

# Choosing Education Goals

Teacher's Manual and Student Lessons

BY

*James E. Martin, Ph.D.*

*Wanda Hughes, M.A.*

*Laura Huber Marshall, M.A.*

*Patty Jerman, M.A.*

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**ChoiceMaker  
Instructional  
Series**



**CHOOSING GOALS**



**EXPRESSING GOALS**



**TAKING ACTION**

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# About the Authors

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S E C T I O N   O N E

# Overview



# Introduction

Once school supports are gone, will your former students be successful? That is, will they secure the life they want after leaving school? This is the crucial question educators must address. Individuals with disabilities should be encouraged to make their own choices, set their own goals, and self-manage their lives. Facilitating student empowerment and self-determination holds great promise for improving students' quality of life and their post-school success.

Successful people know what they want and persistently go after it (Hill, 1960; Hill & Stone, 1987). They decide upon major goals, set timelines, and develop specific plans to attain their goals. They determine the benefits reaching their goals will bring and build coalitions with others who share similar goals. Successful people encourage and support each other in the pursuit of their goals.

The studies conducted by Hill are part of a body of research identifying success behaviors. Garfield (1986) interviewed more than 1,500 successful people from business, science, sports, and the arts. He found that successful people in any field excel at making decisions, self-managing their behavior, and adapting to changing circumstances. When Garfield's peak performers made decisions, they: (1) Chose a mission leading to action; (2) Envisioned and communicated a clear mission; and (3) Developed an action plan consisting of specific goals and benchmarks to evaluate the timing, quality, and quantity of their results.

Garfield reached two conclusions. First, regardless of age, education, or profession, the most successful people share the same basic set of skills. Second, individuals can learn these skills.

## Self-Determination

The evolving self-determination definition includes many of the behaviors and skills from Hill's research. Self-determined individuals know how to choose; they know what they want and how to get it. From an awareness of personal needs, self-determined individuals choose goals and then persistently pursue them. This involves making their needs known, creating unique approaches for solving problems using self-management and learning strategies, evaluating progress, and adjusting their performance (Field & Hoffman, 1994; Halpern, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, & Maxson, 1993; Mithaug, 1991, 1993; Schloss, Alper, & Jayne, 1993; Ward, 1988;

Wehmeyer, 1992, 1995). People who are self-determined choose and enact their choices in persistent pursuit of their best interests (Mithaug, 1993; Mithaug, Martin, Agran, & Rusch, 1987). Self-determined people are their own best advocates (Martin et al., 1993).

## Individuals With Disabilities and Success

Do these same success and self-determination behaviors apply to people with disabilities? Yes, they do. In a unique study, Gerber, Ginsberg, and Reiff (1992) interviewed a group of adults with learning disabilities to determine why some were successful and others weren't. They found that successful individuals with learning disabilities had:

- Control of their lives and surroundings
- A desire to succeed
- Well-thought-out goals
- Persistence
- The ability to adapt to their environments
- A social support network that facilitated their success

After conducting the interviews, Gerber et al. realized that successful individuals decided, long before they became successful, that they would be successful. The authors concluded that successful adults with learning disabilities wanted to succeed, set achievable goals, and confronted their learning disabilities so appropriate measures could be taken to increase the likelihood of success. One successful young man explained it in this way: "Successful people have a plan. You have to have a plan, goals, strategy; otherwise you are flying through the clouds and then you hit the mountain" (p. 480).

## Transition From School to Adult Life

Unless we make changes in what we teach secondary students receiving special education services, they will "hit the mountain." Their future is clouded with increased probabilities for dropping out of school, unemployment or underemployment, low earnings, and dependent living situations. Student outcome data verify the extent of the problem (Roessler, Brolin, & Johnson, 1990; Sitlington & Frank, 1993; Sitlington, Frank, & Carson, 1993; Wagner et al., 1991; Walker & Bunsen, 1995; Ward & Halloran, 1989; Wehman, 1992). Parental reports identified the most important problems as poor self-confidence; ineffective problem solving; little self-direction; and a lack of awareness of their interests, needs, and abilities (Mithaug et al., 1987).

Students in general education are not faring much better. According to *A Nation at Risk*, three out of four students are “unprepared to meet the basic problem-solving demands of college or work” (cited in Mithaug, 1993, p. 6). The William T. Grant Foundation Commission report entitled *The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report* (1988, p. 1) states:

*Our two-year study of 16-24-year olds has convinced us that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college bound young people we have termed The Forgotten Half.*

## Self-Determination Facilitates Success

*The Forgotten Half: Pathways to Success for America’s Youth and Young Families—Final Report* (William T. Grant Foundation, 1988) offers this suggestion to increase students’ likelihood of success: “Young people become competent when adults encourage them to try, allow them to fail, and help them to try again; they become leaders when adults share . . . leadership opportunities with them” (p. 12).

Students experiencing learning and behavior problems need these leadership opportunities as well (Halpern, 1994). This is affirmed by the fact that the Individuals with Disabilities Education Act (IDEA Amendments of 1997) requires students to be involved in their education and preparation for life after high school. The preeminent purpose of IDEA is to ensure that all children with disabilities have available a free appropriate public education that emphasizes special education and related services designed to meet their unique needs *and prepares them for employment and independent living. Independent living requires, among other things, that students learn self-determination and advocacy to maximize their empowerment and inclusion into the mainstream of society.*

Self-determination facilitates student success during the school years and after the school transition process (Field, Martin, Miller, Ward, & Wehmeyer, 1998a). Students need to be able to identify their interests, skills, and limits, compare them to the opportunities available to them, set goals for themselves, and attain goals in all areas of their lives (Mithaug, Wehmeyer, Agran, Martin, & Palmer, 1998). They need to participate and lead as much as possible their own education planning process, express their goals, accomplish their goals, and advocate for themselves (Field, Hoffman, & Spezia, 1998). Success is dependent upon students choosing appropriate goals for themselves and accomplishing them (Field, Martin, Miller, Ward, & Wehmeyer, 1998b).



*Choosing Education Goals* is one of the lesson sets that comprise the ChoiceMaker Self-Determination Transition Curriculum. The purpose of the ChoiceMaker curriculum and lessons is to increase students' self-determination skills necessary for success by teaching them to choose and attain their goals. The *Choosing Education Goals* lessons teach students how to choose their secondary and post-high school goals by identifying their educational interests, skills, and limits and matching them to available opportunities.

# ChoiceMaker Self-Determination Curriculum

The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life.

It consists of three strands: (1) “Choosing Goals,” (2) “Expressing Goals,” and (3) “Taking Action.” Each strand addresses teaching objectives in three transition areas: (1) Education, (2) Employment, and (3) Personal. (See the ChoiceMaker Self-Determination Curriculum Matrix in this *Teacher’s Manual*.)

## ChoiceMaker Lessons

ChoiceMaker lessons provide the methodology and materials to teach the goals and objectives of the ChoiceMaker Self-Determination Curriculum. The modules for each curriculum strand are displayed in the following table. The lessons are designed to be infused into existing school coursework and programs. Because the “Choosing Goals” and “Taking Action” modules can be used with a variety of content, they can be used in either general education or special education classrooms. The *Self-Directed IEP* module is designed for use with students receiving special education services.

## Use of the Lesson Modules

The different ChoiceMaker lesson modules may be used together or separately in whatever order best matches your educational needs. Again, the *Self-Directed IEP* is the only module designed for use only by students receiving special education services; all the other modules are designed for use by **all** students. Many educators choose to start with *Self-Directed IEP*, then continue with the other modules. For example, once the student begins to participate in the school staffings, the “Choosing Goals” modules (such as *Choosing Employment Goals*) provide content and assessment information for the student to use at his or her meetings. (The *Choosing Employment Goals* package may also be used with students to help develop their career plan as a part of the school’s school-to-work effort.) The “Taking Action” lessons are used to teach students a process to facilitate attainment of their IEPs as well as other educational, personal, employment, and community participation goals and objectives.

# ChoiceMaker Self-Determination Curriculum

## Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. "Choosing Goals"	A. Student Interests B. Student Skills & Limits C. Student Goals	<i>Choosing Education Goals</i> <i>Choosing Employment Goals</i> <i>Choosing Personal Goals</i>
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	<i>Self-Directed IEP</i>
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	<i>Take Action</i>

### *"Choosing Goals" Strand*

These lessons and materials provide students with school- and community-based experiences to help them choose goals in each of the three transition areas by identifying their interests, skills, and limits. A student video entitled *Choosing Goals to Plan Your Life* introduces the concepts by showing high school students using the "Choosing Goals" process. (This video is also available in an open-captioned format upon request.)

### *"Expressing Goals" Strand*

*Self-Directed IEP* is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a *Teacher's Manual*, and a *Student Workbook*. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the 11 steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own IEP meeting. (The second video, *Self-Directed IEP*, is available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete 11 lessons in the *Student Workbook* that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

### *"Taking Action" Strand*

This strand has one module, entitled *Take Action: Making Goals Happen*. The module consists of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons teach students to plan how they will attain their goals by making

decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules. Students learn to act on their plans, evaluate their plan and results, and make any necessary adjustments.

## The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing “Student Skills” to “Opportunity at School” across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. This means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.

## Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student’s completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) “Choosing Goals,” (2) “Expressing Goals,” and (3) “Taking Action.” All of the lessons are based on the same basic concepts, so information students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information, to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits, and then to the *Take Action* lessons to accomplish their goals.

## Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a comprehensive list of self-determination concepts. (Please see the table that follows for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum’s teaching goals and objectives. Third,

we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on its importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

### Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

- |   |   |
|---|---|
| <p>1. <b>Self-Awareness</b> consists of:</p> <ul style="list-style-type: none"> <li>Identifying needs</li> <li>Identifying interests</li> <li>Identifying and understanding strengths</li> <li>Identifying and understanding limitations</li> <li>Identifying one's own values</li> </ul>   | <p>5. <b>Independent Performance</b> consists of:</p> <ul style="list-style-type: none"> <li>Initiating tasks on time</li> <li>Completing tasks on time</li> <li>Using self-management strategies</li> <li>Performing tasks to standard</li> <li>Following through on one's own plan</li> </ul>                                     |
| <p>2. <b>Self-Advocacy</b> consists of:</p> <ul style="list-style-type: none"> <li>Assertively stating wants and needs</li> <li>Assertively stating rights</li> <li>Determining needed support</li> <li>Pursuing needed support</li> <li>Obtaining and evaluating needed support</li> <li>Conducting one's own affairs</li> </ul>   | <p>6. <b>Self-Evaluation</b> consists of:</p> <ul style="list-style-type: none"> <li>Monitoring one's own task performance</li> <li>Comparing one's performance to a standard</li> <li>Evaluating the effectiveness of one's self-management strategies</li> <li>Determining attainment of plan or goal</li> </ul>                  |
| <p>3. <b>Self-Efficacy</b> consists of:</p> <ul style="list-style-type: none"> <li>Expecting to obtain one's goals</li> </ul>   | <p>7. <b>Adjustment</b> consists of:</p> <ul style="list-style-type: none"> <li>Changing goals</li> <li>Changing standards</li> <li>Changing plans</li> <li>Changing strategies to improve performance</li> <li>Changing support</li> <li>Persistently adjusting</li> <li>Using environmental feedback to aid adjustment</li> </ul> |
| <p>4. <b>Decision Making</b> consists of:</p> <ul style="list-style-type: none"> <li>Assessing the demands of a situation</li> <li>Setting goals (outcome expectations)</li> <li>Setting standards</li> <li>Identifying information needed to make decisions</li> <li>Considering past solutions for new situations</li> <li>Generating new, creative solutions</li> <li>Considering options</li> <li>Choosing the best option</li> <li>Developing plans</li> </ul> |   |

# ChoiceMaker Self-Determination Curriculum Matrix

Strands	Teaching Goals	Teaching Objectives							
1. "Choosing Goals"	A. Student Interests	A1. Express <b>education</b> interests	A2. Express <b>employment</b> interests	A3. Express <b>personal</b> interests					
	B. Student Skills & Limits	B1. Express <b>education</b> skills & limits	B2. Express <b>employment</b> skills & limits	B3. Express <b>personal</b> skills & limits					
	C. Student Goals	C1. Indicate options & choose <b>education</b> goals	C2. Indicate options & choose <b>employment</b> goals	C3. Indicate options & choose <b>personal</b> goals					
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & performance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by summarizing decisions
	E. Student Reporting	E1. Express interests (from A1-3)	E2. Express skills & limits (from B1-3)	E3. Express options & goals (from C1-3)					
3. "Taking Action"	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish <b>standards</b> for specific goals	F3. Determine how to receive <b>feedback</b> from environment	F4. Determine <b>motivation</b> to complete specific goals	F5. Determine <b>strategies</b> for completing specific goals	F6. Determine <b>support</b> needed to complete specific goals	F7. Prioritize & <b>schedule</b> to complete specific goals	F8. Express <b>belief</b> that goals can be obtained
	G. Student Action	G1. Record or report performance	G2. Perform specific goals to <b>standards</b>	G3. Obtain <b>feedback</b> on performance	G4. <b>Motivate</b> self to complete specific goals	G5. Use <b>strategies</b> for completing specific goals	G6. Obtain <b>support</b> when needed	G7. Follow <b>schedule</b>	
	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to <b>standards</b>	H3. Evaluate <b>feedback</b>	H4. Evaluate <b>motivation</b>	H5. Evaluate effectiveness of <b>strategies</b>	H6. Evaluate <b>support</b> used	H7. Evaluate <b>schedule</b>	H8. Evaluate <b>belief</b>
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal <b>standards</b>	I3. Adjust or repeat method for <b>feedback</b>	I4. Adjust or repeat <b>motivation</b>	I5. Adjust or repeat <b>strategies</b>	I6. Adjust or repeat <b>support</b>	I7. Adjust or repeat <b>schedule</b>	I8. Adjust or repeat <b>belief</b> that goals can be obtained





# ChoiceMaker Self-Determination Assessment

FOLDOUT GOES HERE



# *Choosing Education Goals Lessons*

*Choosing Education Goals* is one of three lesson modules in the Choosing Goals curriculum section of the ChoiceMaker Self-Determination Transition Curriculum. The Choosing Goals section provides opportunities for students to identify their interests, skills, and limits across different transition areas. Unlike *Choosing Employment Goals* or *Choosing Personal Goals*, the *Choosing Education Goals* lesson activities all take place in classrooms. We designed the lessons to help students reflect on their experiences, draw conclusions about themselves, and learn about educational opportunities. Students will collect and assimilate this information over time to make informed decisions about their secondary and post-secondary educational plans.

