Spring 5-18-2018

Opportunities Beyond High School: An ELD Unit for Newcomer Students

Karen Toepp
ktroepp@gmail.com

Follow this and additional works at: https://repository.usfca.edu/thes
Part of the Curriculum and Instruction Commons, Secondary Education and Teaching Commons, and the Vocational Education Commons

Recommended Citation
https://repository.usfca.edu/thes/1050

This Thesis is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Theses by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.
Opportunities Beyond High School: An ELD Unit for Newcomer Students

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Karen Toepp
May 2018
Opportunities Beyond High School: An ELD Unit for Newcomer Students

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES

by
Karen Toepp
May 2018

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project (or thesis) has been accepted in partial fulfillment of the requirements for the degree.

Approved:

[Signature]
Luz Navarrette García
Instructor/Chairperson

May 8, 2018
Date
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter I – Introduction</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Project</td>
<td>4</td>
</tr>
<tr>
<td>Theoretical Framework</td>
<td>6</td>
</tr>
<tr>
<td>Significance of the Project</td>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter II – Review of the Literature</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>11</td>
</tr>
<tr>
<td>Data and Statistics for ELL Students</td>
<td>11</td>
</tr>
<tr>
<td>The Impact of Educators and Resources</td>
<td>18</td>
</tr>
<tr>
<td>Summary</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter III – The Project and Its Development</th>
<th>24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of the Project</td>
<td>24</td>
</tr>
<tr>
<td>Development of the Project</td>
<td>31</td>
</tr>
<tr>
<td>The Project</td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter IV – Conclusions and Recommendations</th>
<th>37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conclusions</td>
<td>37</td>
</tr>
<tr>
<td>Recommendations</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>References</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendixes</td>
<td>46</td>
</tr>
</tbody>
</table>
ABSTRACT

As an English Language Development (ELD) teacher, I noticed the junior newcomer students at my high school in the Bay Area of California were not being prepared for jobs or careers after their graduation. As newcomers, they are working through trauma, reuniting with their families, learning a new language and adapting to a new culture. Though many arrived with high expectations for school, students stopped connecting graduating high school with having access to higher education, which meant more job training and better employment opportunities. A lack of motivation and unskilled teachers contributed to students struggling in school and leading to many dropping out. Therefore, the purpose of this project was to create an ELD unit that would inform and prepare these students for their futures after high school. The design of the lessons is meant to inform students of their requirements for high school graduation, to allow them to research about the careers they are interested in pursuing, and to help them understand their college options, the requirements, and how to pay for it. Although most of the work will be completed online, at the end of the unit the teacher will print the necessary documents and students will compile everything together in a personal portfolio with a table of contents. They will also briefly present their careers and what education is required to achieve those by using Google Slides. It is recommended that students and the teacher have access to computers to be able to implement this unit.
CHAPTER I
INTRODUCTION

Statement of the Problem

In my first week of teaching high school English in Santiago, Chile, Isabeau Torres left my English classroom and refused to come back in. “No puedo” [I can’t do it] was the only reason she provided. Despite four hours of English a week since first grade, she told me that she knew no English and it was too late to learn; she said she was better off in the hallway. For her, it was not worth me trying to teach her because she was not going to learn. In those first weeks of teaching, I realized that many of my students felt like Isabeau. Students quickly gave up when they were confused, some refused to even attempt doing class work and others simply thought learning English was useless. Their lives and experiences had left many without much hope for their future; our school neighborhood was covered in garbage, it lacked green areas and parks, and drugs were openly sold a few blocks away at the basketball court. Police often did not respond to calls from the neighborhood because it was too dangerous for them. I knew that my students deserved a better future and needed more teachers that could not only show them that another world exists, but that they can, and deserve to, have access to it. I believe that teachers can have an important impact not only in the academic knowledge and growth of students, but on their socio-emotional well-being and the decisions they will make about their futures.

After living and teaching in Chile for six years, I moved to the Bay Area of California in 2015. I started teaching English to newcomers in February 2016 and started earning my English Credential and Masters in TESOL in Fall 2016. I currently teach English Language Development (ELD) at Anytown High School in the Bay Area. I started with my students in 9th grade; I followed them to 10th grade and am currently teaching them in 11th grade for this 2017-2018
school year. My field project is based on my experiences both teaching the English language and working with newcomers at Anytown.

In this school year, twenty-five of the sixty 11th grade newcomers have left our school. A few switched schools because they had to move, but the majority of students dropped out and are now working. In addition, five students were or are going to be parents and not currently enrolled in school. One student who finished 10th grade with us is currently incarcerated and being charged with a serious crime; another student that also finished 10th grade is in juvenile detention for an alleged crime as well. These situations create a sense of urgency for me to provide students with concrete options for after high school. Although almost all students wanted to earn an education when they came to the US, after being in our school environment, many stopped feeling that school was worthwhile. They said were learning more English on the streets or at their jobs. They struggle to do their classwork throughout the day and to communicate with their teachers and with their classmates English speaking peers. In addition, many students are struggling to see the value of studying after high school. None of their parents attended higher education and many were not able to finish high school in their own countries.

The immigrant youth I work with in the Bay Area are not receiving enough preparation for life after high school, contributing to a lack of motivation for school and for their futures. They do not fully know what opportunities actually exist for them, both in terms of options for college/vocational studies and in obtaining scholarships and financial aid. They do not know the basics about community colleges and 4-year universities, or even that the possibility of studying for one to two years to earn a certificate or Associate’s degree exists. This uncertainty about their futures and a feeling of dissatisfaction with school also causes many students to start working, instead of finishing high school. Male students primarily work in construction, roofing or with
cars. Some students work in fast food or other restaurants, either in the kitchen or washing dishes. Female students primarily work in restaurants. Students can experience this dissatisfaction with school in different ways, either feelings of hopelessness, anger, frustration or lack of motivation to try in class.

Valenzuela (1999) discusses how students, specifically Latinos, and teachers, primarily white, often misinterpret each other; students think teachers do not really care about them and teachers think students do not care about school. I have taught my current students for over two years and have strong, caring relationships based on trust, which is necessary for their development and academic success (Rodríguez-Castro, Salas, & Murray, 2016). I have cultivated strong relationships with them and know about them beyond their academic lives; when they are discouraged and other teachers perceive them as lazy, I know that they are struggling in many other ways, sometimes due to trauma and other times because they do not have enough support to access academic content in their classes. This leads to low or failing grades, which is highly demotivating for many students.

Students not being able to understand or learn the academic content in their classes is largely due to poorly trained, or untrained, teachers (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006; Rumberger & Gándara, 2004). A large percentage of teachers at my school do not have credentials nor are they enrolled in a program. Not only do they lack awareness for lesson planning and teaching for general education students, they have little to no preparation for working with English Language Learners (ELLs). However, even the teachers that have credentials are primarily in their first or second year of teaching and do not have enough skills to adequately support newcomers and their language and social-emotional needs. To address this problem, I created an ELD curriculum unit for teachers to use with newcomer
students with lessons that focus on after-high school opportunities and how students can set and reach goals for their future.

**Purpose of the Project**

In order to better prepare newcomer students for life after high school, the ELD curriculum unit will help students to discover their interests and learn about the higher education or career and technical opportunities available to them. The lessons provide the information necessary for teachers to use this unit for a marking period, which is usually six weeks. To culminate the unit, students combine all their research into a portfolio. This will contain their transcripts and classes need for next year in addition to the research they complete about careers and schools they are interested in attending. Our ELD department is not very developed yet and does not follow specific curriculum outlines or unit themes. Therefore, each teacher has the freedom to create and implement what they think is best for their students. In addition, this unit can be used, and modified, for newcomers at other schools.

Multiple researchers have shown that ELL students are not receiving adequate or equal instruction as their English-speaking peers students (Cadiero-Kaplan & Rodriguez, 2008; Gándara et al., 2005; Gándara & Rumberger, 2006; Rumberger & Gándara, 2004). ELL students “not only begin school with a considerable disadvantage compared to other students, they also are more likely to face poorer conditions for learning in school” including underprepared teachers (Gándara & Rumberger, 2006). When teachers are more prepared for working with ELL students, the more professionally competent he or she feels to teach them (Gándara et al., 2005). However, in comparison to other students, ELLs are taught by disproportionately higher levels of teachers without credentials. Twenty-five percent of teachers of ELL students lacked a teaching credential (Gándara & Rumberger, 2006). At Anytown High School, there are currently ten
teachers for 9th and 10th grade newcomers in sheltered classes (classes with only newcomer students); four completed their credential at the end of the last academic year and the remaining are currently enrolled in a credential program. They are all in their first or second year of teaching. While the teachers usually have best intentions for working with newcomers, they are not always able to provide the best support for them due to their lack of preparation and teaching experience.

Because teachers are not adequately trained and prepared to meet the language and real world needs of newcomer ELLs, who usually come from home and communities with fewer resources (Gándara & Rumberger, 2006), this ELD curriculum unit provides teachers with the classroom lessons necessary to guide students in decisions about their futures. Furthermore, motivation has been identified as a critical challenge for high school ELL students and a key factor for student failure and drop-out (Meltzer & Hamann, 2004). Engaging students in their learning and in planning for their own futures should increase their motivation and participation in school. The unit includes language and content goals, California ELD standards, and all the materials and lessons for each lesson. The lessons have scaffolding appropriate for ELLs that have been in the US for between 2 and 3 years. The lessons also use a gradual release model, enabling students to grow into successful and independent learners (Fisher, D. & Frey, N., 2008). Students will need to be active in finding information regarding what they want to study or do in the future. The teacher should support them while they are doing this, but the goal is to encourage students to advocate for themselves and to create their own goals and paths to achieve them.

This curriculum is needed to both provide teachers with motivating and relevant curriculum for students’ futures and to also support students with creating and achieving after
their high school goals. Teachers of ELL students often need support in crafting lessons that are relevant to students’ needs and experiences, which will then engage students more in the curriculum (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006). My curriculum was designed for newcomer students and their unique needs as high school juniors and soon-to-be seniors. Being an adolescent in high school is already challenging, but newcomer students are also navigating acquiring a new language and learning academic content, reuniting with family members, and experiencing trauma from violence and forced movement from their home countries (Dutro & Levy, 2008; Hones, 2007). Some newcomer students did not choose for themselves to come to the United States; some had to come for safety reasons due to violence in their communities, and some are seeking political asylum. Often times their family members made the decision and arrangements for them to travel to the United States. Usually students only had a few days warning before they had to leave and start over in a new country. These traumatic situations that many newcomer students carry with them make the high school experience more complicated and stressful (Hones, 2007). Therefore, this ELD curriculum unit will better prepare ELD teachers with engaging lessons and simultaneously motivate and empower students to make decisions about their futures after high school.

**Theoretical Framework**

This project is influenced by the theoretical construct of the affective filter. The affective filter was put forth by Dulay and Burt in 1977, but usually accredited to Krashen’s Second Language Acquisition Theory. As implied by its title, this theory includes five hypotheses about how language is learned. The fifth one describes the affective filter, which explains how emotions are involved in the acquisition of a second language.
Krashen (1982) argues that research done on the types of variables that influence successful language learning can be divided into three categories: motivation, self-confidence and anxiety. Motivation implies that the higher the self-motivation, the better a student will learn the second language. If a student has more motivation, they will seek more input in their process of SLA. Similarly, self-confidence suggests that students with a good self-image and confidence in their abilities will usually learn second languages well. Having low anxiety, both personally and in the classroom, appears to also support second language acquisition (SLA).

These components of the affective filter are hypothesized by Krashen (1982) to relate to the acquisition and not the learning of a second language. This is evident when students take communicative-type tests because these rely on language that has actually been acquired and not simply the learned systems of a language. A student can understand a message in the second language, but if their affective filter is too high, the message “will not reach the part of the brain that is responsible for language acquisition, or the language acquisition device” (Krashen, 1982, p. 31). This shows that if a student is not feeling comfortable or safe or is anxious or worried about something, these feelings will impede their ability to actually learn and be able to use new language.

Furthermore, in the classroom, “our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter” (Krashen, 1982, p. 31). Therefore, the teacher needs to focus on creating an atmosphere with low anxiety for the learners and encourage or create motivation and self-confidence within students. The physical space of the classroom can contribute to this, along with the instructional methods of the teacher.

This project uses the three elements of the affective filter, motivation, self-confidence and anxiety, to engage students in the curriculum. This curriculum is based on the development of a
plan for getting students to graduation and having clear steps of what each student will do after graduation. The first component of the affective filter, motivation, will most likely increase in students during the end of their junior year because they are concerned about and interested in the planning of their futures. Additionally, as Suárez-Orozco, M., & Suárez-Orozco, C. (1996) demonstrate, immigrants are often more academically ambitious than their native-born peers. This curriculum capitalizes on this and guides students through the process of how to prepare for after high school, which is challenging to know about as a newcomer student with immigrant parents. Students do not have many, if any, members in their families that can help them navigate this process. Families primarily rely on the school system to support their children through this.

