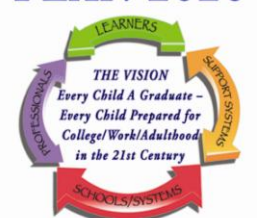




Professional Development for the Career Preparedness Course

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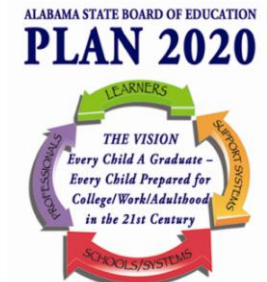
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OBJECTIVE

To present an overview of the new
Career Preparedness Course.



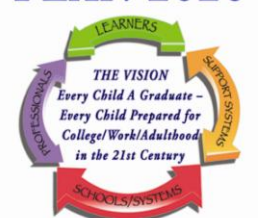


WELCOME INTRODUCTIONS



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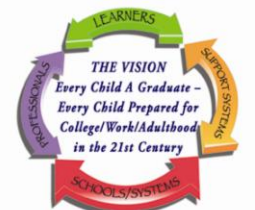
SESSION OUTCOMES

Participants will:

- Receive an overview of the Career Preparedness course.
- Become acquainted with the Plans of Instruction.
- Become aware of the FREE resources available to support effective instruction.



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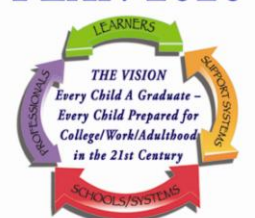




AGENDA

- Overview of Career Preparedness Course
- Academic Planning and Career Development
- Technology Skill Applications
- Financial Literacy
- Resources to Teach the Course
- Q & A Session

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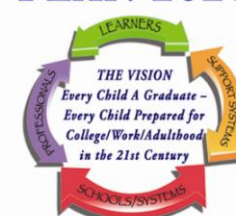


NOTEBOOK CONTENTS



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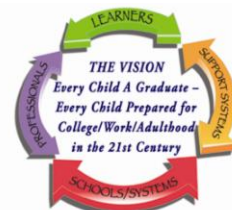


OVERVIEW

Career Preparedness is the one-credit course required for graduation beginning with entering freshmen in 2013 that can be taught in Grades 9-12. The course assists in preparing students with content knowledge and skills to be college- and career-ready.

NEW ALABAMA HIGH SCHOOL DIPLOMA

AREAS OF STUDY	REQUIREMENTS	CREDITS
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)	1
Total Credits Required for Graduation		24



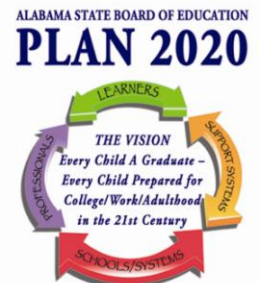


OVERVIEW

Career Preparedness (1 Credit)

Components

- Academic Planning and Career Development (7)
- Financial Literacy Knowledge (9)
- Technology Skill Applications (7)





OVERVIEW

Career Preparedness A (½ Credit)

Components

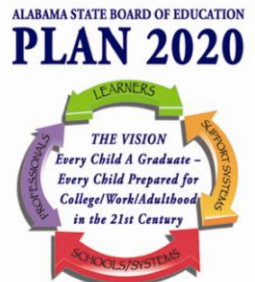
- Academic Planning and Career Development
- Financial Literacy Knowledge
- Technology Skill Applications

Career Preparedness B (½ Credit)

Components

- Academic Planning and Career Development
- Financial Literacy Knowledge
- Technology Skill Applications

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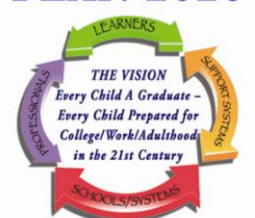


ENDORSEMENTS

- Agriscience Education
- Business Administration
- Business Education
- Business/Marketing Education
- Economics
- Family and Consumer Sciences
- General Social Science
- Marketing Education
- Mathematics

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Please refer to this document for additional guidance.



**High School Distance Learning:
Online/Technology Enhanced Course
or Experience Guidance**

Provided by: Technology Initiatives and
Curriculum and Instruction
Alabama Department of Education



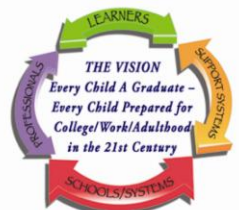


ONLINE EXPERIENCE

Definition

An online experience for this purpose is defined as a structured learning environment that utilizes technology—consistently and regularly—with Intranet/Internet-based tools and resources as the delivery method for instruction, research, assessment, and communication.

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ONLINE EXPERIENCE

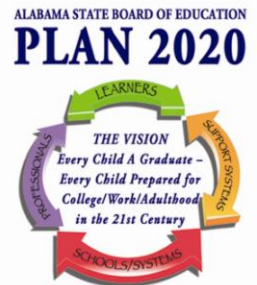
Alabama High School Graduation Requirements:

- A student may satisfy the online requirement for graduation through one or more of the following options:
 - Take an online course.
 - **Participate in online experiences incorporated into courses used to fulfill requirements for graduation.**

○

ONLINE DELIVERY FORMATS

- Web-Based Instruction – Teacher Led
- Blended Enhanced Online Instruction – Teacher Led

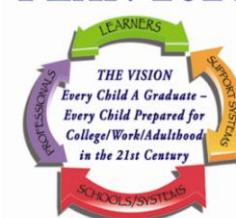




TEACHING CAREER PREPAREDNESS



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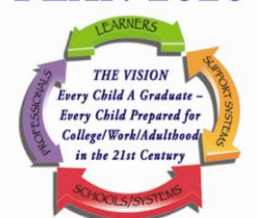
Career Preparedness Course

- Why?
- Who?
- When?
- What?
- How?



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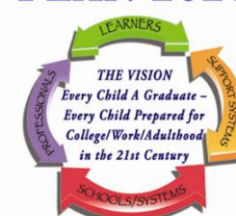




Suggested Course Outline and Pacing Chart

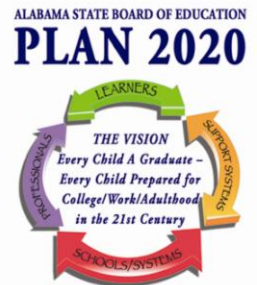
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Types of Planning

- Scope and Sequence Chart (Major Topics)
- Unit Plans/Plans of Instruction (Major Concepts)
- Lesson Plans (Unit Daily Lesson Plans)

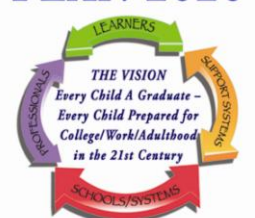




UNWRAPPING CONTENT STANDARDS

- Major Topics/Concepts (Nouns)
Content
- Minor Topics/Sub concepts
Content (Nouns)
- Skills/Instructional Strategies/Learning
Activities/Assessments (Verbs)

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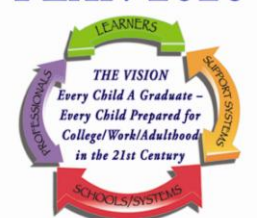


19. Demonstrate how to manage checking and savings accounts, balance bank statements, and online financial services.

- Major Concept
 - Sub Concepts

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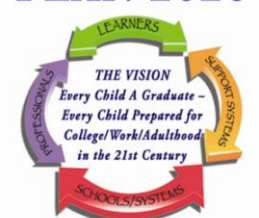




19. Demonstrate how to manage checking and savings accounts, balance bank statements, and online financial services.

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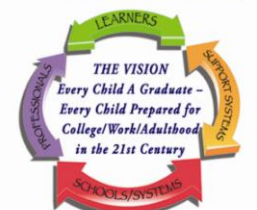
19. Demonstrate how to manage checking and savings accounts, balance banks statements, and online financial services.

