

College and Career Readiness

Essential Question: *How do I build a successful life?*

This function addresses the 2012 California ELD Standards:

Part I: Interacting in Meaningful Ways

A. Collaborating: Students are...

- exchanging information/ideas via oral communication and conversations.
- interacting via written English (print and multimedia).
- offering opinions and negotiating with/persuading others.
- adapting language choices to various contexts.

B. Interpreting: Students are...

- listening actively and asking/answering questions about what is heard.
- reading closely and explaining interpretations/ideas from reading.
- evaluating how well writers and speakers use language to present or support ideas.
- analyzing how writers use vocabulary and other resources.

C. Producing: Students are...

- expressing information and ideas in oral presentations.
- composing/writing literary and informational texts.
- supporting opinions or justifying arguments and evaluating others' opinions and arguments.
- selecting/applying varied and precise vocabulary and other language resources.

Part II. Learning about How English Works

A. Structuring Cohesive Texts: Students are...

- understanding text structure and organization based on purpose, text type, and discipline.
- understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows.

B. Expanding and Enriching Ideas: Students are...

- using verbs and verb phrases to create precision and clarity in different text types.
- using nouns and noun phrases to expand ideas and provide more detail.
- modifying to add details to provide more information and create precision.

C. Connecting and Condensing Ideas: Students are...

- connecting ideas within sentences by combining clauses.
- condensing ideas within sentences using a variety of language resources.



ACCESS

Alternative, Community and Correctional
Education Schools and Services

This function addresses the following California State Standards:

Reading (ELA and Literacy in HSSSTS)

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text; summarize key supporting details.
4. Interpret words and phrases as they are used in a text.
7. Integrate and evaluate content presented in diverse media and formats.
10. Read and comprehend complex literary and informational text.

Writing (ELA and Literacy in HSSSTS)

2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details/ideas.
4. Produce clear and coherent writing appropriate to task, purpose and audience.
5. Develop and strengthen writing by planning, revising, editing, rewriting, or trying a new approach.
9. Draw evidence from literary or informational texts to support analysis, reflection and research.
10. Write routinely.

Speaking & Listening

1. Prepare for and participate in a range of conversations with diverse partners.
2. Integrate and evaluate information presented.
3. Evaluate a speaker's point of view, reasoning, and use of evidence.
4. Present information so listeners can follow the line of reasoning.
6. Adapt speech to a variety of contexts and tasks; demonstrate command of formal English.

Language

- 1-2. Demonstrate command of Standard English in speaking and writing.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
6. Acquire and use general academic and domain-specific words.

Overview of COLLEGE AND CAREER READINESS

PART 1: Introduction

PART 2: College and Career Readiness Opportunities While in High School

PART 3: Schooling Opportunities after High School

PART 4: Goal Setting to Turn Dreams into Reality

PART 5: Final project

Thanks to the ACCESS RELs who helped develop this curriculum!



Students: Reflect on Your Learning

In this function (and in every class, every day), you should be discussing and answering the following questions about your learning:

- Why am I here (in this class)/What's the purpose of this class?
- What am I learning today? How will I know when I've learned it? What will I do if I haven't learned? What should I do to extend my learning beyond today/this class?
- How do I learn best, and how can I improve my learning?
- What will I learn tomorrow... the next day... in the future, and how does this connect with what I learned today, what I already know, and what I want to know?
- How will this class help me in other classes, in college, in my career, and in my life?
- What does it mean to be a lifelong learner, and why would I want to be a lifelong learner?

We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

LEARNING LOG

Student Name _____

PART 1: Introduction: What does it Mean to be College/Career Ready?	Page Number(s)	Date	Teacher's initials
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Close Reading What is College and Career Ready	15-16		
Response to the Text	17-18		
Live your Dreams Video and Writing	19-20		
Functional Language	21-23		
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Discuss Iceberg Illusion Image	77-78		
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**"Success is liking yourself, liking what you do,
and liking how you do it."
Maya Angelou**

Language is Power: College & Career Readiness Function

Everyone can take possession of the power of language and in this way see through and unmask the power exercised through language (Weiß & Schwietring).

PART 1: Introduction – What Does it Mean to be College/Career Ready?

Dear Students,

The theme of this function is *College & Career Readiness*. In fact, the purpose of high school in general is to prepare you for college and career goals. What does it mean to be prepared for college/career, and why does it matter? Take a moment to discuss this with a partner.

Have you heard the expression ‘**If you can dream it, you can achieve it**’ and wondered whether it’s actually true? Is there something missing in the expression - like *HOW* you’re going to achieve it? This function is different from the others because the focus isn’t on one language function (**cause & effect**, **compare & contrast**, **explain & describe**, **proposition & support**, **sequence**). The focus of this function is **how** to turn your hopes and dreams into reality, and you need all the language functions to do that. To turn dreams into reality, you also need a **plan**, so you’ll be creating a plan for your promising future.

In this function, you’ll learn (1.) how to make good decisions; (2.) how to set short and long-term goals and find and use resources to meet these goals; and (3.) how to use language effectively to achieve success not only in schools and careers but in all aspects of your life. These three skills will help you build a successful life.

Your final project is to create a “vision board” to illustrate your definition of a successful life. We hope you keep the vision board with you after you finish high school so it continues to encourage you to persist toward your future hopes and dreams especially when you are struggling with challenges that life presents. When you are truly college and career ready, you overcome challenges and stick to your plans – revising them as needed – to meet your goals. Granted, you may give up at times, but you don’t stop – you create new plans, always hoping, planning, and working towards a better tomorrow. Anyway, that’s our definition of college and career readiness; we want you to come up with your own definition. That’s what really matters.

Sincerely,

ACCESS Teacher

Directions: *Take a moment to discuss what you will be learning in this function and how it applies to you. Use the Academic Conversation Tool on page 12 to share your thoughts with a partner.*

Directions: Before defining college/career readiness, let's watch a thought-provoking video about school: **Hackschooling Makes Me Happy:** <https://www.youtube.com/watch?v=h11u3vtcpaY>. The speaker, Logan LaPlante, questions whether school is meeting the needs of all youth. He has several suggestions for improvement. As you watch, stop at the times indicated in the chart below (continues to next page) to take notes on the questions posed. Use the tool on page 12 to discuss your notes and thoughts with a partner.



3'6": Describe a school where the focus is on students' happiness and health. How would students be learning in this school? How would this school look and operate?

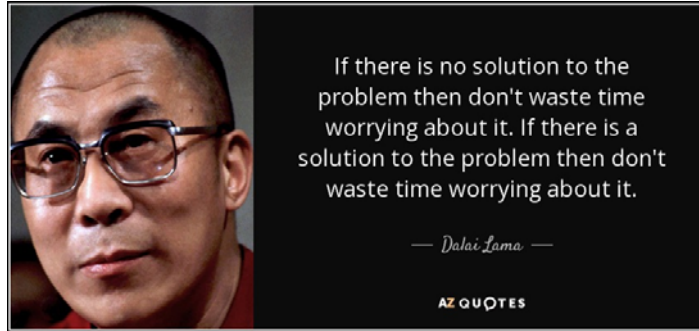


3'54": Logan says that schools are more focused on helping students make a living instead of making a life. What's the difference, and how could you change school so it helps you make a life?












8'52" Logan defines hackschooling as creating innovative ways to change school so it better meets the needs of each student. What are some of his examples? What are some of your own ideas for how to change school so it better meets your needs?

Choice Assignment, Directions: *Too often, students say that school is boring without offering suggestions for its improvement. The purpose of this choice assignment is for you to synthesize your understanding of the video – now that you've had a chance to discuss it with a partner – and to offer up some ideas for how to improve school. After you've completed the assignment, continue to have conversations with other students, your teachers, and administrators to improve school. Part of your responsibility as a student is to help shape the direction of schooling for you and for future students. Plus, being able to communicate your ideas and suggestions to improve school (or your workplace or your community) is part of being college and career ready!*

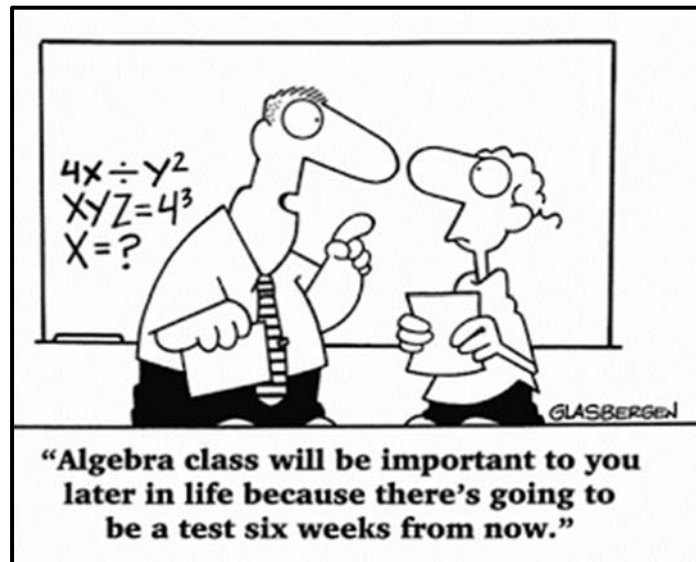


<p>Drawing/Model</p> <ul style="list-style-type: none"> ☐ Draw a picture or create a model of the ideal school for you. Present your work to a partner, the teacher, or your class. 	<p>Letter</p> <ul style="list-style-type: none"> ☐ Write a letter to your teacher, an administrator, or a leader who has a say in education (such as the president). Make some suggestions for how to improve learning, and tell how your innovative ideas would make school better for students.
<p>Slide Show</p> <ul style="list-style-type: none"> ☐ Create a unique slide show that connects to the video: <i>Hackschooling Makes Me Happy</i>. For example, your slide show could describe an innovative project or assignment that would be a good example of hackschooling. 	<p>Survey/Questionnaire</p> <ul style="list-style-type: none"> ☐ Create a survey/questionnaire about how to improve school. Administer the survey to different stakeholders (i.e. students, parents, teachers, and administrators). Report out the results (i.e. What patterns did you notice in people's responses?)
<p>Video</p> <ul style="list-style-type: none"> ☐ Create your own video modeled after Logan's. 	<p>Your Choice</p> <ul style="list-style-type: none"> ☐ Make sure to get your teacher's approval.

