

## Unit Plan Overview for Traveling Interdisciplinary Literacy Trunk (TILT)

Title of Unit: Success After High School Grade Level: 9-12 Duration: 3 Weeks

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1. Alignment with Common Core and/or South Carolina Academic Standards for two or more content areas:

<p><b>Science</b> (study of careers in various scientific fields; study of what science skills are needed for each student's chosen career or field of study; STEM activities)</p>	<p><b>Social Studies</b> (study of a career to predict trends, changes, growth, salaries and benefits; study of a country, region, or culture to evaluate travel and study abroad opportunities; study of perceptions for different cultures, countries, living conditions, daily life)</p> <p><b>Literacy Skills for the Twenty-First Century Standards Chart</b></p> <p>Analyze and draw conclusions about the locations of places, the conditions at places, and the connections between places.</p> <p>Examine the relationship of the present to the past and use a knowledge of the past to make informed decisions in the present and extrapolate into the future.</p> <p>Trace and describe continuity and change across cultures.</p>	<p><b>ELA</b> (study of careers; activities using different modes of writing and modes of technology to publish findings; group and individual literacy activities; creating questions and conducting interviews; evaluating sources)</p> <p><b>Inquiry-Based Standards</b></p> <p>1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for a new learning and deeper understanding.</p> <p>3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.</p> <p>3.4 Organize and categorize important</p>	<p><b>Mathematics</b> (study of careers and how math is used in each career; STEM activities; creation of budgets; creation of charts and graphs detailing use of resources, time, salary, benefits, survey of peers to determine and chart popular career clusters and plans beyond high school)</p> <p><b>High School Math Process Standards Chart</b></p> <p><b>2. Reason both contextually and abstractly</b></p> <p>2a. Make sense of quantities and their relationships in mathematical and real-world situations.</p> <p>2b. Describe a given situation using multiple mathematical representations.</p>
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	<p>Analyze, interpret, and synthesize social studies resources to make inferences and draw conclusions.</p> <p><b>World Geography</b> <b>WG-1.2</b> Analyze human characteristics of places, including the ways places change with innovation and the diffusion of people and ideas.</p> <p><b>WG-1.4</b> Differentiate the ways in which people change their views of places and regions as a result of physical, cultural, economic, and political conditions.</p> <p><b>WG-1.5</b> Explain how individuals view places and regions on the basis of their particular stage of life, gender, social class, ethnicity, values, and access to technology.</p> <p><b>WG-6.4</b> Explain the advantages and disadvantages of daily life in rural and urban locations (e.g., transportation systems, zoning, congestion, population density, cultural opportunities, cost of living).</p> <p><b>Modern World History</b> <b>MWH-8.4</b> Describe the diffusion of aspects of popular cultures,</p>	<p>information; synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.</p> <p><b>Range and Complexity Standards</b></p> <p>12.1 Engage in whole and small group reading with purpose and understanding.</p> <p>12.2 Read independently for a sustained period of time.</p> <p>12.3 Read and respond to grade level text to become self-directed, critical readers and thinkers.</p> <p><b>Writing Standards</b></p> <p>1.1b: Use relevant information from multiple print and multimedia sources. 1.1c: Assess the credibility and accuracy of each source. 1.1g: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	<p><b>4. Connect mathematical ideas and real-world situations through modeling.</b> 4a. Identify relevant quantities and develop a model to describe their relationships. 4c. Make assumptions and estimate to simplify complicated situations.</p> <p><b>Geometry (Circles)</b> <b>GCI.2</b> Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.</p> <p><b>Statistics and Probability (Making Inferences and Justifying Conclusions)</b> <b>SPMJ.3</b> Plan and conduct a survey to answer a statistical question. Recognize how the plan addresses sampling technique, randomization, measurement of</p>