Major Concepts

II. Banking and Financial Institutions

- A. Checking Accounts
- B. Savings Accounts
- C. Bank Statements
- D. Online Financial Services

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SUB CONCEPTS

A. Checking Accounts

1. Types of Checking Accounts

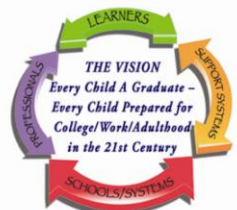
- a. Regular
- b. Interest-Earning Checking Accounts

2. Factors to Consider When Selecting a Checking Account Restrictions

- a. Fees and Charges
- b. Interest
- c. Special Services
- d. Overdraft Protection

3. Opening a Checking Account

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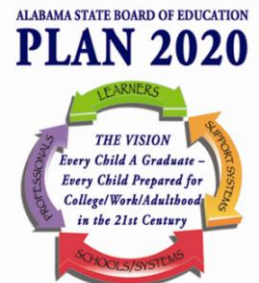
4. Parts of a Check

4. Parts of a Check

- a. Unique Number
- b. Place to Enter Date When Written
- c. Name of Payee
- d. Place to Record the Amount of the Check
- e. Place to Write out the Amount of the Check
- f. Signature Line
- g. Routing Number
- h. Account Number

5. Using a Checking Account

- a. Check Register
- b. Check Number
- c. Date
- d. Transition
- e. Payment (Debt)
- f. Fee (Debit)
- g. Deposit (Credit)
- h. Balance



6. Writing Checks

- a. Write the Current Date
- b. Write name of the Payee Who will Receive the Check
- c. Record the amount of the payment in numerals
- d. Write the amount in words
- e. Sign the check in the same manner you signed your signature and at the bank

7. Making Deposits

- a. Parts of a Deposit Slip
- b. Information about Account Holder
- c. Date
- d. Name and Address of Bank
- e. Space to record check number
- f. Space to record cash deposit
- g. Subtotal
- h. Space to record Cash You want back
- i. Space to record total amount of deposit
- j. Bank routing number
- k. Bank account number

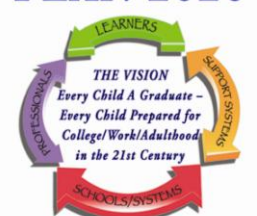
8. Check Clearing

9. Bank Statement

- a. Reconciliation
- b. Bank Reconciliation

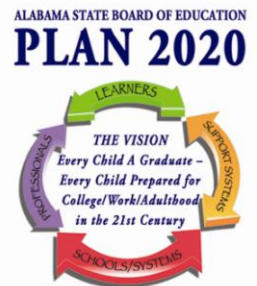
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19. Demonstrate how to manage a checking and savings accounts, balance bank statements, and online financial services.

Verb

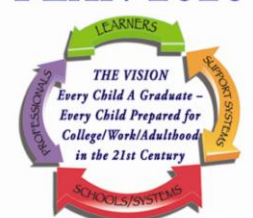


19. Demonstrate how to manage checking and savings accounts, balance bank statements, and online financial services.

Verb

- Skills
- Instructional Strategies
- Learning Activities
- Assessments

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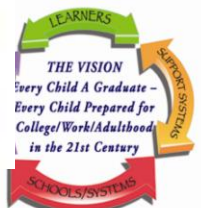