The second component, self-confidence, is addressed by the types of activities and instructional practices and techniques used to deliver the lessons. Students will feel successful in their abilities and the progress they are making. Everyone will be able to work at their own pace and will not be pressured or put on the spot to produce specific language or content. Finally, the curriculum will create low anxiety for the students and the classroom space. Although the content is important to students’ future, it is not presented in a way that creates stress for students. By ending junior year with a plan for senior year and beyond, students should feel equipped for what they will be facing in the next few years. Of course, not all obstacles or challenges can be anticipated, but this curriculum prepares students for what to expect and how to make the best decisions for themselves. Also, there is not a high value placed on always using English accurately or error-free in these lessons. The focus is on the students’ future and making the best, well-informed choices for themselves.
Significance of the Project

The project will impact newcomer students, specifically 11th graders at Anytown High School, part of the Oakland Unified School District (OUSD), in East Oakland. In OUSD, according to the 3-Year Newcomer Demographics they published, there were 1,299 newcomer students in the 2012-2013 school year and in 2016-2017, that increased to 2,731 newcomers. The district classifies a newcomer as a student who has been in the US for fewer than three years and speaks a language other than English at home. In the district, 59.7% of newcomers are Latinos and at Anytown High School, almost all of our newcomers are Central American immigrants. While OUSD has been receiving more newcomers each year, the newcomer program at Anytown is only entering its third year for the 2017-18 school year. The goal of the project is to prepare these newcomer students for making the best choices regarding their futures after graduation.

At Anytown, newcomers are in sheltered 9th and 10th grade classes and in cohorts to be in classes with only newcomer students. They are only with general education students in one elective class, either Art, Band or Physical Education. The 2017-2018 academic year is the first year that Anytown had 11th grade newcomers taking all general education classes. There is a very basic support plan for students and teachers, which is why I considered it crucial to continue teaching my students in the 11th grade as they experienced this change. I already have established strong, caring relationships based on trust with most of my students, which is vital to their development and academic success (Rodríguez-Castro, Salas, & Murray, 2016). I have seen that students are not prepared for senior year and do not know what they will do after graduation. Additionally, they do not know where to look for guidance, and there is not a clear, functioning system or program where students can get support in the planning process of their futures.
Furthermore, at Anytown high school and throughout the United States, teachers are unprepared for how to effectively differentiate their classroom. Various researchers have shown that most teachers do not have enough pre-service experience working with ELLs to feel successful working with these students (Cadiero-Kaplan & Rodriguez, 2008; Rumberger & Gándara, 2004). This project therefore supports teachers by modeling how this can be a unit on after-high school opportunities. It also specifically provides ELD teachers with the lessons and materials to use directly with students.

Finally, research shows that immigrant children and the children of immigrants are more academically ambitious than their native-born peers (Suárez-Orozco, M., & Suárez-Orozco, C. 1996). Many newcomer students at Anytown arrived in 9th grade with high expectations for school. Both students and their guardians express the importance of finishing high school, something they usually would not have been able to do in their home country. Because most guardians do not have a high school diploma, speak limited English, and have to work long hours at minimum wage jobs, they strongly encourage their students to complete their education. Their guardians and/or parents are hopeful that an education will provide a better way of life for their children. Therefore, the combination of immigrant students’ motivation and their engagement through this curriculum that provides them with resources and planning for their futures should positively impact them. It should lead to a strong commitment for students to work towards their personal goals after high school, whether that is continuing their education, expanding a family business, or pursuing a talent or skill.
CHAPTER II
REVIEW OF THE LITERATURE

Introduction

In reviewing the literature, there are two central themes supporting the development of this project. The first involves statistics concerning the newcomer and English Language Learner (ELL) student population in the US and the second focuses on the teachers and curriculum of ELL students. In the first theme, data and statistics about newcomers and ELL students are presented. Then the achievement gap between ELL students and non-ELLs is compared and the factors involved in this gap are analyzed. Much of this academic gap can be attributed to poor ELL teacher preparation and the challenging life circumstances of newcomers and ELLs, such as immigration status and trauma/mental health issues. The second theme explores how teacher credentialing and preparation is relevant to ELL student success.

Data and Statistics for ELL Students

First, it is necessary to examine the demographics of ELL students (see Figures 1 and 2). According to the National Center for Education Statistics (2017), in comparison to other states, California has the largest amount of public school students that are in English Language Learner programs. According to Johnson & Wells (2017), in 2014-2015, California’s public schools served “approximately 1.4 million English Language Learners (ELL) students, who constituted 22.3% of the total California public school enrollment” (p. 7). In the 2016-17 school year, the California Department of Education said there were approximately 1.332 million English learners in California public schools, which was 21.4% of total public-school enrollment. In addition, a total of 2,656,242 students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 42.6% of the state's
public-school enrollment. However, it is important to note that Fluent English Proficient (FEP) students are not considered newcomers or ELLs. Finally, while there are 65 languages represented in California, 83.1% of ELLs are Spanish speakers, followed by 2.14% of ELLs who are Vietnamese speakers ("Facts about English Learners in California," 2017). This is relevant because most of the studies examined here are primarily focusing on Spanish-speakers from Latin American countries.

**Figure 1.** Percent of public school students in English Language Learner programs in the US and CA in 2013-2014. Adapted from *National Center for Education Statistics*. Table 204.20

Retrieved from [https://nces.ed.gov/programs/digest/d16/tables/dt16_204.20.asp](https://nces.ed.gov/programs/digest/d16/tables/dt16_204.20.asp)
Figure 2. Percent of public school students in English Language Learner programs in California in 2013-2014. Adapted from *California Department of Education*. Retrieved from https://www.cde.ca.gov/ds/sd/cb/cefelfacts.asp
The data for ELLs shows that they are underperforming academically and graduating at lower percentages compared to their non-ELL peers. Johnson and Wells (2017) use California as a case study to examine teacher effectiveness and the Common Core Standards when teaching ELL students. They cite that the national graduation rate for ELLs is 69%, which is well below that of their California peers, which is 82%. Nationwide, the graduation rate is 83% overall and 65.1% for ELLs. In addition, they claim that scores on international benchmark exams, like PISA, display that language learners often do not perform as well as their peers. When specifically examining California achievement data, the California High School Exit Examination (CAHSEE) pass rates for ELL students were at 82.2% for the 2012-2013 school year, which is nearly 10% below the pass rate of other subgroups (Torlakson, 2013). Figure 3 displays the CAHSEE pass rates by subgroups of African Americans, ELLs, Whites, low socioeconomic status, and Hispanic/Latino students.

![CAHSEE pass rate chart](https://www.cde.ca.gov/nr/ne/yr13/yr13rel78atta.asp)

**Figure 3.** California High School Exit Exam (CAHSEE) pass rates. Adapted from California Department of Education. Retrieved from: https://www.cde.ca.gov/nr/ne/yr13/yr13rel78atta.asp
In Allard’s (2015) ethnographic study, she describes and analyzes the characteristics and experiences of undocumented newcomer adolescents that are attending a US suburban high school. One of her focus areas is on the prioritization of work over formal education for these newcomer students. Her research begins by comparing students that were brought to the US as infants or young children, the 1.5 generation, and those that arrived as teenagers. Those that arrived as teenagers, the 1.25 generation, have different characteristics and schooling experiences than the 1.5 generation. The 1.5 generation are often DREAMers, undocumented childhood arrivals who are often characterized as migrating to the United States through no fault of their own. The DREAMers usually speak English, prioritize schooling and often identify with being American, while the 1.25 generation does not. A 1.25 generation immigrant may come to the US without their parents and might enter high school or start working. Because of their immigration status and age, these teenage newcomers usually have adult responsibilities, including working, either to contribute to their household or to sustain themselves. If they do enroll in school, they face extra challenges compared to their immigrant peers of the 1.5 generation. In addition to the stressed of adolescence, culture shock and acculturation, and the separation of friends and/or family from their home country, the newcomers are both learning English and complex academic content in school.

In 2009-2010, Allard conducted interviews and attended weekly ESL classes at Marshall High School for her ethnographic study of the 1.25 generation immigrants. Twenty-one students in her study were Mexican, one was Guatemalan, and all were undocumented. They were between 14 and 20 years old. She rarely saw more than 12 students in a class though because of absenteeism and students working. In her findings, the newcomers mostly came to the US “to reunite with their parents, who were already working here, or they were working as labor
migrants themselves, having left their parents” (p.486). In addition, “at least eighteen of the twenty-two ESL beginner students worked prior to or while they were enrolled in school” (Allard, 2015, p.486). Some worked part time and some worked a few hours a day cleaning offices. Some students worked full-time after school either as dishwashers or cooks in restaurants. One student explanation of why he worked at Applebee’s around 40 hours a week was true for a subset of the class whose parents lived in Mexico: “We don’t have somebody to pay our rent or do our things like that, so . . . we have to work, and work and school is like a double job” (p. 486). Finally, Allard’s study shows that most students enrolled in school in order to learn English. They hoped that this would allow them to “advance within the jobs they already held (from dishwasher to wait staff, for example)” (p. 486). These students also believed that being able to speak English would allow them access to jobs that were less physically exhausting than the typical jobs available to immigrants who did not speak English. Other times, students enrolled in schools when they could not find work, also hoping that learning English would improve their chances of acquiring a job. During her one-year study, over half of the newcomer students dropped out of school. Either through contact with them or their classmates, she found out that the students were working, either because they needed to, or they were not able to balance school and work and they decided to give up on school. Finally, during her interviews, few students ever discussed high school graduation or college. These were simply not part of their goals. Furthermore, many students had short-term goals of staying in the US; they wanted, or needed, to return to family members in their home country.

There are other studies that examine migration and acculturation experiences of Latino youth, such as Ko and Perreira (2010), who show how immigration can dramatically change an adolescent’s life and also help them acquire adaption skills as they try to make sense of their new
world. At the conclusion of their study, they identified the following stressful life events for immigrant children:

- a) separation from parents prior to migration,
- b) the physical and emotional stresses of the migration journey,
- c) economic hardship both before and after settlement in the United States,
- d) conflicting values between their parents and their teachers and peers in school,
- e) learning a new language,
- f) social marginalization or discrimination in their new homes (p. 487).

Ko and Perreira’s (2010) study included 283 first generation Latino immigrants living in a new receiving state of immigrants, North Carolina. They were aged 12-19 and were from 11 different high schools. All youth and their caregivers participated in a 2-hour long interviewer administered survey and 20 were randomly selected to participate in an in-depth, qualitative interview. Ninety-five percent were not US citizens and 65% had lived in the US for 5 years or fewer. Most students had moved to the US between the ages of 6 and 12. In their research, they examined experiences of premigration, migration and postmigration to the US. Premigration usually included economic hardship in their home country, which led to family separation as one or more parents looked for a better life in the US. While this often helped financially at home, the parents’ migration left their children distressed and anxious. They looked to strengthen their emotional bonds through relationships with their grandparents and other family members. This helped ease the pain of separation.

In the migration experience, the Latino youth worlds “were again turned upside down when they were asked to join their parents in the United States” (Ko & Perreira, 2010, p. 477). Whether the decision to leave their countries was voluntary or not, they all faced emotional distress again from being separated from their loved ones, this time their extended family
members who were raising them and their friends. The journey to the US was stressful for the majority of those in the survey. It often took several months and they had to entrust their lives to strangers. However, many youth were looking forward to a good life in the US and to reuniting with their parents. Once in the US, the youth faced disappointment as they had to deal with the realities of acculturation, learn a new language, and adapt to their living environments and family systems. Still, about 90% felt that the move to the US was better for their families and 85% felt it was better for themselves. While they reported having more opportunities in the US, only 45% of the youth actually reported being happier in the US.

The migration experiences of these youth also promoted their transitions to adulthood by fostering their independence and interdependence. When their family members left, they learned to reach for strength and support with other family and friends. This helped them cope and also taught them to care for others. They knew that their parents had migrated to help the financial situation of their family and in turn, the youth also assumed more responsibility in order to care for their siblings. After migration, the youth continued to show “independence and interdependence by learning English, helping with household tasks, and working hard to build friendship networks that would complement their family resources and act as an extended family in the United States” (Ko & Perreira, 2010, p. 487–488). As most of the youth felt migrating was good for themselves and their families, the family separation they experienced also helped prepare them for these new lives in the US.