Academic Conversation Tool

<p>POSE A QUESTION</p>  <ul style="list-style-type: none"> • I wonder if ... • I wonder why ...? • How does ____ relate to ...? • What do you think about ...? 	<p>PRESENT AN IDEA</p>  <ul style="list-style-type: none"> • I think/In my opinion ... • I believe ... • In my experience ... • One idea ____ is ... 	<p>SUPPORT YOUR THINKING</p>  <ul style="list-style-type: none"> • I know ____ because ... • ____ is an example of ... • One reason ____ is ... • According to ____, ...
<p>BUILD ON AN IDEA</p>  <ul style="list-style-type: none"> • I agree that ____ because ... • Something I would add is ... • To build on your idea, ... • You make a great point. To take it a step further,... 	<p>CHALLENGE AN IDEA</p>  <ul style="list-style-type: none"> • On the other hand, ... • I disagree ____ because ... • Another way of looking at it is ... • But what about ...? 	<p>ASK FOR DETAILS</p>  <ul style="list-style-type: none"> • Can you elaborate on ...? • Can you explain what you mean by ...? • What is an example of ...? • I'm not sure I follow you. Could you explain ____ another way?
<p>PARAPHRASE/CHECK YOUR UNDERSTANDING</p>  <ul style="list-style-type: none"> • In other words, ... • It sounds like you're saying ... • I think I understand. You mean... • Let me see if I have this right: ... 	<p>GIVE/RECEIVE FEEDBACK</p>  <ul style="list-style-type: none"> • I noticed that you ... • I was impressed by ... • What if you changed ...? • I appreciate what you said about ... • Thank you for ... • Based on your feedback, I will ... 	<p>CLOSE THE CONVERSATION</p>  <ul style="list-style-type: none"> • It sounds like we all ... • In summary, I/we ... • In the end, I/we ... • We seem to agree about ____ but disagree about ...

What Does it Mean to be College/Career Ready?



Directions: When it comes to preparing for college and careers, what you do today matters! Your work during middle and high school will start you on the path for future success. But what does it mean to be college/career ready? What skills and knowledge do students need to be considered ready for their next steps after high school? On the next page, respond to these questions using the **explain and describe** and **proposition and support** sentence starters provided.

Remember!!!

You use the language of **proposition and support** when you are asked to state your position using words such as **believe, think, view, perspective, opinion, according to**, etc. On the other hand, you use the language of **explain and describe** when you are asked to define complex ideas/events or discuss your understanding of a concept. Functional words to **explain and describe** include **for example, for instance, refers to, demonstrates, defined as, in other words, considered to be, illustrates**, etc.

- *From my perspective/In my opinion, college and/or career readiness refers to/is defined as...*
- *In fact,...*
- *In other words,...*
- *In order to be considered college and/or career ready, a student must...*
- *For example/For instance,...*
- *In addition, a college/career ready student...*
- *In essence,...*

Directions: Examine your response above and CIRCLE **proposition & support** language (see page 21); UNDERLINE **explain & describe** language (page 22). Discuss how this language impacts your writing.

Directions: The text on the next page provides a definition of college and career readiness. The excerpt is adapted from <http://www.achieve.org/what-college-and-career-ready>. Read the text and complete the activity that follows. Use the Close Reading Symbol Chart below to help you understand what you're reading.

Close Reading Symbol Chart

○	Circle unknown/confusing words or phrases
_____	Underline main ideas
??	Questions that you have during reading that you can clarify with a partner/your teacher
★	Something that is GREAT or SURPRISING/an idea that you love!

Remember!!!

Reading is an active process. While reading, you're thinking about what the author is trying to communicate. You're asking questions in your head about the text. You're connecting the text to what you already know. The close reading strategy above is just one way to help you become a better reader. You probably already know other strategies. Being an active reader is necessary for success in school, work, and life!

What is College-and Career-Ready?

What do we mean by "College-Ready?" Being "college-ready" means being prepared for any postsecondary (after high school) education or training experience, including study at two-year and four-year institutions leading to a credential (i.e., a certificate, license, Associate's or Bachelor's degree). Being ready for college means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, college courses.

What do we mean by "Career-Ready?" A "career" is not just a job. A career provides a family-sustaining wage (enough money to support a family) and opportunities for advancement. A career requires postsecondary training or education. A job may be obtained with only a high school diploma but offers no guarantee of advancement. Being ready for a career means that a high school graduate has the knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. community college, technical/vocational program or on-the-job training).

What do we mean by "College & Career-Ready?" Being "college and career ready" ultimately means that high school students are prepared for the next steps toward achieving their educational and career goals. If high school graduates are adequately prepared in English, math, reading, oral and written communication, teamwork, critical thinking and problem solving, they will have a greater chance of achieving success beyond high school.

Directions: Based on your understanding of the text on page 16, complete the table below (continues to next page). Respond to the questions using complete sentences.

Question	Response
1. According to the text, what does college-ready mean?	
2. Based on your understanding of the text, what does career-ready mean?	
3. Using compare and contrast language (see page 21), describe the similarities and differences between a career and a job.	



Remember!!!

You use the language of **compare and contrast** when you are asked to discuss similarities/differences using words such as **similarly, like, however, but, in contrast, on the other hand, etc.** Knowing this language will help you communicate your ideas more clearly and support better decision-making in school and life.

<p>4. List activities, classwork, and homework assignments that you can do now to develop your reading, oral and written communication, teamwork, and critical-thinking skills. Give specific examples to support your response.</p>	
<p>5. You wrote a definition of college and career readiness on page 14. Then you read about college/career readiness on page 16. Now revise your own definition of college and career readiness incorporating what you read.</p> <p><i>Note: Being able to use new information to shape and refine your ideas is a critical college/career skill.</i></p>	
<p>6. Think back to the video you watched (<i>Hackschooling</i>). Provide a couple suggestions about how schools could do a better job in preparing students to be college and career ready. Share your ideas with a partner.</p>	

There is nothing like a dream to create the future. ~ Victor Hugo

Directions: *It's never too soon to start thinking about your future and how to achieve your dreams. Never limit your dreams because of any self-doubts. Watch the video called **Motivational Video: Live your Dreams** (<https://youtu.be/MvEpEWytMj4>), which will hopefully encourage you to dream big. After watching, respond to the following questions in the space on page 20 using appropriate functional language (pages 21-23):*



1. *If there were no obstacles between you and your biggest dream, what would you do with your life? **Hint:** Think about your strengths, interests and what makes you truly happy. (For example, you might like to cook, travel, or help people.)*
2. *What career might give you the opportunity to fulfill that dream? (For example, you can be a chef, a journalist, or a nurse.) For help coming up with a career, check out the websites referenced in the Insider Tip on the next page.*
3. *Thinking back to your revised definition of college and career readiness (page 18), what specific knowledge and skills will you need to prepare for that career, and how can school help you gain the knowledge and skills? (For example, a chef must work well with a team and possess strong basic math skills for measuring ingredients. Schools should thus provide opportunities for students to work collaboratively in addition to supporting students in learning math.)*

*it's not who you are
that holds you back,
it's who you think
you're not*



INSIDER TIP: Career Resources

The following websites will help you and your family learn more about career opportunities and postsecondary education requirements:

- Career One Stop: www.careeronestop.org
- Bureau of Labor Statistics: www.bls.gov/k12
- California Career Zone: <https://www.cacareerzone.org>

Functional Language from Constructing Meaning Flipbook

Compare & Contrast

Words/phrases to compare:		Words/phrases to contrast:	
■ in comparison	■ just like	■ but	■ different
■ to compare	■ just as	■ yet	■ a difference / distinction between
■ comparable	■ equal	■ however	■ differently
■ like	■ equally	■ whereas	■ clashing
■ likewise	■ equivalent to	■ while	■ conflicting
■ alike	■ akin to	■ although	■ divergent
■ same	■ similar	■ nonetheless	■ unlike
■ same as	■ similarly	■ nevertheless	■ contrary to
■ also	■ a similarity	■ on the other hand	■ each
■ too	■ related	■ a contrast	■ only
■ as well as	■ common	■ in contrast	
■ both	■ commonalities	■ instead of	
■ all	■ have in common	■ rather than	
	■ share		

Proposition & Support

■ states	■ argues	■ convinced	■ perspective
■ a statement	■ an argument	■ convincing	■ opinion
■ asserts	■ proves	■ supported	■ evidence
■ an assertion	■ a proof	■ validated	■ fact
■ proposes	■ believes	■ defended	■ data
■ a proposal	■ a belief	■ refuted	■ doubt
■ suggests	■ assumes	■ according to	■ challenge
■ a suggestion	■ an assumption	■ as stated by	■ solution
■ claims	■ supposes	■ argues against / in favor of	■ thesis
■ a claim	■ a supposition	■ made the claim that	
■ agrees	■ persuaded	■ justified the position that	
■ disagrees	■ persuasive	■ expressed the view that	
■ a disagreement			