Students with disabilities must learn to make better educational decisions. Almost one out of every three students with disabilities drop out of school (Wagner et al., 1991). Of those who graduate, significantly fewer students with disabilities enroll in post-secondary educational programs than their peers without disabilities (Blackorby & Wagner, 1996). Students with disabilities who do go on to post-secondary education generally take fewer courses and earn lower grades than their peers without disabilities. Parents of students who dropped out reported their children didn't like school, or were doing poor academically (Wagner et al., 1991). These children may have made poor educational decisions in their choice of classes, use of study skills, or homework completion. Their low educational attainment levels suggest a bleak long-term economic future (Blackorby & Wagner, 1996).

## **Purpose**

The purpose of the *Choosing Education Goals* lessons is to teach students to choose secondary and post-secondary educational goals that match their interests, skills, limits, and available opportunities. We know that students who graduate make a more successful transition than those who drop out. Once students become engaged in developing their own educational goals, their outcomes should improve.

The ChoiceMaker Self-Determination Transition Curriculum objectives addressed by the *Choosing Education Goals* lessons include:

- Objective A1. Express Education Interests
- Objective B1. Express Education Skills and Limits
- Objective C1. Indicate Options and Choose Education Goals

## Lesson Components

The *Choosing Education Goals* lesson package includes:

- The *ChoiceMaker Self-Determination Assessment* is a pre-post tool to measure student progress *and* changes made in the student's educational environment.
- The *Choosing Goals* video (10 minutes) introduces the *Choosing Goals* process by showing students using the process to determine their goals in different areas of their lives.
- The *Teacher's Manual* provides background information, assessments, and detailed lesson plans. The lessons include a variety of activities to teach students how to choose their educational goals.
- Student worksheets are included in the *Teacher's Manual* and in a separate reproducible packet for duplication. Multiple examples of student goals are provided to help students learn the process before applying it to their own goals.

## Choosing Education Goals Overview

While using the *Choosing Education Goals* lessons students complete a variety of activities designed to help them choose their own education goals. These include:

- determining what students hope to do at different stages of their lives
- identifying the school subjects students like
- completing a personalized graduation checklist
- developing an individualized educational performance summary
- learning post-secondary education terminology
- completing a study habits, work habits, and academic skills self-assessment
- maintaining a study habits log
- developing an individualized post-secondary education options informational table
- choosing secondary and post-secondary education goals

## Student Prerequisite Skills

The *Choosing Education Goals* materials were developed for all students—not just those with an IEP. *Choosing Educational Goals* may be used for students with a variety of skill levels. This includes general education students as well as those with different high-incidence disabilities including learning disabilities, mental retardation, or emotional and behavioral problems. The lessons are designed primarily for students at the high school level, although some teachers have adapted the materials to use at the upper elementary and middle school levels. The lessons involve some reading and writing activities. Adaptations may be made for students who cannot read or write. The *Choosing Education Goals* process may be used in general education, academic, and vocational environments, as well as in specialized learning situations.

## Time Involved, Instructional Grouping, and Setting

*Choosing Education Goals* contains eight sequential lessons, most of which can be usually taught in a 45- to 60-minute session. When students research post-secondary educational programs in Lesson 5, the lesson may take two or three class sessions. When students develop their individualized educational performance summary in Lesson 5 they may need the assistance of a school counselor to obtain all the needed information. You should be able to complete the entire *Choosing Education Goals* lesson package in 10 to 12 class sessions. As students refine their education goals from year-to-year, you may need to revisit one or more of the lessons.

The lessons may be taught in almost any grouping, including small or large groups. Teachers in our field tests have used *Choosing Education Goals* primarily in transition and work study classes. *Choosing Education Goals* may be used in alternative high schools, within an advising group, in English classes, and in other settings where students need to learn to refine and choose their own educational goals. Once the students learn the *Choosing Education Goals* process, they need to be encouraged to use the process each school year.

## Lesson Features

Each *Choosing Education Goals* lesson provides the following information:

- ChoiceMaker Curriculum goals and objectives
- Lesson location
- Estimated time
- Materials needed
- Lesson overview
- Lesson summary
- Detailed lesson plans



## Lesson Structure

*Choosing Education Goals* follows a model, lead, test approach to instruction. Each lesson contains the following parts:

- Cumulative review of previous steps
- Lesson preview and vocabulary instruction
- Examples are provided for guided practice for each lesson
- Students apply lessons concept to their own lives

## Required Preparation

Teachers will need to read each lesson, gather any needed material, and learn the general steps before teaching the lessons. Additional materials include college and trade school catalogs, World Wide Web access, and student educational performance data. The teacher will need to make transparencies and copies of worksheets prior to several lessons. We recommend following the sequence and instructional procedures provided in the teacher's manual.

## Performance Evaluation

Performance evaluation occurs in the following ways:

- At the end of each lesson students demonstrate competence in the skill taught in that lesson by applying it to their life,
- Pre- and post-test administration of the ChoiceMaker Self-Determination Assessment completed before instruction begins and at the end of the school year.

## Field Testing

The *ChoiceMaker Curriculum* lesson packages, including *Choosing Education Goals*, underwent extensive field testing during their development. Students and teachers from general and special education across several Colorado school districts provided detailed feedback about the effectiveness of the lessons. The students involved in field testing and researching the effectiveness of the *Choosing Educational Goals* lessons attended urban or suburban high school campuses.

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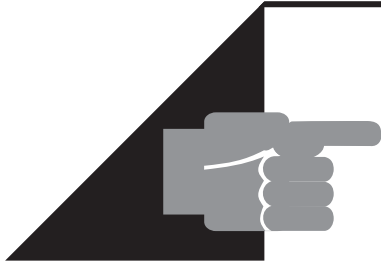
S E C T I O N   T W O

# The Lessons



# LESSON

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# 1

## Introduction and Subjects I Like

### Purpose

To introduce the purpose of the *Choosing Education Goals* lessons. Students will begin by identifying their educational interests and what school subjects they like and why.



## Strand

Choosing Goals

## Goals

Student Interests

## Objectives

Express education interests

## Location

School

## Estimated time

60 minutes

## Materials

- Overhead projector
- Blank transparencies and markers or chalkboard and chalk
- Timeline transparency
- Timeline handout for each student
- Subjects I Like worksheet for each student

## Note

Students need to keep all materials in a folder or portfolio

Advanced warning:

- You will need to have student transcripts for Lesson 2

## Lesson Overview

- Students are introduced to goal setting in different areas of their lives.
- Students complete a timeline of what they want to do in different areas of their lives.
- Students identify their interests in school as the first step to choosing education goals.

## Lesson Summary

- A. Introduce goal setting
- B. Create timeline
- C. Introduce Choosing Education Goals
- D. Introduce concepts for Subjects I Like worksheet
- E. Complete Subjects I Like worksheet
- F. Wrap-Up

A.

Introduce Goal  
Setting

- Define goal.

- What is a goal?

A N S W E R

What you want to accomplish.

- Why do people set goals?

A N S W E R

Makes it easier to get what they want.

- Have students brainstorm different goals.
  - What are the areas of your life that you're going to have to prepare for when you get out of high school?
  - These are the things you need to consider when you make the transition from high school to adult life.
  - Let's look at how these goals fit into the transition areas.
- Put a blank transparency on overhead and write student responses on it, or have a student write the response on the chalkboard.
- Help students categorize their ideas into the four transition areas of education, employment, personal, and daily living.
- Show visually on the transparency how the goals fit into these categories.
  1. **Education**  
SAMPLE GOALS—graduate from high school, go to a college, trade school, or community college
  2. **Employment**  
SAMPLE GOALS—get a job, earn some money

B.

Create Timeline

C.

Introduce

3. **Personal**

SAMPLE GOALS—learn to ski, try out for the track team, go to prom, lose ten pounds

- To get what you want in each of these transition areas, you must be able to set and accomplish goals.

- Hand out a Timeline worksheet to each student and put transparency on the overhead.
- Read the directions.
- Go through Education as an example.

E X A M P L E S

18—graduate from high school  
21—complete bachelors degree  
26—complete masters degree  
40—take a class in pottery or cross-country skiing  
65—retire

- Have students complete the timeline.
- If they wish, students may add more areas of interest.
- When students have completed this activity, discuss it.
- Discuss the fact they will need a good job to afford the lifestyle they may have chosen.
- Also discuss that the good job will come with appropriate education.
- Present and discuss the following information.
  - In the next few weeks, we will be discussing goals related to education.

D.

Introduce Concepts  
for Subjects I Like  
Worksheet

- What do most high school students have for an education goal?

A N S W E R

Graduate and get a high school diploma.

- It is important to start thinking about what you are going to do after you graduate from high school.
- You don't have to make any definite decisions in the next few weeks, but we want to explore some possibilities.
- In these lessons we will look at where you are now, where you want to be, and how you can get there.

- Present the following information.

- One of the most important questions to consider in your education to set goals is "What am I interested in?"
- Why is that important?

A N S W E R

We all want to do things in our lives that we like.  
If we do things we're interested in, we'll be happier.  
We don't want to be bored.  
We often do better at things we like.

- Discuss and perhaps write comments on a blank transparency on the overhead or board to record responses to the following questions.
  - Let's consider the classes you take.
  - What are some of the subjects you like?
  - What is it about those subjects you like?
  - Who doesn't like those subjects?

- Why don't you like them?
- In many of your classes you study different topics. What are some of the different topics you study in science?

EXAMPLES

**earth science**—rocks, minerals, land formations

**biology**—plants, animals, living things

- What are some of the activities in science?

EXAMPLES

lab experiments

reading the book

tests

- What parts of science do you like and not like?
- What could be some reasons a person might like or not like math?

EXAMPLES

story problems

algebraic equations

geometry

showing all the work

the teacher

- Even though a person may not like certain aspects of math, that wouldn't stop someone from going into a career where math is used.
- We may not like doing geometry but like working with numbers, money, or budgeting.
- Because we like working with numbers, money, and budgeting, we might pursue a career in banking, accounting, or marketing.
- You don't have to like every aspect, or even be good at every aspect of a subject to want to pursue it further.

E.

Complete  
Subjects I Like  
Worksheet

- Similarly, just because there are certain things you like about a subject, doesn't mean you like it overall or will want to pursue a career in it.

- Hand out a copy of the Subjects I Like worksheet to each student.
  - You will now answer some questions about different subjects and rate them as to how much you like them.
  - We will use this information in a later lesson when we look at choosing goals.
- Have a student read the directions.
- Do the math section together.
- Give students time to complete the worksheet.
- Ask the following questions when everyone is nearly finished.
  - Did anyone find you actually liked some parts of a subject that you thought you hated?
  - Is there anyone who thought you liked a subject and now find out there are several things about the subject you don't like?
  - It is important to find what you are interested in so you can pursue more classes that include those things you enjoy.

F.

Wrap-Up

- Have students put these worksheets in a folder.
- Review transition areas.
- Preview the next lesson.
  - In the next lesson you will look at how you are doing in school and on educational testing.



## Timeline

**Directions:** Write what you hope to be doing in each area at each age.

AREA	Age 18	Age 21	Age 26	Age 40	Age 65
Education					
Employment					
\$ I will be earning					
Housing					
Family					
Recreation & Leisure					





# Subjects I Like

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Check (✓) the box that best identifies how you feel about the item under each subject.