**The Impact of Educators and Resources**

In the previous section, the lower graduation rates and lower CAHSEE scores ELL and newcomer students were presented. Some of that data is influenced by student circumstances, especially as cited by Allard (2015), such as their need to work. In addition to these factors,
many researchers show that teachers are not adequately prepared to teach newcomers and ELL students (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006; Johnson & Wells, 2017; Rumberger & Gándara, 2004).

Related to this claim, Silva and Kucer's (2016) study examines the impact of interacting with ELLs can have on pre-service teachers. Their research is motivated from the fact that only one sixth of teacher preparation programs in the US offer coursework to support educators in their teaching of ELL students, and the type of preparation that is provided varies by state. They also cite that the majority of classroom teachers will have at least one ELL in their classroom, yet only 29.5% of teachers have had professional development related to the linguistic and cultural needs of these students. This lack of experience working with newcomers implies that teachers are not able to best meet the needs of those students.

Cadiero-Kaplan and Rodriguez (2008) are another set of authors whose study specifically looks at teachers and their readiness to work with ELLs. Their research discusses how language is more than knowing parts of speech and how to combine words into sentences; it is strongly connected to an individual’s culture and community. This implies that teachers not only need to be aware of this, but ideally will have experiences themselves with learning other languages or have the opportunity as preservice teachers to interact and reflect upon working with ELLs, allowing teachers to develop more empathy when teaching ELLs. Furthermore, these authors cite Anzaldúa, who makes it clear that language and identity are entwined:

So, if you want to really hurt me, talk badly about my language. Ethnic identity is twin skin to linguistic identity—I am my language. Until I can take pride in my language, I cannot take pride in myself. (Anzaldúa, 1987, p. 59)
One of Cadiero-Kaplan and Rodriguez’s (2008) suggestions is that more bilingual teachers should be trained and hired. They have the ability to communicate with family and community members that do not speak English and they “act as interpreters and cultural meditators for their monolingual English-speaking peers” (Cadiero-Kaplan & Rodriguez, 2008, p. 374). However, teacher training programs are slow to make updates to their standards for bilingual teachers. They point out that California, which has around 40% of the nation’s ELLs, took seven years to review and update their bilingual teacher standards. In 1998, California passed Proposition 227, which required that ELLs be taught only in English unless families specifically requested a bilingual program. This seemingly decreased the need for bilingual education, thus reducing the number of programs to train these teachers. However, there was, and still is, a demand for bilingual teachers, and as a result, the needs of ELLs were not being met and their cultural and language assets were mainly being ignored. Finally, in their research, they highlight something that might be even more troublesome: schools with “higher concentrations of ELL students tend to have less experienced, lesser qualified, and often unprepared teachers who also tend to fall lower on the salary scale” (Education Trust, 2005).

Another suggest from Cadiero-Kaplan and Rodriguez (2008) is that teachers should be able to learn and develop processes that enable them to better understand and value the languages and cultures of their students, along with understanding the pedagogical practices that will build on the language and culture of ELL students. In addition, it is important to have the necessary resources in order to:

- prepare and retain high quality teachers in research-based programs for ELL students, including the benefits of targeted efforts to recruit and retain high-quality
teachers for ELL students. This must include a greater understanding and response to the policy implications that create inequities in the education of ELL students (p. 384).

Finally, Gándara and Rumberger’s (2006) study examines the resources and supports that linguistic minority students, such as newcomers and ELLs, need “in order to meet the same challenging standards and to have the opportunity to achieve the same educational outcomes, some students need more support and resources than other students” (p. 1). They drew on other sources and created a list of the seven main factors that contribute to and influence ELL students’ abilities to learn in school:

(1) Inequitable access to appropriately trained teachers. Fourteen percent of teachers statewide were not fully credentialed and 25% of teachers of ELLs lacked a teaching credential.

(2) Inadequate professional development opportunities to help teachers address their instructional needs. In a survey of 5,300 teachers of ELLs in California, Gándara, Maxwell-Jolly and Driscoll (2005) found that more than half of teachers with 26-50% of their students designated as EL had either zero or one in-service training session devoted to the instruction of EL students over a period of five years.

(3) Inequitable access to appropriate assessment to measure their achievement, gauge their learning needs, and hold the system accountable for their progress.

(4) Inadequate instructional time to accomplish learning goals.

(5) Inequitable access to instructional materials and curriculum.

(6) Inequitable access to adequate facilities.

(7) Intense segregation in schools and classrooms that place them at particularly high risk for educational failure (p. 8-9).
Gándara and Rumberger’s (2006) research also looks at the resources needed to educate poor children so that they are able to meet the same standards as non-poor students and compares this to the linguistic minority students. Most of the research and data is focused on students that begin their education in the US, specifically California, as opposed to newcomer ELL that enter the education system when they are older, usually in middle or high school. Both poor and linguistic minority students often start kindergarten already behind their middle-class peers in terms of English. However, the authors acknowledge that they “do not know if the resource needs to teach a second language are even similar to those required to close achievement gaps associated with poverty” (Gándara & Rumberger, 2006, p. 83). They claim that the data suggest that students who are both poor and a linguistic minority could need “additional instructional time to achieve the same standards as other students—even more than those who are either poor or linguistic minority—because they have the furthest to catch up” (p. 85).

Summary

The themes explored in this literature review center around newcomer and ELL student academic success in the US. It first examined the demographics of newcomer and ELL students in the US, and specifically in California, which has the highest number of ELLs in the US (National Center for Education Statistics, 2017). There are many factors influencing immigrant ELL students when they start their education in the US. While many have learned resilience and the ability to advocate for themselves, students are still balancing the stresses of adolescence, reuniting with their families, and learning both English and complex academic content in school (Ko & Perreira, 2010). Many also have the responsibilities of needing to work, either to maintain themselves or to contribute to their families in the US or in their home country (Allard, 2015).
The second theme focuses on teachers’ readiness to work with ELL students. This includes high number of teachers that are teaching ELLs and lack credentials (Gándara & Rumberger, 2006) and that only 29.5% of classroom teachers have had professional training related to working with ELL students (Silva & Kucer, 2016). Many other factors for low student achievement are discussed, such as resources and access to materials, facilities and relevant ELL curriculum (Gándara & Rumberger, 2006).

Given the research that shows ELLs are lower-achieving and have higher drop-out rates than their peers, the project aims to reduce these numbers. The ELD curriculum is designed to prepare newcomers to make decisions about life after high school. It will help students understand what their options are for after-high school, whether they begin working or want to pursue higher education. Many students do not feel that high school is useful for them, nor do they have goals for completing high school. The objective is twofold: to prevent students from dropping out by allowing them to explore their interests and to have teacher guidance to see how those connect to a career; and to encourage students to further their education (and English abilities), either through a community college or a 4-year college. This will hopefully allow students to feel empowered and motivated with future plans.
CHAPTER III  
THE PROJECT AND ITS DEVELOPMENT  

Brief Description of the Project  

The project consists of lesson plans for 13 classes that make up an entire unit over six weeks. The unit is titled, Where am I going next? The unit is designed to be used at the end of junior year and will prepare students for their senior year in multiple ways. It should empower students to be able to make the best decisions for their futures, based on information related to their career goals. Students will understand their transcripts and know what classes they need to take in order to graduate. They will identify their career interests and explore what colleges or vocational programs are available for those interests. Then, they will gather information related to their options for after high school, such as program costs, what scholarships and loans are available, and when they need to apply. Students will also write a brief statement of purpose or a life goals description. This may not be necessary for their desired program but will still be helpful for the language development and will help them organize and concretize their plans and goals. All of the information gathered, along with a reflection and brochures and pamphlets for their desired programs, will be compiled into a personal portfolio at the end of the unit. The portfolio will be professional looking and contain a cover page and table of contents with all the aforementioned artefacts. Students will then create a brief presentation highlighting their future educational and career plans using Google Slides and present orally to their classmates.  

There are several factors that were taken into account when creating the lesson plans. They are designed for about 65-minute lessons. The classes at my school are actually 85 minutes long and we operate on a block schedule. Our block schedule has eight periods, with even class periods on one day and the odd class periods on the next day. This alternates every day, regardless of the actual day of the week. Additionally, Wednesdays are always early release
days, with 55-minute classes. The end of the school year is a busy time with state testing, field trips, assemblies and shorted schedules which will impact the amount of instructional time. When actually using these lessons, some may have to be shortened or continued in the next class, depending on the school schedule.

In addition, the lessons created do not include the time needed for the routine and check-in procedures that should occur in every class. For my classes, we start with a check-in paper where students identify how they are feeling and write their academic goals. They have been doing this throughout the school year. The same paper is used as an exit-ticket at the end of class where students write what we did in class and identify new words they practiced. I also take a few minutes to review with students a weekly calendar that shows upcoming birthdays, assemblies, college talks at the school, and other relevant information. Because of the support I provide in other classrooms, students often have questions or concerns about their other classes and assignments that we address at the beginning of my ELD class as well. Then, we begin with four affirmations that we say together. We watched short videos that represent these ideas:

1. I am capable of achieving my goals in life when I put my mind to it.
2. The brain is like a muscle. If I work hard and practice, I will learn English.
3. When something is challenging, I will try harder until I do it correctly.
4. If I make a mistake, I will use it as an opportunity to learn.

After all of this at the beginning of class, we usually have about 65 minutes to continue with the planned lesson.

Below is a brief overview of the activities for each class. The general topic and activities covered is listed. Most lessons, but not all, have a language point covered as well.
# Unit Outline: Where Am I Going Next?

<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Topic and Activities</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Unit Opener</td>
<td></td>
</tr>
</tbody>
</table>
| **Lesson 2**  | Class Requirements & Transcripts | - Introduction and motivation for the unit  
- Song: “Roar” by Katy Perry | - Listening skills  
- In order to graduate, I need ____.
- 1st conditional: If I don’t pass this class, I will need to take it next year.  
- Complete individual senior year credits/classes needed chart  
- California A-G requirements |
| **Lesson 3**  | Interest Profiler Survey | - California Colleges website  
- Complete Interest Profiler survey  
- Explore career possibilities using survey results |
| **Lesson 4**  | Chabot College WebQuest | - Complete a WebQuest for Chabot Community College before field trip |
| **Lesson 5**  | Vision Board          | - Identify future goals  
- Create a vision board |
| **Lesson 6 & 7**  | Career Choices Investigation | - Create list of 3 careers that SS are interested in  
- Complete a Fact Sheet for each career |
| **Lesson 8**  | Paying for College    | - Research costs of the school and scholarships available  
- How much does each credit cost at ____?  
- How much would it cost you to complete a program at ____?  
- What scholarships can you apply for? What do you need to do to apply for that scholarship? |
Lesson 9
Writing Future Goals
- Write statement of purpose / life goals

Lesson 10
Self-Reflection
- Final reflection
- Portfolio compilation
- Start creating presentation with Google Slides

Lesson 11-12
Presentation Preparations
- Finish Google Slides presentation
- Review oral presentation rubric
- Rehearse presentation

Lesson 12-13
Presentations
- Class Presentations

First, the unit begins with a listening activity that motivates students and engages them with the topic they will be pursuing. The majority of my students love working with songs and forget they are still doing work and learning when I teach with songs. The chosen song is “Roar”, by Katie Perry. The pre-listening activities introduce new vocabulary and ask students to write about reaching their goals. However, they are not exploring and identifying all of their goals yet; that will occur in lessons 3 and 4, and they will formally write about them in lesson 9. When they watch the music video, there is a prediction question about the message of the song. Then we listen 3 times to the first part of the song and students write the missing lyrics. Next, we listen to another part and students put the verses in the correct order. For the after-listening section, students identify what obstacles they face in their lives that might prevent them from reaching their goals, such as money, immigration status, lack of family support etc. Finally, they identify the supports they have access to that could help them achieve their goals, such as teachers, family members, scholarships etc.
The second lesson guides students through examining their grades and transcripts and teaches each student to analyze the classes they need to graduate. Students have never done this and are not familiar with their transcripts. They will complete a table listing the courses they have already completed and the credits earned for each one. Then they will plan what courses they need for senior year. There will be a focus here on making sure students know what to take for senior year, especially since most only have credit for second semester of 9th grade and some might fail some of their core classes this year. These handouts will be saved by students and compiled into their student portfolio at the end of the unit. In addition, students will practice using the first conditional, asking and answering questions such as, If I don’t pass Chemistry I will need to take it next year; and If I have a C in Algebra 2 for this semester, I won’t need to take it next year.

In the third lesson, students will use the California Colleges website (californiacolleges.edu) to identify their interests and see suggested careers and colleges related to those interests. First, the students will have to log into their accounts that I have already created and connected to the educator website. This required uploading an Excel file with the students’ names, state and school IDs, grade level, school and school district. Then they will complete the Interest Profiler survey. This consists of about 15 questions, each asking which of two activities a student would prefer to do. The results give suggested careers and then students can scroll through colleges that have those majors or programs of study. The website is a helpful tool that allows students to look and compare at a lot of different college information at the same time; students can also save colleges and careers/majors as favorites in their account.

