Be ProACTive

Connecting Coursework to Future Goals in College and Career

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Grade Level	8th – 10th Grade	**Time Frame**	435 Minutes
Course	Advisory	**Duration**	7-8 Class Periods

Essential Question

How will the PreACT help connect my current coursework to my future goals in college and career?

Summary

This lesson focuses on engaging students to understand how their academic coursework connects to and affects their futures. Students reflect on their current level of academic performance, learn about the PreACT, take the PreACT, play the game Get a Life!, review and understand their PreACT scores, and reflect on their next steps to ensure college or career success.

Snapshot

Engage

Students participate in Commit and Toss based on PreACT questions.

Explore

Students learn what the PreACT is and why they are taking it. Students take the PreACT.

Extend

Students play Get a Life.

- Students choose a career that interests them, and they complete a Pre-flection exercise to activate their prior knowledge about educational requirements and work-life balance.
- Students play the **Get a Life** game and complete a **3-2-1 activity** about the relationships between career, income, and education.
- Students compare the observations they made in the 3-2-1 activity after playing the game to research career satisfaction.
- Students play the Get a Life game multiple times with specific challenge parameters.
- Students return to the Pre-flection exercise and discuss what they have learned about the relationship between education, income, and careers.

Explain

After test scores come in, students learn how to read them and what they mean.

Evaluate

Students reflect on their PreACT results and the outcomes.

Attachments

- 3-2-1 Activity—Be ProACTive.pdf
- Advisory Lesson Appendix—Be ProACTive.pdf
- Advisory Lesson—Be ProACTive.pdf
- Career Cluster Info Sheets—Be ProACTive.pdf
- Career Data Sheets—Be ProACTive.pdf
- Character Sheet and Achievements—Be ProACTive.pdf
- Commit and Toss—Be ProACTive - Spanish.docx
- Commit and Toss—Be ProACTive - Spanish.pdf
- Commit and Toss—Be ProACTive.docx
- Commit and Toss—Be ProACTive.pdf
- Exit Ticket—Be ProACTive - Spanish.docx
- Exit Ticket—Be ProACTive - Spanish.pdf
- Exit Ticket—Be ProACTive.docx
- Exit Ticket—Be ProACTive.pdf
- Game Portal Guide_v1.2 (2).pdf
- Get a Life Parent Edition—Be ProACTive.pdf
- Get a Life Student Edtion—Be ProACTive.pdf
- Lesson Slides—Be ProACTive.pptx
- PreACT Overview—Be ProACTive.pdf
- PreACT at a Glance—Be ProACTive.pdf
- Research Brief—Be ProACTive.pdf
- Teachers Guide—Get A Life.pdf
- Using Your PreACT Results—Be ProACTive.pdf

Materials

- Lesson Slides - Be ProACTive (attached)
- Commit and Toss - Be ProACTive (attached; one per student)
- Exit Ticket - Be ProACTive (attached; one per student)
- Advisory lesson for *Get a Life; Lesson 12 - Goals* (attached)
- Character Sheet and Achievements (attached)
- 3-2-1 Activity (attached; one per student)
- Career Lesson Cards (attached)
- Career Cluster Information Sheets (attached)
- Research Brief (attached)
- K20 Game Portal Teacher Account
- Writing Materials - Pen, Pencil, Paper, etc.
- 6-sided Die or another randomizer
- Career Cluster Activities
    - Bingo (linked below)
    - Career Cluster Interest Survey (linked below)
    - Life is a Highway (linked below)

15 minutes

Engage

Teacher's Note

For your students to play **Get A Life**, you'll need to set up a class in the K20 Center Game Portal ahead of time. Go to **games.k20center.ou.edu** and create an account. After you log in, you'll be able to create a class and invite students. For more information, refer to the Game Portal Guide in the Attachments section. If you experience any issues, go to games.k20center.ou.edu/support to contact user support. Further information can be found at the end of the Perfect Strain Teacher's Guide in the Attachments section.

Begin the lesson with the title slide on the attached **Lesson Slides**.

Display **slide 3**. Pass out the attached **Commit and Toss** handout and share the instructional strategy with students.

- Have students answer the three questions on their half sheet of paper and tell them ***not*** to include their names.
- Once they have completed this, instruct them to crumple up their paper into a ball and toss it to the front of the classroom.
- Have each student come up and pick up a "Commit and Toss" sheet of paper.
- Ask them to read over the responses on the paper they have selected and consider how it relates to their own responses.
- Ask students to share some of the things that stuck out to them most while reading what their peers had to say.