New Bloom's Taxonomy

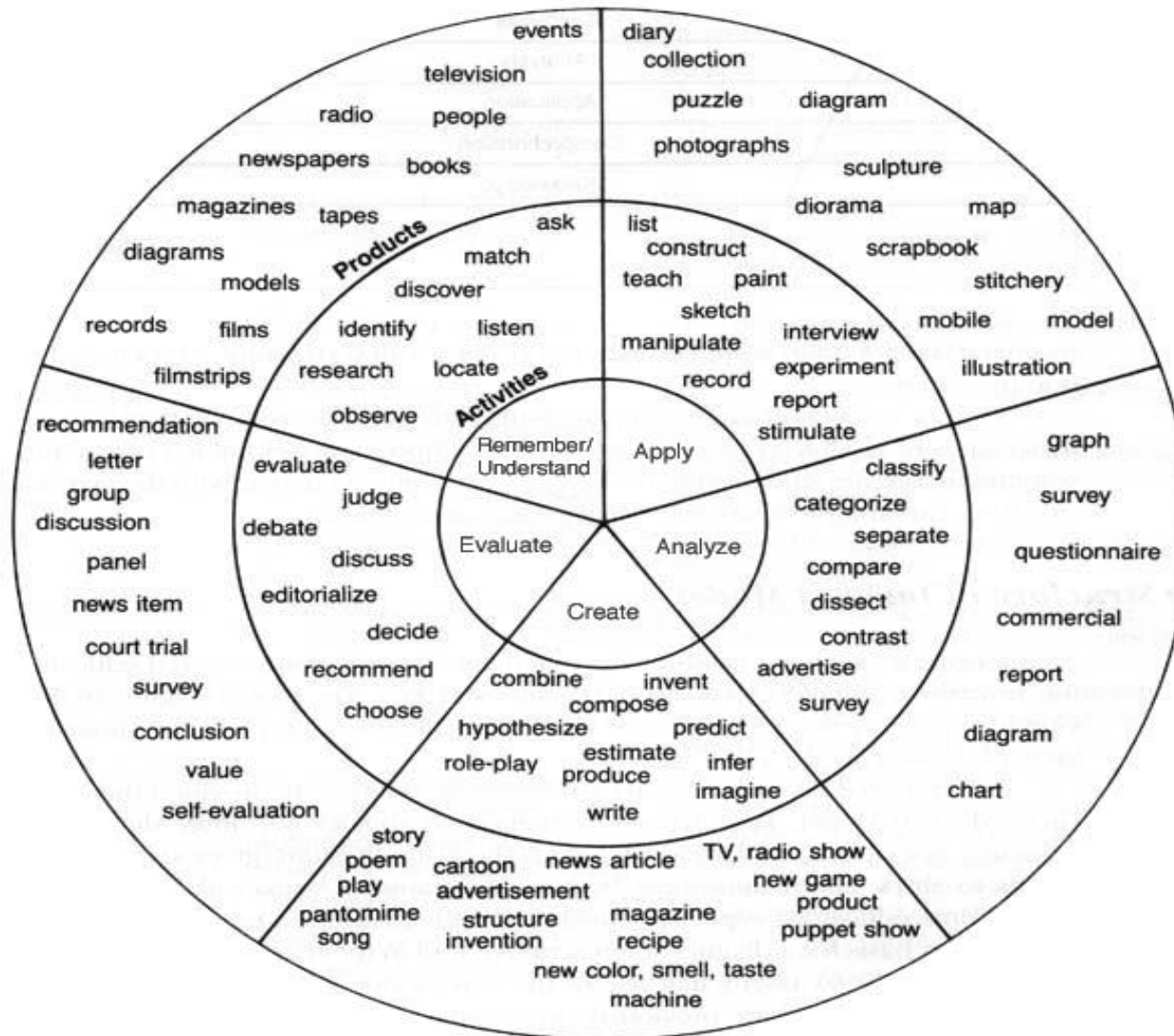


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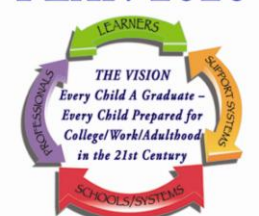
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Bloom's Taxonomy



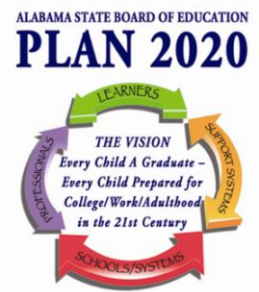
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9. Demonstrate advanced technology skills, including compressing, converting, importing, exporting, backing up files, and transferring data among applications.

VERB	NOUN
MAJOR IDEA	
ESSENTIAL QUESTION	





9. Demonstrate advanced technology skills, including compressing, converting, importing, exporting, backing up files, and transferring data among applications.

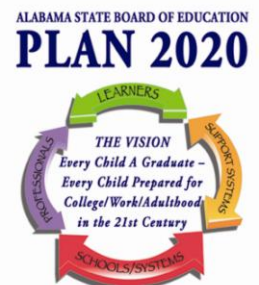
VERB	NOUN
Demonstrate	• Advanced technology skills • Compressing • Converting • Importing • Backing up files • Transferring data among applications

MAJOR IDEA

Demonstrate advanced technology skills.

ESSENTIAL QUESTION

What advanced technology skills are necessary to perform computer applications?



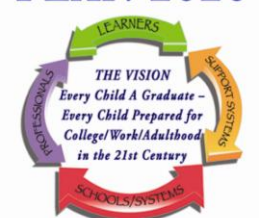


PLANS OF INSTRUCTION

TEMPLATE
DEFINITIONS
REFERENCES

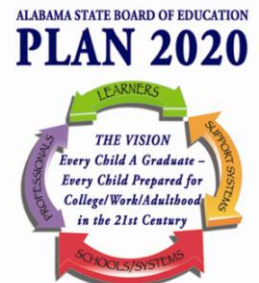


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POI Components

- Course Title
- Unit
- Time on Task
- College and Career Readiness Standards
- Learning Objective(s)
- 21st Century Learning Competencies
- Essential Question(s)
- Content Knowledge
- Suggested Instructional Strategies
- Suggested Materials, Equipment, and Technology Resources
- Assessment of Learning
- Sample Career Options
- Online Experience
- Unit/Course CTSO Activity
- Culminating Product
- Course/Program Credential

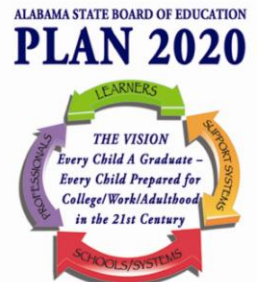


Academic Planning and Career Planning in Career Preparedness

Meg Smith,
Alabama Department of Education



alcareerinfo.org



Goal

- Every student graduates high school with the necessary knowledge and skill to succeed in post-high school education and the workforce without the need for remediation.
- 35% took remediation courses
 - 16% took remedial mathematics courses
 - 6% took remedial English courses
 - 12% took remedial mathematics and English courses

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Purpose

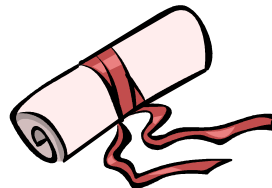
■ Diploma

- Allows the same requirements and diploma for all students from the state level, including Special Education
 - LEAs have the option of offering various endorsements/diplomas

Focus

■ Student's coursework

- Clearly articulated and individualized four-year high school plan



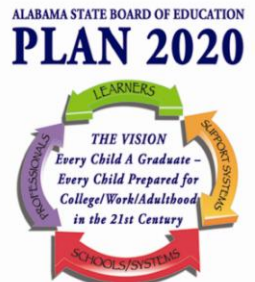
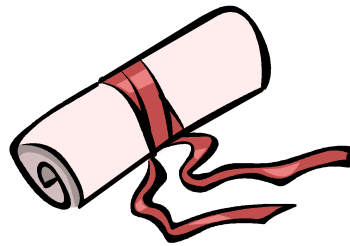
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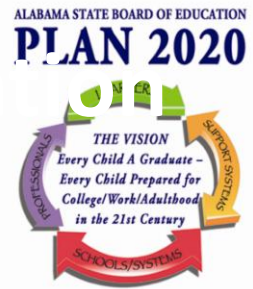
Options

- Allow more flexibility for students in pursuing their interests.
- Enable more balance through equivalent course offerings, preparing students for entry into college as well as careers.



Guidance

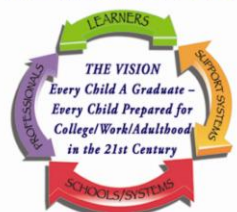
The help all students receive from parents, teachers, counselors, community members and others to assist with educational and career development.



The School's Role in Academic & Career Planning

- Involve students in decision-making by providing individualized guidance, information, and resources on career pathways and opportunities for participating in workplace-learning.
- Build student capacity and provide opportunities for students to exercise leadership and civic engagement through Career Technical student organizations and student community service organization.
- Create business and industry partnerships and connect to the economic development activities of your community.
- Work collaboratively on curriculum across disciplines that is related to the work world.