## Rating Scale

0 = you don't like it at all    2 = it's O.K.    4 = you really like it

MATH	0	1	2	3	4
Story Problems					
Money management					
Measurement					
Algebra					
Geometry					
Fractions					
Addition, subtraction					
Multiplication, division					
Decimals, percentages					
Other:					
<b>Overall MATH Evaluation</b>					

SCIENCE	0	1	2	3	4
Physical science					
Earth science					
Biology					
Chemistry					
Anatomy/Physiology					
Geology					
Astronomy					
Ecology					
Zoology					
Dissecting					
Lab experiments					
Reading					
Other:					
<b>Overall SCIENCE Evaluation</b>					

ENGLISH	0	1	2	3	4
Reading					
Vocabulary					
Writing					
Grammar					
Spelling					
Poetry					
Fiction					
Non-fiction					
Research					
Presentations					
Other:					
<b>Overall ENGLISH Evaluation</b>					

SOCIAL SCIENCE	0	1	2	3	4
American history					
World history					
Geography					
Civics/government					
Economics					
Leadership/student council					
State history					
Psychology					
Sociology					
Research					
Reading					
Writing					
Other:					
<b>Overall SOCIAL SCIENCE Evaluation</b>					



# Subjects I Like (page 2)

## Rating Scale

0 = you don't like it at all      2 = it's O.K.      4 = you really like it

HEALTH/P.E.	0	1	2	3	4
Individual sports					
Team sports					
Weightlifting					
Health class					
Exercising					
Leadership roles					
Dressing out					
Showers					
Other:					
<b>Overall HEALTH/P.E. Evaluation</b>					

FOREIGN LANGUAGE	0	1	2	3	4
Spanish					
French					
German					
Latin					
Japanese					
Reading foreign languages					
Speaking foreign languages					
Writing foreign languages					
Group work					
Cultural experiences					
Other:					
<b>Overall FOREIGN LANGUAGE Evaluation</b>					

FINE ARTS	0	1	2	3	4
Choir					
Band/orchestra					
Competition					
Practice					
Ceramics					
Drawing					
Painting					
Sculpting					
Design					
Drama					
Creativity					
Other:					
<b>Overall FINE ARTS Evaluation</b>					

PRACTICAL ARTS	0	1	2	3	4
Wood shop					
Metal shop					
Electronics					
Mechanical shop					
Automotive					
Technology					
TV & radio					
Drafting					
Consumer & family					
Print shop					
Creativity					
Other:					
<b>Overall PRACTICAL ARTS Evaluation</b>					



## Subjects I Like (page 3)

### Rating Scale

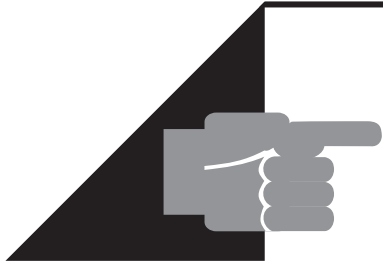
0 = you don't like it at all    2 = it's O.K.    4 = you really like it

COMPUTER TECHNOLOGY	0	1	2	3	4
Keyboarding					
Word processing					
Desktop publishing					
Computer-aided design					
Maintenance & repair					
Data entry					
Programming					
Information systems management					
Support & technical assistance					
Drawing & art					
Website design					
Other:					
Other:					
Other:					
<b>Overall COMPUTER TECHNOLOGY Evaluation</b>					

OTHER	0	1	2	3	4



# LESSON



## 2

### Educational Performance

#### Purpose

To identify high school graduation requirements and to introduce the educational performance indicators that post-secondary institutions use as admission requirements.

Students gather information about their performance to see how they are progressing toward graduation and how well they can meet the post-secondary institutions' admission requirements.



## Strand

Choosing Goals

## Goals

Student Skills & Limits

## Objectives

Express education skills & limits

## Location

School

## Estimated time

60 minutes

## Materials

- Overhead projector
- Your school's Graduation Checklist transparency
- Graduation Checklist worksheet for each student
- Copy of each student's transcript. (**Request these at least two weeks before you plan to teach this lesson.**)
- Admission Requirements Vocabulary transparency
- Admission Requirements Vocabulary sheet for each student
- Transparencies of Web pages from at least two colleges or universities showing admission requirements
  - Examples: University of Colorado at Colorado Springs ([www.uccs.edu/freshman.htm](http://www.uccs.edu/freshman.htm))
  - Eastern Illinois University ([www.eiu.edu/~admissns/adreq.htm](http://www.eiu.edu/~admissns/adreq.htm))

– OR catalogs for local community colleges, technical schools and four-year colleges

- Educational Performance Summary worksheet for each student

## Lesson Overview

- Students discuss their high school's graduation requirements.
- Students are introduced to the educational performance indicators that post-secondary institutions consider as admission requirements.
- Students gather information about their credits toward high school graduation, the grades they have received, and test scores they have obtained.

## Lesson Summary

Preparation

- A. Review
- B. Complete Graduation Checklist worksheet
- C. Introduce concepts for Educational Performance Summary worksheet
- D. Introduce Admission Requirements Vocabulary sheet
- E. Discuss post-secondary education admission requirements
- F. Assign Educational Performance Summary worksheet
- G. Wrap-Up

## Preparation

### A.

## Review

**Note 1**—You must have a graduation checklist made for the students before class. If your high school does not have one, please use the included sample—modify it to meet your graduation requirements. You also need a copy of each student’s transcript.

**Note 2**—The information you will be discussing today may be sensitive to some students. They may not realize what their grade-point average, class ranking, or test scores are. You may want to invite the school counselor to class to assist with this lesson.

**Note 3**—If you have students who have an I.E.P., please talk with their case managers to see if they have any modifications in their graduation checklist.

- Present the following information.
  - In the previous lesson we talked about setting goals and how your education goals relate to your job and your lifestyle.
  - We also talked about why it is important to know your interests when setting goals for yourself.
  - Why is it important to know your interests?

#### A N S W E R

It is easier to work on a goal if it’s something you’re interested in.

People are usually happier when doing something they like.

- In the last lesson, you identified the subjects you like and why.
- Ask for volunteers to tell what subjects they rated high in the last lesson and why.
  - Wouldn’t it be nice if we could just take the classes we like in order to graduate?
  - It doesn’t exactly work like that.

B.

Complete Graduation  
Checklist Worksheet

- There are a number of credits you have to have in specific areas but sometimes you have a choice within the area.
- Introduce today's lesson.
  - Today we are going to look at the credits you need to graduate.
  - We will also discuss some of the requirements you need to meet in order to attend different educational programs after high school.
- Discuss the following.
  - In all schools across the country, certain requirements have to be met before you can graduate.
  - These requirements may not be the same in every state or even every district within the same city.
- Give specific examples of your surrounding area.
- Ask the following questions.
  - Do you know what the graduation requirements are for our school?
  - Do you know if you have the right credits or are getting the right credits to graduate?
  - Are you on track to graduate on time?
  - Today we will start talking about these requirements and how you can find out where you stand.
- Using your high school graduation checklist, go through the specific requirements with the students.

- Put your Graduation Checklist transparency on overhead projector or use the sample one included. Sample requirements:
  - To graduate from Fountain-Fort Carson High School in Fountain, Colorado, you need to have successfully completed the following courses:
    - 4 years of math (8 units)
    - 4 years of social studies (8 units)
    - 4 years of science (8 units)
    - 4 years of English (8 units)
    - 1 year of practical arts ( 2 units)
    - 1 year of fine arts (2 units)
    - 1 year of foreign language (2 units)
    - 2 years of physical education/health (4 units)
    - electives equal to 10 units
- Hand out the Graduation Checklist worksheet and give students their transcripts.
- Give the following directions.
  - You will fill out the Graduation Checklist worksheet using your transcript.
  - Your transcript shows the classes you have taken and your grades.
  - In ink, write down the classes you have taken and the corresponding grades you received.
  - Do not write down the class if you failed it because you don't receive credit for it.
  - In pencil, write down the classes you are currently taking.
  - As soon as the semester is over, you can write your grade in ink showing you completed the class.
- Complete an example:
  - Look at your freshman year.
  - You passed Freshman Literature with a D first semester and you failed it second semester.

C.  
Introduce Concepts  
for Educational  
Performance  
Summary Worksheet

- Write in pen “Freshman Lit” under English/  
Language Arts and “D” under grade.
- You wouldn’t write the second semester  
“Freshman Lit” on this because you didn’t get  
credit for it.
- Because you are currently taking Sophomore  
Literature, write “Sophomore Literature” in  
pencil.
- When you get your grade you will write it in ink,  
as long as you passed the class.
- When you are finished completing the worksheet,  
you will know exactly how you are doing toward  
graduation and what classes you have left to  
take.
- Discuss the results.
  - Looking at your Graduation Checklist worksheet,  
are you on track to graduate on time?
  - If you have failed a class, do you have a plan to  
make it up so you can still graduate on time?
- Have students put their transcript and Graduation  
Checklist worksheet in their folder.
- Present the following information.
  - Some of you said you want to go on to a  
four-year college or university.
  - Some of you want to go to a community college  
or technical school.
  - Others want to join the military.
  - Some of you want to get a job after graduation  
from high school.
  - Whatever it is you want to do, you need to make  
sure you have the correct preparation.

D.

Introduce Admission  
Requirements  
Vocabulary Sheet

- High schools have requirements for you to graduate.
- Post-secondary schools are schools you attend after high school, like trade schools, community colleges, or universities.
- Post-secondary schools have requirements for you to enroll.
- These are called admission requirements.
- You need to know what the educational requirements are for whatever your future goals might be.
- What do you think are some of the admission requirements for different schools?

- Hand out an Admission Requirements Vocabulary worksheet to each student and put the transparency on the overhead.
- Go over the following terms.
  - When you go over your transcripts and test results, there will be many terms that apply to admission requirements for post-secondary education institutions.
  - It is helpful if you understand these terms and how they might affect you.
  - **G.P.A.**—grade point average, calculated by adding the grades you received in classes based upon a point system (4=A, 3=B, 2=C, 1=D) and dividing it by the number of classes you have taken; it is cumulative, meaning that it is the average of all your grades from 9th through 12th grades.
  - **class rank**—where your G.P.A. stands in relation to all other students in your same grade in your school.

- **standardized test**—a test in which the testing and scoring procedures follow strict rules. Your score is compared with a sample of similar students who have taken the same test across the country.
- Give examples of standardized tests your students might take: Iowa Test of Basic Skills, PLAN Test, TAP Test, ASVAB, SAT, ACT, etc.
  - **achievement test**—a test that measures your abilities in reading, writing, math, social studies, science, and study skills.
  - **aptitude test**—a test that measures your ability to think and reason.
  - **vocational test**—a test that measures your ability to do work-related tasks.
  - **percentile rank**—tells you how you scored compared to other students who took the test. The 50th percentile represents average performance. If your percentile rank is 61, this means that you did better than 61 percent of the students who took the test, and that 39 percent of the students did better than you did.
  - **range**—a way to give you an idea of how well you perform in relation to others on a given test; usually ranges are described by being above average, average, or below average.
  - **standard score**—a score that has been calculated with a formula using your raw score so the scores will be easier to compare; in most cases 100 is an average standard score.
  - **G.E.D.**—General Education Diploma. Diploma you receive by taking tests in math, writing skills, science, social studies, and literature and arts to determine if you have basic academic knowledge. You must be 17 years old to take the test. In many states, if younger than 17, you may

E.

Discuss  
Post-Secondary  
Education Admission  
Requirements

be able to apply for a waiver from the state department.

- **High School Performance Index**—The combination of your grade-point average (or class rank) and your highest standardized test score (ACT or SAT) determine whether you meet a particular institutions' admission standard.
- Present the following information.
  - Some schools and other programs have strict requirements about your high school grades, grade point average, class rank, and standardized test scores.
  - Others are more lenient.
- Put transparencies you have prepared on the overhead to show requirements.
- Give examples from your transparencies.
  - **Eastern Illinois University**—ACT or SAT score varies based on class rank plus completion of specific high school courses.
  - **University of Colorado at Colorado Springs**—varies depending on area of interest; must meet a minimum standard on High School Performance Index
  - **a local community college**—G.E.D., high school diploma, or age requirement
  - **military**—most require a G.E.D. or high school diploma, ASVAB may be required
  - **technical school**—G.E.D. or high school diploma
- In a future lesson, you will check out the specific school or training you want to pursue.
- You will find out what their specific requirements are.



F.

Assign Educational  
Performance  
Summary Worksheet

- You will use the information you are going to gather to make sure you are on the right track.
- Hand out a copy of the Educational Performance Summary worksheet to each student.
- Present the following information.
  - Your assignment is to make an appointment with your counselor and fill out the Educational Performance Summary worksheet.
  - The Educational Performance Summary worksheet has places for you to put information concerning your class rank, grade point average, and standardized test scores.
  - Your counselor will have all the information you need.
  - This will be due when we begin Lesson 5.
- Give students a due date when you know when you will be doing Lesson 5.

G.

Wrap-Up

- Assign the students the following.
  - For tomorrow (or the next class day) you must get your current grade from each of your teachers.
- Review the terms in section D.
- Review the importance of knowing credits needed, grades, grade point average, test scores, etc.

# Graduation Checklist

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write in ink the classes you have passed and the grade you received. Write in pencil the classes you are currently taking. When you pass the class, write your grade in ink.

English/Language Arts		Social Studies		Science		Mathematics	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	
5.		5.		5.		5.	
6.		6.		6.		6.	
7.		7.		7.		7.	
8.		8.		8.		8.	

Health/P.E.		Foreign Language		Fine Art		Practical Arts	
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		1.		1.		1.	
2.		2.		2.		2.	
3.							
4.							

Electives				Other Requirements			
Course	Grade	Course	Grade	Course	Grade	Course	Grade
1.		7.		1.		7.	
2.		8.		2.		8.	
3.		9.		3.		9.	
4.		10.		4.		10.	
5.		11.		5.		11.	
6.		12.		6.		12.	



## Educational Performance Summary

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Meet with your school counselor to complete this form.

School Year	G.P.A.	Class Rank	School Year	G.P.A.	Class Rank
9th			11th		
10th			12th		

**Name of test:**

Type of test:

Date of test:

<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1. English			below average	average	above average
2. Math			below average	average	above average
3. Science			below average	average	above average
4. Social Studies			below average	average	above average
5. <i>Other:</i>			below average	average	above average
6. Overall Score			below average	average	above average

**Name of test:**

Type of test:

Date of test:

<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average



## Educational Performance Summary (page 2)

Name of test:			Type of test:	Date of test:	
<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average

Name of test:			Type of test:	Date of test:	
<i>Sub-categories</i>	<i>Stand. score</i>	<i>Percentile</i>	<i>Range</i>		
1.			below average	average	above average
2.			below average	average	above average
3.			below average	average	above average
4.			below average	average	above average
5.			below average	average	above average
6.			below average	average	above average



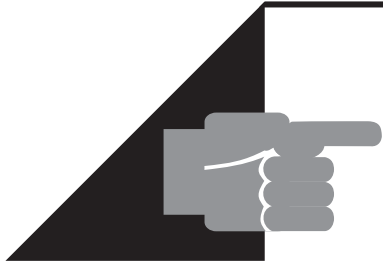
## Admission Requirements Vocabulary

1. G.P.A. Grade point average, calculated by adding the grades you received in classes based upon a point system (4 = A, 3 = B, 2 = C, 1 = D, 0 = F) and dividing it by the number of classes you have taken. It is the average of all your grades freshman through senior years.
2. class rank Where your G.P.A. stands in relation to all other students in your same grade in your school.
3. standardized test A test in which the testing and scoring procedures follow strict rules. Your score is compared with a sample of similar students who have taken the same test across the country.
4. achievement test A test that measures your abilities in reading, writing, math, social studies, science, or study skills.
5. aptitude test A test that measures your ability to think and reason.
6. vocational test A test that measures your ability to do work-related tasks.
7. percentile rank Tells how you scored compared to other students who took the test. The 50th percentile represents average performance. A percentile score of 63 means you scored as well as or better than 63% of the same age group who took the same test.
8. range Gives an idea of how well you perform in relation to others. Usually ranges are described by being above average, average, or below average.
9. standard score A score that has been calculated with a formula using your raw score so that scores will be easier to compare. In most cases, 100 is an average standard score.
10. G.E.D. General Education Diploma. Diploma you receive by taking tests in math, writing skills, science, social studies, and literature and arts to determine if you have basic academic knowledge. You must be 17 years old to take the test. In many states, if younger than 17, you may be able to apply for a waiver from the state department.
11. High School Performance Index The combination of your grade point average (or class rank) and your highest standardized test score (ACT or SAT) determine whether you meet a particular institutions' admission standard.