Lessons four through eight can be easily done in a different order, depending on the needs of the class. Due to dates, the fourth lesson will be a WebQuest about Chabot Community
College. Students will use the school’s website to find and complete the information on Handout #5. Chabot College is one of the planned field trips. Even though all students will not attend this school, they are still practicing valuable skills of finding information in English and preparing themselves for the field trip.

For lesson five, students will identify their career goals and create a vision board. Students will draw, write and/or use magazine cut outs to represent where they want to be in 1 year, 5 years and 10 years. They can include personal and career goals and other aspects of their lives, such as raising a family, buying a car or renting their own apartment. Their representation will be on a poster that is about 24 by 12 inches. I will show them my own board as a model.

Next, students will have lesson six and seven, which is returning to the California Colleges website. These activities will take place over two classes because students will probably need more time to complete them. The first activity will be completing Handout #6, which is like a fact sheet for the schools they are interested in. Students can have more than one copy of it if they want to complete information for more than two schools. First, the handout asks them to identify some basic information about careers and colleges using the California Colleges website. Next, students will list their dream, target and safety schools and/or careers. They will complete the information on the handouts by looking at the website and/or going directly to each college’s website.

Lesson eight is a continuation from the previous two lessons. Students will complete another fact sheet type of handout #7 specifically related to the cost and fees of attending the school, the financial aid process, and scholarships (especially for undocumented students and those with asylum and refugee status). Although this is related to the content in classes six and seven, I want to start a new lesson focusing on financial aid and scholarships. Most students
believe that college will be too expensive for them and that they need to work instead. I want to be able to introduce them to the financial opportunities that are available to them and then have them research what the actual program costs are. In addition, some of the community colleges offer credit for working in a job that is related to the field or career that they are studying. At the end, students can practice speaking with their partners asking and answering questions such as:

1. *How much does each credit cost at ___?*
2. *How much would it cost you to complete an AA degree at ___?*
3. *What scholarships can you apply for? What do you need to do to apply for that scholarship?*

Lesson nine is focused on writing. Students will write a statement of purpose highlighting their plans and life goals. If the unit has more time, this ideally can be two or even three lessons. There could be more time spent on using a model text and on peer editing and revising their own work. However, in smaller classes, (mine are between 6 and 12 students) the teacher might be able to help more students while planning and writing, leading to less time editing. Although not all students will need to write essays for the applications, this will help prepare students that need those essays. For the other students, any type of formal writing is still strengthening their English skills and preparing them for life after high school.

The final lessons all prepare students for the presentation of all their researched information. Lesson ten is a final reflection (Handout #8) on their work and journey around discovering their goals and dream jobs. Then students will put all of their papers together and create a table of contents for their portfolio using Google Docs. Depending on the timing of that lesson, students will start creating their Google Slides presentation. If there is not enough time, they will start in lesson eleven. The presentation should be about 3 minutes and highlight their two most desired careers, why they want to study them, where they can study them, and what
their future job prospects are. Lesson eleven will include a review of the presentation rubric, and students can rehearse their presentations if there is time. We have used a similar rubric for other presentations, therefore students are familiar with the expectations. (Handout #9 is a presentation rubric.) Finally, each student will present in the last class. Other students can ask questions and we will orally give each student a Glow (something positive) and Grow (something to improve upon) after each presentation.

**Development of the Project**

The development of this project happened while I was teaching newcomers at Anytown High School. At the beginning of the school year, there were 70 11th grade newcomers in my ELD classes. I was the only 11th grade ELD teacher this year and have known and taught these students since January of 2016. I was also responsible for supporting mainstream 11th grade teachers and their classrooms this year. This included creating scaffolded materials, pushing-in to classrooms during instruction, following up with students around their grades and helping students with their other assignments outside of school hours. Currently, there are only 43 newcomers in 11th grade at the end of the school year. Although a few students switched schools, primarily because our school was not serving their language and academic needs, the majority of students dropped out.

There were a few factors that I believe led these students to leave school. While I tried convincing students to stay in school, there was often an economic need to work and a feeling that high school was not leading them anywhere. There were no other people at the school reaching out to these students and trying to retain them and reengage them with their classes. While I tried my best to do this myself, I was also teaching and supporting in classrooms. Sadly, I was not able to retain all of these students. However, the frustration I felt throughout the year
led me to design this field project. I felt that students were disengaged with their classes, primarily because they did not see how it connected them to a future job or career.

Not only did student not see a connection with school to a future job or career, but few students even had a future job in mind. They were simply focused on working now or the idea that later they would find a job they like. As recent immigrants, none of my students have family members that have gone to college in the US. A few have relatives that completed higher education in their own countries, but, due to the economy and instability in Central America, they often still struggled to find jobs. My students were not working towards a future goal because most did not have one. And for students that did have one, they had no concept of how to achieve it. It is therefore understandable the frustration and lack of motivation that an immigrant student with low English levels might feel towards their future. They rationalize that it is more beneficial for them to stop wasting time at school and make money by working.

I decided I wanted to change this perception for my students, resulting in the creation of my field project. As juniors, my students needed to identify a dream job based on their interests, skills and abilities and then learn and research how to make that become a reality. They also needed the information regarding their transcripts and grades in order to advocate for themselves and make sure they have the correct classes needed to graduate. Many students were given classes this year that that do not need, yet they are missing other required courses. I was the only person that realized this, but too late for counselors to make any changes. The counselors have not worked with this group of students in terms of any class planning, required courses or being career and college ready. Most students do not know their counselor, what their role is, or where their offices (which have changed every year.) While I think this preparation and support should also happen from other areas of the school, such as the counseling department, I believe it is
more productive for students for me to address the needs and create a solution within my classroom.

In addition to the creation of the lesson plans for this project, I also collaborated with a college advisor on campus. Her role is new this year and she has been very busy trying to ensure all the seniors applied completed their Free Application for Federal Student Aid (FAFSA) and college applications. She recognized that the support for juniors, especially newcomer juniors, has not been what she hoped it would be. In our conversations, she acknowledged how important it is for juniors to identify what colleges they are interested in, study for the SAT (if they need to take it) and be prepared to complete applications in senior year. She has kept me informed of the colleges that are coming to campus for informational talks and for the community college fair day. I was able to communicate these dates and times to my students at the beginning of every class and I accompanied interested students to the talks. I took students to an open house for the technical careers at a local community college as well. These events are not specifically listed in the lesson plans because they take place outside of class time and because not all the students participated.

There is a plan to take two field trips to visit two community colleges, but they are occurring in the middle of May, after the completion of this project. All the 11th grade newcomers are invited and expected to attend, as it is during their normal school day. Both field trips will have a bilingual Spanish speaking guide. While there is generally low attendance and truancy among these students, my hope is that while we are preparing for their future careers in my ELD class, students will be more motivated to attend school and interested in going on these field trips. Actually seeing the different colleges helps make it more real for students; they have somewhere to visualize themselves studying and participating in other college-life activities.
Many students still think college will be like high school, attending classes all day. I am trying to stress that by starting to define future careers and how to attain them by studying, they will primarily be able to take courses that they are interesting to them. Furthermore, our high school has few clubs or activities for students to participate in. There is no yearbook, newspaper or other multimedia productions. Student council has elections every year, but for various reasons, they are not ever able to plan or hold any events. Even our field day and pep rally events end up having no activities planned. Assemblies are generally seen as a waste of time, and most students leave before they are finished. There are sports teams, but most newcomers do not participate in them, even they are interested in learning or playing a sport. I want students to understand that college, whether a 2-year or 4-year college, will be different than their high school experience. In addition to studying, they will have opportunities to pursue clubs, activities and sports they are interested in and meet new people. Our school culture does not try to promote or encourage students to interact with those that are different than them. The newcomers have been isolated since they arrived at our school, especially in their first two years when their classes were in a separate building than the mainstream students.

Another aspect of this project that is not included in the lesson plans is encouraging students to have dual enrollment by participating in summer classes at community colleges, especially the English as a Second Language (ESL) courses. The students that are already interested in college are worried about their levels of English and being able to understand classes taught in English. A summer ESL course will make sure they are still using English throughout the summer (which many students do not do) and help them strengthen their English skills. They will also be able to interact with students from other cultures and language backgrounds, which many students will find interesting and engaging. In addition to ESL
courses, there are other courses and one or two-day workshops that are open to, or some are aimed at, high school students. They can earn college credit for some of these courses and also learn valuable skills. I am giving students this information and will hold workshops after school with the interested students to help them enroll. They have to complete and application and need a document signed by the school principal. I will make sure they submit everything properly so that there are no problems with their enrollment. There is also an option for students to take community college courses next year. They can take ESL courses and other technical career courses. This also allows students to really see if they are interested in an area before starting the complete program. There is also an Emergency Medical Training program that is 9 months and provides students with a certificate upon completing and prepares them to take the national EMT exam. A few students are interested in nursing or firefighting and this provides them with a good opportunity to start exploring those careers.

Despite some of the planned events for the unit not being part of the lesson plans (college visits, open houses, information about summer courses and dual enrollment), the rest of the unit will be able to be replicated by other teachers, both at my current school and at other schools. Of course, each teacher may make modifications depending on their students and their needs, but these lessons plan will help teachers engage and empower students to plan for their futures after high school.
The Project

The project in its entirety can be found in the appendix.
CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Being an adolescent in high school can be a challenging time in a person’s life. For recently arrived immigrants, they have added stress because they are also balancing reuniting with members of their family, learning English and adapting to a new culture. Many of these young people also have experienced violence and trauma in their home countries (Dutro & Levy, 2008; Hones, 2007). Some newcomer students did not even want to leave their lives to come to the United States; some had to come for safety reasons due to violence in their communities, and others are seeking political asylum. Often times their family members made the decision and arrangements for them to travel to the United States. These traumatic situations of many newcomer students make the high school experience more complicated and stressful (Hones, 2007).

My experience as an ELD teacher at Anytown high school in the Bay Area of California allowed me to see an area that was lacking in my newcomer students’ education. They were not being prepared to make decisions about their futures about high school graduation. There was no curriculum or workshops that were guiding students about the importance of having a high school degree, nor how that degree would help them access college and a choose a career that they were truly interested in. The students also came from families that do not have experience with the educational system in the United States and they usually were not able to finish high school in their own countries; while families want to support their children, they often lack the experience and skills to be able to do that. Furthermore, as I have been teaching the same group of students every year since their arrival in 9th grade, I have seen many of them drop out of school. While sometimes there was a financial need to work, students also felt that school was
not beneficial for them; they were wasting their time in classes instead of at least being able to earn some money and contribute to their family.

While many students dropped out, others did stay and have continued to 11th grade. They have been challenged all year because they do not receive enough scaffolding and supports to be able to do their assignments or understand readings in class. These students struggling in classes to understand the academic content is largely due to poorly trained, or untrained, teachers (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006; Rumberger & Gándara, 2004). Many teachers at my school do not have credentials nor are they enrolled in a program. Not only do they lack awareness for lesson planning and teaching for general education students, they have hardly any preparation for working with ELL students. Even the teachers with credentials are mostly in their first or second year of teaching and do not have enough skills to adequately support newcomers and their language and social-emotional needs.

The proposed project sought to motivate and engage students in the planning of their futures after high school. I created an ELD curriculum designed to help students learn about their career and/or job interests, and to research careers, colleges, costs and scholarships. Because teachers are not adequately trained and prepared to meet either the language or real world needs of newcomer ELLs, who also usually come from home and communities with fewer resources (Gándara & Rumberger, 2006), this ELD curriculum unit provides teachers with the classroom lessons necessary to guide students in making decisions about their futures. Moreover, motivation has been identified as a critical challenge for high school ELL students and a key factor for student failure and drop-out (Meltzer & Hamann, 2004). In order to increase motivation and decrease drop-outs, it is important to engage students in their learning and in planning for their own futures.
The unit I created includes language and content goals, California ELD standards, and all the materials and steps for each lesson. The lessons have scaffolding appropriate for ELLs that have been in the US for between two and three years. Many of the lessons require students to be independent and do research (with most resources provided) based on their own interests. In this way, students will need to be active in finding information regarding what they want to study or do in the future. Teacher support is still needed for the students, but the goal is to encourage them to create their own career or college goals and understand what is needed to achieve them.