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	<p>including music, film, art forms, and foodways.</p> <p><b>MWH-8.7</b> Evaluate the benefits and costs of increasing worldwide trade and technological growth, including the movement of people and products, the growth of multi-national corporations, the increase in environmental concerns, and the increase in cultural exchanges.</p> <p><b>Economics</b> <b>ECON-1:</b> The student will demonstrate an understanding of how scarcity and choice impact the decisions of families, businesses, communities, and nations.</p> <p><b>ECON-1.3</b> Apply the concept that people respond to positive and negative incentives to past and current economic decisions.</p> <p><b>ECON-2.4</b> Illustrate how an economically efficient market allocates goods and services to the buyers who are willing to pay for them.</p> <p><b>ECON-3.2</b> Illustrate how money and the consequent banking system facilitate trade, historically and currently.</p>	<p><b>Writing Standard 2:</b> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. All points of standard 2.1, letters a-l are addressed.</p> <p><b>Communication Standards</b></p> <p>1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.</p> <p>1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.</p> <p>1.4 Engage in dialog with peers and adults to explore meaning and interaction of ideas, concepts and</p>	<p>experimental error and methods to reduce bias.</p> <p><b>Algebra I (Quantities) A2.NQ.1</b> Use units of measurement to guide the solution of multi-step tasks. Choose and interpret labels, units, and scales when constructing graphs and other data displays.</p> <p><b>Geometry (Circles) G.GCI.2</b> Identify and describe relationships among inscribed angles, radii, and chords; among inscribed angles, central angles, and circumscribed angles; and between radii and tangents to circles. Use those relationships to solve mathematical and real-world problems.</p> <p><b>Geometry (Modeling) G.GM.2</b> Use geometry concepts and methods to model real-world situations and solve problems using a model.</p> <p><b>Prob. and Stats. (Making Inferences and Justifying Conclusions)</b></p>
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	<p><b>ECON-3.3</b> Explain how real interest rates adjust savings with borrowing, thus affecting the allocation of scarce resources between present and future users.</p> <p><b>ECON-4.3</b> Explain how the rise of a global marketplace contributes to the well-being of all societies, but the benefits derived from globalization are unequal.</p>	<p>elements of text, reflecting, constructing, and articulating new understandings.</p> <p>1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.</p> <p>Utilize various modes of communication to present a clear, unique interpretation of different perspectives.</p> <p><b>Standard 2:</b> Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.</p> <p>Standards 2.1 - 2.4 are all addressed.</p> <p><b>Standard 5:</b> Incorporate craft techniques to engage and impact audience and convey messages.</p> <p>Standards 5.1 - 5.3 are all addressed.</p>	<p><b>PS.SPMJ.6</b> Evaluate claims and conclusions in published reports or articles based on data by analyzing study design and the collection, analysis, and display of the data.</p> <p><b>(Interpreting Data)</b> <b>PS.SPID.1</b> Select and create an appropriate display, including dot plots, histograms, and box plots, for data that includes only real numbers.</p>
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2. Connections to one or more Exploratories:

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<p><b>Art</b> (career exploration and activities examining photography books detailing the historic aspects of/changes in a career as well as web resources)</p> <p><b>Visual Arts</b> <b>VAH1 – 1.1</b> Recognize and analyze the similarities and differences between materials, techniques, and processes in works of visual art. <b>VAH1 – 4.1</b> Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture. <b>VAH1 – 6.3</b> Identify specific visual arts careers and describe the knowledge and skills that one needs for these careers. <b>VAH2 – 2.1</b> Recognize, describe, and analyze the elements and principles of design and other compositional structures and strategies used in the visual arts to communicate ideas. <b>VAH2 – 3.1</b> Explore the sources of the subject matter and the ideas in a variety</p>	<p><b>Music</b> (career exploration; development of military style cadences)</p>	<p><b>Technology</b> <b>ISTE Standards (Int’l Society for Technology in Education)</b> (use of technology in completion of projects and activities; use of technology to create projects and activities; exploration of technologies used in careers, colleges, military jobs)</p> <p><b>Creativity and Innovation</b> 1a. Apply existing knowledge to generate new ideas, products, or processes (see STEM activities)</p> <p><b>Communication and Collaboration</b> 2a. Interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media. 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.</p> <p><b>Research and Info. Fluency</b> 3a. Plan strategies to guide inquiry. 3b. Locate, organize, analyze, evaluate, synthesize, and</p>	<p><b>PE</b></p>
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<p>of works of visual art.  <b>VAH2 - 4.2</b>          Identify specific artworks as belonging to a particular culture or historical period and explain the characteristics that led him/her to make that identification.  <b>VAH3 – 3.1</b>          Explore the sources of the subject matter and the ideas in a variety of works of visual art.  <b>VAH4 – 3.1</b>          Explore the sources of the subject matter and the ideas in a variety of works of visual art.  <b>VAH4 – 4.1</b>          Describe ways that the subject matter, symbols, ideas, and technologies in various artworks are related to history and culture.</p> <p><b>Media Arts</b>  <b>MAHS1 – 1.2</b>          Use a variety of media technologies, techniques, and processes to communicate ideas.  <b>MAHS1 – 2.2</b>          Create media artwork that communicates his/her experiences and reflects and analysis of social or community issues.  <b>MAHS1 – 3.2</b>          Create messages using media texts.</p>		<p>ethically use information from a variety of sources and media.          3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.          3d. Process data and report results.</p> <p><b>Critical Thinking, Problem Solving, and Decision Making</b>          4c. Collect and analyze data to identify solutions and/or make informed decisions.</p> <p><b>Digital Citizenship</b>          5a. Advocate and practice safe, legal, and responsible use of information and technology.          5c. Demonstrate personal responsibility for lifelong learning.</p> <p><b>Technology Operations and Concepts</b>          6b. Select and use applications effectively and productively.          6d. Transfer current knowledge to learning of new technologies.</p>	
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<p><b>MAHS3 – 1.1</b> Identify the specific skills, knowledge, and abilities necessary for creating media artwork.</p> <p><b>MAHS1 4.1-4.4</b> <b>MAHS2 4.1-4.4</b> <b>MAHS3 4.1-4.4</b> <b>MAHS4 4.1-4.4</b> All areas for the high school levels are addressed. The student will make connections between the media arts and other arts disciplines, other content areas, and the world.</p> <p><b>MAHS1 – 6.1</b> <b>MAHS2 – 6.1</b> <b>MAHS3 – 6.1</b> <b>MAHS4 – 6.1</b> All areas for the high school levels are addressed. Demonstrate an understanding of human, cultural, and societal issues related to the media arts and the use of technology.</p>			
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\*Standards have also been identified in these high school courses (standards met are highlighted and included in our binder, but not listed here because of space limitations):