# LESSON



## 3

### Study Habits

#### Purpose

To identify students' personal, school, and home study habits, and to evaluate the habits they now have. To have teachers and parents evaluate the students' study habits.

## Strand

Choosing Goals

## Goals

Student Skills & Limits

## Objectives

Express student skills & limits

## Location

School

## Estimated time

45 Minutes

## Materials

- Overhead projector or board with chalk or marker
- Blank transparency
- Transparency markers
- Study Habits worksheet for each student
- School Work Habits and Academic Skills worksheet for each student
- Home Work Habits worksheet for each student

## Lesson Overview

- Students discuss effective study habits.
- Students complete a Study Habits checklist on each of their classes.
- Students ask a teacher and a parent to complete study habits worksheets to give the students feedback on their performance.

## Lesson Summary

- A. Review
- B. Brainstorm effective study habits
- C. Complete Study Habits worksheet for this class
- D. Compare study habits and grades
- E. Introduce School Work Habits and Academic Skills worksheet
- F. Introduce Home Work Habits worksheet
- G. Wrap-Up

A.

## Review

- Present the following information.
  - In the first lesson you identified the classes you like or at least some of the characteristics you like about them.
  - In the second lesson we talked about graduation requirements and some vocabulary dealing with testing and grades.
  - Let's review some of the vocabulary.
- Go over some of the terms from Lesson 2.
  - **G.P.A.**—grade point average, calculated by adding the grades you received in classes based upon a point system (4 = A, 3 = B, 2 = C, 1 = D, 0 = F) and dividing it by the number of classes you have taken; it is cumulative, meaning that it is the average of all your grades from 9th through 12th grades.
  - **class rank**—where you stand grade-wise in relation to all other students in your same grade in your school.
  - **standardized test**—a test in which the testing and scoring procedures follow strict rules. Your score is compared with a sample of similar students who have taken the same test across the country.
  - **range**—a way to give you an idea of how you perform in relation to others; usually ranges are described by being above average, average, or below average.
  - **standard score**—a score that has been calculated with a formula using your raw score so the scores will be easier to compare; in most cases 100 is an average standard score.

B.

Brainstorm Effective  
Study Habits

- Remind the students of their assignment.
  - You should be setting-up an appointment with your counselor to complete the Educational Performance Summary worksheet. Remember, you need this completed by \_\_\_\_\_.
- Present the following information.
  - Today we're going to look at your study habits and how they affect your learning.
  - If you know what you do well, you can use that information to help you develop your educational plans.
  - Education plans could include learning a trade, joining the army, learning on the job, or going to college.
  - No matter what you do in the future, you will always be learning and trying to improve your situation.
  - The more you know about how you learn best, the easier learning will be.
  - This will also help you as you finish your high school education.
- Have students brainstorm what they think are effective study habits.
- Write ideas on the board or transparency.
- Discuss the benefits of each as they are presented.
- Relate habits to future job performance.

E X A M P L E S

Being to class on time/being to work on time  
 Using class time wisely/using job time wisely  
 Bringing materials needed/having tools for job  
 Asking for help to do things right/same on job

C.

Complete Study  
Habits Worksheet for  
This Class

- Hand out a copy of the Study Habits worksheet to each student.
- Have students write their name and date at the top.
- Have students fill in the name of their classes on the lines provided.
- Tell students they are to answer each question for this class.
- Tell students it is very important that they are honest on this worksheet.
- Do not grade them on how many “yes” responses they have.
- Go over each item with them to be sure they understand the meaning of the study habit.
- Number 21, “Use study strategies” refers to strategies students might use to perform academic tasks such as the learning strategies developed at Kansas University or more informal strategies.

EXAMPLES

Before reading a textbook chapter a student may look at the headings throughout the chapter to get an idea of what will be covered.

A reading comprehension strategy might be to summarize the main point of a paragraph after reading it.

A test-taking strategy may be to look over the test before beginning to estimate how long each part will take.

- If an item does not apply to your particular class, have them put NA.
- Discuss individual responses.
- Instruct students to complete the questions for the rest of their classes.

D.

Compare Study  
Habits and Grades

- Ask students to count the number of YESes they had for each class and write in the grade they are currently getting in each class. (This is the reason they had to get the grades from their teachers.)
- Ask students to make comparisons as you ask the following questions.
  - Is there any relationship between the number of YESes you have and the grade you got?
  - If yes, why?

SAMPLE RESPONSES

**Many YESes and good grades**—good work ethic, what you're doing is working, effective study habits

**Few YESes and low grades**—ineffective study habits.

- If no, why?

SAMPLE RESPONSES

**Many YESes and poor grades**—subject too hard, poor study strategies, poor test scores, the NOs may be in critical areas.

**Few YESes and good grades**—interested in subject, easy class, no homework, no tests.

- Discuss with students their individual findings.
- Have them write down why they think they are getting the grades they are for each class.
- Present the following information.
  - Sometimes it is good to get someone else's perception of how we are doing.

E.

Introduce School  
Work Habits and  
Academic Skills  
Worksheet

- Hand out a copy of the School Work Habits and Academic Skills worksheet to each student and present the following.
  - Select a class you are not doing well in and would like to do better (preferably an academic class).
  - Write the name of the class and the teacher at the top along with your name and the date.
  - Fill out the worksheet under the column “I Think” according to how you think you perform in that class.
- Tell students the information is the same as on the Study Habits worksheet except for one part.
  - There is a section called “Academic Skills.”
  - This section does not have to do with study habits, but how well you perform the academic skills needed for the class.
  - You might have trouble with these in some of your classes.
  - You may need modifications (special education students or students with 504s may need to talk with their special education teacher, case manager, or administrator).
- **Note:** This is important information too. Sometimes a student can work very hard but just does not have the skills for the class.
- If this is the case, a counselor should be notified.
- Provide time to complete the “I Think” section.
- Give the following instructions.
  - When evaluating your performance, it’s important to get feedback from others on how you are doing.
  - Ask the teacher of that class to fill out the form according to how they think you are doing.



F.

Introduce Home  
Work Habits  
Worksheet

- Hand out a copy of the Home Work Habits worksheet to each student and present the following.
  - The habits you have at school contribute to how well you do in classes; so do the habits you have at home.
  - On this worksheet you fill out the “I Think” column based on how you think you do on each of these habits.
  - Tonight you need to have your parents complete the “Parent Thinks” column.
  - This will give you another perspective of how you are doing.
  - We will discuss these in the next lesson.
- Set a due date (Will be discussed in Lesson 4).

G.

Wrap-Up

- Review study habits students felt were effective.
- Remind students to make an appointment with their counselor to complete their Educational Performance Summary worksheet.
- Remind students their Home Work Habits worksheets are due on \_\_\_\_\_.

# Study Habits

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Write the “Name of Class” you have for each period of the day in the first row. Check (✓) “Y” for yes or “N” for no for each study habit listed based on whether you use it in each class. Write the number of YESes in the blanks at the bottom of each column. Write your grade for each class at the bottom.

Name of Class:																
Period:	1		2		3		4		5		6		7		8	
Do I ...	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1. Attend class regularly?																
2. Arrive to class on time?																
3. Bring needed materials?																
4. Make sure I’m ready when class begins?																
5. Turn in completed homework?																
6. Do readings before class?																
7. Sit where I can learn best?																
8. Take notes?																
9. Pay attention to teacher?																
10. Participate in class discussions?																
11. Participate in class activities?																
12. Ask questions?																
13. Volunteer answers?																
14. Listen actively and not talk to others?																
15. Keep a calendar for assignments?																
16. Organize materials?																
17. Use class time wisely?																
18. Come in for extra help?																
19. Study for tests?																
20. Participate in study groups?																
21. Use study strategies?																
22. Find a place to study where I can work?																
23. Schedule a time to do homework?																
24. Start on long-term assignments early?																
25. Believe I can get a good grade?																
26. Other:																
Number of YESes																
Grade in Class																



## School Work Habits and Academic Skills

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Teacher's Name \_\_\_\_\_ Date \_\_\_\_\_

**Teacher Directions:** Below is a list of school work habits and academic skills. Please complete the "Teacher Thinks" column. Choose the response that best describes the work habits and academic skills this student displays in your class. You may also write responses in the "comments" column.

**Student Directions:** Below is a list of school work habits and academic skills. Please complete the "I Think" column. Choose the response that best describes the work habits and academic skills you display in the class.

### Rating Scale

3 = very good      2 = O.K.      1 = needs improvement

School Work Habits	I Think			Teacher Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Attends class regularly									
2. Arrives to class on time									
3. Brings needed materials									
4. Ready when class begins									
5. Turns in completed homework									
6. Does readings before class									
7. Sits where can learn best									
8. Takes notes									
9. Pays attention to the teacher									
10. Participates in class discussions									
11. Participates in class activities									
12. Asks questions									
13. Volunteers answers									
14. Listens actively and does not talk to others									
15. Keeps a calendar for assignments									
16. Organizes materials									
17. Uses class time wisely									
18. Comes in for extra help									
19. Studies for tests									



## School Work Habits and Academic Skills (page 2)

**Teacher Directions:** Below is a list of school work habits and academic skills. Please complete the “Teacher Thinks” column. Choose the response that best describes the work habits and academic skills this student displays in your class. You may also write responses in the “comments” column.

**Student Directions:** Below is a list of school work habits and academic skills. Please complete the “I Think” column. Choose the response that best describes the work habits and academic skills you display in the class. You may also write responses in the “comments” column.

### Rating Scale

3 = very good      2 = O.K.      1 = needs improvement

Academic Skills	I Think			Teacher Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Writes clearly and accurately									
2. Reads content materials with ease									
3. Comprehends content books and assignments									
4. Understands and uses vocabulary needed in class									
5. Clearly expresses thoughts verbally									
6. Understands and applies basic math skills accurately									



## Home Work Habits

Student's Name \_\_\_\_\_ Class \_\_\_\_\_

Parent's Name \_\_\_\_\_ Date \_\_\_\_\_

**Parent Directions:** Below is a list of home work habits. Please complete the "Parent Thinks" column. Choose the response that best describes the home work habits this student displays at home. You may write responses in the "comments" column.

**Student Directions:** Below is a list of home work habits. Please complete the "I Think" column. Choose the response that best describes the home work habits you display at home. You may write responses in the "comments" column.

### Rating Scale

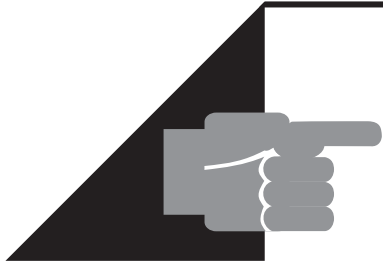
3 = very good      2 = O.K.      1 = needs improvement

Home Work Habits	I Think			Parent Thinks			Matches		Comments
	3	2	1	3	2	1	Y	N	
1. Studies for tests									
2. Reviews the subject nightly									
3. Participates in study groups									
4. Uses study strategies (e.g., test-taking strategy or note-taking strategy)									
5. Finds a place to study where can work									
6. Schedules a time to do homework									
7. Starts on long-term assignments early									
8. Believes can get a good grade									





# LESSON



## 4

### Study Habits Log and Post-Secondary Education Options

#### Purpose

To compare effective study habits with classroom performance. Students will identify study habits they want to improve. Students will learn basic information about post-secondary education options.

**Note:** Students need to complete logs for five days before completing Lesson 7.

## Strand

Choosing Goals

## Goals

Student Skills & Limits

## Objectives

Express student skills & limits

## Location

School

## Estimated time

60 minutes

## Materials

- Completed School Work Habits and Academic Skills worksheet for each student
- Completed Home Work Habits worksheet for each student
- Study Habits Log worksheet for each student
- Chalkboard, dry marker, or overhead projector
- Highlighter markers and blank transparencies
- Post-Secondary Education Terminology sheet for each student
- Post-Secondary Education Options General Information Table transparency
- Blank Post-Secondary Education Options table for each student
- Post-Secondary Education Options table key

## Lesson Overview

- Students compare effective study habits with classroom performance.
- From information gathered, students will select three study habits they want to improve and keep a study habits log for five days.
- Students begin learning about post-secondary education options.

## Lesson Summary

- A. Review
- B. Discuss School Work Habits and Academic Skills worksheet results
- C. Discuss Home Work Habits worksheet results
- D. Introduce Study Habits Log worksheet
- E. Introduce post-secondary education options
- F. Wrap-Up

A.

Review

- Review some of the effective study habits discussed in early lessons.
- Ask students how many still need to see their counselor to complete their Educational Performance Summary.

B.