Explain & Describe

■ an explanation	■ displays	■ understood as	■ includes
■ explains	■ demonstrates	■ associated with	■ contains
■ a description	■ exhibits	■ a definition	■ consists of
■ describes	■ an indication	■ defines	■ is known for
■ described as	■ indicates	■ defined by	■ acknowledged as
	■ indicated by	■ defined as	■ considered to be
■ a discussion	■ an illustration	■ a characteristic	■ is also called
■ discusses	■ illustrates	■ characterized by	■ tends to
■ an example	■ in other words	■ has the following characteristics	■ reflects
■ for example	■ put another way	■ refers to	■ in essence
■ for instance	■ put differently	■ belongs	
■ such as			

Sequence

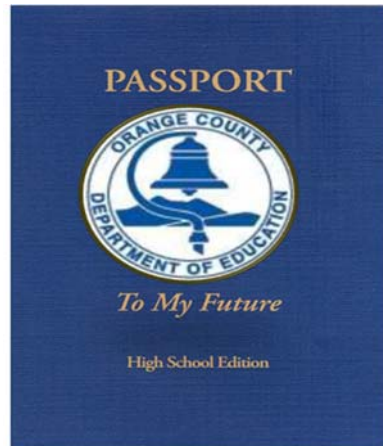
■ first	■ today	■ during	■ simultaneously
■ to begin	■ currently	■ while	■ concurrently
■ initially	■ now	■ throughout	■ suddenly
■ then	■ at present	■ meanwhile	■ immediately
■ next	■ prior to	■ over time	■ instantly
■ later	■ for the past	■ over the next few	■ instantaneously
■ after	■ long before	■ finally	■ imminent
■ after	■ earlier	■ in the final scene	■ impending
■ eventually	■ previously	■ in the end	
■ following	■ preceding	■ ultimately	
■ it wasn't long before		■ concluding with	
■ soon thereafter			
■ momentarily			
■ subsequently			

Cause & Effect

-
- an impact
 - the impact of
 - had an impact
 - impacted
 - had an influence on
 - influential
 - influenced
 - produced
 - a product of
 - a result
 - the results of
 - resulted in
 - caused
 - a cause of
 - may cause
 - led
 - led to
 - can give rise to
 - brought about
 - which in turn
 - it follows that
 - an effect
 - affected
 - outcome
 - since
 - due to
 - because
 - therefore
 - so
 - if_____, then_____
 - hence
 - thus
 - stems from
 - consequences
 - consequently
 - factor
-

END OF PART 1

PART 2: College and Career Readiness Opportunities While in High School



Education is the passport to the future, for tomorrow belongs to those who prepare for it today. ~ Malcolm X

Directions: Preparing for college and a career is a process that involves several steps. In this section, you will explore opportunities that will help you become college and career ready while in high school. To begin, watch the video called **Work Hard and Study Hard – Motivational Video**: <https://youtu.be/A5miqDz5JTc>.

Directions: Reflect on the video you just watched: What are some actions you can take while you're in high school to prepare you for college and a career? Respond on the lines on the next page using **sequence** language (see page 39) to create an academic-sounding paragraph.

Remember!!!

You use the language of **sequence** to summarize a **sequence** of events or outline the steps of a process. Functional words commonly used to express **sequence** include: **first, currently, then, next, while, finally, in the end, etc.**

Directions: Now discuss what actions you can take to help you become college and/or career ready. Use what you wrote above and the **cause and effect** sentence frames on the next page to identify what outcomes might result from these actions. **EXAMPLE:** *If I study hard, then I will do well in my classes.*



Remember!!!

Using the language of **cause and effect** appropriately is important in effective communication. A **cause** is something that makes something else happen. It answers the question “**Why** did this happen?” An **effect** is what happens as a result of the cause. It answers the question “**What** happened?” For example, when you analyze the consequences of the choices you make in life, you’re using the language of **cause and effect**.

I think _____ may/will _____

If _____, it will lead to _____

However, if I don't _____, then _____

I believe that _____ will result in _____

_____ will impact _____

Directions: In the box below (continues to the next page), reflect on the **cause and effect** language you used above. How can understanding **cause and effect** relationships and language help you problem-solve – and ultimately prepare you to live a good life?



To be college and career ready, you need to develop academic language skills. Academic language includes sophisticated **vocabulary**. It is also the **functional language** you need to **compare/contrast, sequence, explain/describe**, express **cause and effect**, and **make and support arguments** (see pages 38-40). Academic language also includes the **conversation moves** you have been practicing (see page 37) so you can interact with others in meaningful ways – to express yourself, hear others’ perspectives, and bounce ideas off others to learn more and create new understandings so you continue to live a better life.

Directions: Below, define academic language based on what you read above. In your own words, tell why academic language is important. Then provide some suggestions for different activities you can engage in at school to help you develop academic language.

Directions: *To increase your chances of becoming college/career ready, it's important that you obtain a high school diploma. Read the text below (continues to next page) to learn how to earn a diploma ACCESS.*

Earning a High School Diploma at ACCESS

Foundation for College and Career Success

A high school diploma is the first step towards a more prosperous (successful) adult life. For example, without a high school diploma, finding even an entry-level job can be very hard. Getting a high school education is the key to opening the doors of opportunity because to succeed in a college and/or career, you need to learn critical skills that you have the opportunity to learn in high school. These skills will help you in the future: good decision-making and problem-solving skills, oral and written communication skills, as well as research and mathematics skills. **Focus on learning these critical skills in high school (as opposed to just finishing assignments) so that you can put them to good use for a better future.** Getting your high school diploma will have a positive impact on your future educational opportunities, career options and earning potential (the amount of money that is possible for you to make in your work).











Getting Started

The first step in preparing for college and/or a career is knowing how many credits you've earned towards a high school diploma. To obtain a high school diploma at ACCESS, students need to have a total of 220 credits in a certain number of required courses.

ACCESS High School Graduation Requirements

The table below summarizes the course requirements for earning a diploma from ACCESS.

<p>English: 40 credits</p> 	<p>Social Science: 30 credits</p> 	<p>Math: 20 credits</p>  <p>(10 credits required in Algebra)</p>	<p>Science: 20 credits</p> 
<p>Health: 5 credits</p> 	<p>Fine Arts or Foreign Language: 10 credits</p> 	<p>Physical Education: 20 credits</p> 	<p>Electives: 75 credits</p> 
<p>Total Credits: 220</p>		<ul style="list-style-type: none"> Students must pass all courses with a D or higher to earn a HS diploma. 	

Directions: Now that you know how many credits you need to graduate, schedule an appointment with your teacher to determine your progress towards earning your high school diploma. Ask your teacher for information about your attendance/academic performance. Make a record of your meeting by taking notes using a notepad or the template on page 32. Use the following sentence starters below (which continue to the next page) to guide you in your conversation with your teacher:

To Pose a Question/Ask for Details:

- *Would it be possible to schedule an appointment with you to discuss...?*
- *So it seems I need... to earn my diploma?*
- *Are you suggesting...?*
- *What steps should I take to improve? (This is also a good question for a boss – shows you are interested in learning/growing.)*

To Present an Idea:

- *To earn more credits, I plan to...*
- *To improve my attendance/grades, I will...*
- *I feel/believe that...*
- *From my perspective, if I..., then...*

To Paraphrase:

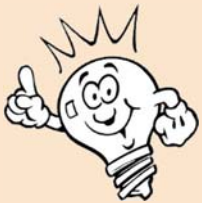
- *In other words, you're saying that...*
- *Let me see if I have this right: ...*
- *I think I understand. You're saying...*

To Challenge an Idea:

- *So I heard you say... but I think... because...*
- *That's a valid point, but I feel...*
- *But what about...?*

To Express Appreciation:

- *Thank you so much. I appreciate your help.*
- *Based on our conversation, I intend to...*

**INSIDER TIP: Transcript Evaluation**

In ACCESS, teachers use a form called a Transcript Evaluation to keep track of the credits you complete. When you meet with your teacher, ask for a copy of your Transcript Evaluation so that you can monitor your progress.

**INSIDER TIP: Note-Taking – A Skill You Need**

The note-taking template on the next page is useful for keeping a record of your meetings and discussions with teachers/support staff. Learning how to take notes by recording the main points during a meeting/conversation will help prepare you for college, career, and life success. Discuss other situations – aside from school – when it's useful to take notes.

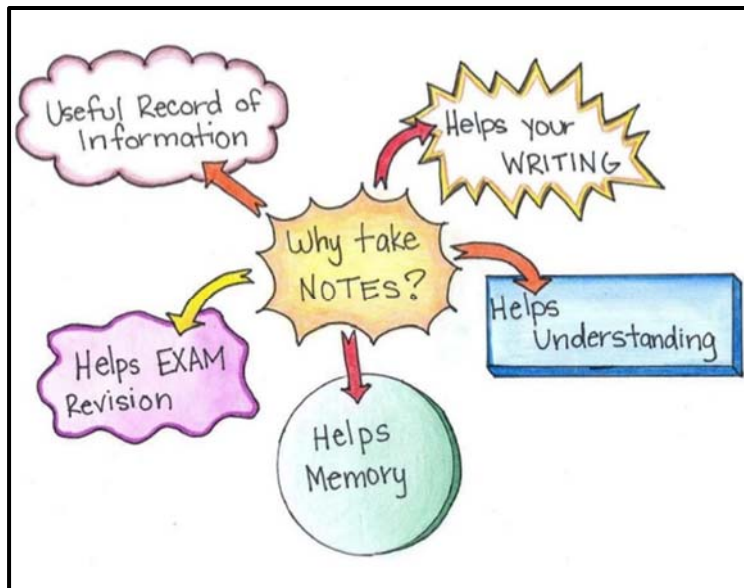
Note-Taking Tool

Date of Meeting:

Purpose of Meeting:

I met with...