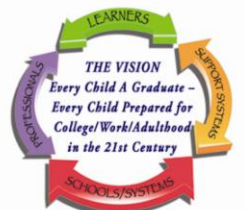
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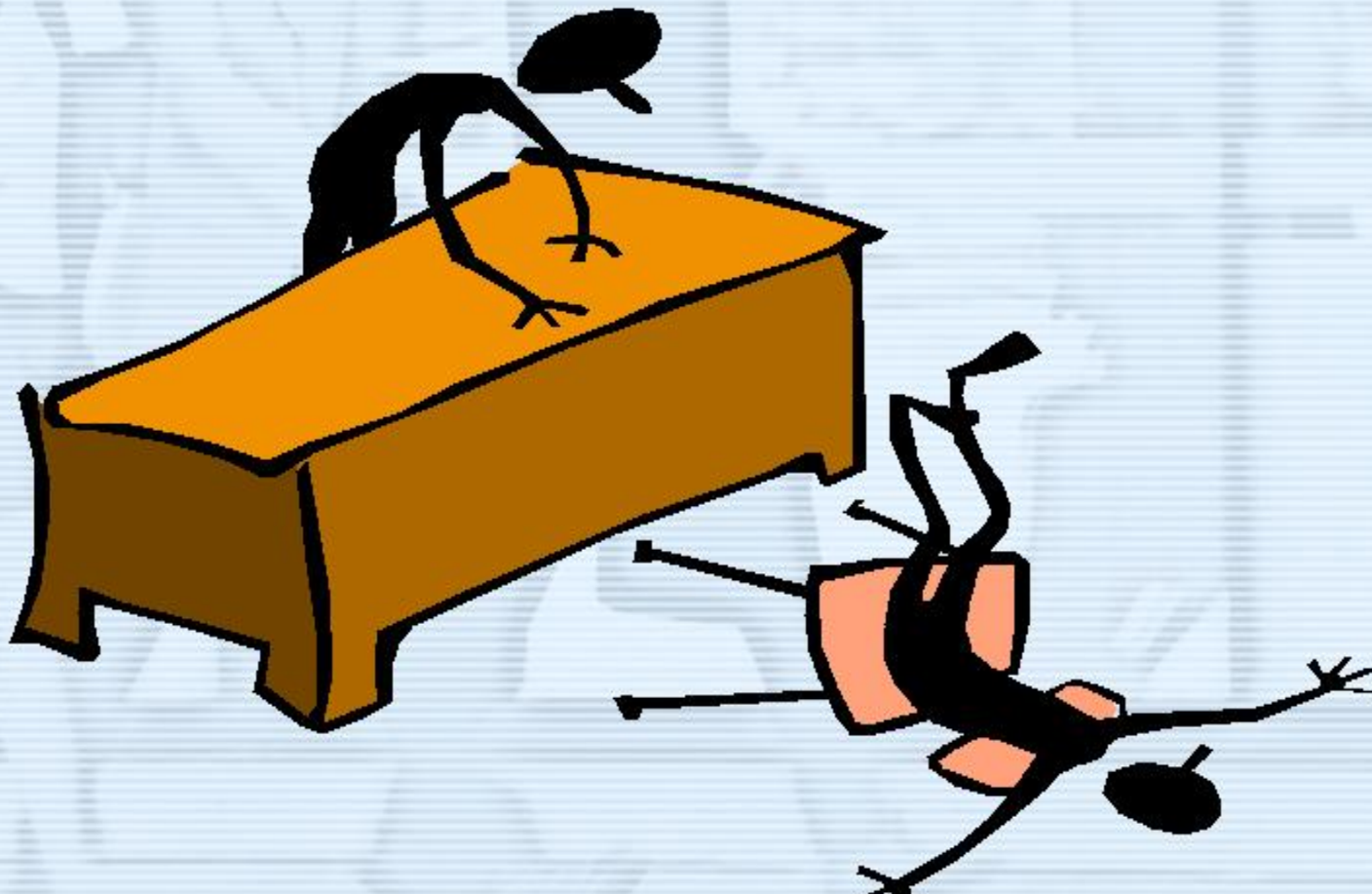
My “Career Goal”

- Go to College
- Not take “hard” courses – Your Senior year should be FUN
- Make a lot of money
- Buy a nice car
- Buy a big house
- Take long vacations
- Join the Military

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**"Help me please.
I am so confused. I don't know
what I want to be."**

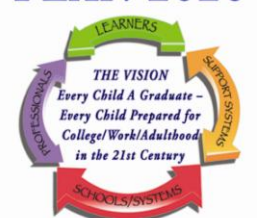


A Student's Four-Year Plan

- Is based on a career goal
- Outlines high school courses needed/suggested to reach their career goal
- Outlines postsecondary education requirement to reach their career goal

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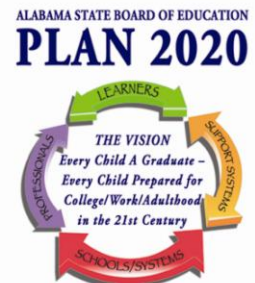


ALABAMA HIGH SCHOOL DIPLOMA

AREAS OF STUDY	REQUIREMENTS	CREDITS
English Language Arts	English 9, 10, 11, and 12 or any AP/IB/postsecondary equivalent option of these courses	4
Mathematics	Algebra I, Geometry, and Algebra II w/ Trig or Algebra II, or their equivalent. Additional course(s) to complete the four credits in mathematics must be chosen from the <i>Alabama Course of Study: Mathematics</i> or CTE/AP/IB/postsecondary equivalent courses.	4
Science	Biology and a physical science The third and fourth science credits may be used to meet both the science and CTE course requirement and must be chosen from the <i>Alabama Course of Study: Science</i> or CTE/AP/IB/postsecondary equivalent courses	4
Social Studies	World History, U.S. History x 2, and Government/Economics or AP/IB/postsecondary equivalent courses.	4
Physical Education	LIFE (Personal Fitness) One JROTC credit may be used to meet this requirement	1
Health Education	<i>Alabama Course of Study: Health Education</i>	0.5
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)	1
CTE and/or Foreign Language and/or Arts Education	Students choosing CTE, Arts Education, and/or Foreign Language are encouraged to complete two courses in sequence.	3
Electives		2.5
Total Credits Required for Graduation		24

Content Standard 5

- Investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications (e.g., Free Application for Federal Student Aid (FAFSA), grants, loans, scholarships, personal financing).



Content Standard 5

CAREER PREPAREDNESS

Unit	Academic Planning and Career Development	Time on Task: 90 minutes
-------------	---	---------------------------------

Course Content Standard(s)	5. Investigate the postsecondary/higher education admissions process, including completing admission and financial aid applications (e.g., Free Application for Federal Student Aid (FAFSA), grants, loans, scholarships, personal financing).
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College and Career Readiness Standards

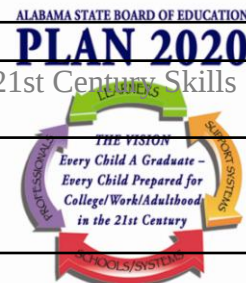
(Teachers should select the appropriate grade span standard(s) as it pertains to reading and writing.)