Teacher's Note

To make use of this activity in an online or distance learning environment, consider using an interactive word cloud application such as Mentimeter. This allows students to submit their responses anonymously, enables student conversations, and provides the teacher with a temperature of the classroom.

Display **slide 4**. Share the essential question with students, *"How will the PreACT help connect my current coursework to my future goals in college and career?"*

Display **slide 5.** Share the learning objectives for the lesson:

1. Reflect on their current level of academic performance and post-secondary goals as they relate to their PreACT results.
2. Understand the purpose of the PreACT.

150 minutes

Explore

Ask students if they know what the PreACT is and what it does. Display **slide 6**. Give students background on the PreACT. Be sure to inform them that the PreACT is the test they will take before they take the ACT in 11th and 12th grades.

Display **slide 7.** Provide students with basic information on what the PreACT looks like.

Teacher's Note: Timed Test

At this point in the lesson, you may choose to share with students that the exam is a timed event. It is to be completed in two hours and ten minutes. If you anticipate that this information will create anxiety for students, you may wish to skip it. Use discretion in whether or not to share the following breakdown of how long each portion of the test will take:

- Reading (30 minutes)
- English (30 minutes)
- Math (40 minutes)
- Science (30 minutes)

Provide students with the attached **PreACT At a Glance** and the **PreACT Overview** handouts to share with their parents.

Display **slide 8**. It is time for students to take the PreACT!

180 minutes

Extend

Congratulations! The students have completed their PreACT! Now, it's time to wait for their scores.

Teacher's Note

Use the attached **Teacher's Guide** and **slides 9-17** to walk you through the lesson. Use Learn Lesson The Benefits of Post-Secondary Education to acquaint yourself with the game. Information in this lesson will provide a more structured approach to playing the game.

Display **slide 9**. Introduce the game, Get a Life! to the students.

Teacher's Note: Getting Your Students Started on Get a Life

Prior to teaching this lesson, have students open an account in order to play the game. Keep in mind that some students might already have an account from a previous class.

For steps to signing up students, see the attached **Teacher's Guide** and visit the Game Portal.

You can find a detailed narrative in the Teacher's Guide. Students will need the following handouts while they are completing this section of the lesson, **Career Cards**, **Character Sheet**, **3-2-1 Activity**, **Career Cluster Info Sheet**, and the **Research Brief.**

Teacher's Note: Parent/Family Extension

Consider sending copies of the attached **Advisory Lesson for *Get a Life*** home with students to explore with their parents/family.

60 minutes

Explain

Once students' scores have arrived, it is time to review what they mean. Display **slide 18** to share the basic information on the PreACT scoring system, including the following:

- Score Range. The Score Range is an estimate of a student's educational performance. Scores will fall within this range.
- Benchmark Score. The Benchmark score is where students need to be in order to be ready for first-year college courses.
- Composite Score. The Composite score is the average of the English, math, reading, and science test scores.
- STEM Score. The STEM score is the average of the math and science test scores.

Display **slide 19**. Share Ann C. Taylor's reading score. Ann is a fictional student with made-up test scores to help students understand how to read their own reports. Share the score, score range, graph, and benchmark score on the image. Provide students with a few minutes to consider whether or not she is where she should be with her reading skills at this time.

Display **slide 20.** This slide displays the complete student report for Ann. Ask students to determine whether Ann is where she needs to be based on her current composite and STEM scores. How do they know? Ask them explain their reasoning.

At this time, pass out students' complete **PreACT Score Sheets.** Have them review their scores. Provide them with a few minutes of reflection time as they read through their composite scores. Encourage them to jot down any notes or thoughts they have in the margins of their papers.

Share with students that both the PreACT and ACT measure college readiness skills as they progress through high school.

Display **slide 21.** Explain the concept of Predicted ACT Composite Score Range. Stress that these scores are *estimates,* **NOT** guarantees! Students can use these predicted scores to see if they are on target to receive the scores they want when they take the ACT.

If their scores are not where they want them to be, encourage them to meet with their guidance counselor to discuss additional courses might improve their skills. Provide a few minutes of reflection time as students read through their predicted ACT composite scores. Encourage them to jot down any notes or thoughts they have in the margins of their papers.

Display **slide 22.** Share the breakdown of information that students will see on their Detailed Results page. Share with them that each of the subject tests is broken down into *reporting categories*. These are the topics the questions are based on. For example, in Math they will see the following reporting categories:

- Number & Quantity
- Algebra
- Functions
- Geometry
- Statistics & Probability
- Integrating Essential Skills
- Modeling

Each reporting category lists the following:

- The number of correct answers for the section over the total number of questions asked;
- A percentage of correct responses;
- A small bar graph to show this percentage and help students visualize their strengths and areas needing improvement.