Discuss School Work  
Habits and Academic  
Skills Worksheet  
Results

- Instruct students to get out their School Work Habits and Academic Skills worksheet.
- Ask students to compare their responses on each item.
- If the scores are the same, it is a match.
- If they are not, it is not a match.
- Have students look closely at those responses that don't match and discuss the discrepancies.

E X A M P L E S

You say you pay attention in class, but the teacher says you don't.

You say you take notes, but the teacher says you don't.

Why do you think there is a difference in your opinions?

Could it be that you think what you're doing is adequate, but the teacher thinks you need to be doing something more to be effective?

What can you do to show the teacher you are doing those things you differed on?

C.

Discuss Home Work  
Habits Worksheet  
Results

- Instruct students to get out their Home Work Habits worksheet.
  - Ask them to complete the same process as in section B and discuss the results.
  - On how many items did you and your parent agree?

D.

Introduce Study  
Habits Log  
Worksheet

- If you had different responses, why was there a difference?

- Ask volunteers to respond to the following question.

- What could you do in the classes where you are not getting good grades?

SAMPLE RESPONSES

Study more

Read assignments

Turn in homework

- Hand out a copy of the Study Habits Log worksheet to each student.
- Give the following assignment.
  - Choose a class you would like to do better in.
  - It might be the same class you used to complete the School Work Habits and Academic Skills worksheet.
  - Select three of the study habits on your Study Habits worksheet you feel would help you do better in that class.
  - To select these, you may want to look at the Study Habits worksheet you completed for all your classes.
  - You also need to look at the worksheets we just finished. Look at the habits for which either you, your teacher, or your parent answered “No.”
  - Highlight those three habits on your Study Habits Log worksheet.
  - For the next five days, you are to concentrate on doing those three things in the class you picked.
  - You will use the log to help you pay attention to what you need to change.

E.

Introduce  
Post-Secondary  
Education Options

- Every day when you come to this class, you will mark whether or not you did the study habit.
- At the end of five days, we will discuss how you did.
- You may want to have students buddy-up with someone in their class who can support the study habits they selected.
- Remind them not to forget about the effective study habits they are already using.

- Preview today's lesson.
  - Now we will look at some post-secondary education options.
  - What do the words "post-secondary education options" mean?
  - Post means after.
  - Secondary means high school.
  - Education is same kind of training.
  - Options means what you can do, choices you have.
- Have students brainstorm different options they have for learning or preparing for their chosen career field after graduating from high school.
- Write ideas on the transparency.

EXAMPLES

University  
Community College  
Trade Schools  
On-the-job Apprenticeships

- Give each student a copy of the Post-Secondary Education Terminology sheet.

- Now we will discuss different terms you need to know.
- Ask students to read each term and its definition.
- Discuss each.
  - **Associates Degree**—Usually takes two years of full-time study.
  - **Bachelors Degree**—Usually takes four to five years of full-time study.
  - **Masters Degree**—Usually takes one to two years of college after bachelor’s degree.
  - **Doctorate**—Usually takes three years of college after master’s degree.
  - **Community College**—Sometimes called a junior college. Offers two years of college-level work in vocational areas or college transfer courses.
  - **Technical/Trade School**—specialized training for a particular career field. Usually more expensive than community colleges. Can complete most programs in less than two years.
  - **College/University**—A school where you can earn a bachelors degree, masters degree, or doctorate in liberal arts or a professional field. Required to take a specified number of general education courses, then a certain number in your specialized area.
  - **Apprenticeship**—Learning to do a certain job, involving more than 800 technical craft or trade jobs, through hands-on experience under the guidance of a skilled worker. May require related coursework. Usually takes about four years, but can go to six years. Most popular technical jobs include machining, plumbing, and carpentry.
  - **On-the-job Training**—Many companies teach you to do a job while working. May or may not get paid. Training can last a few hours, days, weeks, or up to three years.

- **Military Service Training**—Training in over 200 technical careers. Must enlist in the military for at least two years depending on the branch of military. Includes Army, Air Force, Navy, Marines, and Coast Guard.
- Hand out the Post-Secondary Education Options-General Information Table and put its transparency on the overhead.
  - Now we are going to take a closer look at some post-secondary options.
  - Please complete the table as we go over it.
- Ask students for any information they may already know about each option.
- Using the Post-Secondary Education Terminology handout, ask students to complete columns one (Program Length) and two (Program Descriptions) either alone or with a partner.
- Complete column three (Tuition) together as a class. Using a blank transparency, ask students to guess the cost of each option. Have a class vote to determine a class decision on cost. Then write on the options transparency the real cost. Research costs for programs in your areas and add these examples to your discussion.
- Complete column four (Admission Requirements and five (Degree) together, one row at a time. Describe each program's general requirement. Write initials on the board as you discuss them. If students do not know about their ACT or SAT tests, you may want to invite a school counselor into your class to explain these tests.
- Check students' papers to ensure all information is recorded accurately.
- If students have difficulty taking notes or writing, provide them with a copy of the Options Key.



F.

## Wrap-Up

- **Note:** If students come up with a post-secondary education option not listed, you may have to re-search some general information for the table.
- **Optional:** Rather than teach column-by-column, you may wish to teach row-by-row.
- Review the major differences of each option.
- Remind students they need to have their Educational Performance Summary worksheet filled out by their counselor by the next class.
- Remind students to concentrate on the three study skills they are going to try to improve.

## Study Habits Log

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Week of: \_\_\_\_\_

**Directions:** Choose three study habits that you feel would help you do better in a particular class. Write the name of the class on the line above. Highlight the three habits you chose. Every day, for five days, mark whether or not you used the habit that day.

	Day 1		Day 2		Day 3		Day 4		Day 5	
	Y	N	Y	N	Y	N	Y	N	Y	N
1. Attend class regularly										
2. Arrive to class on time										
3. Bring needed materials										
4. Ready when class begins										
5. Turn in completed homework										
6. Do readings before class										
7. Sit where I can learn best										
8. Take notes										
9. Pay attention to teacher										
10. Participate in class discussions										
11. Participate in class activities										
12. Ask questions										
13. Volunteer answers										
14. Listen actively and not talk to others										
15. Keep a calendar for assignments										
16. Organize materials										
17. Use class time wisely										
18. Come in for extra help										
19. Study for tests										
20. Participate in study groups										
21. Use study strategies										
22. Find a place to study where you can work										
23. Schedule a time to do homework										
24. Start on long-term assignments early										
25. Believe I can get a good grade										
26. Other:										



## Post-Secondary Education Terminology

- |                               |  |
|-------------------------------|--|
| 1. Associates Degree          | Usually takes two years of full-time study.  |
| 2. Bachelors Degree           | Usually takes four to five years of full-time study.   |
| 3. Masters Degree             | Usually takes one to two years of college after bachelor's degree.   |
| 4. Doctorate                  | Usually takes three years of college after master's degree.  |
| 5. Community College          | Sometimes called a junior or city college. Offer two years of college-level work in vocational areas or college transfer courses.  |
| 6. Technical/Trade School     | Specialized training for a particular career field. Usually more expensive than community colleges. Can complete most programs in less than two years.   |
| 7. College/University         | A school where you can earn a bachelors degree, masters degree, or doctorate in liberal arts or a professional field. Required to take a certain number of general education courses, then a certain number in your specialized area.  |
| 8. Apprenticeship             | Learning to do a certain job, involving more than 800 craft or trade jobs, through hands-on experience under the guidance of a skilled worker. May require related coursework. Usually takes about four years, but can go to six years. Most popular technical jobs include machining, plumbing, or carpentry. |
| 9. On-the-Job Training        | Many companies teach you to do a job while working. May or may not get paid. Training can last a few days, weeks, or up to three years. Training may be in the company work area, at a community college, or other setting.  |
| 10. Military Service Training | Training in over 200 technical careers. Must enlist in the military for at least two years depending on branch of military. Includes Army, Air Force, Navy, Marines, and Coast Guard.  |



Post-Secondary Education Options—General Information Table

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Program Length	Program Description	Tuition	Admission Requirements	Degree/Cert./ License
Community College					
Technical/ Trade School					
College/ University					
Apprenticeship Programs					
On-the-Job Training					
Military					



# Post-Secondary Education Options—General Information Table

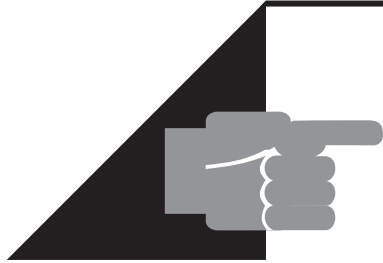


	Program Length	Program Description	Tuition	Admission Requirements	Degree/Cert./ License
Community College	<ul style="list-style-type: none"> <li>Two years</li> </ul>	<ul style="list-style-type: none"> <li>Academic courses for transfer or two-year vocation degree</li> </ul>	<ul style="list-style-type: none"> <li>\$500 to \$3,000, varies greatly</li> </ul>	<ul style="list-style-type: none"> <li>Usually open enrollment, may need a high school diploma or GED</li> </ul>	<ul style="list-style-type: none"> <li>Associate's degree</li> <li>Credits to transfer to four-year college</li> </ul>
Technical/ Trade School	<ul style="list-style-type: none"> <li>Five months to two years</li> </ul>	<ul style="list-style-type: none"> <li>Specialized training for a particular career field</li> </ul>	<ul style="list-style-type: none"> <li>\$5,000 to \$20,000 for books, fees, and tools</li> </ul>	<ul style="list-style-type: none"> <li>High school diploma or GED and basic skills in math, reading, and English</li> </ul>	<ul style="list-style-type: none"> <li>Associate's degree</li> </ul>
College/ University	<ul style="list-style-type: none"> <li>Four years for bachelor degree</li> <li>Six to eight years for advanced degrees</li> </ul>	<ul style="list-style-type: none"> <li>Earn a bachelors, masters, or doctorate degree in liberal arts or a professional field. Complete general educational courses and those in your area of study</li> </ul>	<ul style="list-style-type: none"> <li>Varies greatly, \$5,000 to \$20,000 per year</li> <li>Private more expensive</li> <li>In-state cheaper</li> <li>Scholarships, grants, financial aid available</li> </ul>	<ul style="list-style-type: none"> <li>Varies greatly; examples: GPA, ACT, or SAT, class rank, interview, High School Performance Index score</li> <li>Required to take general courses then required courses in your area</li> </ul>	<ul style="list-style-type: none"> <li>Bachelor's degree</li> <li>Master's degree</li> <li>Doctorate</li> </ul>
Apprenticeship Programs	<ul style="list-style-type: none"> <li>Varies, up to six years</li> <li>Average is four years</li> </ul>	<ul style="list-style-type: none"> <li>Learning by hands-on experience with skilled workers</li> <li>Programs in 800 occupations</li> <li>Most popular trades—manual or mechanical skills (e.g., machining, plumbing, carpentry)</li> </ul>	<ul style="list-style-type: none"> <li>Paid during training but low, usually increases as you progress</li> </ul>	<ul style="list-style-type: none"> <li>Contact local state employment office or write Department of Labor</li> </ul>	<ul style="list-style-type: none"> <li>Most programs are registered with federal or state government</li> <li>Certificates from Department of Labor or State</li> </ul>
On-the-Job Training	<ul style="list-style-type: none"> <li>Varies may be hours, days, or two to three years</li> </ul>	<ul style="list-style-type: none"> <li>Programs offered by many companies</li> <li>Training may be in the company work area, at a community college, or other setting</li> </ul>	<ul style="list-style-type: none"> <li>Paid during training but low, usually increases as you progress</li> </ul>	<ul style="list-style-type: none"> <li>Apply to job service or to company personnel offices or private employment agencies</li> </ul>	
Military	<ul style="list-style-type: none"> <li>Depends on type of training, may be 2 to 6 years</li> </ul>	<ul style="list-style-type: none"> <li>Army, Air Force, Navy, Marines, Coast Guard</li> <li>Offers training in 200 occupations</li> </ul>	<ul style="list-style-type: none"> <li>Paid while trained. Grants for college later after out—GI Bill</li> </ul>	<ul style="list-style-type: none"> <li>Take Armed Services Vocational Aptitude Battery (ASVAB)</li> </ul>	<ul style="list-style-type: none"> <li>Depends on chosen career and training</li> </ul>





# LESSON



# 5

## Post-Secondary Education Options

### Purpose

Students will select a post-secondary education option and research it.

**Note:** Additional class time may be needed for students to record and present the information they gather about the post-secondary options of their choice. This will also give students additional days to complete the five days on their study logs before they summarize the results in Lesson 7.

## **Strand**

Choosing Goals

## **Goals**

- Student Interests
- Student Goals

## **Objectives**

- Express education interests
- Indicate options & choose education goals

## **Location**

School

## **Estimated time**

- 60 minutes
- Additional time for students to research and present their information will depend on your class.

## **Materials**

- Overhead projector
- Transparency markers
- Completed Educational Performance Summary worksheet for each student
- Educational Performance Summary transparency
- Gathering Information on Post-Secondary Education Options worksheet for each student
- Giant paper wall chart

## **Lesson Overview**

- Students collect information about post-secondary programs in their area.
- Students share the information they found about the area programs.

## **Lesson Summary**

- Complete Study Habits Log worksheet
- Discuss Educational Performance Summary worksheets
- Review post-secondary education options general information
- Gather information on post-secondary education options
- Record and share information
- Wrap-Up

A.

Complete Study  
Habits Log Worksheet

- Instruct students to fill out their Study Habits Log worksheet for the day.

B.

Discuss Education  
Performance  
Summary  
Worksheets

- Present the following information.
  - Each of you should have completed your Educational Performance Summary worksheet with your counselor.
  - You learned your G.P.A. What does G.P.A mean?
  - If you are unhappy about your G.P.A., what can you do about it?
  - Name the tests you have taken and tell what kind of tests they were: achievement, aptitude, vocational?
  - How are the scores reported?
- Review definitions and the average range of the different types of scores, such as percentile or standard, from Lesson 2.
  - If you received a score in the low range on a test, what might be some of the reasons you got those results?