Reading Standards for Literacy in Science and Technical Subjects 6-12 or Reading Standards for Literacy in History/Social Studies 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Standards for Mathematical Practice
5, 9	3	4, 5

Learning Objective(s)	The student will: 1. Determine the different types of postsecondary education. 2. Compare the admissions requirements of different types of postsecondary/higher education institutions. 3. Complete postsecondary/higher education admissions applications. 4. Examine the different types of Financial Aid. 5. Complete a sample FAFSA application. 6. Compare cost and methods of payment for postsecondary education. 7. Create Power Point Presentations to analyze college cost and financial aid.
------------------------------	---

21st Century Competencies	Critical Thinking Communication Collaboration Creativity (www.p21.org/)	Source: Partnership for 21st Century Skills
---	---	--

Essential Question(s)	What kind of postsecondary educational opportunities does your career require? How do you apply for admission to college? How do you complete the financial aid process for college?
------------------------------	---

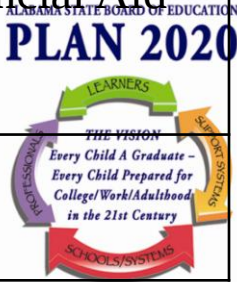


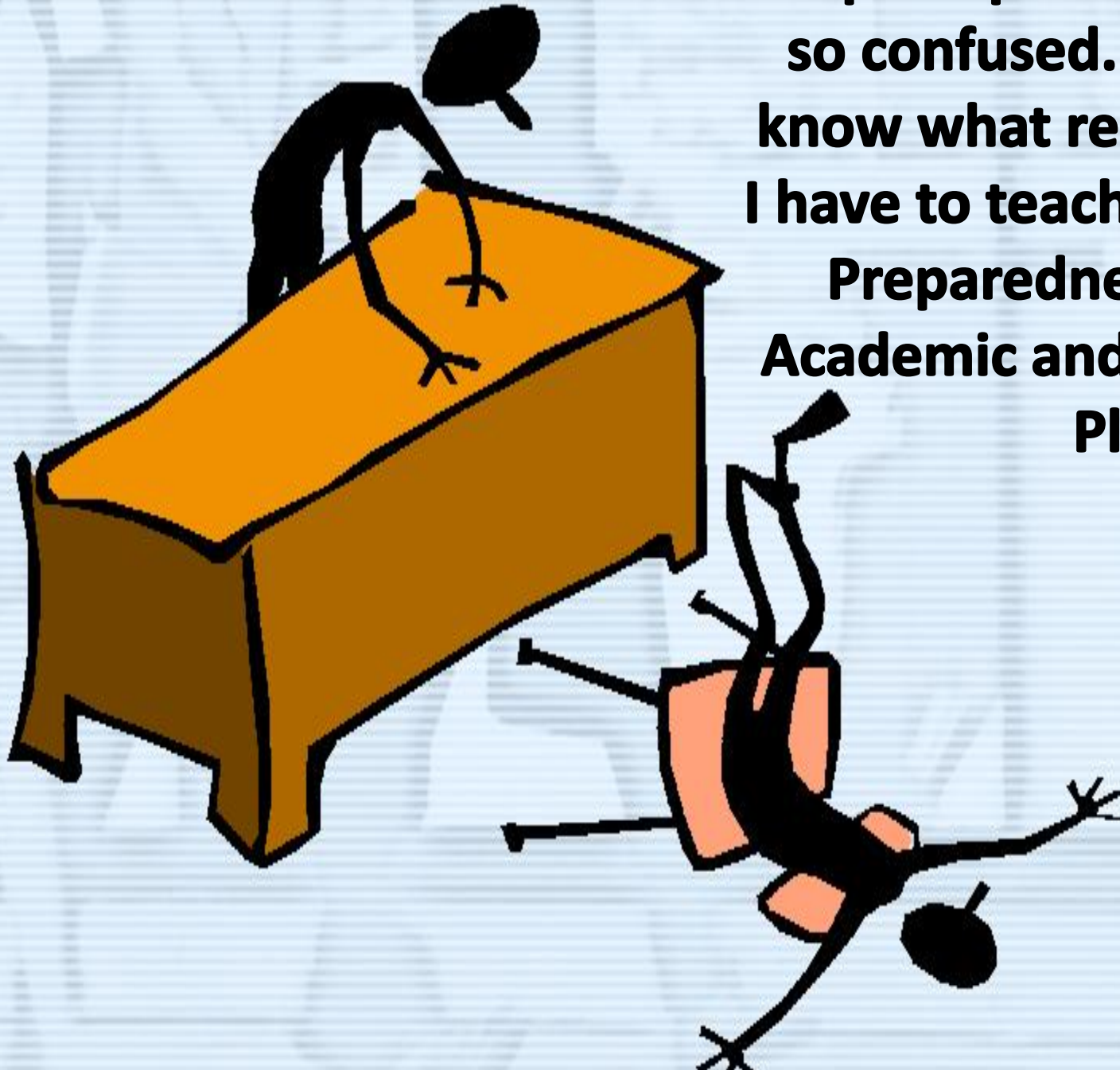
Content Knowledge	Suggested Instructional Activities	Suggested Materials, Equipment, and Technology Resources
I. Postsecondary/Higher Education Admissions A. Applications for college admission - Two-year colleges - Four-year colleges A. Financial aid process - FAFSA 4 Caster - Scholarships - Student Loans - Grants	Students complete paper applications for admission to a local college. Students search college web sites for admission requirements and an electronic applications for admission to a 2 year college and 4 year college or university – www.alcareerinfo.org and ACPS- Kuder section. Students will research how much their post-secondary education will cost depending on career choice, college choice, and financial situation. College web sites for tuition, educational degree requirements, and other cost factors. College catalogues may also be used if provided by the college. Web site www.fafsa.ed.gov link to investigate: “How to Complete the FAFSA?” <u>Federal Student Aid Guide</u> Students will create Power Point Presentations demonstrating knowledge of different methods of paying for college.	Kuder Lesson Plan: Postsecondary School Planning www.alcareerinfo.org Paper Admissions Applications from a local college Pens Computer lab with Internet access Alabama Career Information Network Life After High School tab and the Alabama Career Planning System (Kuder) or print college catalogues if available Computer lab with Internet access Alabama Career Planning System (Kuder) Microsoft Office Power Point Print versions of both state and national college catalogues ALABAMA STATE BOARD OF EDUCATION PLAN 2020 LEARNERS THE VISION Every Child A Graduate – Every Child Prepared for College/Work/Adulthood in the 21st Century SUPPORT SYSTEMS SCHOOL SYSTEMS Paper copy of the financial aid estimator Paper copy of the FAFSA

Assessment of Learning	Formative Assessments (AQTS 2.8) • College Application Completion • Power Point Presentation • Discussion • Class Participation	Summative Assessments (AQTS 2.9) • Post-Secondary Educational Plan • Credential or certification for career
-------------------------------	---	---

Sample Career Options	Registrar, Admissions Counselor, Financial Planner, School Counselor
Online Experience	Does this lesson address the required online experience? Yes No If yes, please indicate length of time in minutes. 90 minutes
Unit/Course CTSO Activity (if applicable)	Community Service through CTSO activities may lead to scholarships and resume enhancement.

