**High School and Beyond Plan with Personal Statement**

**Student Version Grade 12**

**Reading Selections for this Module**

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Teachers

Guide, on the Internet at https://www.bls.gov/ooh/about/teachers-guide.htm (visited *November 6, 2018*).

Career One Stop. “Interest Assessment.” https://www.careeronestop.org/toolkit/careers/interest-

assessment.aspx

Career One Stop. “Skills Matcher.” https://www.careeronestop.org/toolkit/Skills/skills-matcher.aspx

Purdue Owl. “Writing a Personal Statement.”

https://owl.purdue.edu/owl/job\_search\_writing/preparing\_an\_application/writing\_the\_personal\_

statement/index.html

Ready. Set. Grad. “College Bound Scholarship Program.”

https://readysetgrad.wa.gov/college/college-bound-scholarship-program

Washington Career Bridge. “Career Quiz.” http://www.careerbridge.wa.gov/Survey\_Cluster.aspx

Washington Student Achievement Council. “College Bound Scholarship Overview FAQ.”

<https://www.wsac.wa.gov/sites/default/files/2019.FAQ.CollegeBound.pdf>

Washington Student Achievement Council. “College Bound Scholarship FAQ for Seniors.”

https://readysetgrad.wa.gov/sites/default/files/2018-19.cbs.seniors.faq.pdf

**Module Background**

“The High School and Beyond Plan may provide students with the opportunity to explore their own skills and interests and discover potential career and educational options. This personalized plan helps to connect career interests with courses and courses with career pathways or college majors. The plan helps students identify the steps needed to reach postsecondary goals. Students should be encouraged to take ownership over their high school experience and choose coursework and activities that are relevant to their goals. The High School and Beyond Plan also provides a means of tracking requirements for graduation from high school and entry into postsecondary programs and careers.” (OSPI, 2018)

**Module Objectives**

In addition to the focus on Common Core State Standards, the module targets the skill areas listed below.

You will be able to:

1. Identify **career goals** using a **career interest inventory**.
2. Identify **educational goals**.
3. Analyze a **four-year course plan** with an individualized **personalized pathway** that fulfills graduation requirements and aligns with career and educational goals.
4. Create a current **résumé or activity log**.
5. If you have not met standard on the state assessment, this plan *must* include **interventions and academic support,** **additional courses, or both** that will enable you to meet the high school graduation requirements.
6. Produce a **personal statement** that aligns with the High School and Beyond Plan objectives.

\*Objectives 1-5 are taken directly from OSPI’s website accessed 11/2018.

**Text – *High School and Beyond Plan* from OSPI: Activities highlighted in yellow are required in the HSBP. The green highlighted documents are the actual pieces that will compose the HSBP.**

**Pre-Reading**

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| **Activity 1: Quickwrite**  Because this is all about you, let’s start with a little bit of background information about you. On a piece of notebook paper, take 5-10 minutes writing about yourself. Address the following questions as best you can. This will then be revised and transferred to your HSBP.  1. Who are you?  2. What can you become?  3. How do you become that?  Once time is up, your teacher will have you discuss what you already know about the HSBP. Think about what you would like to know, and what all of this information means to you. |

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| **Activity 2: Exploring Key Concepts**  You will complete a career interest survey targeting the various career clusters and future employment opportunities available to you. You will use the link provided by your teacher via the Washington Career Bridge website to complete this survey. Write down the top 3 scoring career clusters on a piece of notebook paper. Then, write a 1 paragraph reflection as to whether or not you agree with your findings. |

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| **Activity 3: Targeted Career Interests**  You will now delve deeper into the career interest inventory. From the top 3 scoring career clusters (found in Activity 2), select 2 careers from each category that interest you. You will complete the *Career* *Research handout* to gather information on each of these potential careers. Next, write 1 paragraph reviewing your targeted career interests and why you think they are your top areas. This will be transferred to your HSBP. |

**Reading Purposefully**

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| **Activity 4: Reading for Understanding- Educational Goals**  Using your career interests to guide you, we will now focus on the educational goals required to move you along the pathway for postsecondary success. There are essentially 3 pathways you can choose from for your post-high school:  1. Continue your education  2. Join the workforce  3. Enlist in the military  You can also combine these three things, but should mainly focus on one for the purpose of this activity. Keep in mind these are all extremely broad selections and a number of factors are included in each choice. Having researched potential career opportunities, you should have a sense of the level of training or education required for your career interests.  Use the *Postsecondary Pathway Links handout* to read and gather information about the options available to you. Complete the *Exploring Postsecondary Pathways* handout that comes with it.  Finally, write 2 paragraphs addressing your educational goals and what is needed to achieve those goals. This will be transferred to your HSBP. |