SAMPLE RESPONSES

It's an area you don't do very well in.

You don't take tests very well.

If you have missed a lot of classes you may not have the same information and skills in that area as the other students who took the test.

C.  
Review  
Post-Secondary  
Education Options  
General Information

D.  
Gather  
Information on  
Post-Secondary  
Education Options

- Why do you need to know these test scores?

SAMPLE RESPONSES

It shows your areas of strengths and weaknesses.

If you are going to take college entrance exams, this will let you know how you have done on past tests and areas you might need to focus on.

It may show you whether you are being realistic about your plans if you want to go to a college with high requirements.

If you are going to take the G.E.D., this will give you information about the areas you might have trouble passing so you could work on them.

- Review the information covered in Lesson 4.
  - In the last lesson we discussed different options for education or training after you leave high school.
  - What were some of those options?

SAMPLE RESPONSES

community college

trade schools

universities

- In what ways did the programs differ?

SAMPLE RESPONSES

degrees earned

admission requirements

costs

time to complete

- Put out different resources such as: college handbooks, brochures, telephone books, etc. for students to use.
- Arrange access to World Wide Web.

- Present the following information.
  - Now that we have looked at several options, select one you would like to learn more about.
  - With the resources we have available, select a specific school or program in that area.
  - You may not know what you want to do yet or what kind of program you want to attend.
  - If you do, try to select an option in your chosen career field.
  - If you don't, choose one that looks interesting.
  - You are not expected to go to the program you are researching.
  - You will need to research the specific option thoroughly in the next few days and present your findings to the class.
  - We will compile on a giant wall chart everyone's information so you can see all the options researched in the class.
- Hand out the Gathering Information on Post-Secondary Education Options worksheet.
- Go over the information the students need to find on the gathering information worksheet.
- Help students decide where they can find information not available to them in class.

SAMPLES

counseling center, Web pages, computer programs, etc.

- Give students time to do research in class.
- If students don't complete the worksheet in class, they will need to complete it on their own.
- You may choose to have students work in pairs.

E.

Record and Share  
Information

- As students gather their information, ask them to fill out the wall chart you have made.
- The entire class can use it as a resource in the future.
- When students complete their wall chart, ask them report their findings to the class.
- **Note:** It may take more than one class period to report their findings.
- Make sure all relevant information is on the wall chart.

F.

Wrap-Up

- Have students fill out one day of their Study Habits Log worksheet.
- Review the characteristics that are similar and those that are not for the various post-high school education options students reported.
- Review other options available if students did not cover them all.

## Gathering Information on Post-Secondary Education Options

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Option Selected: \_\_\_\_\_ (e.g, trade school, community college)

*You may or may not have made a decision about the career field you would like to pursue. Whether you have or not, you need to be thinking about the type of education you want after leaving high school. Select a specific school or program and find the following information. You will be sharing your results with the rest of the class.*

Name of school or program: \_\_\_\_\_

Address: \_\_\_\_\_

Web address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Size of school: \_\_\_\_\_

Admission requirements: G.P.A. \_\_\_\_\_ Class rank: \_\_\_\_\_

Do I need to take the SAT? Yes \_\_\_ No\_\_\_ Score required: \_\_\_\_\_

Do I need to take the ACT? Yes \_\_\_ No\_\_\_

High School Performance Index: \_\_\_\_\_

High school classes: \_\_\_\_\_

Do I need to take entrance or placement exams? \_\_\_\_\_

How many people are admitted each year? \_\_\_\_\_

Degrees, certificates, or licenses available: \_\_\_\_\_

Time needed to complete degree or program: \_\_\_\_\_

Estimated yearly costs: Tuition \_\_\_\_\_ Living \_\_\_\_\_ Books \_\_\_\_\_

Job placement programs: \_\_\_\_\_

Support services available: \_\_\_\_\_

When should I apply? \_\_\_\_\_

Other information: \_\_\_\_\_





## Post-Secondary Education Options

Teacher will set-up a chart on a large piece of butcher paper on the wall of the classroom or in hallway. As students get their information, ask them to write their information on the table.

Another option is to give each student a different color paper to write their information on. They then tape their information under the correct headings.

The column titles listed below match the questions on the Gathering Information on Post-Secondary Options worksheet.

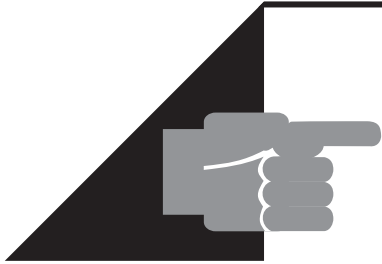
Name	Address	Web address	Phone #	Size of school	GPA/Class rank	SAT/ACT	Performance Index	High school classes



Entrance/ Placement exams	# of people admitted	Degree/ certificate/ license	Time to complete	Estimated yearly cost	Job placement	Support services	When to apply	Other



# LESSON



## 6

### Choosing General Goals

#### Purpose

Students will learn the process for choosing educational goals by considering their interests, skills, and limits.

## Strand

Choosing Goals

## Goals

- Student Interests
- Student Skills & Limits

## Objectives

- Express education interests
- Express education skills & limits
- Indicate options and choose education goals

## Location

School

## Estimated time

45 minutes

## Materials

- TV/VCR
- *Choosing Goals* video
- Overhead projector
- Transparency markers
- Choosing General Goals—two transparencies
- Choosing General Goals—Christina's Answer Key
- Choosing General Goals worksheet for each student
- William's Information sheet for each student
- Choosing General Goals—William's Answer Key

## Lesson Overview

- Students watch a video showing the process for choosing goals.
- Together, students complete two examples, using the *Choosing Goals* process.

## Lesson Summary

- Review
- Introduce choosing goals process
- Watch *Choosing Goals* video
- Guided practice: Christina's example from video
- Guided practice: William's example
- Wrap-Up

A.

Review

- Review transition areas (see Lesson 1, Section A).
- Review options for post-secondary education or training (see Lesson 4, Section E).
- Ask several students to share the options that interested them.

B.

Introduce *Choosing Goals* Process

- Introduce the *Choosing Goals* process.
  - In this unit we have been discussing your high school and post-secondary education options.
  - In the first lesson we discussed what goals are and why people set goals.
  - What did we decide?

SAMPLE RESPONSES

Goals are what we want to accomplish.

People set goals so they can get what they want in different areas of their lives.

- You will set your own education goals in the next lesson.
- To set goals there are several things you need to consider.

C.

Watch *Choosing Goals* Video

- Introduce video.
  - Today I'll show you a process to choose goals.
  - We will watch a ten-minute video to introduce the process.
  - This video was created by high school students.
  - They created the scenes to show the process they used to choose their goals.
  - They used this process to choose goals for themselves in different transition areas.

- We'll focus on the educational transition area.
- You'll write your own educational goals.
- We'll work through some examples together.
- Give instructions for watching the video.
  - In this video, students talk about three things they considered when choosing goals.
  - Listen for those three things.
  - Also listen to identify the type of transition goals they chose.
- Show video.
- Point out Christina when they see her in the video; we'll be talking about her goal later. I'll give you a hint—she is interested in photography.
- Review video.
  - Throughout the video students considered three things.
  - What were those things and what do they mean?

SAMPLE RESPONSES

**Interests**—what you like

**Skills**—what you can do

**Limits**—what you have trouble doing or something that gets in your way

- In what transition areas did they set goals?

SAMPLE RESPONSES

**Richard**—housing, daily living, & community

**Christina**—education

**Lisa**—employment

**Alicia**—personal

**Zeke**—employment

**Thomas**—employment

D.

Guided Practice:  
Christina's Example  
From Video

Teach  
"Interests"—Christina

Teach  
"Requirements"—  
Christina

- Put the Choosing General Goals transparency on the overhead.
  - The goal-setting process is shown on this transparency.
  - Soon you'll use this process to write your own educational goals.
  - We'll talk about your interests, skills, and limits to help you choose goals.
  - We'll use Christina's situation as an example.
- Discuss interests.
  - Interests are what you like.
- Ask students to read question #1, "Do I know my interests?"
- Model completing the interest box on the Choosing General Goals worksheet/transparency using Christina's situation from the video.
 

(See the Choosing General Goals worksheet answer key for Christina.)

  - In the video, Christina talked about her educational interest.
  - Her interest was to get a college degree in photography.
- Write "college degree in photography" in the "Interests" section on the transparency.
- If students don't know their interests, their goal would be to find out their interests.
- Discuss requirements.
  - To set goals you need to consider your own interests, skills, and limits.
  - You also need to consider the requirements of that goal.



Teach  
"Skills"—Christina

- Requirements are what you have to do.
- Not all the education options we discussed have the same requirements.
- Ask students to read question #2, "Do I know what is required to do this?"
  - What were the requirements for Christina's interest?

A N S W E R

Good photography skills  
Go to college  
Good grades

- Write these responses on the transparency in the "Requirements" box.
- If students don't know the requirements, their goal would be to find out the requirements.
- Discuss skills.
  - Skills are what you can do.
- Ask students to read question #3, "Do I know my skills?"
  - What were Christina's skills?
  - Good at photography
  - Grades O.K.
- Write her skills on the transparency.
- If students don't know their skills, their goal would be to find out their skills.

Teach Matching  
“Skills” to Meet  
“Requirements”—  
Christina

Teach  
“Limits”—Christina

- Ask students to read question #4, “Do I have the skills to meet the requirements?”
  - It is important to see how your skills match the requirements.
  - Does Christina have the skills to meet the requirements?

A N S W E R

It’s harder to get good grades in college so she may not have the skills.

- Can she learn the skills?

A N S W E R

She can take a study skills class in high school.

- Write “take high school study skills class” in the “Learn Skills” box under goals.
  - If you can’t learn the skills, then you may want to reevaluate your interest.
  - Now “Go to #5 and consider your limits.”
- Discuss limits.
  - A limit is what you have trouble doing or something that gets in the way of accomplishing your goal.
- Ask students to read question #5, “Do I know my limits?”
- What are Christina’s limits?

A N S W E R

Trouble taking notes in class.

- Write Christina’s limit on the transparency in the “Limits” box.
- If students don’t know their limits, their goal would be to find out their limits.

Teach “Limits”  
Interfere With  
“Requirements”—  
Christina

- Ask students to read question #6, “Do my limits interfere with the requirements?”
  - It is important to think about how your limits may interfere with the requirements.
  - Some limits can be changed.
  - There may be a skill the person hasn’t learned yet.

E X A M P L E

Someone who may not know how to write checks and keep a bank statement can take a business math class.

- For some limits there are accommodations a person can use to help them with the limit.

E X A M P L E

Someone who doesn’t spell very well may be able to use a spell checker.

- Some limits can’t be changed, and the student will need to reevaluate his or her interest to find something with which the limits won’t interfere.

E X A M P L E

You want to take calculus next semester because your friends are going to, but you got a D in basic math. You can’t meet the requirements for calculus, so you will have to take another math class.

- Do Christina’s limits interfere with the requirements?

A N S W E R

Yes, she needs to be able to take notes in classes to get good grades.

- Can she change that?

A N S W E R

Yes, she can find a college with a learning center that can help her.

E.

Guided Practice—  
William's Example

Interests—William

- Write this in the “Learn skills” box under goals.
  - Therefore, Christina’s goals are to take a study skills class while still in high school and to look for a college with a learning center that can help her with notetaking.

- Hand out a Choosing General Goals worksheet to each student.
- Hand out a copy of William’s Information sheet to each student.
- Put the blank transparency of Choosing General Goals on overhead.
- Introduce William’s example.
  - Now we’ll do an example of someone who is a junior and thinks he wants to go to a trade school.
  - Review major topics on William’s example.
- Have students write “Education” in the transition area.
- Ask students to read question #1, “Do I know my interests?”
  - What is an interest?

A N S W E R

What you like.

- What is William’s interest?

A N S W E R

Go to a trade school for carpentry.

- Write this in the “Interests” section and instruct students to write it on their worksheet.
  - Have students circle “Yes” above the interest box indicating that William knows his interests.

## Requirements— William

- Ask students to read question #2, “Do I know what is required to do this?”

- What is a requirement?

### A N S W E R

What you have to do.

- What are some of the requirements of going to a trade school (see bottom of William’s information page)?

### S A M P L E R E S P O N S E S

High school diploma or G.E.D.

Basic reading, math, and English skills

- Write these in the “Requirements” section and instruct students to do the same.
  - William does not know all of the specific requirements for the trade school he wants to go to so he will need to find out what they are.
  - Circle “No” above the “Find out requirement” box.
  - Write “Call trade school for other requirements” under “Find out requirements.”

## Skills—William

- Ask students to read question #3, “Do I know my skills?”
- What are skills?

### A N S W E R

What you can do.

- To see what his skills are, William looked at these worksheets:

Subjects I Like

Graduation Checklist

Educational Performance Summary

Skills to meet  
requirements—  
William

Limits—William

Study Habits worksheets

Study Habits Log and Summary

- What are some of William’s skills? Look at William’s information page.

SAMPLE RESPONSES

Likes measurement and computation in math and woodworking (from Subjects I Like)  
Average test scores in all areas except low in English (from Educational Performance Summary)  
Has most credits for each year (Graduation Checklist)  
Pays attention and participates in class (Study Habits)

- Write these on the transparency.
- Ask students to write them on their worksheets.
- Ask students to read question #4, “Do I have the skills to meet the requirements?”
  - Does William have the skills to meet the requirements?

ANSWER

He doesn’t know all of the requirements yet, but he should be O.K. as long as he obtains his high school diploma.

- Ask students to read question #5, “Do I know my limits?”
- What are limits?

