**Career Guidance Lesson Plan**

**Grade Level:** ELL class- All levels

**Lesson Topic:** College

**Goals for the 3 Lessons:** Goals for the Lesson: The goal of these lessons is for ELL students to acquire knowledge about the different types of colleges available to them. Also, to reflect on what they think they want to do after high school and the steps they need to take to get there.

1. **ASCA Standards:**
2. **Career Development –Standard A**: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

* **Competency A:1** Develop Career Awareness
* **Indicators: C:A1.1** Develop skills to locate, evaluate, and interpret career information. **C:A1.2** Learn about the variety of traditional and nontraditional occupations.

1. **Career Development- Standard B:** Students will employ strategies to achieve future career goals with success and satisfaction.

* **Competency: B:1** Acquire Career information
* *Indicators***: C:B1.2** Identify personal skills, interests, and relate them to current career choices. **C:B1.5** Use research and information resources to obtain career information
* **Competency: B:2** Identify career goals
* ***Indicators:* C:B2.1** Demonstrate awareness of the education and training needed to achieve career goals

1. **EALRS:**
2. **Communication**

* EALR 1🡪Component 1.1 – Uses listening and observation skills and strategies to focus attention and interpret information 🡪GLE 1.1.1- Adapts listening behavior to attend to a task.
* EALR 1 🡪 Ask questions to verify content and meaning of the message.

1. **Writing**

* EALR 2🡪Component 2.2- Writes for different purposes🡪GLE 2.21- Demonstrates understanding of different purposes for writing.

1. **Writing**

* EALR 3🡪 Component 3.1- Develops ideas and organizes writing 🡪 GLE 3.1.2- Analyzes and selects effective organizational structures.

1. **Reading**

* EALR 3🡪Component 3.1- Read to know new information 🡪GLE 3.3.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

**Materials:**

* Prezi presentation about colleges
* A sheet of paper to write letters
* A pen or pencil
* Envelopes
* Copies of Colleges and Universities assignment

**Lesson Plan**

***Lesson Objective:***

Due to the fact that most ELL students, do not have the knowledge of where, when, and how to start applying for college, these guidance lessons are design to provide them with such information. These lessons will take place in three consecutive sessions during English class, 6th period.

**Session 1**

1. Prezi presentation on College information- “Why Should we Start looking into College” The prezzi presentation will provide information such as: the differences between community colleges, technical colleges, and universities, advantages of going to college, financial aid (scholarships and FAFSA), the difference between private and public universities. This lesson will also familiarize them with the different colleges and universities in the state of Washington. The prezi presentation will last approximately 45 minutes due to students’ participation.
2. After the above information is provided, I will have students write a short letter to themselves answering one of the two following questions:

* What are my plans after high school
* What are the steps to get me there

1. I will provide students with envelopes where they will keep their letters. They will seal the envelope, and write their names on it. I will collect the letters and keep them for a couple months. I will return the letters to them at the end of May. (they can write it in their native language)
2. I will explain to them that writing a letter to themselves will help them really think about why college is important and the reasons to attend college after high school.
3. Assign a little project where students will decide on 3 careers they are interested in and research the college, technical, college or university that offers those careers. They will also research how long it takes to complete them, and the tuition per year. (See appendix A)

**Session 2**

1. Students will go to the computer lab with both the teacher and I to complete the assignment. As questions come up, I will be providing more information to the class as a whole. This activity will take place on a Monday during 6th period.

**Session 3**

1. Students will be asked if there are any further questions regarding the information presented in the prezzi presentation and/or from the assignment completed in the computer lab.
2. Students will be asked to share their research with the rest of the class. Students will be given the opportunity to ask the person presenting question about the careers they have chosen.
3. Students will complete a post-test to measure how effective the career lesson and activities were in increasing their knowledge about colleges and universities. This lesson will take the whole 6th period.

**Appendix A**

**Colleges and Universities**

Students will pick 3 careers they are interested in (i.e. teacher, medicine, auto shop, art, engineering). They will research 3 colleges or universities that offer these careers. Students will then research the tuition rates to attend each college. To answer this question, students should ask themselves: “how much money do I have to pay to attend this college or university”, they will also research the length of the program at the specific college/university. Finally, students will write a short description of the careers they chose to share with the rest of the class. Examples are shown below.

**Colleges and Universities in Washington include**

* Edmonds Community College
* Everett Community College
* Cascadia community college
* Lake Washington Technical college
* University of Washington (UW) (Public School)
* University of Washington Bothell (Public School)
* University of Washington Tacoma (Public School)
* Washington State University (WSU) (Public School)
* Eastern Washington University (Public school)
* Western Washington University (Public School)
* Central Washington University (Public School)
* The Evergreen State College (Public School)
* Seattle University (Private School)
* Seattle Pacific University (Private School)
* Bastyr (Private School)
* Art Institute (Private School)

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| --- | --- | --- | --- |
| **Name of School** | **Program** | **Length of Program** | **Tuition for the year** |
| University of Washington Bothell | Community Psychology | 4 years | $3971.00 |
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**What careers did you chose? And why did you choose them?**

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| Community Psychology examines social problems and promotes the well-being of people in their communities.  I chose this career because I love studying human behavior and the human mind. I love to be able to help people with difficulties that do not allow them to be happy. I have always enjoyed seeing how people interact with one another and help them find strengths that already exist in them in order to overcome obstacles in life. |

**What careers did you chose? And why did you choose them?**

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**Appendix B**

**Pre and Post Test**

1. My counselor talk to me about my choices after highs school
2. Strongly agree
3. Agree
4. Disagree
5. Strongly disagree
6. After high school I plan to
7. Work
8. Attend community college
9. Attend a vocational/tech program
10. Attend a college or university
11. Join the military
12. Other, please specify
13. I don’t know
14. How important is going to college for you?
15. Extremely important
16. Very important
17. Slightly important
18. Not at all important
19. Name two differences between community college and an university
20. Name 2 public universities in WA
21. Name 2 community colleges in WA

**Reflection and Data Interpretation**

According to Sheng and Anderson (2011), English Language Learners (ELL) are the most rapidly growing student population in the U.S elementary and secondary schools, and this growth rate will continue for the next decade (pg. 98). For this reason, it is imperative students become knowledgeable about the different options that are available to them after high school. The reason why I wanted to do a lesson for this group is due to my own ELL experience back in high school. Being from Colombia, I was able to compere the educational institutions in the U.S and in my country and I was very confused as to what my options were after I graduated high school. This is why this lesson is design to answer questions about different colleges and universities, financial aid, and to have students reflect about their future goals and the path to reach them.

When it comes to the pre-test I decided to look to students’ plans after high school, the importance they place in going to college, and their knowledge about the different colleges and universities available to them, among other things. When it comes to the first question in the pre and posttest, 9 out 15 did not agree with having their counselors talked about options after high school. 5 students reported not knowing what their plans for after high school are, even though 12 out of 15 agreed that going to college is important to them. When it comes to question 4, only 4 out of 15 knew two differences between community college and a university. After reviewing these responses, the ELL teacher and I saw value in doing the lesson.

When it comes to the post-test, which was the same as the pre-test, students’ responses showed more knowledge about colleges, universities, and the career path they wanted to follow after high school. During the lesson, students were extremely engaged in the conversation and asked very valuable questions. In the computer lab, they were focus on their assignment. All 15 students knew more than two differences between community college and a university; they were able to name all the public universities in the state of Washington, and the tuition rates for technical college, community colleges and universities.