- CATE (Career and Technology Education) Media Technology 1 and 2  
Recommended Course for Grades 10-12: Standards in Units B, E, F, G.
- High School Business Finance  
Recommended Course for Grades 10-12: Standards in Units A, B, C, D, F, G, H, K.
- High School Business Financial Math  
Recommended Course for Grades 9-12: Standards in Units B, C, E, F, G, H, I, J, K, L.
- High School Business Financial Literacy (2012)  
Recommended Course for Grade 9: Standards in Units B, C, D, E, F, G, H, I.  
and in 2009 Financial Literacy Documents, Standards: Economics 1.1, 4.1, 4.2 and USHC 7.4

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\*With thanks to Patricia Toepke, Chairperson of the Aiken High Mathematics Department who read through our activities/objectives/essential questions and helped identify the math standards addressed in our lessons/projects/activities.

<p><b>3. Summary of activities showing connections between content areas</b></p>	<p>Students will investigate primary and secondary resources covering the world of work, college (technical school, junior college, college, or university), the military, living independently, and participating in community service or starting an organization/charity/business. Students will interview working adults, read and respond to a variety of texts, and create projects incorporating ELA, math, science, music, art, and technology skills for individual portfolios. Activities to support student research and development of plans for a successful and productive future following high school are listed in Section 10, Activity Options. Teachers will select activities appropriate to meet their individual learners' interests and ability levels.</p>
<p><b>4. Text Set (This might include children's literature, films, maps, brochures, magazines, websites, and other resources)</b></p>	<p><b><u>Books (listed alphabetically):</u></b></p> <p><b>Sets of 6 Copies for Study:</b></p> <ul style="list-style-type: none"> <li>-- Guide to Joining the Military (by Scott A. Ostrow) 2013</li> <li>-- Life Skills 101: A Practical Guide to Leaving Home and Living on Your Own (by Tina Pestalozzi) 2013</li> <li>-- Scholarship Handbook 2016 (by The College Board) 2016</li> <li>-- Start Something That Matters (by Blake Mycoskie) 2012</li> <li>-- Studs Terkel's Working: A Graphic Adaptation (by Harvey Pekar) 2009</li> <li>-- Working: People Talk About What They Do All Day and How They Feel About What They Do (by Studs Terkel) 1997</li> </ul> <p><b>Single Copies for Study:</b></p> <ul style="list-style-type: none"> <li>-- 301 Best Questions to Ask on Your Interview (by John Kador) 2010</li> <li>-- 501+ Great Interview Questions For Employers and the Best Answers for Prospective Employees (by Dianna Podmoroff) 2005</li> <li>-- 1001 Things Every College Student Needs to Know: (Like Buying Your Books Before Exams Start) by Harry Harrison, 2008</li> <li>-- 1001 Things Every Teen Should Know Before They Leave Home: (Or Else They'll Come Back), by Harry H. Harrison, Jr., 2007</li> <li>-- Best Answers to the 201 Most Frequently Asked Interview Questions, 2<sup>nd</sup> Ed. (by Matthew DeLuca) 2010</li> <li>-- Cadences of the U. S. Army (by Documentary Recordings) 2003</li> <li>-- Career Match: Connecting Who You Are with What You'll Love to Do (by Shoya Zichy &amp; Ann Bidou), 2007</li> <li>-- Career Quizzes: 12 Tests to Help You Discover and Develop Your Dream Career (by John J. Edd Liptak), 2008</li> <li>-- College Handbook (by The College Board) 2016</li> <li>-- Connecticut's Fife and Drum Tradition (by James Clark) 2011</li> <li>-- CU: 1001 Things Every Graduate Should Know (by Harry H. Harrison Jr.), 2011</li> </ul>



- The Everything Career Tests Books (by A. Bronwyn Llewellyn), 2007
- The Everything College Survival Book: All You Need to Get The Most Out of College Life (by Susan Fitzgerald and J. Lee Peters, PhD) 2011
- Finding Your 1<sup>st</sup> Apartment and Much More: The A to Z Guide to Independent Living (by Connie L. Jones) 2014
- The Freshman Survival Guide: Soulful Advice for Studying, Socializing, and Everything in Between (by Nora Bradbury-Haehl) 2011
- The Making of a Navy SEAL: My Story of Surviving the Toughest Challenge and Training the Best (by Brandon Webb & John David Mann) 2015
- Modern Military Cadence (by Timothy P. Dunnigan) 1997
- The Mind at Work: Valuing The Intelligence of the American Worker (by Mike Rose) 2014
- Military Music of the American Revolution (by Raoul F. Camus) 1993
- The Naked Roommate: And 107 Other Issues You Might Run Into in College (by Harlan Cohen) 2015
- Nickel and Dimed: On (Not) Getting By in America (by Barbara Ehrenreich) 2011
- Now You Tell Me! 12 College Students Give the Best Advice They Never Got: Making a Living; Making a Life (by Sheridan Scott, Nancy Allen, and Anya Settle) 2012
- Now What?: The Young Person's Guide to Choosing the Perfect Career (by Nicholas Lore) 2008
- Occupational Outlook Handbook (by the US Department of Labor) 2016 edition, if possible
- Our Work: Modern Jobs – Ancient Origins (Oriental Institute Museum Publications) by Jack Green (ed.) and Emily Teeter (ed.), 2013
- Running with Modern Military Cadence (by Timothy P. Dunnigan) 1999
- Swab Summer: Transformation at the United States Coast Guard Academy (by Markham Starr) 2013
- The Ultimate Air Force Basic Training Guidebook: Tips, Tricks, and Tactics for Surviving Boot Camp (by Nicholas Van Wormer) 2010
- The Ultimate Basic Training Guidebook: Tips, Tricks, and Tactics for Surviving Boot Camp (by Michael Volkin) 2007
- Ultimate Marine Recruit Training Guidebook: A Drill Instructor's Strategies and Tactics for Success (by Nick Popaditch) 2012
- Where's Dad Now That I Need Him?: Surviving Away From Home (by Betty Rae Frandsen) 2003
- Where's Mom Now That I Need Her?: Surviving Away From Home (by Betty Rae Frandsen) 2004
- With Trumpet, Drum, and Fife: A Short Treatise Covering The Rise and Fall of Military Musical Instruments... (by Mike Hall) 2013
- Work: The World in Photographs (National Geographic Collectors Series) by Ferdinand Protzman, 2008
- The Working Poor: Invisible in America (by David K. Shipler) 2005
- Working World 101: The New Grad's Guide to Getting a Job (by Bridget Graham) 2009