Culminating Product	Power Point Presentation – College Admission Applications and Financial Aid Process Completed application uploaded to electronic portfolio
Course/Program Credential(s): Credential Certificate Other:	





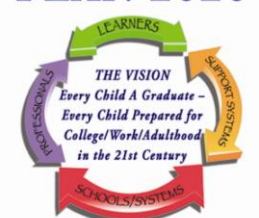
**Help me please. I am
so confused. I don't
know what resources
I have to teach Career
Preparedness with
Academic and Career
Planning.**

www.alcareerinfo.org



CTE

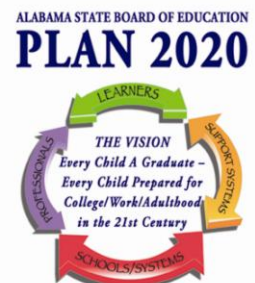
ALABAMA STATE BOARD OF EDUCATION
PLAN 2020



alcareerinfo.org

Alabama Career Information Network

- Professional Development Information
- Career Planning
- Financial Aid
- College and University Information
- Sample 4-year Plans for Alabama students
- **SUCCESS** guides for download
- *On The Job* videos
- Alabama Career Planning Network –
 - Kuder Navigator System (Grades 6 – 12)
 - Electronic portfolio
 - Electronic 4-year Educational Plan
 - Lesson Plans
- Cluster Brochures and Posters





Learning that works for Alabama

CTE™

ALABAMA CAREER INFORMATION NETWORK

Home

Career Planning

Financial Aid

After High School

Resources



SELECT LANGUAGE ▼

Career Tech ▼

ACIN ▼

Tech Prep ▼

Search our site:

NO EXCUSES
FREE money for college
FAFSA - Free Application for Federal Student Aid
www.alcareerinfo.org

Education & Career Planner: THE ANSWERS YOU NEED TO

This website is your gateway to valuable [career](#) exploration activities and coll information.

WHERE DO I START?

- **STUDENTS:** [Get Started!](#)
- **PARENTS:** [Plan Your Child's Future!](#)
- **COUNSELORS:** [Guide Your Students!](#)
- **EDUCATORS:** [Help Your Students!](#)



Latest Announcements

New! [Career Preparedness Course](#)
Information can be found [here](#).

Career Planning System

View information about both face to face and web based training for the Alabama Career Planning System - Kuder.

Alabama Hot Jobs!

Alabama's Hot 40 Demand Occupations

Lists skills, education requirements, salaries, job descriptions, and average openings for each occupation



Internet



100%



Career Planning

In today's competitive, fast-paced work environment, it is important to start thinking about your career future now! Every Alabama student deserves a chance to participate and excel in the global workplace. These resources can help you discover the career that best fits your interests and talents.

- [On The Job TV](#) is designed to give Alabama citizens a look at jobs available to them.
 - [Alabama SUCCESS Guides](#) will help you map out a successful education plan.
 - [Four-Year Education Plans](#) outline courses for careers within each cluster.
 - [Career Discovery Activities](#) include career-related lesson plans.
 - [Career Interest Inventory](#) can help people discover work activities and occupations they like.
 - [Colleges and Universities](#) in Alabama
 - [Career Forward](#) is an online course that will help students choose a career.
-



Affording Higher Education

[Affording Higher Education](#) is a book of financial aid programs for Alabama students pursuing a higher education.

Exploring Careers

[This site](#) is designed to give a quick introduction to careers for students.



Affording Higher Education

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Exploring Careers

[This site](#) is designed to give a quick introduction to careers for students.

Making the Difference Video

NASDCTEc recently has created a video, [CTE: Making the Difference](#), which underscores CTE's achievements and potential to help our nation in this global economy.

Go Build Alabama

Created by the Alabama Construction Recruitment Institute, the [Go Build campaign](#) is designed to educate young people on the value of learning a trade, dispel their misconceptions about the construction industry and inspire them to consider building a career as a skilled construction tradesman. Through this advertising, public relations and social media campaign, ACRI aims to provide better opportunities for construction tradesmen, more highly skilled employees for construction businesses and enhanced economic development for Alabama and the nation.

The Futures Channel

[The Futures Channel](#) provides great videos and information that links scientists, engineers, explorers and visionaries with today's students.

State Scholars Initiative

A new pilot program "State Scholars Initiative" will begin this fall. Pilot programs will be conducted in Dothan, Jefferson County, and Winston County. Approximately 6 schools will be targeted in these areas. The program partners business people with 8th grade students and will follow the students until graduation. The purpose of the program is for students to obtain an advanced diploma (academic and career tech) and be college and career ready by graduation. Business partners in the community will



ALABAMA CAREER INFORMATION NETWORK

[Home](#)[Career Planning](#)[Financial Aid](#)[After High School](#)[Resources](#)[ACPS Kuder](#)[SELECT LANGUAGE](#)[Career Tech](#)[ACIN](#)[Tech Prep](#)[Search our site:](#)[Go](#)

Four Year Education Plans

Four-Year Education Plans outline courses for careers within each cluster.

The files below are in PDF format. Files are also available in [Microsoft Word .DOC Format](#) and [Microsoft Word .DOCX Format](#).

[Agriculture, Food, & Natural Resources - Power, Agribusiness Systems Pathway](#)

[Agriculture, Food, & Natural Resources - Power, Animal Systems Pathway](#)

[Agriculture, Food, & Natural Resources - Power, Environmental and Natural Resources Pathway](#)

[Agriculture, Food, & Natural Resources - Power, Plant Systems Pathway](#)

[Agriculture, Food, & Natural Resources - Power, Structure & Technology Pathway](#)

[Agriculture, Food, & Natural Resources](#)

[Architecture & Construction](#)

[Arts, AV, & Communication](#)

[Business, Management, & Administration](#)

[Education & Training](#)

[Finance](#)

[Government and Public Administration](#)

[Health Science](#)

[Hospitality and Tourism](#)

[Human Services](#)

[Information Technology](#)

[Law, Public Safety, Corrections, & Security](#)

[Manufacturing - Maintenance](#)

[Manufacturing - Production](#)

[Marketing](#)

Business, Management, and Administration Cluster Sample Education Plan

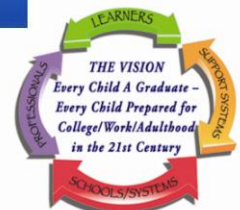
	ENGLISH	MATH	SCIENCE	SOCIAL STUDIES	OTHER REQUIRED COURSES	CAREER AND TECHNICAL COURSES	
9 TH GRADE	English 9	Algebra I	Physical Science	World History to the Present	- Physical Education -1 - Health – ½ - Fine Arts – ½ - Computer Application – ½ - Foreign Language I - Foreign Language II	- Business Technology Applications - Business Essentials - Commerce Communication - Management Principles - Business Finance - Information Technology Support and Services - Computer Management and Support - Commerce Communication - Accounting - Law In Society - Management Principles	- Multimedia Design - Information Technology Support and Services - Computer Management and Support - Commerce Communication - Accounting - Law In Society - Management Principles
10 TH GRADE	English 10	Geometry	Biology	United States History to 1877			
11 TH GRADE	English 11	Algebra II with Trig	Chemistry	United States History from 1877 to the Present			
12 TH GRADE	English 12	Pre-Calculus or Calculus or Higher Level Mathematics	Physics	Economics/ United States Government			
COMMUNITY COLLEGE							
	Cluster/Degree/Certification Course Work		Cluster/Degree/Certification Course Work		Cluster/Degree/Certification Course Work		Cluster/Degree/Certification Course Work
HIGHER EDUCATION	Degree completion requirements		Degree completion requirements		Degree completion requirements		Degree completion requirements



The Alabama Career Planning System- Kuder



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Alabama Career Planning System

[LOGIN NOW!](#)

The Alabama Career Planning System provides education and career planning resources to help you build a successful future. Whether you're searching for higher education or training, exploring career options, or creating a professional portfolio of materials for the job search, the system can provide you with the tools you need.