ANSWER

Something you have trouble doing or something that gets in your way.

- What are William’s limits?

ANSWER

He has failed algebra and English and now needs to take two math and two English classes to graduate.  
He doesn’t understand algebra.  
He doesn’t do his homework in English.

## Limits Interfere With Requirements—William

G.

### Wrap-Up

- Circle “Yes” beside the “Limits” box.

- Ask students to read question #6, “Do my limits interfere with the requirements?”
  - Do William’s limits interfere with the requirements?

#### A N S W E R

Yes, if he doesn’t pass his Algebra and English classes, he will not get his diploma.

- Circle “Yes” above the “Limits” box.

- Ask students the question, “Can William do something to change this limit?”

#### A N S W E R

Yes, he can pass his algebra class by getting extra help and can pass English by turning in the homework.

- Have students write this under “Make changes and pursue interest.”
- Summarize William’s goals.
  - After considering his interests, skills, and limits, William’s goals are to “find out all the requirements for the trade school” and to “pass his high school classes by getting help in algebra and turning in his English homework.”
- Present the following information.
  - In the next lesson you will summarize your study habits skills and limits, then you will use this process to write goals for your post-secondary education interests.
- Complete another day of the Study Habits Log worksheet.



# Choosing General Goals

Name: Christina Transition Area: Education

		<b>G O A L S</b>	
1. Do I know my interests?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Write interests</div> <div style="border: 1px solid black; padding: 5px;"> <u>Interests</u>            College degree in photography         </div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; min-height: 40px;">Find out interests</div>
2. Do I know what is required to do this?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Write requirements</div> <div style="border: 1px solid black; padding: 5px;"> <u>Requirements</u>            Good photography skills            Go to college      Good grades         </div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; min-height: 40px;">Find out requirements</div>
3. Do I know my skills?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Write skills</div> <div style="border: 1px solid black; padding: 5px;"> <u>Skills</u>            Good at photography            Grades OK         </div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; min-height: 40px;">Find out skills</div>
4. Do I have the skills to meet the requirements?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Go to #5 and consider your limits.</div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Can I learn the skills?</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="text-align: right; font-size: small;">YES →</div> <div style="border: 1px solid black; padding: 5px;">           Learn skills            Take study skills classes in high school         </div> </div> <div style="border: 1px solid black; padding: 5px;"> <div style="text-align: right; font-size: small;">NO →</div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;">Reevaluate interest</div> </div> </div>
5. Do I know my limits?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Write limits</div> <div style="border: 1px solid black; padding: 5px;"> <u>Limits</u>            Trouble taking notes in class         </div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; min-height: 40px;">Find out limits</div>
6. Do my limits interfere with the requirements?	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Can I do something to change this limit?</div> </div>	NO →	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="text-align: right; font-size: small;">Pursue interest</div> </div> <div style="border: 1px solid black; padding: 5px;"> <div style="text-align: right; font-size: small;">YES →</div> <div style="border: 1px solid black; padding: 5px;">           Make changes and pursue interest            Find a college with a learning center         </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="text-align: right; font-size: small;">NO →</div> <div style="border: 1px solid black; padding: 5px; min-height: 40px;">Reevaluate interest</div> </div>





# Choosing General Goals

Name: \_\_\_\_\_ Transition Area: \_\_\_\_\_

		<b>G O A L S</b>	
1. Do I know my interests?	<b>YES</b> → <div style="text-align: right; margin-bottom: 5px;"><i>Write interests</i></div> <div style="border: 1px solid black; padding: 5px;"> <u>Interests</u>  <div style="height: 30px;"></div> </div>	<b>NO</b> → <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Find out interests</i> </div>	
2. Do I know what is required to do this?	<b>YES</b> → <div style="text-align: right; margin-bottom: 5px;"><i>Write requirements</i></div> <div style="border: 1px solid black; padding: 5px;"> <u>Requirements</u>  <div style="height: 30px;"></div> </div>	<b>NO</b> → <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Find out requirements</i> </div>	
3. Do I know my skills?	<b>YES</b> → <div style="text-align: right; margin-bottom: 5px;"><i>Write skills</i></div> <div style="border: 1px solid black; padding: 5px;"> <u>Skills</u>  <div style="height: 30px;"></div> </div>	<b>NO</b> → <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Find out skills</i> </div>	
4. Do I have the skills to meet the requirements?	<b>YES</b> → Go to #5 and consider your limits.	<b>NO</b> <div style="margin-left: 20px;">           Can I learn the skills?           <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <b>YES</b> →  <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Learn skills</i> </div> </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <b>NO</b> →  <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Reevaluate interest</i> </div> </div> </div>	
5. Do I know my limits?	<b>YES</b> → <div style="text-align: right; margin-bottom: 5px;"><i>Write limits</i></div> <div style="border: 1px solid black; padding: 5px;"> <u>Limits</u>  <div style="height: 30px;"></div> </div>	<b>NO</b> → <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Find out limits</i> </div>	
6. Do my limits interfere with the requirements?	<b>YES</b> → <div style="margin-left: 20px;">           Can I do something to change this limit?           <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <b>YES</b> →  <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Make changes and pursue interest</i> </div> </div> <div style="display: inline-block; vertical-align: middle; margin-left: 10px;"> <b>NO</b> →  <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Reevaluate interest</i> </div> </div> </div>		
		<b>NO</b> → <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Pursue interest</i> </div>	



## William's Information

### Interest

Go to a trade school for carpentry

### Graduation Checklist

#### *Freshman year*

- Took all required core courses
- Took woodshop and PE for electives
- Passed all courses

#### *Sophomore year*

- Took all required core courses
- Took woodshop and metal shop for electives
- Failed English and algebra
- Passed the rest of his courses

#### *Junior year*

- Retaking English and algebra
- Taking a social studies and a science course
- Taking PE and art for electives
- Still failing English and algebra
- Passing all other courses

### Study Habits Worksheets

Pays attention in class  
Participates in class  
Doesn't do English homework  
Doesn't understand algebra and doesn't ask for help

### Subjects I Like

Likes measurement and computation in math  
Doesn't like algebra in math  
Likes woodworking  
Likes art  
Doesn't like writing in English

### Educational Performance Summary

All test scores were at the 50th percentile (average range) except English, which was at the 25th percentile (low range)

### Gathering Information on Post-Secondary Education Option

- Trade school usually requires high school diploma or G.E.D.
- Basic reading, writing, and math skills
- Doesn't know if the carpentry school has any additional requirements





# Choosing General Goals

Name: William Transition Area: Education

1. Do I know my interests?

**YES**

Write interests

Interests

Trade school for carpentry

**NO**

Find out interests

2. Do I know what is required to do this?

**YES**

Write requirements

Requirements

High school diploma or GED  
Basic skills in English, math, & reading

**NO**

Find out requirements

Call trade school for other requirements

3. Do I know my skills?

**YES**

Write skills

Skills

Measurement & computation in math, woodworking (Subject I Like) all tests scores average range except English is low (Ed. Perf.) OK on most credits (Grad Checklist) Pays attention & participates in class (Study Habits)

**NO**

Find out skills

4. Do I have the skills to meet the requirements?

**YES**

Go to #5 and consider your limits.

**NO**

Can I learn the skills?

**YES**

Learn skills

Pass Algebra and English

**NO**

Reevaluate interest

5. Do I know my limits?

**YES**

Write limits

Limits

Failed algebra (Grad Checklist)  
Failed English (Grad Checklist)  
Need both to graduate (Grad Checklist)  
Not doing English homework (Study Habits)

**NO**

Find out limits

6. Do my limits interfere with the requirements?

**YES**

Can I do something to change this limit?

**NO**

Pursue interest

**YES**

Make changes and pursue interest

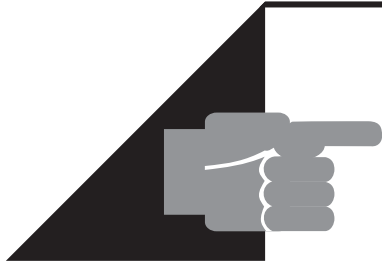
Get extra help to pass algebra  
Do homework to pass English

**NO**

Reevaluate interest



# LESSON



## 7

### Choosing Education Goals

#### Purpose

Students use the *Choosing Goals* process to set educational goals for themselves by considering their interests, skills, and limits.

**Note:** Before completing this lesson, students need to have completed and reported on the post-secondary education options and have completed at least five days of their study habits logs to see if they made some changes.



## Strand

Choosing Goals

## Goals

- Student Interests
- Student Skills & Limits

## Objectives

- Express education interests
- Express education skills & limits
- Indicate options and choose education goals

## Location

School

## Estimated time

45 minutes

## Materials

- Overhead projector
- Transparency markers
- Each student's completed worksheets:
  - Subjects I Like
  - Graduation Checklist
  - Educational Performance Summary
  - Home Study Habits
  - School Study Habits and Academic Skills
- Study Habits Log and Summary for each student
- William's Choosing General Goals transparency
- Blank Choosing General Goals worksheet for each student

## Lesson Overview

- Students review their study habits logs and identify their skills and limits.
- Students use the information from their other worksheets and the *Choosing Goals* process to choose their own education goals.

## Lesson Summary

- Review
- Complete Study Habits Log Follow-Up and Summary worksheet
- Review William's example
- Complete Choosing General Goals worksheet
- Wrap-Up

A.

## Review

- Review the post-secondary education terminology from Lesson 4.
  - **Associates Degree**—Usually takes two years of full-time study.
  - **Bachelors Degree**—Usually takes four to five years of full-time study.
  - **Masters Degree**—Usually takes one to two years of college after bachelor's degree.
  - **Doctorate**—Usually takes three years of college after master's degree.
  - **Community college**—Sometimes called a junior or city college. Offers two years of college-level work in vocational areas or college transfer courses.
  - **Technical/trade school**—Specialized training for a particular career field. Usually more expensive than vocational schools. Can complete most programs in less than two years.
  - **College/university**—A school where you can earn a bachelors degree, masters degree, or doctorate in liberal arts or a professional field. Required to take a certain number of general education courses, then a certain number in your specialized area.
  - **Apprenticeship**—Learning to do a certain job, involving more than 400 craft or trade jobs, through hands-on experience under the guidance of a skilled worker. May require related coursework. Usually takes about four years, but can go to six years. Most popular technical jobs include plumbing and carpentry.
  - **On-the-job training**—Many companies teach you to do a job while working. May or may not get paid. Training can last a few hours, days, weeks, or up to three years.

B.

Complete Study  
Habits Log  
Follow-Up and  
Summary Worksheet

- **Military service training**—Training for almost any technical career. Must enlist in the military for at least two years depending on the branch of military. Includes Army, Air Force, Navy, Marines, and Coast Guard.
- Review the post-secondary options discussed.
- After all the students have logged their study habits for five days, review the results.
- Give each student a Study Habits Log Follow-Up worksheet.
- Ask students to fill out the top half of the worksheet, based on the five days they recorded with results.
- Ask students to volunteer their follow-up responses and discuss.
- Ask students to complete the Study Habits Summary, using the Study Habits worksheet and School Work Habits and Academic Skills and Home Work Habits worksheets from Lesson 3, as well as the Study Habits Log worksheet.
- Present the following information.
  - For **skills**, look through your worksheets and see which habits and skills you marked you are using and that your teacher or parent marked you are using.
  - For **limits**, look for the ones you, your teacher, or your parent said you were not using or not using effectively.
- Ask students to share their responses.
- Discuss ways students can get help to improve study habits.

C.

Review William's  
Example

D.

Complete Choosing  
General Goals  
Worksheet

EXAMPLES

Take a study skills class.

Ask teacher to help you.

Have a friend who has effective study habits show you what he or she does.

- Put William's Choosing General Goals transparency on the overhead projector.
- Review William's interests, requirements, skills, limits, and his subsequent goals.
- Identify the unit activities he used to identify the information (e.g., requirements—Post-Secondary Education Options)
- Present the following information.
  - Now you will use this process to come up with education goals for yourself.
- Ask students to get out their Post-Secondary Options General Information Table worksheet, or look at the large wall chart with all the options listed.
  - You will pick one of the post-secondary education options, as discussed in the last lesson, to use as your interest as you write goals for yourself.
- Instruct students to write their name and "Education" by "Transition Area."
- Instruct students to refer to their previous worksheets for information.
- **Notes:** General procedures
  - It is best to group students with other students they know and trust because they will be sharing personal information about their skills and limits.

## Interests—Student

- Allow students to choose what they will share with the group.
- Teach one step at a time.
- At each step ask students to share what they wrote.
- Discuss responses.
- Encourage students to adjust responses when the group presents relevant information.
- Don't move to the next step until each student has an appropriate response.
- Ask students to read question #1, "Do I know my interests?"
  - Define interest.

### A N S W E R

What you like.

- If "YES," instruct students who know their education interests to write one in the "Interests" box.
- **Notes:** About Interests
  - Students should use the post-secondary education option they researched unless they found out they didn't want to do it. They should choose an option they want to try.
  - If students are going to work right after high school, ask them to put that in the "Interests" box and consider the training they will need to do that job.
  - If students have more than one interest, instruct them to pick the one that will help them make the change they want for completing this worksheet.
- If "NO," students don't know their education interest, instruct them to follow the arrow to the "Find

Requirements—  
Student

out interests” goal. Finding out their interests will be their goal. Request them to circle “No.”

- Students who answer “NO” to question #1 will not be able to complete question #2, but they can complete questions #3 and #5 about their skills and limits.
- These students will have to consider their general skills and limits.
- They can also participate by giving input to others in the group.
- **Notes:**
  - When students’ responses lead them to a goal rectangle, their general goal can be what’s written in the rectangle (e.g. “Find out interests”). They can mark the goals that apply to them.
  - If they know a specific goal that goes with the general goal they can write it in the rectangle (e.g. “Find a way to get training to be an electrician.”)
- **Notes:** Students may choose unrealistic interests.
  - The process will allow them to discover if an interest is unrealistic.
  - Students’ responses will give you an idea of the types of activities students will need to help them gain a more realistic view of their activity choice or their skills and limits.
- Ask students to share their responses.
- Ask students to read question #2, “Do I know what is required to do this?”
  - What are requirements?

