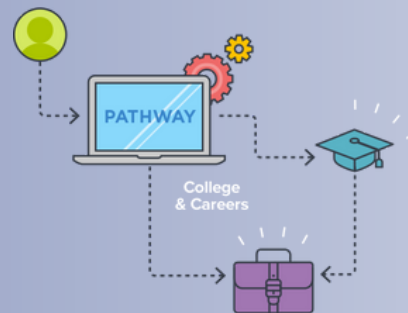


Connecting Courses to Post-High School Plans



Grade Level:



10

Domain:



Academic Skills



College & Career Exploration

TIME:



45 Minutes

This lesson is designed to help students create a course plan based on their post-high school plans, career path, and goals.

Objectives

Students will:

1. Learn how courses align with graduation requirements and post-high school plans.
2. Develop a course schedule based on their goals.

MEFA Pathway Activities

- My Course Plan
- My Resume

Materials Needed

- Internet connection
- *MassCore Framework* (attached)

Lesson Prerequisite

Students should complete the Making Goals and Action Plans lesson.

Vocabulary

- Extracurricular

Future Ready Skills

- Time Management
- Evaluating
- Self-Management

PART 1

CONTENT KNOWLEDGE

In-Class Activity



In high school, students need to take certain required courses each year to graduate. Have students make an outline of courses and credits required for each year. If a student is planning to attend college, more rigorous courses such as AP and Honors may be considered. Students should also review the *MassCore Framework* (attached) to make sure they are on track to meet state requirements.

Once the required courses are covered, there may be room in the schedule for students to take elective(s). Electives can help students explore a subject of interest or potential career, such as graphic design or photography.

Extracurricular activities aren't required to graduate and do not fulfill credit requirements, but they can help students explore new interests and get involved in activities they are passionate about. Such things may include volunteer work, scouts, or sports.

PART 2

APPLYING INFORMATION

Students should consider their strengths, weaknesses, and interests when choosing courses. When creating their course plan, have students first review their career goals by logging in to MEFA Pathway and navigating to **My Goals** under the *Self-Discovery* tab.

Students should then click on *My Course Plan* under the *About Me* tab. Students should add all of their applicable courses to their course plan by clicking *EDIT* next to each grade level. If counselors have uploaded their course catalog to MEFA Pathway, students should start by selecting a subject area from the drop-down list.

Next, they can select the course name and course level. The maximum number of credits will automatically fill in. If a course is not listed, students can add it as a custom course and include a description and maximum number of credits. Students will need to click the green *SAVE* button after the addition of each course.

PART 3

EVALUATING INFORMATION

Once students have started to build out their course plan in MEFA Pathway, encourage them to continually review it and make sure it aligns with graduation requirements and their postsecondary plans and goals. Once a student has completed the course, they can add their final grade and credits earned.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Have students navigate to their **My Digital Portfolio** under the *About Me* tab and identify their three favorite subjects. Then have students review the careers they have favorited in their **My Careers** list under the *Discover Careers* tab. Have students identify careers that relate to their favorite subjects. Students should create a journal entry in their **My Journal**, found under the *About Me* tab explaining how school subjects and careers are related.

MassCore Framework

Massachusetts High School Program of Studies

Subject	Units	Notes
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unite of Computer Science that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of Computer Science that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c 71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

MassCore Framework

Massachusetts High School Program of Studies

*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

**Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

***districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting MassCore recommendations for foreign language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start.

Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

Sourced from: doe.mass.edu/ccte/courses-learning/masscore/

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.