Summary of Meeting: _____





INSIDER TIP: Transition Specialists/Career Coaches

ACCESS has staff called transition specialists and career coaches who have resources that can help you become college/career ready. They can help you get individual career advice and resources to help you earn a certificate in your field of interest, enroll in college/ROP (see text below – continues to page 34), get an internship, find a job, etc. Speak with your teacher to schedule an appointment with the transition specialist and/or career coach at your site.

Directions: As you earn your high school diploma, take advantage of opportunities that will help you become college/career ready. The text on pages 33-34, titled **Opportunities While in High School**, suggests two options you could explore while enrolled in the ACCESS program. Use the language of **explain and describe** (page 39) to summarize each chunk of text in the boxes following that particular text segment.

Opportunities While in High School

Regional Occupational Programs (ROP): The Regional Occupational Program offers many career classes for high school students and adults. If you are seeking a new career, want to be more career-focused, or think you might want to upgrade any of your current skills, then these classes can help tremendously. As an ROP student, you can explore careers while earning credit toward graduation! ROP offers classes in information technology, business, culinary arts, healthcare, construction and auto technology. Each course is designed to prepare you for a job, career or college! Classes are held in businesses and on high school campuses during and after school, evenings, and Saturdays for your convenience!

Dual Enrollment in College Classes: Dual Enrollment allows high school students to enroll in classes at a community college while still attending high school. Students take dual-enrollment courses on a college campus, alongside regular college students. Taking college classes will help increase your readiness for college-level study, and it will give you the opportunity to earn both high school and college credits!

Directions: *Regardless of which opportunities you pursue, language is essential for success. Examine the image below and complete the activity on the next page.*

What is language?

Language is more than just communication, it is the primary method by which we do things together.

Language is the accumulation of shared meaning - of common ground.

- 1 Communication**
 One-way communication. Message sent.
- 2 Conversation**
 Two-way communication. Both sides feel understood.
- 3 Collaboration**
 Thinking, planning, making decisions.
- 4 Co-creation**
 Joint activity, making, doing.










Directions: *Improving your language skills is a life-long pursuit, and everyone has to do it! Reflect on the image on page 34, and in the lines below, use appropriate functional language (pages 38-40) to tell why you need to develop strong language skills. Then make some suggestions for how school can support you in developing stronger language skills. When you're finished, use the Academic Conversation Tool (page 37) to discuss your ideas with a partner and bounce ideas off of him/her.*

Directions: For this final activity, reflect on what you've learned throughout this section. Then, on the chart below, describe your step-by-step plan for becoming college/career ready while in high school using the language of **explain and describe**, **proposition and support**, **cause and effect**, and **sequence** (pages 38-40).

My Plan for Becoming College/Career Ready While in High School

↓	
↓	
↓	
↓	
↓	

Academic Conversation Tool

<p>POSE A QUESTION</p>  <ul style="list-style-type: none"> • I wonder if ... • I wonder why ...? • How does _____ relate to ...? • What do you think about ...? 	<p>PRESENT AN IDEA</p>  <ul style="list-style-type: none"> • I think/In my opinion ... • I believe ... • In my experience ... • One idea _____ is ... 	<p>SUPPORT YOUR THINKING</p>  <ul style="list-style-type: none"> • I know _____ because ... • _____ is an example of ... • One reason _____ is ... • According to _____, ...
<p>BUILD ON AN IDEA</p>  <ul style="list-style-type: none"> • I agree that _____ because ... • Something I would add is ... • To build on your idea, ... • You make a great point. To take it a step further,... 	<p>CHALLENGE AN IDEA</p>  <ul style="list-style-type: none"> • On the other hand, ... • I disagree _____ because ... • Another way of looking at it is ... • But what about ...? 	<p>ASK FOR DETAILS</p>  <ul style="list-style-type: none"> • Can you elaborate on ...? • Can you explain what you mean by ...? • What is an example of ...? • I'm not sure I follow you. Could you explain _____ another way?
<p>PARAPHRASE/CHECK YOUR UNDERSTANDING</p>  <ul style="list-style-type: none"> • In other words, ... • It sounds like you're saying ... • I think I understand. You mean... • Let me see if I have this right: ... 	<p>GIVE/RECEIVE FEEDBACK</p>  <ul style="list-style-type: none"> • I noticed that you ... • I was impressed by ... • What if you changed ...? • I appreciate what you said about ... • Thank you for ... • Based on your feedback, I will ... 	<p>CLOSE THE CONVERSATION</p>  <ul style="list-style-type: none"> • It sounds like we all ... • In summary, I/we ... • In the end, I/we ... • We seem to agree about _____ but disagree about ...

Compare & Contrast

Words/phrases to compare:		Words/phrases to contrast:	
■ in comparison	■ just like	■ but	■ different
■ to compare	■ just as	■ yet	■ a difference / distinction between
■ comparable	■ equal	■ however	■ differently
■ like	■ equally	■ whereas	■ clashing
■ likewise	■ equivalent to	■ while	■ conflicting
■ alike	■ akin to	■ although	■ divergent
■ same	■ similar	■ nonetheless	■ unlike
■ same as	■ similarly	■ nevertheless	■ contrary to
■ also	■ a similarity	■ on the other hand	
■ too	■ related	■ a contrast	■ each
■ as well as	■ common	■ in contrast	■ only
■ both	■ commonalities	■ instead of	
■ all	■ have in common	■ rather than	
	■ share		

Proposition & Support

■ states	■ argues	■ convinced	■ perspective
■ a statement	■ an argument	■ convincing	■ opinion
■ asserts	■ proves	■ supported	■ evidence
■ an assertion	■ a proof	■ validated	■ fact
■ proposes	■ believes	■ defended	■ data
■ a proposal	■ a belief	■ refuted	■ doubt
■ suggests	■ assumes	■ according to	■ challenge
■ a suggestion	■ an assumption	■ as stated by	■ solution
■ claims	■ supposes	■ argues against / in favor of	■ thesis
■ a claim	■ a supposition	■ made the claim that	
■ agrees	■ persuaded	■ justified the position that	
■ disagrees	■ persuasive	■ expressed the view that	
■ a disagreement			

Explain & Describe

<ul style="list-style-type: none"> ■ an explanation ■ explains 	<ul style="list-style-type: none"> ■ displays ■ demonstrates ■ exhibits ■ an indication ■ indicates ■ indicated by 	<ul style="list-style-type: none"> ■ understood as ■ associated with ■ a definition ■ defines ■ defined by ■ defined as 	<ul style="list-style-type: none"> ■ includes ■ contains ■ consists of ■ is known for ■ acknowledged as ■ considered to be
<ul style="list-style-type: none"> ■ a discussion ■ discusses 	<ul style="list-style-type: none"> ■ an illustration ■ illustrates 	<ul style="list-style-type: none"> ■ a characteristic ■ characterized by ■ has the following characteristics 	<ul style="list-style-type: none"> ■ is also called ■ tends to ■ reflects
<ul style="list-style-type: none"> ■ an example ■ for example ■ for instance ■ such as 	<ul style="list-style-type: none"> ■ in other words ■ put another way ■ put differently 	<ul style="list-style-type: none"> ■ refers to ■ belongs 	<ul style="list-style-type: none"> ■ in essence

Sequence

<ul style="list-style-type: none"> ■ first ■ to begin ■ initially 	<ul style="list-style-type: none"> ■ today ■ currently ■ now ■ at present 	<ul style="list-style-type: none"> ■ during ■ while ■ throughout ■ meanwhile ■ over time ■ over the next few 	<ul style="list-style-type: none"> ■ simultaneously ■ concurrently ■ suddenly ■ immediately ■ instantly ■ instantaneously
<ul style="list-style-type: none"> ■ then ■ next ■ later ■ after ■ after ■ eventually ■ following ■ it wasn't long before ■ soon thereafter ■ momentarily ■ subsequently 	<ul style="list-style-type: none"> ■ prior to ■ for the past ■ long before ■ earlier ■ previously ■ preceding 	<ul style="list-style-type: none"> ■ finally ■ in the final scene ■ in the end ■ ultimately ■ concluding with 	<ul style="list-style-type: none"> ■ imminent ■ impending

Cause & Effect

-
- an impact
 - the impact of
 - had an impact
 - impacted
 - had an influence on
 - influential
 - influenced
 - produced
 - a product of
 - a result
 - the results of
 - resulted in
 - caused
 - a cause of
 - may cause
 - led
 - led to
 - can give rise to
 - brought about
 - which in turn
 - it follows that
 - an effect
 - affected
 - outcome
 - since
 - due to
 - because
 - therefore
 - so
 - if _____, then _____
 - hence
 - thus
 - stems from
 - consequences
 - consequently
 - factor
-

END OF PART 2

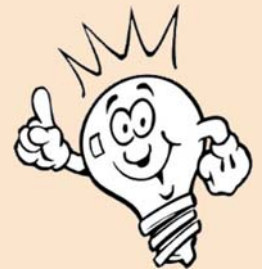
PART 3: Schooling Opportunities after High School



Preview: Now that you understand how opportunities in high school will prepare you to be college and career ready, it's time to turn to options beyond high school. In this next section, you are going to learn about the decision-making process as you examine educational opportunities following high school. This decision-making process will also support you in making good decisions throughout your life.