**Websites:**

ABCya for word clouds, animations and stories <http://www.abcya.com/>

Bookemon for students to create their own book for free  
<http://www.bookemon.com/>

Graphic Organizer of 16 National Career Clusters  
[http://www.sheboygan.org/wp-content/uploads/2011/01/CarCon\\_16clusters.pdf](http://www.sheboygan.org/wp-content/uploads/2011/01/CarCon_16clusters.pdf)

In-Depth Explanation of 16 National Career Clusters  
[www.careertech.org/career-clusters](http://www.careertech.org/career-clusters)

NEA STEM Resources: <http://www.nea.org/tools/lessons/stem-resources.html>

NASA Resources for STEM activities: <http://www.nasa.gov/>

Occupational Handbook Free On-Line US Strong Career Interest Inventory  
[www.onetonline.org](http://www.onetonline.org)

Online Personality Tests (free):

-- Carl Jung and Isabel Briggs Myers Personality Test  
<http://www.humanmetrics.com/cgi-win/jtypes2.asp>

-- Myers Briggs Pop Culture Personality Type Examples  
<http://mentalfloss.com/us/go/65218>

-- Myers Briggs Free Personality Test  
<http://www.my-personality-test.com/personality-type/?gclid=CNPOqIG0msYCFdcVgQod6PsB8Q>

PBS for STEM Resources: [www.pbs.org](http://www.pbs.org) (Search STEM teaching resources)

PREZI for web project creation <https://prezi.com/prezi-for-education/>

SC Discus for online database resources at <http://www.scdiscus.org/> which cover company profiles, careers such as auto repairs, nursing and allied health, careers (in Student Research Center, PowerSearch, Ferguson's Career Guidance Center and Learning Express Library).

Shmoop <http://www.shmoop.com/> for Career Exploration, Test Preparation (ACT, ASVAB, SAT), Music Resources, Financial Literacy, Plan Your Future, Career Quiz, and other resources

	<p>South Carolina Career Information System Web Site accessible via <a href="http://www.scois.net">www.scois.net</a> or <a href="https://sccis.intocareers.org/materials/portal/home.html">https://sccis.intocareers.org/materials/portal/home.html</a></p> <p>Strong Career Interest Inventory <a href="https://www.mynextmove.org/explore/ip">https://www.mynextmove.org/explore/ip</a></p> <p>Tagxedo for publishing with words with style! <a href="http://www.tagxedo.com/">http://www.tagxedo.com/</a></p> <p>Wordle for word cloud creation <a href="http://www.wordle.net/">http://www.wordle.net/</a> or Word It Out <a href="http://worditout.com/">http://worditout.com/</a></p> <p>YouTube <a href="https://www.youtube.com/">https://www.youtube.com/</a> for music resources involving careers including:          "Purpose" by Matt Hepworth, "Mister Sellack" by The Roches          Alan Jackson's "Hard Hat and a Hammer" or Kenny Chesney's "Shiftwork" with interviews          The Silhouettes' "Get a Job," The Beatles' "Paperback Writer"          Dan O'Connell's "Songs for the Working Man" series of 39 videos          Bob Dylan, Pete Seeger, Johnny Cash's "Sixteen Tons" or Billy Joel's "Allentown"          Search: Songs About Jobs, Careers, Work, Life Style</p> <p><b><u>Other Resources:</u></b>          --Aiken High School's Job Shadowing Form (from binder or via Aiken High web page)          -- Planning the Transition from School to Adult Life (teacher resource in binder, also available via web and in documents folder)          -- Planning for Your Transition from High School to Adult Life (teacher resource in binder, also available via web and in documents folder)          --We have requested a binder of community resources and contact people from the Public Education Partners' 2015 Summer Institute as an added resource for the TILT trunk, as well as some other supporting documents from community organizations.</p>
<p><b>5. Essential Questions</b></p>	<p><b><u>Options:</u></b></p> <p>--How can you start the process of being "best prepared" for life beyond high school?          --What tasks must be completed and/or responsibilities addressed so that you can live successfully on your own/independently?          --What differences can you identify between preparing for college and preparing for military service?          --What resources will help you find a job/enter the workforce, be successful in the military, and/or live independently?          --What do you need to do to be successful after high school?</p>

