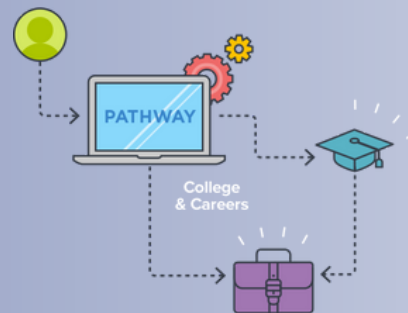


Building a High School Road Map



Grade Level:



8

Domain:



Academic Skills



College & Career Exploration

TIME:



45 Minutes

This lesson is designed to help students create a high school course plan based on their favorite subjects, skills, and interests.

Objectives

Students will:

1. Learn how courses align with graduation requirements and post-high school plans.
2. Learn about CTE programs and determine if they will go to a vocational or technical high school.
3. Learn about MassCore requirements.
4. Review their favorite subjects.
5. Start to develop their course schedule based on graduation requirements and post-high school plans.

MEFA Pathway Activities

- Favorite Subjects

Materials Needed

- Internet connection

Vocabulary

- MassCore
- Unit
- CTE

Future Ready Skills

- Organization
- Time-Management
- Research

PART 1

CONTENT KNOWLEDGE



Lead a class discussion about graduation requirements. Explain that each high school has its own graduation requirements and students need to take certain required courses each year to graduate.

Ask students if they have considered a Career and Technical Education (CTE) program. Explain that CTE programs offer students opportunities to explore and develop vocational and technical skills in a variety of career and technical fields. Through a sequence of technical and academic courses, students develop a foundation of Knowledge and skills to help them transition into postsecondary education or work.

Next, explain to students what MassCore is. MassCore is a state-recommended program of study intended to align high school coursework with college and workforce expectations.

The MassCore program of study includes completion of:

- 4 units of math
- 4 units of English
- 3 units of lab-based science
- 3 units of history
- 2 units of the same foreign language
- 1 unit of the arts
- 5 additional “core” courses

Explain to students that a “unit” represents a full academic year of study. Remind them that completing MassCore requirements increases the chance that students meet admissions requirements for Massachusetts 4-year public colleges and the University of Massachusetts colleges. Additionally, it will also improve their chances of admission to private colleges.

PART 2

EVALUATING INFORMATION

Have students research programs that are offered at the high school they will be attending by visiting that high school's website. *Will they attend a traditional or vocational/technical high school?*

Have students identify courses that are graduation requirements of their future high school and meet MassCore requirements.

PART 3

EVALUATING INFORMATION

Have students log in to MEFA Pathway and navigate to **Careers Discovery Zone** under the *Discover Careers* tab. Students should click *PLAY NOW* in the Favorite Subjects box. Have students select their favorite subject. This will bring up examples of high school classes related to this subject. Encourage students to hover over each course to learn more about it.

Next, have students click on *My Digital Portfolio* under the *About Me* tab. Students should update their favorite subjects, interests, skills, technology skills, and future path by clicking the *EDIT* button within each of these categories. These selections can be changed as the student grows and develops a postsecondary plan.

PART 4

CRITICAL THINKING/CREATIVE APPLICATION

Instruct students to document their findings by creating a journal entry by clicking on the blue pen icon in the lower right corner. The journal entry should include a list of the high school courses related to the subjects they enjoy and a framework for their course plan. Once students are in 9th grade, they can add courses to their **My Course Plan** in MEFA Pathway.

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.