[Students](#)

With the Alabama Career Planning System you can plan for education and prepare for careers by learning about your interests, skills, and work values and exploring your options using a variety of interactive tools.

[Counselors/Educators](#)

The Alabama Career Planning System provides the Kuder Administrative Database Management System to assist educators with connecting directly with students and making informed, real-time educational program decisions.

[Students](#) · [Parents](#) · [Counselors](#) · [Educators](#) · [About ACIN](#) · [ACIN Partners](#) · [Site Map](#)

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Phone: 334-242-9111 · Fax: 334-242-0234 · Email: webmaster@alcareerinfo.org



Internet



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ALABAMA CAREER PLANNING SYSTEM



College Planning

Career Planning

Financial Aid

Career and Technical Education

Alabama Job Bank

Workforce Education and Career Assistance Network

Workforce Development

Alabama Department of Labor

Department of Education

Welcome!

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get started!

system users





ALABAMA CAREER PLANNING SYSTEM

ACPS

College
PlanningCareer
PlanningFinancial
Aid

Paying for College

Student Aid Programs

Prepaid Affordable College
Tuition Program

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get started!

Username
Password

Log In

system users

ATION
20College work/Adulthood
in the 21st Century

SCHOOLS/SYSTEMS



Home

Learn About
MyselfExplore
OccupationsPlan for
Education

Plan for Work

Find a Job

My Portfolio

**My Profile**User Name:
LoriBecker5E-mail:
beckerl@kuder.com

Edit ▶

Messages

New Messages: (0)

Received Messages: (0)

Check Messages ▶

Welcome to Kuder Navigator!

Ready to explore your education and career options? Begin making decisions about your future by choosing one of the menu items at the top of the page. You can start wherever you want to - take an assessment, explore occupations, or manage your career goals in [My Portfolio](#).

Keep an eye on your **Assessments** and any **Recommended Links** below. These will help you keep on track with your career planning.

assessments*Interest Checklist*

Finish ▶

Kuder® Skills Confidence Assessment

What do you believe you're good at doing?



Start ▶

Kuder® Work Values Assessment

Learn what's most important to you.



Finish ▶

Kuder® Career Interests Assessment

Connect your top interests with career clusters.



Start ▶

recommended links[Des Moines Area Community College](#)

(Recommended by Lori's Test Site)

[Sample](#)

(Recommended by Lori's Test Site)

[volunteer match](#)

(Recommended by Lori's Test Site)

complete my profile

Click on any of the following options to quickly and easily complete your profile:

[+ Land Line Numbers](#)**career planning timeline**

Completed tasks: 12 %



Check out the tasks on your [Career Planning Timeline](#) for high school.

note taker

Keep track of dates, meetings, and events important to your education and career planning.

[Go](#)

Home

Learn About
Myself

Explore
Occupations

Plan for
Education

Plan for Work

Find a Job

My Portfolio

Learn About Options after
High School

Make an Education Plan

Review Education Needed
for Favorite Occupations

Find Schools

Prepare for College
Entrance Tests

Learn About Financial Aid



Plan for Education

At this point, you've probably made a tentative choice about your future. Next, you'll want to decide what to do after high school to get there. Now is the best time to make plans to get the education or training you need for your career choice. Explore some of these resources and update your education plan below.

options after high school

Do you know what you'd like to do after high school? Take a look at some of your options below.

- ▶ [Get a Job](#)
- ▶ [Military Training](#)
- ▶ [On-the-Job Training or Apprenticeship](#)
- ▶ [Community College or Technical School](#)
- ▶ [Four-Year College or University](#)

college prep

Search for colleges and universities across the nation.



[National Schools](#) ▶

Test Prep

It's important to plan and prepare for your college entrance exams, like the

other resources

[General Educational Development \(GED®\)](#)

Visit the American Council on Education web site to find information about the GED.

[Online High Schools](#)

Learn more about high schools that offer classes online.

career planning timeline

Completed tasks: 12 %



Check out the tasks on your [Career Planning Timeline](#) for high school.

note taker

Home

Myself

Occupations

Education

Plan for work

Find a job

My Portfolio



My Profile

User Name:
LoriBecker5

E-mail:
beckerl@kuder.com

[Edit ▶](#)

Messages

New Messages: (0)

Received Messages: (0)

[Check Messages ▶](#)

Career Planning Timeline

This timeline tells you which activities you should complete in *Kuder® Navigator* at each grade level. Be sure to complete those for the grade you're in now. Just click on the activity to do it. Please check off each task after you have completed it.

High School Tasks

9th Grade Tasks

COMPLETED	TASK
☒	1. Take, retake, or review results of the Kuder® Career Interests Assessment.
☒	2. Explore occupations in the top 5 pathways from your Kuder® Career Interests Assessment score report.
☒	3. Make a tentative selection of the pathway(s) of your highest interests.
☒	4. Review your options after high school.
☐	5. Review sample plans of study.
☐	6. Review or update your education plan.
☐	7. Update your portfolio.

career planning timeline

Completed tasks: 12 %



Check out the tasks on your [Career Planning Timeline](#) for high school.

note taker



Keep track of dates, meetings, and events important to your education and career planning.

[Go](#)

Home

Myself

Occupations

Education

Plan for Work

Find a Job

My Portfolio



My Profile

User Name:
LoriBecker5

E-mail:
beckerl@kuder.com

Edit ▶

Messages

New Messages: (0)

Received Messages: (0)

Check Messages ▶

Education Plans

Select the highest level of education that you expect to achieve.

Bachelor's degree (four years of college/university)

Select

Selected Option After High School

No road selected

Education Plans

Education Plans that you have made for any cluster are listed below. Click on the title to view the plan.

NAME	MODIFIED
------	----------

Favorite Postsecondary Majors

Find schools that offer each major by clicking on its title. You may delete individual titles or reprioritize the list.

NAME	ACTIONS
------	---------

There are no favorites to display.

Notes

Review any notes that you've created. To manage all your notes, go to Note Taker.

directional guidance

You will have lifetime access to this portfolio. So, return here often, and keep it updated. Make this portfolio your one place to record your latest choices and upload documents related to career planning.

career planning timeline

Completed tasks: 9 %



Check out the tasks on your [Career Planning Timeline](#) for high school.

note taker



Keep track of dates, meetings, and events

[Learn About Options after
High School](#)[Make an Education Plan](#)[Review Education Needed
for Favorite Occupations](#)[Find Schools](#)[Prepare for College
Entrance Tests](#)[Learn About Financial Aid](#)

Select Education Plan

Select



Create



Finalize



Approve

Now that you had a chance to review different sample education plans, it is time to select one that you can use as a guide to create your own. Note that you will need to have some understanding about the 16 Career Clusters. If you need to review the clusters before making a choice [click here](#). After you are done exploring, you can come back here by choosing the *Plan for Education* tab above.