	<p>--What specific information can be provided to write a college entrance essay on the topic "Who am I?"</p> <p>--How is your career choice linked or related to your life goals?</p> <p>--What factors must I consider when looking for/deciding upon a college?</p> <p>--Who am I?</p> <p>--How do I see my career in relationship to my life goals?</p> <p>--What am I looking for in a college?</p> <p>--What factors must I consider when looking for/deciding upon a college?</p>
<p><b>6. Pre-Writing and Writing Activities</b></p>	<p>"Is/Can/Does" and "Is not, Cannot, Does not" prewriting for defining the term "Success"</p> <p>KWL Chart of What I Know, Want to Learn, Learned</p> <p>Journal entries and "Think-Pair-Share" to discuss reading responses in small groups</p> <p>Wordle</p> <p>Collage of vocabulary, professional dress, job or school key facts</p> <p>Narrative Reflection</p> <p>Expository: List Career &amp; Life Goals</p> <p>Develop a Living Budget: Exploring the Cost of Needs and Wants</p> <p>Persuasive Response to an Article</p> <p>Expository: Letter of Interest for a job or job shadowing opportunity</p> <p>Informative Response</p> <p>Planning for Success After High School: College and Career Portfolio</p> <p>I-Search Paper (where I searched, what I found, resources for future investigation)</p>
<p><b>7. Instructional Strategies</b></p>	<p>Using the identified text sets, technologies and writing processes students will explore, research and write about the essential questions that are the focus of this unit. Specific instructional strategies will include individual and small group reading, writing exercises, discussion and sharing time, and daily compilation of work that will be incorporated into the culminating unit assessment of the individual student's College and Career Portfolio.</p> <p>Whole class, small group, and partner instruction/collaboration/pairing for activities</p> <p>Reciprocal teaching as needed</p> <p>Other examples might include:</p> <p><u>WRITING:</u></p> <p>Wordle</p> <p>Collage</p> <p>Narrative Reflection</p> <p>Expository: List Career &amp; Life Goals</p> <p>Develop a Living Budget: Exploring the Cost of Needs and Wants</p> <p>Persuasive Response</p> <p>Expository: Letter of Interest</p>

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	<p>Informative Response          Internet Searches          Excel Program Applications          Dice Activity for Novel Study Discussions (chapter notes and discussions)          Word Demonstrations for vocabulary terms (is/can/does, is not/cannot/does not)          Text discussions using small groups and presenter/responder defined reader roles. See the handout listing directions which is titled "Suggestions for Study Groups and Writing Studios Centered on a Professional Text."</p>
<p><b>8. Accommodations, Modalities of Learning, Differentiating Instruction</b></p>	<p>Resources have been selected at a variety of levels, and Web 2.0 tools (web sites and activities) have been selected which include resources of various reading levels and difficulty levels. Similarly, activity options are varied to offer choices for students working at different levels and having different interests. Students will be encouraged to make a selection from the resources included in this unit, or to expand upon them with the approval of the teacher, to allow for independent and creative learning, and any adaptations necessary for individual learners.</p> <p>We've incorporated multi-sensory elements with art, music, and military cadence studies to address visual, auditory and kinesthetic learning.</p> <p>Interested students will also be encouraged to participate in job shadowing activities through Aiken Rotary, community service groups, and fall and spring job shadowing opportunities offered by our school Career Specialists.</p>
<p><b>9. Assessment</b></p>	<p>Using the identified text sets, technologies and writing processes, students will select from their daily compilation of work two learning activities for each weekly unit topic. Using three different types of writing, students will then write a response to each of the essential questions that are the focus of this unit. The culminating unit assessment will be incorporated into the individual student's College and Career Portfolio. We will use formative and summative writing assessments, project assessment, and formative and summative content area assessments.</p> <p>Other Examples:          --Excel Documents          Creating Excel documents for compiling and maintaining scholarship, grant, and loan information; for tracking of funding, expenditures, and projected costs; and for long-term budget and debt planning.          --Completed Job Shadowing forms (one each for fall and spring semesters so that students choose two individuals or two different careers to investigate.          --Technology portfolio pieces which are presented to the class and then saved in students' cloud storage spaces on the internet.          --Copies of correspondence or email messages.          --Writing samples, novel study notes, other work samples from activities completed during unit study.</p>

<p><b>10. Activity Options (Added Section)</b></p>	<p>Activity Options are listed immediately below.</p>
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**Activity Options:**

Since this TILT is designed for use by teachers who teach students in different grades and ability levels, we have developed this list of activities for use by teachers. Our goal is that teachers choose the activities which meet their students' needs, interests, and ability levels and personalize their lesson plans accordingly.