INSIDER TIPS: MANY STUDENTS THINK THEY CAN'T ATTEND COLLEGE BECAUSE IT'S TOO EXPENSIVE – OR BECAUSE THEY ARE UNDOCUMENTED: NOT TRUE!

- Explore types of financial aid at <https://studentaid.ed.gov/sa/>.
- Make sure to fill out the Free Application for Federal Student Aid (FAFSA) online at <https://fafsa.ed.gov/>. You can get money from the government for books and tuition that you don't have to pay back.
- California residents can also get money through a Cal Grant: <https://mygrantinfo.csac.ca.gov/logon.asp> and undocumented students would apply for money through the Dream Act: <https://dream.csac.ca.gov/>.



"You are never strong enough that you don't need help." ~ César Chávez



Reflecting on what you learned in Parts 1 and 2, *who* might you ask for assistance and guidance about how to get money for college?

Thinking back to what you learned in Parts 1 and 2, *what would you say* to get more information about money for college?

INSIDER TIP: Military

- *Another option beyond high school is the military. Visit <http://www.military.com/> to learn about this potential option for your future.*



INSIDER TIP: College Resources

- *KnowHow2GO is a site to help students prepare for college and learn the steps they need to take to be college-ready:
<http://knowhow2go.acenet.edu/>.*
- *<https://www.californiacolleges.edu/> is another resource for students – middle school and up – to help them navigate high school, college, and careers. The site also provides information on financial aid planning.*



Pause to Reflect: When you think about college, what image comes to mind? How is your image similar to/different from the one in the box above? Why do you think the image above was selected to illustrate college?

Explore Website and Present, Directions: *Explore one of the websites on pages 41 or 43 that is particularly relevant to you. In the lines below, take notes on what you learned. Present your findings to a partner, your teacher, or the class. Teach your audience something they didn't already know. Be sure to cite your source.*



Decision-Making and Language: *Life presents us with a lot of choices –not just about education or work. Choices include things like ‘How should I spend my time? Who do I want as a friend, and how should I go about being that person’s friend? Where do I want to live? Do I want children?’ Living a good life – however you define that – involves making choices aligned to your values. To make good choices, you must weigh options to determine the pros and cons of each, make a decision, deal with obstacles, seek help, and evaluate your choice/start again. You need the right language to do all this mental work.*



Always remember that you have the right to change your mind. That’s what life-long learning is: gaining more experience and knowledge to make better and better choices.

Changing Your Mind, Directions: *Using appropriate language, discuss an example of when you changed your mind or did something different from your original plan based on new/better information. Jot down some ideas in the space below, and then use the Academic Conversation Tool (page 56) to exchange ideas with a partner.*



Use Frames to Go through the Decision-Making Process, Directions: Now we are going to explore the decision-making process – and the language it requires – because leading a happy life involves being able to make good decisions – aligned to your values. We’ll explore the process and language with a simple example: **DECIDING WHAT TO EAT FOR LUNCH** (you can also choose a topic that’s more meaningful for you).

Use the frames on page 46 to go through the decision-making process by selecting one or more frames from each row. First, jot down your ideas on the lines provided. Then share your entire decision-making process aloud. The first step, explaining/describing the situation and choices, is done for you as an example.

Explain/describe the situation and choices:

It's already noon, and I'm hungry. There are several places in the area including McDonald's, Del Taco, and Soup Plantation, but I only have about \$10 to last me for the week. Besides eating out, another option might be to skip lunch, or I could just get a snack from 7-Eleven. Another possibility is to return home and eat leftovers.

Language to weigh the pros and cons of each choice:

- _____ is more/less expensive than _____.
For example _____.
- _____ is preferable to _____
because _____.
- If _____, then _____
_____. On the other hand, if _____
_____, then _____.

Decision and rationale (reason this is the best decision):

- I've decided to _____ because _____
_____.
- My best choice is _____ for the following reasons: _____
_____.

Dealing with obstacles/seeking help:

- (obstacle and result) Unfortunately _____, so _____
_____.
- (asking for help) Could you help me _____?



Education Beyond High School, Directions: Now we will turn to the decision-making process and the language needed to decide your best option for education beyond high school. First, look at the table on pages 49-50 called "California's Paths to Higher Education". Then, **Explain and describe** the table by completing the activities below.

Take notes below on how the table is organized: (The following words might help you in your explanation: **columns, rows, characteristics.**)

Now take notes on what information the table provides:

Using your notes, discuss your understanding of the table with a teacher or classmate. Feel free to use some of the conversation moves below to get started:

Present an idea:

- The table is...
- In a nutshell, this table provides...
- For example/For instance ...

Pose a question:

- I wonder what ___ means...?
- What do you think about...?

To determine why the information is important:

- This information is important because ...
- This table is relevant to my life because...

CALIFORNIA'S PATHS TO HIGHER EDUCATION

	Community Colleges	Cal State University (CSU)	University of California (UC)	Private Universities
Approximate Number of Statewide & Local Schools	113 Santiago Canyon, Santa Ana, Orange Coast, Cypress & Fullerton	23 Fullerton, Long Beach, Cal Poly Pomona, Dominguez Hills, San Diego, Los Angeles, Northridge	10 Irvine, Berkeley, Davis, Los Angeles, San Diego, Santa Cruz, Riverside	Approximately 77 Chapman, Pepperdine, USC, Loyola Marymount, Stanford
Programs & Curriculum	<p style="text-align: center;">Two-Year Schools</p> <ul style="list-style-type: none"> · Career and Job Preparation · Entry Majors · Transfer Programs · AA/AS Degrees · Vocational Certificates 	<p style="text-align: center;">Four-Year Schools</p> <ul style="list-style-type: none"> · Various Majors (depends on campus) · BA/BS Degrees · Master's Degrees · Teaching/ Nursing and other credentials 	<p style="text-align: center;">Four-Year Schools</p> <ul style="list-style-type: none"> · Various Majors (depends on campus) · BA/BS Degrees · Master's Degrees · Teaching/ Nursing and other credentials · Doctorates and Professional Degrees (i.e. Medicine, Law) 	<p style="text-align: center;">Two & Four-Year Schools</p> <ul style="list-style-type: none"> · Various majors and academic programs offered at each campus

	Community Colleges	Cal State University (CSU)	University of California (UC)	Private Universities
Approximate Yearly Tuition (does not include room and board or fees)	\$1,200	\$6,500	\$13,000	Varies – can exceed \$50,000
Entrance Requirements for Freshman	<ul style="list-style-type: none"> · No Subject Requirements · Must be at least 18 years old OR a high school graduate/hold a GED 	<ul style="list-style-type: none"> · Requires specific high school course completion (see A-G requirements); this does not typically apply if student transfers from community college 	Requires specific high school course completion (see A-G requirements); this does not typically apply if student transfers from community college <ul style="list-style-type: none"> · At least a 3.0 GPA 	Admission requirements vary depending on the institution. Check with individual universities for details
Test/Essay Requirements	None	SAT or ACT highly recommended	SAT or ACT	In most cases SAT or ACT, check with individual schools for specific test requirements

Top 5 Reasons to Go to College (<http://www.greatschools.org/gk/articles/cb-extras-1-2-havecollegetalknow/>):

1. More **money** (college grads make more money than high school grads)
2. More **opportunity** (college grads have more job opportunities)
3. **Connections** (college has diverse people to connect with whose perspectives broaden one's own)
4. **Healthier, Happier Life** (college graduates are healthier and less likely to divorce)
5. **Tradition** for your future family (if you go to college, your children are more likely to go, too)

Deciding Your Educational Path Beyond High School, Directions: Now you will go through the process of deciding the best educational program for you. Like all decisions, you need to examine your options to determine the pros and cons of each, make the best choice, deal with obstacles along the way, and seek help. Use the table on pages 49-50, along with the frames below, to jot down ideas and then discuss your decision-making process.

Language to explain/describe the situation and my choices:

- In terms of _____, I have several choices including _____
_____.
- _____ are all examples of _____
_____.
- Programs available at _____ include _____
_____.
- The approximate cost of _____ is _____
_____.
- Requirements for _____
_____.

Language to weigh the pros and cons of each choice:

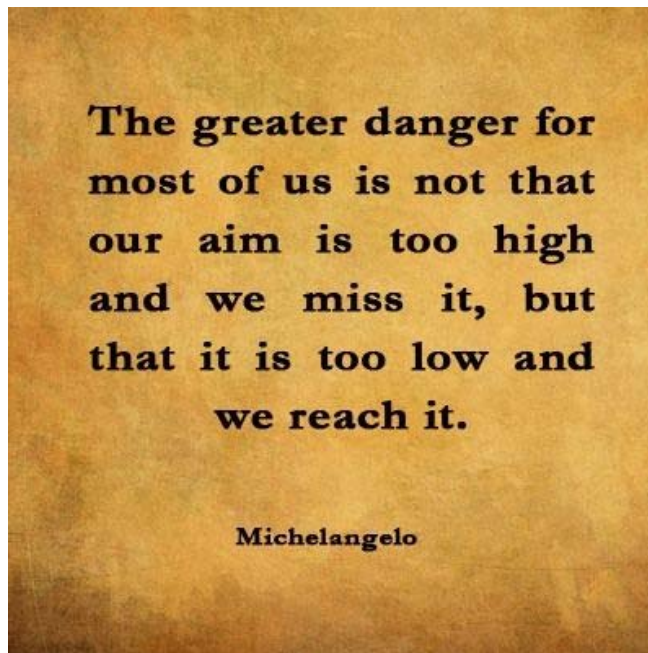
- _____ is similar to/different from _____
in that _____.
- _____ is more/less expensive. For example _____
_____.
- _____ is preferable to _____
because _____.
- I would rather _____ than _____
because _____.
- If _____, then _____
On the other hand, if _____, then _____
_____.