This curriculum is needed for both teachers and students. It provides teachers, specifically ELD teachers, with motivating and relevant curriculum to help students plan for their futures. Clearly this is also beneficial, and hopefully motivating, for students. It is most relevant for ELD teachers because this is most likely one of the only classes with only newcomers and where the teacher has more freedom to create lessons that support the development of the student in their new culture. This includes understanding the higher education system and what opportunities and scholarships are available to them as immigrants. This also supports teachers of ELL students because they often need support in crafting lessons that are relevant to students’ needs and experiences, which will in turn engage them more in the curriculum (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006).

My curriculum was designed for my newcomer students and their unique needs as they are finishing their junior year. I have seen that students are not prepared for senior year and do not know what they will do after graduation. Additionally, they do not know where to look for guidance, and there is not a clear, functioning system or program where students can get support in the planning process of their futures. This ELD curriculum unit will better prepare my
students, and hopefully future students as well, by providing teachers with engaging lessons that will motivate and empower students to make decisions about their futures after high school.

**Recommendations**

Teaching can be overwhelming, especially in schools with high-needs populations, such as newcomers. The needs and trauma of these students can be challenging and discouraging for teachers. Often teachers blame students for not trying harder or for their lack of interest in school. However, this can often be connected to teachers’ inexperience and curriculum that is not relevant to students (Cadiero-Kaplan & Rodriguez, 2008; Gándara & Rumberger, 2006; Rumberger & Gándara, 2004). It can be hard to find the time and resources to create new curriculum or materials for students, especially if you are not familiar with the experiences and needs of newcomers. Teachers may also assume that students will have access to career and/or college guidance through another class or program. While this may be true at some schools, hopefully newcomer teachers will investigate this and see if this need is being met for their newcomer students.

My school seemed like it would have a space for career exploration for students, but this has never happened. For example, my school has an advisory class that was 25 minutes four days a week. Each year, there is a mention of a curriculum handbook with lessons around preparing students for careers and colleges, but after a few lessons, no new material has ever been provided for teachers. In 9th and 10th grade I was able to do team building activities, birthday celebrations, journaling, yoga and other stress management activities with my newcomers in this advisory class. However, after moving to 11th grade with my students, the general education classes did not use this time as any structured way to support students. This year, because the other teachers do not require students to even be present for the whole period (they can leave and go anywhere
on campus), my classroom became the place for many newcomer juniors to meet together. I would often talk with individual students about concerns or problems they were having or help students with assignments, but it simply became a safe space for students. I never knew how many students would come to the class and was therefore never able to adequately plan activities. Students also started to refuse doing anything that appeared to be work since their peers had this time as “free time”. Ideally this ELD curriculum would be implemented in an advisory or homeroom type of class. Since that is not the case at my school, I still felt it was necessary and urgent for my students to access to this information and start to plan their futures. Furthermore, the teachers voted to eliminate advisory for next year, making this type of curriculum even more necessary for an academic class period, such as ELD.

Another recommendation for using this curriculum is to also use Google Classroom and Google Docs. Both of these are free, and many schools are already using Google Suite. This is a simple way to get information to students and to monitor their progress, give feedback and even assign points for the assignment.

Finally, an ideal newcomer program will have a plan for including career and job readiness for its students. For many students, this will also include taking English as a Second Language (ESL) courses (or working to achieve an ESL certificate) at a community college, through the school district or other local organizations and literacy programs. Students need to be exposed to different types of careers and fields of study. Community colleges have open houses, offer campus tours and usually can come to your school for information sessions. Making sure these opportunities happen for your students is vital for them to envision themselves as college students. There is often a dual-enrollment type of program where students can earn credit by taking certain college courses, either in the summer or during their regular high school year.
Examples of these can be ESL classes, the pre-requisite course to be an Emergency Medical Technician, carpentry, or computer science courses. All of these help students expand their possibilities and explore careers they might not have been exposed to before.
REFERENCES


APPENDIX

Opportunities Beyond High School: An ELD Unit for Newcomer Students
# TABLE OF CONTENTS

Chapter I – Letter to the Teacher .................................................................2

Chapter II – Unit Outline ............................................................................4

Chapter III – Lesson Plans ..........................................................................6

| Lesson #1 | 6 |
| Lesson #2 | 8 |
| Lesson #3 | 10 |
| Lesson #4 | 13 |
| Lesson #5 | 15 |
| Lesson #6-7 | 17 |
| Lesson #8 | 19 |
| Lesson #9 | 21 |
| Lesson #10 | 22 |
| Lesson #11-12 | 24 |
| Lesson #12-13 | 25 |

Chapter IV – Student Handouts ..................................................................26

| Handout #1 | 26 |
| Handout #1 Answer Key | 30 |
| Handout #2 | 32 |
| Handout #3 | 33 |
| Handout #4 | 34 |
| Handout #5 | 35 |
| Handout #6 | 40 |
| Handout #7 | 48 |
| Handout #8 | 51 |
| Handout #9 | 52 |
| Handout #10 | 54 |
| Handout #11 | 55 |
CHAPTER I
LETTER TO THE TEACHER

Dear Teacher,

This unit was designed for high school newcomers with low-intermediate or intermediate English abilities. Because every classroom is different, I suggest you modify these lessons to best fit your students’ needs. The order and timing of the lessons may vary depending on English level, ability to use technology and other scheduling conflicts or activities at your school. Specifically, lessons 4-7 might be rearranged or changed. I ordered it in this way because of the timing of our community college field trip. In addition, when I began implementing this unit with my students, it actually took us two classes to complete lesson #1. My students have never seen their transcripts and had no information about credits needed or graduation requirements. They were very concerned about this, but since it was a lot of new (and important) information, many struggled to understand everything in one class.

When planning this unit, I made some assumptions in regard to technology based on my classroom situation. I have access to Chromebooks for each student and I always use a computer and projector in my classes. These are needed for most of the classes, but they are listed in the materials section of each lesson. Also, I use Google Classroom and Google Docs. I do not explain setting them up in the unit, because I have done that in the beginning of the year with my students. It is simple for teachers and students to use. You can find instructions from Google here for how to get started. The Google Docs that are mentioned in each lesson are also listed as Handouts, but would actually be done on the computer (this is also clarified in each lesson). The document can be shared with students on Google Classroom so that each student gets a copy of it and will be able to make their own edits. The teacher also has access to each student’s version.
These are basic aspects of technology that will really enhance this unit, especially since much of the lessons involve students looking at websites or videos for personal research and recording information.

Finally, this unit has been engaging and motivating for most of my students. Many of my students have struggled with attendance this year. They are either working, which they find more satisfying than school, or they are bored and disengaged and simply do not want to come. They see no connection between high school and any future job or career. When starting to implement this unit, I found my students became very interested and excited in the lessons. Once they began investigating careers and colleges for themselves, they started to see the possibilities they have. Many students started asking me questions outside of class and wanting to know if I really believed they could go to college (which of course I do!). I took a few students to an open house at a community college and all of my students will be visiting a community college soon as a field trip. We have also been attending talks from community colleges on our high school campus. These experiences make college and continuing their education feel more real and possible for students.

I hope this is useful for you and your students. You can email me at krtoepp@gmail.com if you have any questions or need clarification.

Sincerely,

Karen Toepp
<table>
<thead>
<tr>
<th>Lesson Number</th>
<th>Topic and Activities</th>
<th>Language Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td><strong>Unit Opener</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Introduction and motivation for the unit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Song: “Roar” by Katy Perry</td>
<td>- Listening skills</td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td><strong>Class Requirements &amp; Transcripts</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Reviewing student transcripts</td>
<td>- <em>In order to graduate, I need ____.</em></td>
</tr>
<tr>
<td></td>
<td>- Complete individual senior year credits/classes needed chart</td>
<td>- 1st conditional: <em>If I don’t pass this class, I will need to take it next year.</em></td>
</tr>
<tr>
<td></td>
<td>- California A-G requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td><strong>Interest Profiler Survey</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- California Colleges website</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Complete Interest Profiler survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explore career possibilities using survey results</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 4</strong></td>
<td><strong>Chabot College WebQuest</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Complete a WebQuest for Chabot Community College before field trip</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 5</strong></td>
<td><strong>Vision Board</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify future goals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Create a vision board</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 6 &amp; 7</strong></td>
<td><strong>Career Choices Investigation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Create list of 3 careers that SS are interested in</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Complete a Fact Sheet for each career</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-How much does each credit cost at ____?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-How much would it cost you to complete a program at ____?</td>
</tr>
<tr>
<td><strong>Lesson 8</strong></td>
<td><strong>Paying for College</strong></td>
<td>-What scholarships can you apply for? What do you need to do to apply for that scholarship?</td>
</tr>
<tr>
<td>Lesson 9 Writing Future Goals</td>
<td>- Write statement of purpose / life goals</td>
<td>Academic writing (1 paragraph)</td>
</tr>
</tbody>
</table>
| Lesson 10 Self-Reflection | - Final reflection  
- Portfolio compilation  
- Start creating presentation with Google Slides |
| Lesson 11-12 Presentation Preparations | - Finish Google Slides presentation  
- Review oral presentation rubric  
- Rehearse presentation |
| Lesson 12-13 Presentations | - Class Presentations |

In each lesson, the CA ELD Standards are from pages 134-144 found here: https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
Lesson #1: Unit Opener with a Song

**Description:** Students (SS) are introduced to the unit with use the song, “Roar”, by Katy Perry.

**Content Objective:** SS will identify their obstacles to achieving their dreams and identify the supports they have to overcome the obstacles.

**Language Objective:** SS will practice listening skills and identifying words they hear.

**CA ELD Standard:** Interacting in Meaningful Ways. B. Interpretive: 5. Listening actively to spoken English in a range of social and academic contexts

**New Vocabulary to post:** motivation, reach your goals, don’t give up, thunder, hold your breath, had enough, get up, champion

**Materials:** Handout #1, computer & projector, speaker

**Assessment:** Teacher (T) will monitor students as they complete the activities. After each listening activity, the teacher will elicit correct answers from the class.

**Class activities:**

1. **Pre-Listening:** SS will match the words and definitions. Afterwards, T will ask for volunteers to put the definitions with the correct words on the hanging vocabulary chart on the wall. After completing activity #2, T will show the music video of Roar. (link: [https://www.youtube.com/watch?v=CevxZvSJLk8](https://www.youtube.com/watch?v=CevxZvSJLk8)) SS will predict what they think the song is about in Activity #3.

2. **While-Listening:** T will pronounce each word in the box and ask SS to repeat. T will play the first part of the song (using YouTube video) until 1:42. The second and third times can be played from 0:19-1:42 min. Check the answer with students. Complete Activity #2 the same way.

3. **Post-Listening:** T can brainstorm/elicit some examples before students do the work themselves. Ideas/answers for Activity #2 include parents, siblings, teachers, FAFSA, library, high school, ESL classes, community college, East Bay College Fund, scholarships, internships, their job, working at school garden etc.
4. Affirmations: T will introduce the idea of starting each class with repeating affirmations that will help them focus and stay positive. For each class, the T can present 1 or 2 examples and elicit other ideas from students. The previous unit and the first unit had readings and activities related to the development of the brain and the importance of always trying your best. Examples include: 1) I am capable of achieving my goals in life when I put my mind to it. 2) The brain is like a muscle. If I work hard and practice, I will learn English. 3) When something is challenging, I will try harder. 4) If I make a mistake, I will use it as an opportunity to learn.
Lesson #2: Analyze Class Requirements and Transcripts

Description: SS will become familiar with their transcripts, grades, California A-G requirements, and their needed classes for 12th grade.

Content Objective: SS will identify what classes they need to take senior year in order to graduate. SS will complete a graduation tracker a chart to put in their portfolio with this information.

Language Objective: SS will be able to say: 1) In order to graduate, I need ___.
and 2) If I don’t pass this class, I will need to take it next year (and similar 1st conditional sentences).

CA ELD Standard: Interacting in Meaningful Ways. B. Interpretive: 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

New Vocabulary to post: requirement, transcripts, pass, fail, retake, earn credit

Materials: Handouts # 2, 3, 4, computer & projector

Assessment: Each student must complete their graduation tracker using their transcripts by the end of class and present it to their partner.

Class activities:

1. T will pass out each student’s transcript. This has their classes taken so far, their grades for each class and the credits earned for each class. T will give Handout #2 and also project what is on the hand out. T will use a transcript (with the name blocked out) as an example. T will model looking at the transcript and coloring in the classes that the student already completed. Then they will write each class in the semester that they completed it. They will also tally the credits earned for each year. Then SS will complete this for themselves and T will monitor and assist students as needed.

2. T will give Handout #3, which describes the California A-G requirements. T will go over this with students, pointing out that these are the requirements for attending 4-year California universities. Community colleges do not have the same requirements. The handout is taken from the CalState website.

