<th>Grade Level</th>
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<td>English/Language Arts</td>
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<td>Math</td>
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<td>Science</td>
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<td>Social Studies/Humanities</td>
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<td>Total Credits</td>
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**Part II: Choosing Classes**

Now that you know which classes are required, list all of the classes that you think sound interesting. If they will count as a required class, list them in the first column of the grid below. If they are an elective, list them in column two. When choosing your classes, think about: which classes will support your favorite career cluster/future career goals and which classes you would most enjoy taking.

<table>
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<tr>
<th>Required Classes that support your career goals</th>
<th>Elective Classes that Support your Career Goals</th>
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Charting Your Course: Selecting High School Classes

The chart below will help you to visualize what your high school course plan will look like. Follow the steps below to chart your courses. Use the information from Part 1 of this worksheet.

1. In column one, write in the names of all other **required** subject areas for your school.
2. In the row labeled English/Language Arts, color in the box below each grade and semester during which you intend to take an English/Language Arts class.
3. In the row labeled Math, color in the box below each grade and semester during which you intend to take a math class.
4. In the row labeled Science, color in the box below each grade and semester during which you intend to take a science class.
5. Repeat this for all other **required** subject areas.
6. Now look at the 'Required Classes that Support Your Career Goals' listed in Part 2 of this worksheet. Write the name of those classes in the appropriate row and column below. (ex. Ecology might be listed as the science class that you wish to take in Grade 11/Semester 1). You may not have a specific class name listed for every subject in every semester – just fill in what you can.
7. Once you have finished coloring in the boxes to indicate when you will be taking each **required** subject area, you should have some blank boxes left on your chart. Fill in those blank boxes with the names of the **Elective Classes that Support Your Career Goals** that you selected in Part II of this worksheet. Remember, you can only list 6 classes per semester.

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<th>Grade 9/ Semester 1</th>
<th>Grade 9/ Semester 2</th>
<th>Grade 10/ Semester 1</th>
<th>Grade 10/ Semester 2</th>
<th>Grade 11/ Semester 1</th>
<th>Grade 11/ Semester 2</th>
<th>Grade 12/ Semester 1</th>
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**Reflection:** In your www.cfnc.org Portfolio Journal or on the back of this sheet reflect on the following: “Why is it important to plan your high school schedule in advance?”