- Complete two career interest inventories and investigate a job of interest to you. Create a KWL chart for two careers and then investigate and compare the jobs using [www.SCOIS.net](http://www.SCOIS.net) or another online resource.
- Complete a Myers Briggs personality assessment and find 10 or more jobs which match your personality style. Using "Structured Notetaking," identify the education and skills needed, salary, opportunity for growth, benefits, and expected job responsibilities.
- Write an email or block letter to request to interview someone in a field of interest to you. Interview someone in the community and consider asking whether or not you might shadow that person on the job for a day. Develop a list of 10 questions and report back at least 10 things learned: include three meaningful quotes from the person, how the actual job compares to how education/work study/internships prepared the person for the job, how the job/field/job duties have changed from when the person started working, what school courses or programs might help a prospective employee prepare and any helpful information of your choice.
- Complete a job shadowing form and plan to shadow a volunteer from the Career Specialists' database.
- Create an acrostic poem which names a job of interest to you and facts about that job, or which names a school of interest to you and lists facts about that institution of higher learning.
- After identifying your Myers Briggs personality style, create a poster identifying 5 literary characters, famous people, or public figures whom you believe also match that style. Create a poster with photos, art, or illustrations to identify the people and their key traits.
- Learn and demonstrate a military cadence. Create an original cadence with facts and information about a job of your choice, work task of your choice, tips for college success, tips for everyday living, or a description of military life. Perform it for the class, get friends to perform it for you, or bring in a recording to be shared with the class.
- Find songs with lyrics relating to careers or life skills. Create a PowerPoint, PhotoStory, PicCollage, or other technology piece which incorporates images and sound to demonstrate what that song teaches about the job, life, or living successfully.
- Create a budget for living independently for one year (either on your own, as a student, as a member of the military, or as a member of a volunteer organization).
- Use technology or art to illustrate how a job has changed over the past 50-100 years.
- Write an I-Search paper to tell what you knew before beginning study for this project, how you researched, what you learned from each source of investigation, and what you might do in the future to gain additional information or experience regarding the topic. Include a bibliography with MLA citations.
- Create a Wordle, a Prezi, or use ABCya or another web tool to make a word illustration for a job of your choice. Emphasize important skills and key points someone interested in that job might need to know.

## CE-MIST Unit Plan for Traveling Interdisciplinary Literacy Trunk, Page 15 of 15

- Use SCDiscus, its databases and resources to create an annotated bibliography on a life skill, job, or institution of higher learning of your choice. Your annotated bibliography must include at least 10 resources.
- Participate in a study group using one of the books in the TILT. Write a book review for the book and tell why it should remain in the TILT trunk or be replaced. If you say it should be replaced, suggest a replacement and support your call to action.
- Create a chart or graph telling how you will spend your time after high school. Chart your use of time in a week.
- Create a chart or graph telling how you will spend your income after high school. Chart your spending for a month.
- Imagine that you are already finished with high school. Create a virtual or actual photo album with 10 postcards which tell a story from boot camp, basic training, life on the job, life at school, or life as a successful adult on your own.
- Investigate famous people from history or present day who have lived your future career or path. Write a journal with 10 entries from the point of view of a person in your future career or lifestyle.
- Use magazines or other resources to illustrate professional dress and inappropriate dress for your chosen career or field of study. Create another illustration to identify vocabulary specific to that field and inappropriate vocabulary which should not be used in that career/field of study.
- Plan a trip or vacation based upon your projected salary or income after one year of experience beyond high school. Write an itinerary telling where you would go, what you would do, how much you would spend and what souvenirs you might bring back. Include your budget.
- Tell how a job, task, or school has changed over the past 25-100 years. Write a schedule or timeline of events to describe a typical day in history versus today.
- Investigate an opportunity to Study Abroad or travel for a job. Examine another country's culture, foods, economy, customs, language, climate, temperature and money systems and develop a T Note (Carnegie Notes) document to demonstrate the pros and cons of the decision. Write a persuasive paragraph encouraging prospective travelers to go OR stay home with supporting reasons and data
- Survey peers on one of your classes or in all of your classes. Chart which career clusters they are planning to study and which future path they are planning to follow (1) military; (2) workforce; (3) technical college/junior college, college or university; (4) own business/entrepreneurship, or (5) service (such as the Peace Corps).
- Survey peers to chart which novel they chose to study from the TILT and whether they recommend it to future readers or recommend it be replaced (and you must compile a list of books which are suggested as replacements).
- Plan and conduct a fashion show with your classmates to illustrate appropriate and inappropriate dress for the workforce/your field of study/your basic training or boot camp location.
- For life skills classes: Plan a party to celebrate a new job (see Implementation Guide).