Decision and rationale (reason this is the best decision):

- *I've decided to* _____
because _____.
- *My best choice is* _____
for the following reasons: _____.
- *One possibility is* _____
_____.

Dealing with obstacles/seeking help:

- *I suspect I will have difficulty* _____
To address this, I intend to _____.
- *Before* _____, *I will* _____
_____.
- *While* _____, *I will* _____
_____.
- *I can turn to several people and resources for support. They include* _____
_____.



Directions: Respond to the questions in the table below using appropriate functional language (pages 57-59). Then dialogue with a partner about yours and his/her responses using the Academic Conversation Tool, page 56.

Question	Response
1. Why is it important to engage in the decision-making process? How does having the appropriate language for decision-making help you?	
2. Why is “effective decision-making” an important college and career skill?	
3. What are some ways school could help you become a better decision-maker?	



INSIDER TIP: COLLEGES HAVE MANY SUPPORTS AVAILABLE TO HELP STUDENTS SUCCEED! Below is a list of just three of these:

1. **Extended Opportunity Programs and Services (EOPS):** financial, counseling, and support services to help students enroll in college, pass classes, and graduate
2. **Advisement Centers/Counselors** help students identify career goals and take the right classes to finish school as quickly as possible
3. **Tutoring Centers** provide free tutoring to help student pass their classes

Directions: Oprah Winfrey says “You get in life what you have the courage to ask for”. Discuss which supports in the Insider Tip box above you might need to succeed in college and why. Use appropriate, functional language (pages 57-59) and the Academic Conversation Tool (page 56) to share ideas with a partner.










Decision-Making on Topic of Your Choice, Directions: To finish this section, you’re going to use the decision-making process matrix on the next page to walk us through a decision on a topic of your choice. It could be about whether or not to go to college, but it could also be about something else that’s important to you such as how to get out of a bad relationship or how to save money to buy a car. Take notes on each of the steps below. Then present your steps to an audience of your choice using appropriate, functional language (pages 57-59).



<p>Explore a situation and your choices:</p>	
<p>Weigh pros and cons:</p>	
<p>Make a decision and argue why it's the best one:</p>	
<p>Deal with obstacles/ seek help:</p>	

Pause to Reflect: How did you feel about going through the decision-making process and hearing others go through the process?

Academic Conversation Tool

<p style="text-align: center;">POSE A QUESTION</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • I wonder if ... • I wonder why ...? • How does _____ relate to ...? • What do you think about ...? 	<p style="text-align: center;">PRESENT AN IDEA</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • I think/In my opinion ... • I believe ... • In my experience ... • One idea _____ is ... 	<p style="text-align: center;">SUPPORT YOUR THINKING</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • I know _____ because ... • _____ is an example of ... • One reason _____ is ... • According to _____, ...
<p style="text-align: center;">BUILD ON AN IDEA</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • I agree that _____ because ... • Something I would add is ... • To build on your idea, ... • You make a great point. To take it a step further,... 	<p style="text-align: center;">CHALLENGE AN IDEA</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • On the other hand, ... • I disagree _____ because ... • Another way of looking at it is ... • But what about ...? 	<p style="text-align: center;">ASK FOR DETAILS</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • Can you elaborate on ...? • Can you explain what you mean by ...? • What is an example of ...? • I'm not sure I follow you. Could you explain _____ another way?
<p style="text-align: center;">PARAPHRASE/CHECK YOUR UNDERSTANDING</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • In other words, ... • It sounds like you're saying ... • I think I understand. You mean... • Let me see if I have this right: ... 	<p style="text-align: center;">GIVE/RECEIVE FEEDBACK</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • I noticed that you ... • I was impressed by ... • What if you changed ...? • I appreciate what you said about ... • Thank you for ... • Based on your feedback, I will ... 	<p style="text-align: center;">CLOSE THE CONVERSATION</p> <p style="text-align: center;"></p> <ul style="list-style-type: none"> • It sounds like we all ... • In summary, I/we ... • In the end, I/we ... • We seem to agree about _____ but disagree about ...

Compare & Contrast

Words/phrases to compare:		Words/phrases to contrast:	
■ in comparison	■ just like	■ but	■ different
■ to compare	■ just as	■ yet	■ a difference / distinction between
■ comparable	■ equal	■ however	■ differently
■ like	■ equally	■ whereas	■ clashing
■ likewise	■ equivalent to	■ while	■ conflicting
■ alike	■ akin to	■ although	■ divergent
■ same	■ similar	■ nonetheless	■ unlike
■ same as	■ similarly	■ nevertheless	■ contrary to
■ also	■ a similarity	■ on the other hand	
■ too	■ related	■ a contrast	
■ as well as	■ common	■ in contrast	■ each
■ both	■ commonalities	■ instead of	■ only
■ all	■ have in common	■ rather than	
	■ share		

Proposition & Support

■ states	■ argues	■ convinced	■ perspective
■ a statement	■ an argument	■ convincing	■ opinion
■ asserts	■ proves	■ supported	■ evidence
■ an assertion	■ a proof	■ validated	■ fact
■ proposes	■ believes	■ defended	■ data
■ a proposal	■ a belief	■ refuted	■ doubt
■ suggests	■ assumes	■ according to	■ challenge
■ a suggestion	■ an assumption	■ as stated by	■ solution
■ claims	■ supposes	■ argues against / in favor of	■ thesis
■ a claim	■ a supposition	■ made the claim that	
■ agrees	■ persuaded	■ justified the position that	
■ disagrees	■ persuasive	■ expressed the view that	
■ a disagreement			

Explain & Describe

■ an explanation	■ displays	■ understood as	■ includes
■ explains	■ demonstrates	■ associated with	■ contains
■ a description	■ exhibits	■ a definition	■ consists of
■ describes	■ an indication	■ defines	■ is known for
■ described as	■ indicates	■ defined by	■ acknowledged as
	■ indicated by	■ defined as	■ considered to be
■ a discussion	■ an illustration	■ a characteristic	■ is also called
■ discusses	■ illustrates	■ characterized by	■ tends to
■ an example	■ in other words	■ has the following characteristics	■ reflects
■ for example	■ put another way	■ refers to	■ in essence
■ for instance	■ put differently	■ belongs	
■ such as			

Sequence

■ first	■ today	■ during	■ simultaneously
■ to begin	■ currently	■ while	■ concurrently
■ initially	■ now	■ throughout	■ suddenly
■ then	■ at present	■ meanwhile	■ immediately
■ next	■ prior to	■ over time	■ instantly
■ later	■ for the past	■ over the next few	■ instantaneously
■ after	■ long before	■ finally	■ imminent
■ after	■ earlier	■ in the final scene	■ impending
■ eventually	■ previously	■ in the end	
■ following	■ preceding	■ ultimately	
■ it wasn't long before		■ concluding with	
■ soon thereafter			
■ momentarily			
■ subsequently			

Cause & Effect

-
- an impact
 - the impact of
 - had an impact
 - impacted
 - had an influence on
 - influential
 - influenced
 - produced
 - a product of
 - a result
 - the results of
 - resulted in
 - caused
 - a cause of
 - may cause
 - led
 - led to
 - can give rise to
 - brought about
 - which in turn
 - it follows that
 - an effect
 - affected
 - outcome
 - since
 - due to
 - because
 - therefore
 - so
 - if_____, then_____
 - hence
 - thus
 - stems from
 - consequences
 - consequently
 - factor
-

END OF PART 3

PART 4: Goal Setting to Turn Dreams into Reality

Directions: *In order to make the most of opportunities and resources during and after school to ensure you are college/career ready, you need to know how to set goals and develop plans to achieve them. This next section addresses these skills.*

To begin, use the lines on the next page to write on one of the following prompts using appropriate, functional language (pages 72-74):

Prompt #1: *Write about a time when you succeeded at something because you made it a goal and committed to it.*

- *Describe what happened.*
- *How did it make you feel?*
- *What did you learn from the experience?*

Prompt #2: *Write about a time when you tried to accomplish something but were not successful.*

- *Describe what happened.*
- *How did you deal with it?*
- *What did you learn from it?*
- *Did anything positive come out of it?*

A dream written
down with a **DATE**
becomes a goal.

A goal broken
down into **STEPS**
becomes a plan.

A plan backed by
ACTION makes
your dreams come
true.



INSIDER TIP: Dreams, Goals, and Plans

*Young people are told to dream big, and dreams are important because they help motivate us. But if we don't set goals and develop plans to achieve these successive goals – on the path to realizing our dream – we often end up unsuccessful. Here's an example of how to break down a dream so it's achievable: Say you **dream** of being wealthy and not having to worry about having enough money to pay your bills. You also need a goal and plan to achieve your dream. A **goal** might be: "By the time I am 30, my annual income will be \$80,000 as a video game designer, and I will have more than \$20,000 in savings and investments in the bank. And a **plan** to achieve my goal is to attend community college, transfer to Cal State, and earn a Bachelor's degree in computer science or software engineering."*

Directions: Now you will read a text about setting goals. The text is adapted from <http://www.going-to-college.org/myplace/goals.html>. As you read the text, stop after each section to respond to the questions in the boxes provided.

Setting my Goals

SECTION 1: VICTORY IS SWEET

Think about the final minutes in a close hockey or football game. How exciting is it when a player scores the final goal? Meeting a goal represents victory and hard work and brings personal satisfaction.