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| **Activity 5: Understanding the Structure of the Text- 4 Year Course Planner and Transcript**  Evaluate the organization and patterns of the 4-Year Course Planner handout, your transcript, and your school district’s graduation requirements. The state of Washington high school graduation requirements can be found at [www.k12.wa.gov](http://www.k12.wa.gov) or [www.sbe.wa.gov](http://www.sbe.wa.gov) Make sure to find those for your graduation year!  The structure of these texts is not what you probably think of when reading and analyzing. However, working with informational texts like these are key in developing your ability to read and understand working documents. Respond to the following questions:   1. How does the author organize the information differently from usual prose form used in academics? 2. Why do you think the author did this? 3. Is it effective or distracting? 4. When you open a page like this, what draws your attention first? How do you go about reading it?     Discuss any questions you have with peers or your teacher. |

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| **Activity 6: Examining the Structure of the Text- 4 Year Course Planner and Transcript**  Analyze the 4-Year Course Planner handout, your transcript, and your school district’s graduation requirements. The state of Washington high school graduation requirements can be found at [www.k12.wa.gov](http://www.k12.wa.gov) or [www.sbe.wa.gov](http://www.sbe.wa.gov) Make sure to find those for your graduation year!  The structure of these texts is not what you probably think of when reading and analyzing. However, working with informational texts like these are key in developing your ability to read and understand working documents. Keep in mind what the graduation requirements are as opposed to the admissions requirements. As you examine these three documents (4-Year Course Planner, school district graduation requirements, and your transcript), write down any questions that come to mind in the margins.  Discuss any questions you have with peers or your teacher. As you read these documents, begin filling out the 4-Year Course Planner. Once this is completed, the 4-Year Course Planner will be transferred to your HSBP. |

**Post Reading**

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| **Activity 7: Summarizing and Responding- Personal Pathway Requirement (PPR)**  You have now read a variety of documents and websites and gathered abundant research to help guide your next steps. Next, you will complete the Personal Pathway Requirement (PPR) handout in which you will reflect on the information you have collected and respond to the questions based on your choices. Remember to keep in mind your transcript and the courses you are taking as a senior. Each response must be at least one paragraph. This will be transferred to your HSBP. |

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| **Activity 8: Discussion and Reflection on Opportunities Available for Students**  It is important for you to identify and reflect upon the opportunities you have been presented with over your high school career, whether or not you have taken advantage of them. This activity will allow for you to talk about career and technical education (CTE) programs, running start programs, college in the high school programs, and all other programs that your school has offered to prepare you for post-secondary success. After identifying all aspects offered at your school, you will write a two paragraph reflection on which programs you engaged with and why. If you did not participate in any specific programs, you must explain why you chose not to; however, this would be highly unusual as all students are often required to take certain courses pertaining to CTE. |

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| **Activity 9: Thinking Critically Through Analysis- Assessments, Results, and Dual Credit**  By thinking critically, you will move beyond your initial reaction towards a text to a deeper understanding of what it means beyond the surface. Have you ever wondered what the numbers mean when you get your state test scores back? What makes a level 2 a level 2? Why is 2548 so important for the state English Language Arts assessment? This activity will have you analyze the true meaning of test scores that impact you and whether or not you are on track for your diploma.  Visit the website <https://washingtonsbe.wordpress.com/2015/08/06/688/> to read the article *State Board of Education Establishes Graduation Scores on Smarter Balanced Assessments*. Annotate and question the article, making comments in the margins. Research the background of the source, assess the credibility of the sources and the evidence, and look for biases and gaps. Discuss your findings within the groups your teacher assigned.  Finally, complete the *My Assessments, Results, and Dual Credit handout* using your transcript, advisor, counselor, gradebook login, and/or ACT/SAT accounts to locate your scores and/or grades. This will be transferred to your HSBP. |

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| **Activity 10:** College Bound Scholarship  Next you will do some research on a state based program called the College Bound Scholarship. This is a program that students sign up for in 7th or 8th grade that assists low-income students in paying for college. You will access both Washington Student Achievement Council websites given by your teacher. Did you sign up for this in 7th or 8th grade? Now, read and discuss both documents. If you don’t qualify, you will still respond to the following questions.   1. What is the purpose of the College Bound Scholarship? 2. What are the requirements to fulfill the pledge? 3. Where can the CBS be used? 4. Are there limitations to the CBS? 5. Why was the CBS originally put into place? 6. How is the CBS funded? |