## A N S W E R

What you have to do or have for the activity.

## Skills—Student

- This could be skills, training, or conditions you have to meet.
- Students can use the information gathered in the last lesson for this section.
- If “YES,” students have some ideas or have re-searched the requirements for their activity. Instruct them to write them in the “Requirements” box, and request the students to circle “YES.”
- Stress that students need to list the most crucial skills for the activity.
- If “NO,” students don’t know or have enough information about the requirements for their personal interest, instruct them to follow the arrow to the “Find out requirements” goal and “Find out requirements” will be one of their goals.
- Ask students to read the requirements they listed to the group.
- Let students give feedback on each others’ responses.
- **Notes:**
  - Often students will list unrealistic requirements, skills, or limits.
  - This is okay, because part of the purpose of the process is to assess the students’ awareness level of activities and their skills and limits.
- Ask students to read question #3, “Do I know my skills?”
  - Define skills.

### A N S W E R

Skills are what you can do.

- If “YES,” students know some of their skills, instruct them to write them in the “Skills” box.

Skills Meet  
Requirements—  
Student

- To get this information they may look at their Study Habits Log Follow-Up and Summary, Graduation Checklist, and Educational Performance Summary worksheets.
- Stress that students need to list skills that relate to the activity they have chosen.
- If “NO,” students don’t know their skills, instruct them to follow the arrow to the “Find out skills” goal and circle “NO.” “Find out skills” will be one of their goals.
- Ask students to read and discuss the skills they listed to the group.
- Let students give feedback on each others’ responses.
- Ask students to read question #4, “Do I have the skills to meet the requirements?”
- Stress that students may have some but not all the crucial skills.
- For this question students need to consider the requirements they don’t have.
- If “YES,” the students have all the requirements instruct them to wait for the group to be ready for #5.
- If “NO,” ask students to read the new question, “Can I learn these skills?”
- If “YES,” they can (or are willing to) learn the skills, then that is one of their goals. They may write how they will learn the skills in the goal, if they have this information.
- If “NO,” they can’t (or aren’t willing to) learn the skills, then one of their goals is reevaluate their interest.
- They may want to look for another activity that has similar characteristics but different requirements.



## Limits—Student

## Limits Interfere With the Requirements—Student

- Ask students to read question #5, “Do I know my limits?”
  - Define limits.

### A N S W E R

Limits are what you have trouble doing or something that gets in your way.

- If “YES,” students know some of their limits, instruct them to write them in the “Limits” box, and circle “YES.”
- Stress that students need to list limits that relate to the activity they chose and some of their general limits.
- If “NO,” students don’t know their limits, instruct them to follow the arrow to the “Find out limits” goal and that will be one of their goals.
- Ask students to read the limits they listed to the group.
- Let students give feedback to one another.
- Ask students to read question #6, “Do my limits interfere with the requirements?”
- If “YES,” ask students to read the new question, “Can I do something to change this limit?”
- If “YES,” and they are willing to, then one of their goals is to change the limits and pursue their interest.
- Students may write how they will change the limit in the goal box, if they have this information.
- If “NO,” they can’t (or aren’t willing to) change the limits, then one of their goals is to reevaluate their interest.
- If “NO,” students’ limits don’t interfere, then one of their goals is to pursue their interest.

G.

## Wrap-Up

- Ask several students to share their goals.
- In the next lesson, students will complete a course planner to prepare them for the option they chose.
- **Notes:**
  - If you have a curriculum or system for students to follow through on their goals, use it here.
  - If you are familiar with the *ChoiceMaker Self-Determination Curriculum's Take Action* lesson, this would be an excellent place to use *Take Action* to help students accomplish their goals. See the Introduction section of this *Teacher's Manual* for more information on the *Take Action* lessons.
- In the next few weeks, follow up with students on their goals.
  - For example, if students' goals were to sign up for a study skills class, or get a math tutor, they may need help completing those goals.
  - Ask students to report back on their progress toward their goals.



## Study Habits Log Follow-Up

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. Did you make an effort to improve these study habits this week?      Yes      No
2. Did your grades on assignments/activities improve?      Yes      No
3. Do you feel your study habits need to improve more?      Yes      No
4. What seemed to help the most? \_\_\_\_\_  
\_\_\_\_\_
5. What was the hardest habit to improve? \_\_\_\_\_  
\_\_\_\_\_
6. What will you do differently in the future? \_\_\_\_\_  
\_\_\_\_\_

## Study Habits Summary

(from all their study habits worksheets)

### Skills

(Study habits you use effectively.)

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### Limits

(Study habits you need to improve.)

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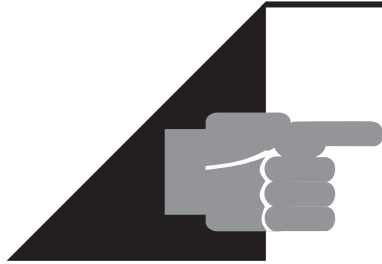
# Choosing General Goals

Name: \_\_\_\_\_ Transition Area: \_\_\_\_\_

		<b>G O A L S</b>	
1. Do I know my interests?	YES →	<p style="text-align: right; margin-right: 20px;"><i>Write interests</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Interests</u>  <div style="height: 30px;"></div> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Find out interests</i> </div>
2. Do I know what is required to do this?	YES →	<p style="text-align: right; margin-right: 20px;"><i>Write requirements</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Requirements</u>  <div style="height: 50px;"></div> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 50px;"> <i>Find out requirements</i> </div>
3. Do I know my skills?	YES →	<p style="text-align: right; margin-right: 20px;"><i>Write skills</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Skills</u>  <div style="height: 60px;"></div> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 60px;"> <i>Find out skills</i> </div>
4. Do I have the skills to meet the requirements?	YES →	<p>Go to #5 and consider your limits.</p>	
		<p>NO →</p> <p>Can I learn the skills?</p>	<p>YES →</p> <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Learn skills</i> </div> <p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Reevaluate interest</i> </div>
5. Do I know my limits?	YES →	<p style="text-align: right; margin-right: 20px;"><i>Write limits</i></p> <div style="border: 1px solid black; padding: 5px;"> <u>Limits</u>  <div style="height: 60px;"></div> </div>	<p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 60px;"> <i>Find out limits</i> </div>
6. Do my limits interfere with the requirements?	YES →	<p>Can I do something to change this limit?</p>	
		<p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 40px;"> <i>Pursue interest</i> </div> <p>YES →</p> <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Make changes and pursue interest</i> </div> <p>NO →</p> <div style="border: 1px solid black; padding: 5px; height: 30px;"> <i>Reevaluate interest</i> </div>	



# LESSON



## 8

### Graduation Course Planner

#### Purpose

To have students design their course of study for the rest of their high school years to ensure that they will have the courses they need to graduate and be prepared to meet the requirements of their chosen post-secondary education option.



## Strand

Choosing Goals

## Goals

- Student Interests
- Student Skills & Limits
- Student Goals

## Objectives

- Express education interests
- Express education skills & limits
- Indicate options and choose education goals

## Location

School

## Estimated time

45 minutes

## Materials

- Overhead projector
- Transparency markers
- William's Information sheet (from Lesson 6) for each student
- William's Graduation Course Planner transparency
- William's Graduation Course Planner worksheet for each student
- Blank Graduation Course Planner transparency
- Blank Graduation Course Planner worksheet for each student

- Each student's completed worksheets:
  - Subjects I Like
  - Graduation Checklist
  - Educational Performance Summary
  - Post-Secondary Education Options
- Your school's graduation requirements
- Class catalog from your school

## Lesson Overview

- The class works through an example of completing a graduation planner.
- Students plan the classes they need to take during their last years in high school.

## Lesson Summary

- Review
- Introduce lesson
- Guided Practice: Graduation Course Planner—William
- Students complete own Graduation Course Planner
- Wrap-Up

A.

Review

B.

Introduce Lesson

C.

Guided Practice:  
Graduation Course  
Planner—William

- Ask individuals to tell what goals they chose in the last lesson.
- Present the following information.
  - Now that you have looked at your interests, skills, and limits, and chosen a post-secondary education option, you need to decide on the courses you will take for the rest of high school.
  - We'll do an example together, then you will work on your own graduation plan.
- Ask students to look at William's Information sheet from Lesson 6.
- Hand out William's Graduation Course Planner worksheet.
- Review William's situation.
  - William is a junior.
  - He decided he wants to go to a trade school to learn carpentry.
  - From his transcript and Graduation Checklist he saw he failed algebra and sophomore English both semesters.
  - This year he is retaking algebra and sophomore English.
  - For electives he enrolled in wood shop, metal shop, and PE and he received A's in all three.
  - Other information to consider is that even though William failed algebra he likes math classes dealing with measurement and computation.
  - He also likes wood shop. He identified this when he completed the Subjects I Like worksheet.

- From the Educational Performance Summary worksheet he realized that he had low test scores in English.
- The trade school he wants to attend requires a high school diploma or G.E.D. William wants to graduate because he's afraid he may have trouble with the English section of the G.E.D.
- Ask students to complete the William's Graduation Course Planner worksheet as you complete it on the transparency.
  - With this information, we'll plan the courses William will need to take in his senior year to graduate.
  - We'll use our high school's requirements and courses to choose his courses.
- Ask students to give ideas of what courses William should take his senior year and the reason for their response.
- Complete one subject at a time.
- Math courses example.
  - Let's start with math. How many math credits are required?
  - Look at how many math credits William has now and how many he will earn this year.

SAMPLE RESPONSES

William has two semesters of pre-algebra in his freshman year. He got a D each semester so he gets two math credits.

He failed algebra both semesters his sophomore year so he didn't get any math credits last year.

He is retaking algebra so if he passes he'll get two more math credits.

We need eight math credits to graduate.

Therefore William will have to take two math classes next year. He probably shouldn't take Algebra II because he is having trouble with algebra. He could take an applied math course that will help him with math in his daily life or his work.

D.

Students Complete  
Own Graduation  
Course Planner

- **Note:** You may want to adjust William's example to better match your school's requirements.
- Continue through the other core subject areas and electives, planning William's classes.
- Discuss students' responses.

SAMPLE RESPONSES

If your school requires four years of English to graduate, William will need to take two English classes his senior year.

If he is able to take electives, he may want to take other courses that will help him with his carpentry, such as more wood shop or related courses.

- Give students a blank Graduation Course Planner worksheet to complete for themselves.
- Ask them refer to their Subjects I Like, Post-secondary Education Options, Educational Performance Summary, and Graduation Checklist worksheets to help them.
- Have available your high school's graduation requirements and the school's course catalog.
- Present the following information.
  - Now you will complete your Graduation Planner worksheet to decide what courses you will need to take to graduate and prepare you for the post-secondary education option you chose.
  - Look at your Graduation Checklist to see what you have taken and look at our school's requirements to see what you still need.
  - On your Graduation Planner worksheet, you will fill in the courses you need to take for the rest of your high school years.

- You will need to take certain required classes, but within those requirements you have some options.

- **Note:**

- If you are working with freshman or sophomores, you may only want them to plan for one or two years.
- Besides having the course catalog, you may want to invite a school counselor in to help with the planning.
- Within a required area and electives, encourage students to choose courses based on their interests, what they will need in their post-secondary education option, or by matching their skills and limits to the requirements of classes.

For example, they may choose one social studies class over another because one has a large amount of required reading and the other has more group discussion.

- Work through this as a class, completing one core course area at a time.
- Math courses example.
  - Let's start with math. How many math credits are required?
  - Look at how many math credits you have now and how many you will earn this year.
  - Now choose the math classes you want for the rest of your high school years.
  - It is important you know what each class is about before you decide to take it.
  - You will need to read the course description booklet before making any decisions.
  - Also look at the course prerequisites to make sure you take the classes in the right order.

E.  
Wrap-Up

- Give students time to fill in the math classes they need to take.
- Ask students to share the math classes they chose and explain the reasons for their choices.
- Continue working through the other requirements in the same way.
- Once students have completed choosing their core courses, look at electives.
- Encourage students to again consider their interests for all areas of their lives when choosing their electives, not just employment and education. It is a way for them to develop recreational activities or develop personal areas of their lives.
- When students have completed their Graduation Course Planner worksheets, instruct them to look at their planners and their Graduation Checklists and count their credits in each required area to make sure they will meet the requirements.
- Ask students to share their planners with their counselors.
- Present the following information.
  - The purpose of this unit was to help you see how you are doing in school now; to identify your education interests, skills, and limits; and consider your post-secondary education options.
  - You matched those requirements to what you learned about yourself and used that information to come up with goals.
  - Last, we used all that information to plan your last years of high school so you will be ready to meet your education goals.



# Graduation Course Planner—William

Name: William Graduation Year: \_\_\_\_\_

**9th Grade Courses**

Pre-algebra — D D	Wood shop — A A
Civics — C C	PE — A A
Physical science — C D	Metal shop — A A
Freshman English — D D	

**10th Grade Courses**

Algebra 1 — F F	Wood shop — A A
U.S. History — C B	PE — A A
Ecology / Zoology — B C	Computers — B A
Sophomore English — F F	

**11th Grade Courses**

Algebra 1 —	PE —
World History —	Spanish —
Biology —	Art —
Sophomore English —	

**12th Grade Courses**






# Graduation Course Planner

Name: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

**9th Grade Courses**

Math —	
English/Lang. Arts —	
Social Studies —	
Science —	

**10th Grade Courses**


**11th Grade Courses**


**12th Grade Courses**