Goals can be anything you want to accomplish — personal, academic, social, you name it. Setting goals is important because the process helps you get what you want, improve your performance, keep you focused, stay on track and can even get you motivated. Many people who are successful in school and at work set goals to get what they want.

Question	Response
<p>According to the text, what are some of the effects that goal setting has on individuals?</p> <p>Use cause and effect language (page 74) in your response.</p>	

SECTION 2: TYPES OF GOALS

There are two types of goals out there: **long-term** goals and **short-term** goals.

Long-term goals are your big wants and take longer to accomplish. You need to break those long-term goals into smaller, more manageable goals so you can stay on track and not get overwhelmed. These smaller goals are called short-term goals, and they take you a shorter time to accomplish. Short-term goals help you reach your long-term goals. But they can also be goals in-and-of themselves – things that you just want to work on in the near future.

Question	Response
<p>Using the language of compare and contrast (page 72), describe the similarities and differences between short and long-term goals.</p>	

<p>What are some examples of short and long-term goals you have set?</p> <p>Use the language of explain and describe (page 73) in your response.</p>	
---	--

Let's look at an example of a long-term goal that's broken down into short-term goals:

Long-Term Goal	Short-Term Goals
Get a driver's license.	<ul style="list-style-type: none"> • Research what is required to get a driver's license. • Get a learner's permit. • Take drivers' education class. • Practice driving two times a week. • Get driving insurance. • Pass the driving test.

Question	Response
<p>Examine the table above. How can breaking down a long-term goal into short-term goals make it easier to reach that goal?</p> <p>Use the language of cause and effect (page 74) in your response.</p>	

SECTION 3: STEPS TO SETTING GOALS**1. CHOOSE A GOAL.** *What is your goal? I want to...*

- Set a goal that **motivates** you by making sure it's important to you and that there is **value** in achieving it.
- Set a **realistic** goal by making sure it's something you can make happen through your own actions.
- **Write** your goal down.

2. DEVELOP A PLAN TO ACHIEVE YOUR GOAL WITH A TIMELINE FOR EACH STEP.*What is your plan for reaching your goal? What do you need to accomplish first?*

- Break it down. Take that large goal and break it into smaller short-term goals.
- Identify a completion **date** for each step. *I plan to complete my goal by ...*
- Consider what you **need** in order to meet your goal (time, money, persistence, hard work, self-discipline)?

3. IDENTIFY POTENTIAL OBSTACLES. *What are the things that may interfere with reaching your goal?*

- Obstacles are things that hinder or prevent you from reaching your goal.
- Identify potential **obstacles** so you can come up with some **strategies** to overcome those obstacles

4. MONITOR YOUR PROGRESS. *Are you making progress towards your goal?*

- **Evaluate** your plan to see if you need to adjust it to make it work for you.
- It is important that you track and document your success. When you can see how far you have come, it is easier to keep going.

Question	Response
<p>Using the language of sequence (page 73), summarize the steps involved in setting a goal described on page 66.</p>	
<p>Think of something you'd like to get better at. How can the four-step goal-setting process help you improve? Support your response with examples.</p>	

Directions: Now, decide on a short-term goal you would like to achieve in the next few months (for example, get a part-time job, complete assignments on time, get to school every day, etc.). Then, use the four-step goal-setting process on page 67 to create a plan for achieving this goal. Write your plan below (plan continues to next page).



“To get what you want, first create a list of compelling and meaningful goals. Next, draft a dynamic plan of action, then follow through with consistent maximum effort. If that doesn’t work, just cry and point.”

1. CHOOSE A GOAL. *Make sure your goal is important to you and achievable.*

I want to...

2. DEVELOP AN ACTION PLAN TO ACHIEVE YOUR GOAL WITH A TIMELINE FOR EACH STEP.

(Use **sequence** language in your response.)

ACTIONS	BY WHEN?
<ul style="list-style-type: none"> • • • 	<ul style="list-style-type: none"> • • •

<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • •
--	--

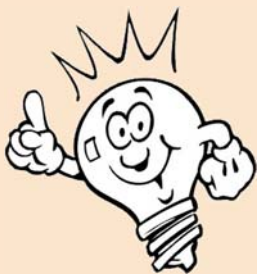
3. IDENTIFY POTENTIAL OBSTACLES. *How will you overcome these obstacles? (Use **cause & effect** language.)*

One obstacle that I may face is...

If this happens, then I will...

4. MONITOR YOUR PROGRESS. *What will you do to monitor your progress? (Use **explain & describe** language.)*










Directions: *Share your plan for achieving your goal with a partner. Engage in a conversation using the Academic Conversation Tool on page 71. Give your partner feedback on his/her plan and receive feedback on yours.*



INSIDER TIP: Giving/Receiving Feedback

Giving and receiving feedback is an important college/career readiness skill because it helps you improve and helps others improve as well. Feedback can be used to make good decisions and set goals which will improve a situation, an individual, group, business, organization, etc.

Academic Conversation Tool

<p>POSE A QUESTION</p>  <ul style="list-style-type: none"> • I wonder if ... • I wonder why ...? • How does _____ relate to ...? • What do you think about ...? 	<p>PRESENT AN IDEA</p>  <ul style="list-style-type: none"> • I think/In my opinion ... • I believe ... • In my experience ... • One idea _____ is ... 	<p>SUPPORT YOUR THINKING</p>  <ul style="list-style-type: none"> • I know _____ because ... • _____ is an example of ... • One reason _____ is ... • According to _____, ...
<p>BUILD ON AN IDEA</p>  <ul style="list-style-type: none"> • I agree that _____ because ... • Something I would add is ... • To build on your idea, ... • You make a great point. To take it a step further,... 	<p>CHALLENGE AN IDEA</p>  <ul style="list-style-type: none"> • On the other hand, ... • I disagree _____ because ... • Another way of looking at it is ... • But what about ...? 	<p>ASK FOR DETAILS</p>  <ul style="list-style-type: none"> • Can you elaborate on ...? • Can you explain what you mean by ...? • What is an example of ...? • I'm not sure I follow you. Could you explain _____ another way?
<p>PARAPHRASE/CHECK YOUR UNDERSTANDING</p>  <ul style="list-style-type: none"> • In other words, ... • It sounds like you're saying ... • I think I understand. You mean... • Let me see if I have this right: ... 	<p>GIVE/RECEIVE FEEDBACK</p>  <ul style="list-style-type: none"> • I noticed that you ... • I was impressed by ... • What if you changed ...? • I appreciate what you said about ... • Thank you for ... • Based on your feedback, I will ... 	<p>CLOSE THE CONVERSATION</p>  <ul style="list-style-type: none"> • It sounds like we all ... • In summary, I/we ... • In the end, I/we ... • We seem to agree about _____ but disagree about ...

Compare & Contrast

Words/phrases to compare:		Words/phrases to contrast:	
■ in comparison	■ just like	■ but	■ different
■ to compare	■ just as	■ yet	■ a difference / distinction between
■ comparable	■ equal	■ however	■ differently
■ like	■ equally	■ whereas	■ clashing
■ likewise	■ equivalent to	■ while	■ conflicting
■ alike	■ akin to	■ although	■ divergent
■ same	■ similar	■ nonetheless	■ unlike
■ same as	■ similarly	■ nevertheless	■ contrary to
■ also	■ a similarity	■ on the other hand	■ each
■ too	■ related	■ a contrast	■ only
■ as well as	■ common	■ in contrast	
■ both	■ commonalities	■ instead of	
■ all	■ have in common	■ rather than	
	■ share		

Proposition & Support

■ states	■ argues	■ convinced	■ perspective
■ a statement	■ an argument	■ convincing	■ opinion
■ asserts	■ proves	■ supported	■ evidence
■ an assertion	■ a proof	■ validated	■ fact
■ proposes	■ believes	■ defended	■ data
■ a proposal	■ a belief	■ refuted	■ doubt
■ suggests	■ assumes	■ according to	■ challenge
■ a suggestion	■ an assumption	■ as stated by	■ solution
■ claims	■ supposes	■ argues against / in favor of	■ thesis
■ a claim	■ a supposition	■ made the claim that	
■ agrees	■ persuaded	■ justified the position that	
■ disagrees	■ persuasive	■ expressed the view that	
■ a disagreement			

Explain & Describe

■ an explanation	■ displays	■ understood as	■ includes
■ explains	■ demonstrates	■ associated with	■ contains
■ a description	■ exhibits	■ a definition	■ consists of
■ describes	■ an indication	■ defines	■ is known for
■ described as	■ indicates	■ defined by	■ acknowledged as
	■ indicated by	■ defined as	■ considered to be
■ a discussion	■ an illustration	■ a characteristic	■ is also called
■ discusses	■ illustrates	■ characterized by	■ tends to
■ an example	■ in other words	■ has the following characteristics	■ reflects
■ for example	■ put another way	■ refers to	■ in essence
■ for instance	■ put differently	■ belongs	
■ such as			

Sequence

■ first	■ today	■ during	■ simultaneously
■ to begin	■ currently	■ while	■ concurrently
■ initially	■ now	■ throughout	■ suddenly
■ then	■ at present	■ meanwhile	■ immediately
■ next	■ prior to	■ over time	■ instantly
■ later	■ for the past	■ over the next few	■ instantaneously
■ after	■ long before	■ finally	■ imminent
■ after	■ earlier	■ in the final scene	■ impending
■ eventually	■ previously	■ in the end	
■ following	■ preceding	■ ultimately	
■ it wasn't long before		■ concluding with	
■ soon thereafter			
■ momentarily			
■ subsequently			

Cause & Effect

-
- an impact
 - the impact of
 - had an impact
 - impacted
 - had an influence on
 - influential
 - influenced
 - produced
 - a product of
 - a result
 - the results of
 - resulted in
 - caused
 - a cause of
 - may cause
 - led
 - led to
 - can give rise to
 - brought about
 - which in turn
 - it follows that
 - an effect
 - affected
 - outcome
 - since
 - due to
 - because
 - therefore
 - so
 - if _____, then _____
 - hence
 - thus
 - stems from
 - consequences
 - consequently
 - factor
-

END OF PART 4

PART 5: Final Project - Turning Your Dream into an Achievable Goal

Directions: Using what you learned about college/career readiness opportunities and resources in Parts 1-4, turn the dream career that you identified in Part 1 into an achievable long-term goal by creating a plan using the four-step goal setting process. Ask a teacher, a transition specialist, a career coach, a parent, or another adult to help you complete your plan. Write your plan below (continue to page 77). Note: Planning ahead like this can better prepare you to take advantage of opportunities/resources during and after high school.