### Attached:

1. Implementation Guides
  - Success After High School Activities by Three Week Academic Units
  - Success After High School: College and Career Choices in Three Week Unit
  - Success After High School STEM Activities (by research topic)
  - Success After High School Social Skills Activities (for Resource or ACES Students)
2. Daily Lesson Plans in Learning Cycle, 5E, or 7E format (Not attached--to be completed)



Suggested Implementation Guide for Success After High School TILT, Academic Units of Study \_\_\_\_\_ Grade 9-12

*Amey Conkerton and Anna Sistare*

	Week 1	Week 2	Week 3
English Language Arts	<ul style="list-style-type: none"> <li>Students will complete two interest inventories so that they each have two lists of jobs which meet their personal interests and goals. (Resources <a href="http://www.scois.net">www.scois.net</a> and <a href="http://www.scdiscus.org">www.scdiscus.org</a>)</li> <li>Students will select a TILT resource (book) to investigate and begin reading and discussion of the book.</li> </ul>	<ul style="list-style-type: none"> <li>Students will choose a career, school, branch of the military, or service group (such as the Peace Corps) to investigate.</li> <li>Students will choose two activities from the list provided by their teacher to complete and plan to present their projects to the class upon completion.</li> </ul>	<ul style="list-style-type: none"> <li>Students will each write an argumentative/persuasive piece detailing their plans for success after high school OR an I-Search paper detailing their research efforts for the project.</li> <li>Students will present completed research projects to the class (work completed after the two unit activities, not the writing pieces mentioned above).</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>Students will research three different states or countries and compare the educational requirements/work expectations/cultures, customs, foods, salaries/expenses, daily schedule, cost of living, transportation methods, languages.</li> </ul>	<ul style="list-style-type: none"> <li>Students will choose three jobs or school study programs and prioritize in which state or country they choose to live for work/study.</li> <li>Students will 1) complete a visual or multimedia project detailing key facts/details about their state our country of choice, and 2) Complete job shadowing forms for someone at that job/in that study program.</li> </ul>	<ul style="list-style-type: none"> <li>Students will shadow someone on the job/at an institution of higher learning.</li> <li>Students will write a thank you letter to the person they job shadowed and send an email to their teacher detailing what they learned during the project.</li> </ul>
Math	Students will develop a list of items needed for their living/working plan	Students will use their list of needs/resources to create a budget.	Students will create a graph or chart to show their projected allocation of:



	<p>for success beyond high school. The list will cover a time frame of one year, the first year beyond high school. For example, students entering the military will budget for needs/purchases for boot camp and living one year beyond graduation. Students going to college will budget their needs for housing, books, daily living for the first year of college (whether they plan to live at home, in an apartment, or in a dorm). Students who plan to live independently will determine their needs for daily living with a plan for being unemployed, and a plan for living once employed.</p>	<p>They may choose to detail items, or expenses by month. Spending total should meet the student's needs for one year.</p>	<p>-needs (such as food, housing, clothes) -time (such as work, study, sleep, chores) as a proportion of 100%.</p>
<p><b>Science</b></p>	<p>Science and Technology activities are listed on a different STEM handout (Science, Technology, Engineering and Math studies).</p>	<p>Science and Technology activities are listed on a different STEM handout (Science, Technology, Engineering and Math studies).</p>	<p>Science and Technology activities are listed on a different STEM handout (Science, Technology, Engineering and Math studies).</p>
<p><b>Other</b></p>			