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| **Activity 11: Considering Your Task and Your Rhetorical Situation- Resume**  Before starting on your own resume, you will need to find two different sample resumes online, or, your teacher may provide you with sample resumes to respond to the following questions.  1. Describe the resume you found. How are they similar? How are they different?   1. What kind of information does each contain? 2. What does this information tell you about each candidate? 3. Which level of employment would you expect to see a resume like this for? Entry level? Middle level? Corporate or professional level? (Think about target audience). 4. What would you change to improve this resume to make it more effective? Why? What makes a resume effective?   Now that you have reflected on your coursework from your years in high school, it is now time to apply your experience to a real world application. When creating a resume, think about your target audience and situation. There are a number of templates available, but some are better than others. Use the *Create a Resume* handout to help guide you through the resume process.  This will be transferred to your HSBP. |

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| **Activity 12: Gathering and Discussing Relevant Ideas and Materials- Additional Requirements for Students Who Have Not Yet Met Standard on the State Assessment Before 11th Grade**  Haven’t met the graduation requirement standard yet on the state tests? You’re not alone! Hundreds, maybe thousands of seniors are missing some aspect required to graduate, so you need to do a little more work. Complete the *Additional Requirements* handout provided by your teacher. Select the interventions, supports, or specific courses by checking the boxes that you, your advisor, counselor, and/or school administration has set in place for you.  This will be transferred to your HSBP. |

**Connecting Reading to Writing: Discovering What You Think**

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| **Activity 13: Considering the Writing Task – Personal Statement**  You will be writing a personal statement for the summative assessment of this module. You will write a narrative responding to a single prompt based on the post-secondary pathway you are choosing to pursue at this time. The same rubric is used for each prompt. See handout and rubric. |

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| **Activity 14: Taking a Stance – Determining What to Include**  Your teacher will go over the summative assessment with you and have you break down the prompt. Piece out what is required based on the handout as well as the rubric. You will create a checklist of what you need to have in your paper after dissecting the prompt and evaluating the rubric. You will then share your list with the whole class so everyone ends up with the same items on their checklists. |

**Writing Rhetorically**

**ENTERING THE CONVERSATION**

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| **Activity 15: Brainstorming**  You will now be given time to brainstorm for your personal statement. Your teacher will give further instructions and guide you through the start of this process. |

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| **Activity 16: Composing a Draft – First Draft**  You will now be given time to compose your personal statement. Use the information gathered from your brainstorming session to compose your first draft. Your teacher will give you further instructions in regards to pacing and a due date for this first draft. |

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| **Activity 17: Considering Structure – Organization of Student Sample**  You will now review a student sample to evaluate organization. You will work in partners or small groups to critique the student sample provided. You will go over the rubric and analyze where the sample belongs and why. Your teacher may have you repeat this process with your own drafts. Write feedback on the rubrics as to why the drafts were scored the way they were scored. |

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| **Activity 18: Negotiating Voices – Making it Your Own**  Because this is an informational narrative, you are encouraged to utilize your voice in your paper. Print your draft and practice reading your paper out loud. On the first round, you will read the paper out loud on your own. Oftentimes errors will be corrected by your brain when you read a paper silently, but when you verbalize it, you can hear where the paper is not fluent. On the second reading, you will read your draft to a partner and have your partner stop you when they hear an error or the paper sounds confusing. Then you and your partner will switch roles and repeat the process. |

**REVISING AND EDITING**

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| **Activity 19: Revising Rhetorically – Anonymous Peer Review #1**  Prior to this activity, your teacher will collect a hard copy of your draft. You will get into small groups and receive a draft from your teacher. You will then be given instructions as to what to look for during peer review. Once one review is completed, you will switch papers and repeat the process. |

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| **Activity 20: Considering Stylistic Choices – Self Evaluation**  In this activity you will complete a self-evaluation of your paper using the process explained by your teacher. Be as specific as possible in your feedback to help improve your paper. |

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| **Activity 21: Editing the Draft – Corrections In Class**  You will now be given time to make corrections as marked on your first draft. Corrections made from peer review are only suggestions and it is ultimately your responsibility to decide whether or not to make the changes marked on your paper. |

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| **Activity 22: Reflecting on Your Writing Process – Writer’s Note**  You will now reflect on your writing process by writing a 2 paragraph explanation of your experience with this assignment, including choices you made with your paper and areas you felt you excelled/struggled with. You should include an argument for the grade you believe you have earned by quoting the rubric and providing examples from your paper to support your argument. |