Display **slide 23**. Ann's detailed report shows math reporting categories. Point out the following details about Ann's performance with **Functions**:

- In the second column, Ann correctly answered 4/5 Function questions.
- She scored 80% in the Percent Correct column.
- The bar graph shows her 4/5 (80%) score.

Display **slide 24.** Ask students to examine the report and consider whether or not she is where she should be with Functions at this time.

- Based on these data, are there areas where Ann needs additional support?
    - What are Ann's strongest subjects?
    - Are there questions about the report?

Provide students with a few minutes of reflection time as they read through their detailed reports. Encourage them to jot down any notes or thoughts they have in the margins of their papers.

Display **slide 25.** Discuss the elements of a Career Map with students. The Career Map breaks down how career areas differ in their involvement with four basic work tasks:

- People. Does this career help, serve, care for, or sell things to people?
- Data. Does this career focus on facts, numbers, files, and business procedures?
- Things. How critical are machines, tools, living things, and materials (like food, wood, or metal) for this career.
- Ideas. Is this a career heavily invested in knowledge, insights, and new ways of expressing something (using words, music, etc.)?

Display **slide 26**. Share Ann C. Taylor's Career Map with students. Walk them through the Career Map. Ask them to share out some things that they notice and some things that they are curious about with an Elbow Partner. If they have pressing questions, ask them to share with the whole group. Provide students with a few minutes of reflection time as they read through their individual Career Maps. Encourage them to jot down any notes or thoughts they have in the margins of their papers.

30 minutes

Evaluate

Display **slide 27**. Pass out the attached **Exit Ticket** handout and share the instructional strategy with the students. Let them know that the Exit Ticket questions are there to help guide them through a reflection over their PreACT score. Once students have completed their Exit Tickets, have them use an app such as Padlet to record their reflection. A Padlet board can be created where students can respond to a prompt with a short video.

Additional Activities

After completing this lesson, consider branching out into student-led extension career exploration activities. The first two activities are designed for students who are just starting out in their career exploration journey and aren't quite sure what they want to do after high school. The final activity is a follow-up once your students have set their goals for after high school.

- BINGO! I've Found My Career - Do you remember singing "And Bingo Was His Name-O!" when you were younger? This song was how you learned how to spell the farmer's dog's name. In this activity, we will be using the BINGO game to learn about new career options! Learning about various careers now will help you decide which one interests you. Even if you already know what you want to be when you grow up, learning about career paths will help you plan your future.
- 16 Ways To Survey My Career - The K20 Center's GEAR UP program wants to help you explore career options! This Career Cluster activity will help you think about your skills, personality, and interests to identify which clusters might be a good fit for you. While your interests will likely change over the years, the Career Cluster Survey is a great place to begin your exploration, but the journey won't end there. You can use what you learn in this survey and apply it to other career activities and exploration.
- Life Is A Highway - Just like the Game of Life, you have to make pit stops along the way. Making important life decisions like what career do you want when you're older, what colleges, tech schools, or certification programs will help you achieve those career goals, and how are you going to make sure you get there, are all important questions to ask as you continue along your journey.

Resources

- ACT, Inc. (2017). PreACT At a Glance. ACT, Inc. https://www.act.org/content/dam/act/unsecured/documents/6086-PreACT-At-A-Glance.pdf
- ACT, Inc. (2021). PreACT Overview. ACT, Inc. https://www.act.org/content/dam/act/unsecured/documents/2021/PreACT-Overview.pdf
- ACT, Inc. (2021). Using Your PreACT Results. ACT, Inc. https://www.act.org/content/dam/act/unsecured/documents/UsingYourPreACTResults-PreACT.pdf
- K20 Center. (n.d.). 16 Ways to Survey My Career. Student Activity. https://learn.k20center.ou.edu/student-resource/790
- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Bingo! I've found my career. Student Activity. https://learn.k20center.ou.edu/student-resource/787
- K20 Center. (n.d.). Commit and Toss. Strategies. https://learn.k20center.ou.edu/strategy/119
- K20 Center. (n.d.). Elbow partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.) Life is a Highway. Student Activity. https://learn.k20center.ou.edu/student-resource/1675?rev=11950
- K20 Center. (n.d.). Mentimeter. Tech Tools. https://learn.k20center.ou.edu/tech-tool/645
- K20 center. (n.d.). Padlet. Tech Tools. https://learn.k20center.ou.edu/tech-tool/1077
- K20 Center. (n.d.) The Benefits of Postsecondary Education (PSE). Lesson. https://learn.k20center.ou.edu/lesson/450