3. T will use the example transcript and the dialogue on Handout #4 to have SS practice talking about their transcripts. Two SS volunteers will read the dialogue. Then, the T
will write these 2 sentences on the board and ask SS to highlight them on their handouts:

a. *If I don’t pass Chemistry I will need to take it next year.*

b. *If I have a C in Algebra 2 for this semester, I won’t need to take it next year.*

T asks if the first part of the sentence is in past, present or future tense. SS answer that it is present tense. Then TT asks if the second part, after the comma, is in present, past or future and SS answer future. T asks how they know it is the future tense and SS say because of the word *will* and *won’t.*

4. T then asks SS volunteers to answer these questions:

a. *If you fail PE class, what will you do?*

b. *If you did not have Chemistry this year, what will you do next year?*

c. *If you want to graduate next year, how many classes will you take?*

5. T instructs SS to look at part 2 of Handout #4. SS will ask and answer the questions with a partner. If they finish early, SS can write a dialogue with the questions and answers.
Lesson #3: Complete Interest Profiler Survey

Description: Students will register and log on to their accounts of the California Colleges website. They will take the career interest survey and being exploring career possibilities based on those results and their own interests.

Content Objective: Students will complete a career interest survey on the California Colleges website and begin exploring career possibilities.

Language Objectives: Reading skills

CA ELD Standard: Interacting in Meaningful Ways. B. Interpretive: 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

New Vocabulary to post: survey, major (as field of study)

Materials: Computer & projector, Chromebook or computer for each student

Assessment: On the Educator Account, the T can see that each SS completed the career interest survey and if they saved majors to their Career Plan. Each SS should have at least one major or program of study saved.

Class activities:

1. T will project the website address or link it to the students’ Google Classroom (www.CaliforniaColleges.edu). Each student will use a Chrome book to access the website. The TT will show students from their own projected computer to log in on the top right (Step 1). SS must complete all the information correctly and with the names used on their transcripts (Step 2).
T will show SS Step 1:

T will show SS Step 2:
2. T will direct students to the top on the website, where they will hover over Career Exploration and then click Interest Profiler.

![Career Exploration Menu]

3. SS will take the survey, answering the yes or no questions about which activities they prefer to do (about 20-30 minutes to complete). T will be available to help SS with unfamiliar words. After completing the profiler, SS will be shown how their responses correspond to six interest areas: Enterprising, Social, Artistic, Conventional, Investigative, and Realistic. They will also see a list of possible careers based on their results. Their results will be saved in their My Career Plan section.

4. Once SS have their career results, they can add matching careers to their Career Lists. Then SS can use the Career Search Tool to find other related careers, to find college majors related to those careers and to find colleges that offer those majors. If interested, SS can continue exploring the website at home or in their free time.
Lesson #4: Chabot College WebQuest

Description: SS will complete a WebQuest to find information about Chabot College before the field trip there. SS will also be able to develop questions they might have about community colleges in general and Chabot College.

Content Objective: SS will complete a WebQuest to find important information about Chabot College and the possibilities of studying there before the field trip.

Language Objectives: Reading and writing skills

CA ELD Standard: Interacting in Meaningful Ways. B. Interpretive: 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

New Vocabulary to post:

Materials: Handout #5, computer & projector (optional), Chromebook for each student

Assessment: SS will turn in (on paper or on Google Classroom) their completed WebQuests. SS should have 95% of the information correct for full credit. SS will lose points for missing or incorrect information. (Exact grading and points will depend on the teacher’s and/or school’s grading system).

Class Activities:

1. T will remind SS of the upcoming field trip to Chabot College and hand out permission slips.
2. T will then ask SS to make a KWL chart in their notebooks. (K= what I know; W= What I want to know; L = learned). The topic is Chabot College. With a partner, SS have 3 minutes to complete the K and W of the chart. It is ok if they do not know anything about this college. They can also write things they know about college in general. After, T asks each pair to tell the class one thing they wrote.
3. SS can use a paper copy of Handout #5 or access it through their Google Classroom account and complete it using Google Docs
4. . The college website will be posted on Google Classroom and on the board (http://www.chabotcollege.edu).
5. SS will navigate the website and answer the questions. If they choose to write their answers on paper, SS will need to still access the Google Docs version because it has the links for specific information that are included on the document.
6. T will monitor and help SS as needed. SS can work with partners and ask each other for help, but they must each turn in their own work.
Lesson #5: Vision Board

Description: Students will use images and words to represent their goals for the next 1, 5, and 10 years. They will briefly present their posters to their classmates at the end of the lesson or in the next lesson.

Content Objective: Students will create a vision board of their future goals and present it to classmates.

Language Objectives: Reading; Language for presentation: *I chose this image because...* *These images represent...* *In 1/5/10 years, I would like to...*

CA ELD Standard: Interacting in Meaningful Ways: A. Collaborative. 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia).

New Vocabulary to post: visualize

Materials: Computer & projector, SS notebooks, magazines and old SS workbooks for cutting

Assessment: A poster board with images and words along with a brief oral presentation.

Class activities:

1. T will introduce the activity by showing examples of vision boards from the internet and/or the T’s own board. T can project these questions and have SS talk in partners for about 5 minutes. Each pair can share some of their answers afterwards.
   a. What do you see on the board?
   b. What do you think some of the images represent? Why were they chosen?
   c. What do you think is the purpose of this board?

2. Depending on SS needs and levels of independence, the T can direct them to make lists in their notebooks using different categories such as: education, work, finances (money), social, family, and travel. They can write short phrases and ideas that represent goals or for each category. While the main focus of the unit is on their future careers, there may be other aspects of their futures that are influenced by their careers and/or studies. The poster can also be divided into categories for 1 year, 5 year and 10 year-goals or visions of what their life will be. Each SS should make a rough sketch of how they want to organize their board. This might change depending on the pictures and words they find, but it will help them plan. This step will probably take around 25 minutes total.
3. When SS are ready, they T provides magazines and old workbooks that students can cut up, and T will be able to print images if SS want something from the internet.
4. If SS do not finish in this class, make sure they keep their cut-up pieces in a safe place or paperclip them to their posters. If possible, SS can also finish for homework.
Lesson #6-7: Career Choices Investigation

Description: Students will return to the California Colleges website and research more deeply their careers. They can also look at the website of the specific colleges they are interested in. They will complete a Google Doc with the information they find, and it will be included in their final portfolio.

Content Objective: Students will research and gather information about the careers they want to study after high school.

Language Objectives: Reading and writing

CA ELD Standard: Interacting in Meaningful Ways. B. Interpretive: 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.

New Vocabulary to post: bachelor’s degree, earn

Materials: Computer & projector, Chromebook for each student

Assessment: Completed Google Doc with accurate information for each career listed.

Class activities:
1. Some SS may still be finishing the vision board from last class and/or need to present. The presentation should only be a few sentences describing one or two of the goals and explaining what some of their pictures represent.
2. After Step 1 is complete, T will tell SS they are going to use Google Classroom, Google Docs and return to the California Colleges website. Before they use their Chromebooks, T will project the the Google Doc that they need to complete that is linked in their Google Classroom and see if SS have any questions. T will also go to the California Colleges website and show SS the Career Search and College tools that they need to use. T can also ask a SS for an example of a career and perform the search based on their answer. This will help show SS where and how to access the information. (The Google Doc is the same as Handout #6.)
3. This activity allows SS to be more independent and search for what they are interested in. Some SS might need more guidance, especially getting started. T should make sure to check for comprehension and ask the class what they are going to do after they open Google Classroom.
a. Because SS are most likely starting lesson 6 by finishing their vision board from lesson 5, they will need the rest of lesson 6 and most or all of lesson 7 to complete the google doc.
**Lesson #8: Paying for College**

**Description:** Students will research what scholarships are available to them. We will also walk to the Future Center on campus because most students do not know this exists. There are bilingual college advisors that help students with their college application and financial aid processes.

**Content Objective:**

**Language Objectives:** -How much does each credit cost at ____?; How much would it cost you to complete a program at ___?; What scholarships can you apply for? What do you need to do to apply for that scholarship?; Where can you get help applying to college?

**CA ELD Standard:** Interacting in Meaningful Ways: B. Interpretive: 5. Listening actively to spoken English in a range of social and academic contexts

**New Vocabulary to post:** financial aid, application, scholarship, loan, federal, eligible, interest (related to money)

**Materials:** Computer & projector, Chromebook for each student, headphones for each student (ideal but not necessary)

**Assessment:** SS will turn in their completed Google Doc with scholarship information listed.

**Class activities:**

1. T will start the lesson by activating prior knowledge and introducing new information about financial aid. The class will play a trivia game using the website Kahoot (this link is for the specific Kahoot game created for this lesson). SS are familiar with this website and will log in using the code that the T projects. This will take about 15-20 minutes.
   
   After each question, SS might have questions or doubts that the T can answer.

   a. **Kahoot Questions (the bold words are the correct answers):**

   i. Community college is impossible to pay for! **TRUE or FALSE**
   
   ii. Taking 3 classes at a community college can cost about $400 a semester. **TRUE or FALSE**
   
   iii. Some community colleges have discounted student public transportation cards. **TRUE or FALSE**
   
   iv. Non-US citizens may be eligible for state financial aid through the CA Dream Act. **TRUE or FALSE**
   
   v. You can usually work and take classes at college. **TRUE or FALSE**
vi. A scholarship is money that you have to return after you graduate.  
**TRUE** or **FALSE**

vii. You can only have one scholarship.  
**TRUE** or **FALSE**

viii. Loans are the same as scholarships.  
**TRUE** or **FALSE**

ix. Our school has a special center to help you apply to college. **TRUE** or **FALSE**

2. After the trivia game, T will have SS go to their Google Classroom accounts. They will open the Google Doc for Scholarships and complete the questions (Handout #7). This is a WebQuest type activity, where some of the links are provided. SS will be independently doing research on the internet but can also ask others for help. The T should monitor and actively be assisting SS.

3. If SS finish early or there is enough time, SS can practice speaking with their partners asking and answering questions such as:
   a. *How much does each credit cost at ____?*
   b. *How much would it cost you to complete an AA degree at ____?*
   c. *What scholarships can you apply for? What do you need to do to apply for that scholarship?*
Lesson #9: Writing Academic & Future Goals

Description: Students will write a paragraph stating their academic goals for senior year and after graduation. Students can peer edit or the teacher can edit/comment on their Google Docs if there is time.

Content Objective: Students will write a paragraph describing their goals for senior year and after graduation.

Language Objectives: Writing

CA ELD Standard: Interacting in Meaningful Ways: C. Productive: 10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.

New Vocabulary to post:

Assessment: Students followed the example text and the sentence frames to write about their future goals. They can complete it in lesson 9 or 10, depending on time.

Class activities:

1. T will tell SS they are going to formally write about everything they have researched and created so far. They will write a paragraph (or two paragraphs for more advanced SS) detailing what they need for senior year, such as passing all their classes, completing their senior project, and getting financial aid and application help from the Future Center.

2. SS will use their vision boards and the previous Google Docs they completed. SS will go to Google Classroom and open the Google Doc (Handout #8). They will complete the paragraph with their own information and goals.

3. Because it is only a paragraph and there is limited time, there probably will not much time for revisions. However, if there is time during the class or for the next lesson, the T can provide color coded revisions. (For example, Yellow = needs capital letter; Pink = missing/wrong punctuation; Blue = verb tense error; Green = subject-verb agreement error)

4. When SS complete their paragraphs, the T will print them for each SS.
Lesson #10: Self-Reflection

Description: Students will complete a final self-reflection and organize their materials into their portfolio.

Content Objective: Students will answer questions in a self-final reflection about the unit and organize all their work for their portfolios.

Language Objectives: Speaking, writing

CA ELD Standard: Interacting in Meaningful Ways. A. Collaborative: 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

New Vocabulary to post:

Materials: Computer & projector; 4 papers, each labeled: Strongly Agree, Agree, Strongly Disagree, Disagree

Assessment: Students will complete the self-reflection and have all their work for their portfolios completed. If there is missing work, students need to identify it and complete it by lesson 13 (or when they do their oral presentation.)

Class activities:

1. Before completing the self-reflection, T can do a speaking activity with SS for about 10-15 minutes. The activity is called 4 corners. SS have done this before, but T should remind them of the instructions.
   a. 4 Corners activity: T will project a statement and SS will physically move to the corner of the room that represents their opinion about it. Each corner will say: Strongly Agree, Agree, Strongly Disagree, or Disagree. (If there are students that have difficulty physically moving, T can give them the 4 signs and they can hold up their answers. Or all the SS can have signs, so as to not single out someone that cannot physically move around.) The statements do not have right or wrong answers, and it should be stressed to SS that there is no judgment about their responses. Once SS are in the corner, they should talk to their partners about their opinions and why they chose to be there. Depending on where SS are standing, the T can ask opposite groups (agree and disagree) to combine and share their ideas with those that have different beliefs. T should monitor and make sure SS are staying positive and being respectful. T will project the following statements.
a. I know what I need to do next year to be ready for graduation.
b. I know what I want to study when I graduate.
c. I think that it is better to work instead of going to college.
d. I think that college (2 year or 4 year) is possible for me.
e. I believe that continuing my studies will have a positive impact on my future.
f. I believe I will achieve my dreams.