A Plan to Achieve Your Goal for the Future

1. CHOOSE A GOAL. In Part 1, you identified a career that would enable you to fulfill your dream for your life. With that in mind, complete this phrase:

If I pursue my dream career, in 10 years I will be...

2. DEVELOP AN ACTION PLAN TO ACHIEVE YOUR GOAL WITH A TIMELINE FOR EACH STEP. Describe how you will get from where you are now to where you want to be in 10 years by discussing what you will do in high school and after high school.

- Break it down. Take that large goal and break it into smaller short-term goals (for example, get my high school diploma, a part-time job/internship in that field, etc.)
- Identify a completion date for each step. *I plan to complete each goal by...* (month/year)
- What do you need to meet your goal (time, money, skills, people, knowledge, self-discipline)?

(Use appropriate, academic language in your response.)

ACTIONS	BY WHEN?
<p><i>To achieve my goal for the future, I plan to do the following while I'm in high school...</i></p> <ul style="list-style-type: none"> • • • • • • • 	<ul style="list-style-type: none"> • • • • • • •
<p><i>To achieve my goal for the future, I plan to... (attend a 2-year college, finish a certificate program, join the military, get a job right away, etc.)...</i></p> <ul style="list-style-type: none"> • • • • • • 	<ul style="list-style-type: none"> • • • • • •

3. IDENTIFY POTENTIAL OBSTACLES. *How will you overcome these obstacles?*

(Use appropriate, academic language in your response.)

One obstacle that I may face is...

If this happens, then I will...

4. MONITOR YOUR PROGRESS. *What will you do to monitor your progress?*

(Use appropriate, academic language in your response.)

CONGRATULATIONS on the hard work you did planning for your successful future!

Pause to Reflect: Examine “The Iceberg Illusion” image on the next page; discuss the things people don’t see when they witness someone’s success. Then talk about how you manage the things beneath the surface that people don’t see such as discipline and failure.



Vision Board

Directions: For this final activity, you will create a Vision Board to illustrate what you want to achieve in your life. A Vision Board (sometimes called a Dream Board) is a collection of pictures and words depicting an individual's dreams and goals. You may create a hard copy or a digital Vision Board by following these steps:










1. Examine your Plan to Achieve Your Goal for the Future (pages 75-77). Think about your goal: Get a clear picture in your mind of what you really want to achieve in life.
2. Cut out pictures and/or words from magazines – or find images on the Internet – that represent the plan that you developed on pages 75-77. These words/images should motivate and inspire you to achieve your goals!
3. Collect other items – like poems, lyrics to songs/song files, drawings/pieces of art, or movie files – and either glue them onto construction paper, a poster board, or a blank piece of paper – or display them in a digital format (webpage, slide show, Publisher file, etc.)
4. Personalize the Vision Board - add your name or face wherever possible.
5. Present your Vision Board to your family, friends, classmates, teachers, support staff, etc. Use academic language to explain how the Vision Board will motivate you to pursue your dreams.
6. Display the Vision Board where you can see it every day to help you stay motivated to you achieve your dreams! See page 79 for an example of a Vision Board.

Final Reflection

We do not learn from experience . . . we learn from reflecting on experience. – John Dewey

Final Reflection: *Schools have a responsibility to prepare students for college/career success and to help them individually define what it means to live a good life. Students have a responsibility to continue to pursue good lives for themselves – in school and beyond. On the lines below, reflect on how you define college and career readiness and how you envision a good life. Then provide some suggestions for how school can help prepare you to build a successful life. Finally, reflect on how you will continue to pursue a good life for yourself beyond school.*

Academic Conversation Tool

<p>POSE A QUESTION</p>  <ul style="list-style-type: none"> • I wonder if ... • I wonder why ...? • How does ____ relate to ...? • What do you think about ...? 	<p>PRESENT AN IDEA</p>  <ul style="list-style-type: none"> • I think/In my opinion ... • I believe ... • In my experience ... • One idea ____ is ... 	<p>SUPPORT YOUR THINKING</p>  <ul style="list-style-type: none"> • I know ____ because ... • ____ is an example of ... • One reason ____ is ... • According to ____, ...
<p>BUILD ON AN IDEA</p>  <ul style="list-style-type: none"> • I agree that ____ because ... • Something I would add is ... • To build on your idea, ... • You make a great point. To take it a step further,... 	<p>CHALLENGE AN IDEA</p>  <ul style="list-style-type: none"> • On the other hand, ... • I disagree ____ because ... • Another way of looking at it is ... • But what about ...? 	<p>ASK FOR DETAILS</p>  <ul style="list-style-type: none"> • Can you elaborate on ...? • Can you explain what you mean by ...? • What is an example of ...? • I'm not sure I follow you. Could you explain ____ another way?
<p>PARAPHRASE/CHECK YOUR UNDERSTANDING</p>  <ul style="list-style-type: none"> • In other words, ... • It sounds like you're saying ... • I think I understand. You mean... • Let me see if I have this right: ... 	<p>GIVE/RECEIVE FEEDBACK</p>  <ul style="list-style-type: none"> • I noticed that you ... • I was impressed by ... • What if you changed ...? • I appreciate what you said about ... • Thank you for ... • Based on your feedback, I will ... 	<p>CLOSE THE CONVERSATION</p>  <ul style="list-style-type: none"> • It sounds like we all ... • In summary, I/we ... • In the end, I/we ... • We seem to agree about ____ but disagree about ...

Compare & Contrast

Words/phrases to compare:

- in comparison
 - to compare
 - comparable
 - like
 - likewise
 - alike
 - same
 - same as
 - also
 - too
 - as well as
 - both
 - all
- just like
 - just as
 - equal
 - equally
 - equivalent to
 - akin to
 - similar
 - similarly
 - a similarity
 - related
 - common
 - commonalities
 - have in common
 - share

Words/phrases to contrast:

- but
 - yet
 - however
 - whereas
 - while
 - although
 - nonetheless
 - nevertheless
 - on the other hand
 - a contrast
 - in contrast
 - instead of
 - rather than
 - different
 - a difference /
distinction between
 - differently
 - clashing
 - conflicting
 - divergent
 - unlike
 - contrary to
 - each
 - only
-

Proposition & Support

-
- | | | | |
|------------------|-----------------|-----------------------------------|---------------|
| ■ states | ■ argues | ■ convinced | ■ perspective |
| ■ a statement | ■ an argument | ■ convincing | ■ opinion |
| ■ asserts | ■ proves | ■ supported | ■ evidence |
| ■ an assertion | ■ a proof | ■ validated | ■ fact |
| ■ proposes | ■ believes | ■ defended | ■ data |
| ■ a proposal | ■ a belief | ■ refuted | ■ doubt |
| ■ suggests | ■ assumes | ■ according to | ■ challenge |
| ■ a suggestion | ■ an assumption | ■ as stated by | ■ solution |
| ■ claims | ■ supposes | ■ argues against /
in favor of | ■ thesis |
| ■ a claim | ■ a supposition | ■ made the claim that | |
| ■ agrees | ■ persuaded | ■ justified the position that | |
| ■ disagrees | ■ persuasive | ■ expressed the view that | |
| ■ a disagreement | | | |
-

Explain & Describe

■ an explanation	■ displays	■ understood as	■ includes
■ explains	■ demonstrates	■ associated with	■ contains
■ a description	■ exhibits	■ a definition	■ consists of
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■ described as	■ indicates	■ defined by	■ acknowledged as
	■ indicated by	■ defined as	■ considered to be
■ a discussion	■ an illustration	■ a characteristic	■ is also called
■ discusses	■ illustrates	■ characterized by	■ tends to
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■ for example	■ put another way	■ refers to	■ in essence
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■ such as			

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■ after	■ earlier	■ in the final scene	■ impending
■ eventually	■ previously	■ in the end	
■ following	■ preceding	■ ultimately	
■ it wasn't long before		■ concluding with	
■ soon thereafter			
■ momentarily			
■ subsequently			

Cause & Effect

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 - the impact of
 - had an impact
 - impacted
 - had an influence on
 - influential
 - influenced
 - produced
 - a product of
 - a result
 - the results of
 - resulted in
 - caused
 - a cause of
 - may cause
 - led
 - led to
 - can give rise to
 - brought about
 - which in turn
 - it follows that
 - an effect
 - affected
 - outcome
 - since
 - due to
 - because
 - therefore
 - so
 - if _____, then _____
 - hence
 - thus
 - stems from
 - consequences
 - consequently
 - factor
-

END OF PART 5