2. T will give SS Handout #9 to complete. The first part is similar to the 4 corners activity and SS can change their answers or have the same ones from the activity. Then they will write answers to the prompts on part 2 of the handout.

3. T will hand out SS the table of contents for their portfolio (Handout #10). T will print (before class) and hand out the Google Docs that SS completed. SS will need to take out all of these materials and make sure they have everything. Then SS will put everything together in the correct order and write page numbers on the bottom of each page. Then, they will fill in the correct page number on their table of contents. (This may vary for each student.)
Lesson #11-12: Presentation Preparations

Description: Students will put the highlights of their portfolio on Google Slides (only 3-5 slides) and rehearse their short presentation.

Content Objective: Students will create a Google Slides presentation to show their goals for next year and for after graduation.

Language Objectives: Writing

CA ELD Standard: Interacting in Meaningful Ways. C. Productive: 12. Selecting and applying varied and precise vocabulary and other language resources to effectively convey ideas

New Vocabulary to post: rehearse

Materials: Computer & projector, Chromebook for each student

Assessment: Using the rubric for oral presentation (Handout #11)

Class activities:

1. T will review the presentation rubric with SS (Handout #11). This was made with the help of the website: http://rubistar.4teachers.org/

2. SS will go to their Google Classroom. They have a version of Google Slides that they can edit that lists what information is required for each slide. The T will review each slide with the class and then they will begin working. This is what each slide should have (this is listed in the SS version):
   a. Slide 1: Title page: name and date, picture that represents you and/or your goals
   b. Slide 2: What you need to do during 12th grade (classes needed, grades, senior project, college applications etc.)
   c. Slide 3–4: Goal for after graduation (List 1 or 2 career & explanation of it, college, costs, years of study, average salary). Show vision board or take pictures of it for the slides
   d. Slide 5: Conclusion: Final reflection ideas and/or motivating quote

3. If SS finish their slides, they should start rehearsing what they will say when they show each slide. They can write their ideas or their actual sentences in the Notes section of each slide.
Lesson #12-13: Presentations

Description: Students will finish rehearsing their presentations and then begin presentation.

Content Objective: Students will finish preparing for their presentations and then present to the class.

Language Objectives: Speaking, Presentation skills

CA ELD Standard: Interacting in Meaningful Ways. A. Collaborative: 2. Interacting with others in written English in various communicative forms (print, communicative technology and multimedia); C. Productive: 9. Expressing information and ideas in formal oral presentations on academic topics

New Vocabulary to post:

Materials: Computer & projector, Chromebook for each student

Assessment: Use the presentation rubric to assess the presentation

Class activities:

1. Depending on the previous lesson, the T should assess how much time SS need to finish their presentations and begin presenting.
2. Make a list of the order of SS presentations. Make sure to ask for volunteers who would like to go first or who has a preference for when they want to present.
3. Before presenting, tell SS they will give a Glow and Grow after each presentation. A Glow is something positive or something they did well, and a Grow is an area of improvement or something that was hard for them to do. Make sure SS know that this is not to simply criticize or make fun of presentations. It is constructive feedback that helps us grow and learn from our weaknesses or mistakes.
CHAPTER IV
HAND OUTS

Handout 1 (Lesson #1)

Name: ____________________________ Period: _____ Date: ______________

**ROAR**
by Katy Perry

**Pre-listening**

Activity 1. Write the correct words from the box next to each definition.

<table>
<thead>
<tr>
<th>thunder</th>
<th>had enough</th>
<th>reach your dreams</th>
<th>get up (got up)</th>
<th>champion</th>
</tr>
</thead>
</table>

1. The sound from the sky when there is a storm and lightning. ______________
2. Someone that wins a contest or a sports competition. ________________
3. To stand up. ________________
4. When you are unhappy with a situation and you want it to stop. ________________
5. When you accomplish or complete your goals. ________________

Activity 2. Answer the questions.

1. What do you do when you feel discouraged or unmotivated? What helps you feel better?
   ___________________________________________________________________________
   ___________________________________________________________________________

2. Do you think you can reach your dreams? Why or why not?
   ___________________________________________________________________________
   ___________________________________________________________________________

Activity 3. Watch the music video. What do you think the song is about? (choose all correct answers).

a. Learning to live with animals   c. Learning to be independent and reach your dreams.
b. Learning to be brave and strong.   d. Learning to overcome obstacles
**Handout 1 (Lesson #1)**

**While-listening**

**Activity 1.** You will listen 3 times. Write the word you hear on the line.

<table>
<thead>
<tr>
<th>quietly</th>
<th>hold</th>
<th>thunder</th>
<th>stood</th>
<th>point</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>down</td>
<td>politely</td>
<td>push</td>
<td>already</td>
<td>fighter</td>
</tr>
</tbody>
</table>

(1) I used to ______________ my tongue and ______________ my breath

(2) Scared to rock the boat and make a mess

(3) So I sat ______________, agreed ______________

(4) I guess that I forgot I had a choice

(5) I let you ___________ me past the breaking ____________

(6) I ______________ for nothing, so I fell for everything

(7) You held me __________, but I got up (hey!)

(8) ______________ brushing off the dust

(9) You hear my voice, you hear that sound

(10) Like _________________, gonna shake the ground

(11) You held me down, but I got up

(12) Get ready 'cause I had enough

(13) I see it all, I see it now

**CHORUS:**

(14) I got the eye of the tiger, a ______________

(15) Dancing through the ______________

(16) 'Cause I am a champion, and you're gonna hear me roar

(17) Louder, louder than a lion

(18) 'Cause I am a champion, and you're gonna hear me roar!

(19) Oh oh oh oh oh oh oh
Activity 2. Listen and put the verses in the order you hear them. Write the number on each line.

a) _____ Already brushing off the dust  
b) _____ Now I'm floating like a butterfly  
c) _____ I went from zero, to my own hero  
d) _____ You held me down, but I got up (hey!)  
e) _____ You hear my voice, your hear that sound  
f) _____ You held me down, but I got up  
g) _____ Like thunder, gonna shake the ground  
h) _____ Stinging like a bee I earned my stripes  
i) _____ I got the eye of the tiger, a fighter  
j) _____ Get ready 'cause I've had enough  
k) _____ I see it all, I see it now

Post-listening
Activity 1. What are some obstacles that might prevent you from reaching your goals?

MY OBSTACLES
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Activity 2. What sources of support do you have to overcome your obstacles? Make a list of people, resources, and/or places that can help you.

To Help Me Reach My Goals, I have...

_______________________________________  __________ _____________________________
_______________________________________  __________ _____________________________
_______________________________________  __________ _____________________________
_______________________________________  __________ _____________________________
_______________________________________  __________ _____________________________

Handout 1 (Lesson #1)
**Pre-listening**

**Activity 1.** Write the correct words from the box next to each definition.

<table>
<thead>
<tr>
<th>thunder</th>
<th>had enough</th>
<th>reach your dreams</th>
<th>get up (got up)</th>
<th>champion</th>
</tr>
</thead>
</table>
| 1. The sound from the sky when there is a storm and lightning. **thunder**
| 2. Someone that wins a contest or a sports competition. **champion**
| 3. To stand up. **Get up**
| 4. When you are unhappy with a situation and you want it to stop. **Had enough**
| 5. When you accomplish or complete your goals. **Reach your dreams**

**Activity 3.** Watch the music video. What do you think the song is about? (choose all correct answers).

a. Learning to live with animals
b. Learning to be brave and strong.

c. Learning to be independent and reach your dreams.
d. Learning to overcome obstacles

**While-listening**

**Activity 1.** You will listen 3 times. Write the word you hear on the line.

<table>
<thead>
<tr>
<th>quietly</th>
<th>hold</th>
<th>thunder</th>
<th>stood</th>
<th>point</th>
<th>fire</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>down</td>
<td>politely</td>
<td>push</td>
<td>already</td>
<td>fighter</td>
</tr>
</tbody>
</table>

(14) I used to **bite** my tongue and **hold** my breath
(15) Scared to rock the boat and make a mess
(16) So I sat **quietly** agreed **politely**
(17) I guess that I forgot I had a choice
(18) I let you **push** me past the breaking **point**
(19) I **stood** for nothing, so I fell for everything
(20) You held me **down** but I got up (hey!)
(21) **Already** brushing off the dust
(22) You hear my voice, you hear that sound
(23) Like **thunder**, gonna shake the ground
(24) You held me down, but I got up
(25) Get ready 'cause I had enough
Activity 2. Listen and put the verses in the order you hear them. Write the number on each line.

a) __5__ Already brushing off the dust
b) __1__ Now I'm floating like a butterfly
c) __3__ I went from zero, to my own hero
d) __4__ You held me down, but I got up (hey!)
e) __6__ You hear my voice, your hear that sound
f) __8__ You held me down, but I got up
g) __7__ Like thunder, gonna shake the ground
h) __2__ Stinging like a bee I earned my stripes
i) __11__ I got the eye of the tiger, a fighter
j) __9__ Get ready 'cause I've had enough
k) __10__ I see it all, I see it now
Every class is worth 5 credits per semester. **You need 230 credits to graduate.**

<table>
<thead>
<tr>
<th>YEAR 1</th>
<th>YEAR 2</th>
<th>YEAR 3</th>
<th>YEAR 4</th>
<th>EXTRA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 20</strong></td>
<td><strong>Spring 20</strong></td>
<td><strong>Fall 20</strong></td>
<td><strong>Spring 20</strong></td>
<td><strong>Fall 20</strong></td>
</tr>
<tr>
<td><strong>Spring 20</strong></td>
<td></td>
<td><strong>Fall 20</strong></td>
<td><strong>Spring 20</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Fall 20</strong></td>
<td><strong>Spring 20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring 20</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total credits earned:**  
**Credits needed:**

<table>
<thead>
<tr>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>Algebra</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra 2</td>
<td>Algebra 2</td>
<td><strong>math</strong></td>
</tr>
<tr>
<td><strong>Spanish</strong></td>
<td><strong>Spanish</strong></td>
<td>Biology</td>
<td>Biology</td>
<td><strong>Chemistry</strong></td>
<td><strong>Chemistry</strong></td>
<td><strong>Economics</strong></td>
</tr>
<tr>
<td>Art</td>
<td>Art</td>
<td><strong>language</strong></td>
<td><strong>language</strong></td>
<td><strong>language</strong></td>
<td><strong>language</strong></td>
<td><strong>language</strong></td>
</tr>
<tr>
<td><strong>Urban Ecology</strong></td>
<td><strong>Urban Ecology</strong></td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
<td>PE</td>
</tr>
<tr>
<td>Health</td>
<td>Health</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
</tr>
<tr>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
<td>elective</td>
</tr>
</tbody>
</table>

These are the classes you need to graduate. Extra classes for CSU are light grey. Extra classes for UC are light grey plus **dark grey.** Color in the classes that you passed:
Handout 3 (Lesson #2)

The California State University requires the following college preparatory pattern of classes (referred to as the “a-g” courses) for admission:

a. History and Social Science
   2 years (1 year of U.S. History and 1 year of Social Science)

b. English
   4 years required

c. Math
   3 years
   (4 years recommended)

d. Laboratory Science
   2 years with a lab class

e. Language Other than English
   2 years of the same language

f. Visual and Performing Arts
   1 year

g. College Preparatory Electives
   1 year of any college preparatory subject

See your school counselor for a detailed list of classes or visit gotocsu.com.

Taken from: http://blogs.calstate.edu/college/teachers-counselors/order-poster/
Example Dialogue:

**Raul:** What classes will you take next year?

**Maria:** Well, it depends. I don’t always go to my Chemistry class. If I don’t pass Chemistry this year, I will take it next year. Then I will take 6 years.

**Raul:** Well, if you go to class more, you will improve your grade. Then maybe you won’t have to take the class next year.

**Maria:** What about you? I know you don’t always go to your math class....

**Raul:** I’ve been going to the class this marking period though because I want a better grade. If I have a C in this Algebra 2 class for the semester, I won’t need to take it next year.

**Maria:** In order to graduate, how many other classes do you need to take?

**Raul:** In order to graduate, I just need to take a year of English, Math, History, and ELD. I want to take the Spanish for Native Speakers class too. Maybe I will take an ESL class at the community college, too. They are doing dual enrollment with the college for that class next year!

### Question | Possible Response
--- | ---
If you fail _______ class, what will you do? | If I fail _______ class, I will ___________.
If you do not have _____ class this year, what will you do next year? | Because I do not have _________ class, I will ______________.
If you want to graduate next year, how many classes will you take? | If I want to graduate next year, I will take _____ classes.
If you arrived* at the end of 9th grade, what classes will you take to graduate? | I will need to take _____ classes next year.

*arrived is used in past tense here.*
**STEP 1) How do I physically get to Chabot College?**

- Go to [http://www.chabotcollege.edu/about/directions.php](http://www.chabotcollege.edu/about/directions.php)

- Use the link for Google maps. Put in your address as the starting location and Chabot College at the destination.

- From your house, how many minutes by public transportation will it take to get to Chabot College? _____ minutes
**STEP 2) What can I study at Chabot College?**

- Which programs or degrees would you be interested in studying? Look at the list here: [http://www.chabotcollege.edu/academics/programs.php](http://www.chabotcollege.edu/academics/programs.php) If you click on the degree type for each program, you can read more information.

- Find information about 2 programs you want to study:

<table>
<thead>
<tr>
<th>PROGRAM OF STUDY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How long to complete it?</td>
<td></td>
</tr>
<tr>
<td>Starting Salary in CA?</td>
<td></td>
</tr>
<tr>
<td>Why are you interested in this?</td>
<td></td>
</tr>
</tbody>
</table>
**Handout 5 (Lesson #4)**

**STEP 3) How do I enroll here?**

-Go to the homepage (http://www.chabotcollege.edu) and click on Future Students. Write each step below.

<table>
<thead>
<tr>
<th>STEP</th>
<th>Description of Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
</tbody>
</table>

**STEP 4) Costs of College**

-From the Chabot College homepage, go to the COST section.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) How much does each credit cost?</td>
<td></td>
</tr>
<tr>
<td>2) How much is the Health fee?</td>
<td></td>
</tr>
<tr>
<td>3) How much is the Student Activity fee?</td>
<td></td>
</tr>
</tbody>
</table>

STEP 5) Financial Aid and Scholarships

Look at the website for the Oakland Promise Scholarship. Complete the information.

Website: [https://www.eastbaycollegefund.org/scholarships/oakland-promise/](https://www.eastbaycollegefund.org/scholarships/oakland-promise/)
- Attend a 2 year college: receive up to $1,000 per year
- Attend a 4 year college: receive up to $4,000 per year

### Oakland Promise Scholarship Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum GPA:</td>
<td>________________</td>
</tr>
<tr>
<td>_____% attendance at your school during senior year</td>
<td></td>
</tr>
<tr>
<td>Submit ____________ or Dream Act by priority deadline</td>
<td></td>
</tr>
<tr>
<td>Plan to be a ____________ student at a 2-year or 4-year college</td>
<td></td>
</tr>
</tbody>
</table>

STEP 6) Special Programs

- Go to this link: [http://www.chabotcollege.edu/specialprograms/](http://www.chabotcollege.edu/specialprograms/)
- Choose a program that is interesting to you (Aspire Trio, EOPS, PUENTE)

<table>
<thead>
<tr>
<th>PROGRAM:</th>
<th>Services provided:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STEP 7) Questions for the tour??

<table>
<thead>
<tr>
<th>QUESTIONS??</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### My Career Choices

**Step 1)** Identify what careers or fields of study you are interested in. Write them here:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Step 2)** From step 1, choose at least 3 **careers** that you are **most** interested in. Write them here:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Step 3) Look at the information below and then answer the questions.

**Community College**
- 1-2 years of studying
- Earn a certificate, diploma or Associate's Degree (AA)
- Career & Technical trades offered (carpentry, cosmetology, etc.)
- Can help you transfer to a university
- Low cost
- Smaller classes and personalized help

**University**
- 4 years of studying (or 2 years if you are transferring from a community college)
- Earn a bachelor's degree (or higher)
(Step 3 continued)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which type of school is usually cheaper?</td>
<td></td>
</tr>
<tr>
<td>2. In which type of school can you earn a bachelor’s degree?</td>
<td></td>
</tr>
<tr>
<td>3. Which type of school is most likely to have programs to study welding, cooking, machine technology and ESL classes?</td>
<td></td>
</tr>
<tr>
<td>4. In which type of school can you earn a certificate or an Associate’s degree?</td>
<td></td>
</tr>
</tbody>
</table>
Step 4) Now you are going to find information for each of the 3 careers you chose. You can use the [California Colleges](https://www.calcolleges.edu) website or look at the community colleges and universities listed below.

<table>
<thead>
<tr>
<th>Community College</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peralta Community College District (same application)</td>
<td>Laney College: Laney Academic Disciplines, Laney Career &amp; Technical Education</td>
</tr>
<tr>
<td></td>
<td>College of Alameda: Career &amp; Technical Programs, College of Alameda Departments</td>
</tr>
<tr>
<td>Merritt College</td>
<td>Merritt College Disciplines, Merritt College Career &amp; Technical Programs</td>
</tr>
<tr>
<td>Berkeley City College</td>
<td>Berkeley City College Degrees &amp; Certificates</td>
</tr>
<tr>
<td>Contra Costa College</td>
<td>Contra Costa College Academic Departments</td>
</tr>
<tr>
<td>Chabot College</td>
<td>Chabot College Areas of Study</td>
</tr>
<tr>
<td>University</td>
<td>Website</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>California State University East Bay (CSU)</td>
<td>CSUEB: Programs of Study by Department</td>
</tr>
<tr>
<td>University of California (UC): Davis</td>
<td>UC David Majors</td>
</tr>
</tbody>
</table>

**CAREER #1:**

1. Where can I study this career?

2. What can I earn? (diploma, certificate, Associate of Art/Science degree)

3. How much does each unit cost?

4. How many units do I need to take to complete this career?

5. What is something interesting to me about this career?

6. What types of jobs can I have? Where can I work with this career?

7. What is the average yearly salary of this career? How much would you earn each month?
**CAREER #2:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Where can I study this career?</td>
</tr>
</tbody>
</table>
| 2. | What can I earn?  
   (diploma, certificate, Associate of Art/Science degree) |
| 3. | How much does each credit cost? |
| 4. | How many credits do I need to take to complete this career? |
| 5. | What is something interesting to me about this career? |
| 6. | What types of jobs can I have? Where can I work with this career? |
| 7. | What is the average yearly salary of this career? |
CAREER #3:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Where can I study this career?</td>
</tr>
<tr>
<td>2.</td>
<td>What can I earn? (diploma, certificate, Associate of Art/Science degree)</td>
</tr>
<tr>
<td>3.</td>
<td>How much does each credit cost?</td>
</tr>
<tr>
<td>4.</td>
<td>How many credits do I need to take to complete this career?</td>
</tr>
<tr>
<td>5.</td>
<td>What is something interesting to me about this career?</td>
</tr>
<tr>
<td>6.</td>
<td>What types of jobs can I have? Where can I work with this career?</td>
</tr>
<tr>
<td>7.</td>
<td>What is the average yearly salary of this career?</td>
</tr>
</tbody>
</table>
Step 5) After researching your career or program of study, complete this chart.

<table>
<thead>
<tr>
<th>1. My Dream Career:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This career might be difficult to achieve, but this is would be your perfect choice. Maybe the college is too expensive for you or you don’t have the required GPA or English skills.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. My Target Career:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This career should be very possible for you to achieve. You can afford to pay for it and have the required skills to start taking classes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. My Safety Career:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This career is a backup plan. If you can’t study your dream or target career, you know you will be able to study this. You won’t have problems attending this school.</td>
<td></td>
</tr>
</tbody>
</table>
Financial Aid

Step 1) Go to Google and find the website for Federal Financial Aid. Copy and paste the link here:

Step 2) Watch the video on this site: [Types of Student Aid](#)
You can put English subtitles on the video. Answer these questions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How much money does the office of student aid give to students each year?</td>
</tr>
<tr>
<td>2.</td>
<td>What does FASFA mean?</td>
</tr>
<tr>
<td>3.</td>
<td>What do you get after completing FASFA?</td>
</tr>
<tr>
<td>4.</td>
<td>Do you repay a federal grant?</td>
</tr>
<tr>
<td>5.</td>
<td>Do you have to repay a federal student loan?</td>
</tr>
<tr>
<td>6.</td>
<td>Where can you get more information about Student Aid?</td>
</tr>
</tbody>
</table>
Step 3) California Promise Grant
Watch this video and answer the questions. [Video]

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What type of college do you have to attend to have this grant?</td>
<td></td>
</tr>
<tr>
<td>2. What does this grant help you with?</td>
<td></td>
</tr>
<tr>
<td>3. What application do you have to complete to see if you qualify for this?</td>
<td></td>
</tr>
</tbody>
</table>
Step 4) California Dream Act [Video]

Watch the video and answer these questions.

1. What does AB 540 eligible mean?
   
   It is a law that allows..

2. Under the CA Dream Act, who can apply for state aid programs?

3. What does the CA Dream Act help you apply for?

4. Does the CA Dream Act give you federal student aid?

5. What website can you visit to find out more information?

If you have more questions, here is information about Federal Aid for non-US citizens
Next year is my senior year in high school. If I want to graduate, I need to take ______ classes. The classes I need are ______. I need to pass all of my classes. I decided that after graduating from high school, I want to _____ . I want to do this because ______. To do this, I need to ___ (apply to college...?) . I want to go to ________ (which college?). I think college is important because __________. I already researched this ____ (career, program, degree..?) . I also have learned about financial aid, or how to pay for college. I know I can apply for _______ (what aid programs?) When I need help applying for college or financial aid, I can go to the ____________ at my school. It is located by the __________ and their goal is to ______________. I feel ______ about the next few years of my life! I know I can reach my goals.
# Handout 9 (Lesson #10)

**Self-Reflection (part 1)**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know what I need to do next year to be ready for graduation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I know what I want to study when I graduate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I think that it is better to work instead of going to college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I think that college (2 year or 4 year) is possible for me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I believe that continuing my studies will have a positive impact on my future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I believe I will achieve my dreams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-Reflection (part 2)

1) This unit was helpful for me because ____________________________________________
___________________________________________________________________________
__________________________________________________________________________.

2) The most important thing I learned was __________________________________________
___________________________________________________________________________
__________________________________________________________________________.

3) I still have these questions:
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4) I feel _______________ about my future because __________________________________
___________________________________________________________________________
__________________________________________________________________________.
### Table of Contents

<table>
<thead>
<tr>
<th>Item</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Transcripts &amp; individual graduation requirements fulfillment</td>
<td></td>
</tr>
<tr>
<td>2. Form: Classes needed for next year</td>
<td></td>
</tr>
<tr>
<td>3. Vision Board</td>
<td></td>
</tr>
<tr>
<td>4. Statement of Goals</td>
<td></td>
</tr>
<tr>
<td>5. Future Career Choices &amp; Fact Sheets</td>
<td></td>
</tr>
<tr>
<td>6. Chabot College WebQuest Results</td>
<td></td>
</tr>
<tr>
<td>7. Self-Reflection</td>
<td></td>
</tr>
<tr>
<td>8. Google Slides Presentation</td>
<td></td>
</tr>
</tbody>
</table>
## Handout 11 (Lessons #11-12)

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparedness</td>
<td>Student is completely prepared and has obviously rehearsed.</td>
<td>Student seems pretty prepared but might have needed a couple more rehearsals.</td>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>Student does not seem at all prepared to present.</td>
</tr>
<tr>
<td>Posture and Eye Contact</td>
<td>Stands up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.</td>
<td>Stands up straight and establishes eye contact with everyone in the room during the presentation.</td>
<td>Sometimes stands up straight and establishes eye contact.</td>
<td>Slouches and/or does not look at people during the presentation.</td>
</tr>
<tr>
<td>Speaks Clearly</td>
<td>Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.</td>
<td>Speaks clearly and distinctly all (100-95%) the time, but mispronounces one or two words.</td>
<td>Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.</td>
<td>Often mumbles or can not be understood OR mispronounces more than one word.</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.</td>
<td>Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.</td>
<td>Very little use of facial expressions or body language. Did not generate much interest in topic being presented.</td>
</tr>
<tr>
<td>Listens to Other Presentations</td>
<td>Listens intently. Does not make distracting noises or movements.</td>
<td>Listens intently but has one distracting noise or movement.</td>
<td>Sometimes does not appear to be listening but is not distracting.</td>
<td>Sometimes does not appear to be listening and has distracting noises or movements.</td>
</tr>
</tbody>
</table>

**Score:** _____ / 20 points

**Grade:** _____