Select the school you plan to attend and indicate the grade level you are in before moving on. You will also need to select your current school year from the drop-down menu.

School:

Diploma
Program:

[Click to Select]

[What is this?](#)

Area of Study: *

[Click to Select]

Grade Level:

11th Grade

School Year *

2012-2013

Tech Prep
Student:

[Click to Select]

helpful items in my portfolio

Review the following items in your portfolio before choosing a cluster for your education plan.

[Interest Inventory Results](#)[Favorite Occupations](#)[Planned Level of Education](#)

career planning timeline

Completed tasks: 12 %



Check out the tasks on your [Career Planning Timeline](#) for high school.

note taker

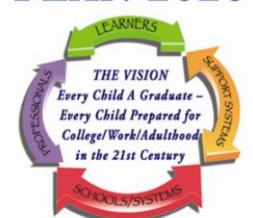
After the Interest Inventory and the Aptitude Assessment, what are the next steps?

■ Research and Planning

- How do interests and aptitudes link to careers?
- What are career clusters and pathways?
- What does a career cluster, a pathway or an occupation require?
- How do I meet those requirements?
- What can I do in high school to make the road to my career smoother?

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Welcome!

Your *Kuder® Administrative Database Management System (ADMS)* offers you a wide array of reports, tools, and resources, as well as easy-to-use administrative options. With the *ADMS* you can ease users' experience in the *Kuder* system, help maximize usage of the different solutions we offer you, and collect information that is useful when developing career programs.

At A Glance

View results in: ☒ National clusters ☐ Holland clusters

Total registered users 233,829

New Users: 31,562
Returning Users: 42,310
Total Log Ins: 111,748

Total # of assessments completed to date 417,631

KCIA: 213,709
KSCA: 119,788

Interests

Skills

Work Values

Kuder® Career Interests Assessment

You can click on the title of the cluster or the icon, count, or percentage to drill down further.

National clusters

Count Percent



Human Services

17852

11%

My Profile

Welcome: Margaret Smith
E-mail: msmith@alsde.edu

[Edit](#)

[Navigator Activation Codes](#)

Used: (58705)
Remaining: (276401)

[Journey Activation Codes](#)

Used: (0)
Remaining: (0)

Lesson Plans

To facilitate usage of the system in your classroom, please review recommended lesson plans for the core school subjects below. These lesson plans are designed to help you by supplying activities that encourage students to interact in the system within the framework of the course.

Each lesson plan comes with a Teacher Guide that you may use when organizing the activity, as well as a Student Worksheet that you can distribute to students. Click on the links below to open PDF documents for view, download, and print.

Alabama Activities

Comparing Interests

- [Teacher Guide](#)
- [Student Worksheet](#)

Education Plan

English

Lesson 1

- [Teacher Guide](#)
- [Student Worksheet](#)

Lesson 2

Math

Lesson 1

- [Teacher Guide](#)
- [Student Worksheet](#)

Lesson 2

My Profile

Welcome: Margaret
E-mail: msmith@alsde.org

[Edit](#)

[Navigator Activation](#)

Used: (58705)
Remaining: (2764)

[Journey Activation](#)

Used: (0)
Remaining: (0)

Communications

Messages
You have 1 message



Title: Learning About Postsecondary Institutions

Overview/Annotation: Students will research postsecondary institutions and learn how to contact them to make a visit.

Content Standard(s): Counseling and Guidance

Local/National Standard(s): Grade 11, Standard 11: Learning Effectively: Contact postsecondary institutions for visits.

Primary Learning Objective(s): Students will learn how to search a national postsecondary database, identify some schools of high interest, and research them further, including scheduling a visit.

Additional Learning Objective(s): Students will learn how postsecondary schools differ from one another.

Approximate Duration of the Lesson: 60 minutes

Materials and Equipment: A worksheet titled *Postsecondary School Planning* (included as an attachment), one copy per student.

Technology Resources Needed: Each student needs access to *Kuder® Navigator* at www.alcareerinfo.org for at least one hour from school, home, or a local library.

Background Preparation: Your students should all have individual accounts on www.alcareerinfo.org. If they don't, you can get their login information from your *Kuder® Administrative Database Management System*, or check with your site administrator (typically your careers teacher or school counselor). Even if students only have their user names, they can reset their passwords. Although the worksheet is self-explanatory, you may wish to go through the steps yourself prior to leading students through the activity in case they need assistance. This activity will be more useful if students complete the Postsecondary School Planning Worksheet prior to using *Navigator*. Discussion of this worksheet by the student with parents and school counselor in advance of this activity would make it even more useful.

Procedures/Activities: Students will follow the steps on the worksheet to navigate the system and complete the lesson.

Attachments: A student worksheet titled *Postsecondary School Planning*. Each student needs a copy.

Assessment Strategies: Teachers or school counselors could ask individual students to describe in detail the two or three schools that they are most seriously considering.

Extension: Plan a field trip to local postsecondary schools and/or invite representatives to come to the high school to meet students who have selected their schools as favorites.

Remediation: Students may need assistance from parents and/or school counselor to make decisions about some of the characteristics they use to search for postsecondary schools.



Name: _____

Postsecondary School Planning: Student Worksheet

The goal of this activity is to help you research postsecondary schools and education options as well as contact those schools to make a visit.

Ranking Characteristics

There are many factors to consider when narrowing the list of postsecondary school options. To help you determine which ones are most important to you in selecting a school, read the characteristics below. Then, mark your most important characteristic by putting the number 1 in the line next to the characteristic title. Continue this process with all eight characteristics, placing a 2 next to your second most important characteristic, and so on. These characteristics align with those used to narrow your search results in *Kuder® Navigator*.

___ **Geographic Location:** Select the state or region in which you wish to attend school.

___ **Setting:** Determine the type of setting (city, suburb, town, rural, etc.) in which you wish to attend school.

___ **Type of Degree:** Identify the type of degree (associate degree, bachelor's degree, etc.) the school you plan to attend must offer.

___ **Enrollment:** Choose what size of school you wish to attend based on student enrollment.

- ___ **Enrollment:** Choose what size of school you wish to attend based on student enrollment.
- ___ **Control of School:** Determine if you want to attend a public or private school, including profit status and religious affiliation, if applicable.
- ___ **Admission Test Requirements:** Write in your test scores if you have taken the SAT® or ACT®.
- ___ **Cost:** Enter tuition, fee, and room & board ranges depending on the cost you expect to contribute toward your education.
- ___ **Majors:** Select a broad major area that you intend to study in school. Then, choose a specialty area within that major, if applicable.

Finding Schools

- Go to www.alcareerinfo.org. Click on the ACPS KUDER tab then “Login Now!” Enter your user name and password, then click Log In.
- Click on the [Plan for Education](#) top navigation tab and select [Find Schools](#) from the left navigation menu.
- Using the plus signs, expand each characteristic to narrow the list of possible schools in your search. Begin with the characteristic you ranked above as most important, continuing until the total schools available that meet your search criteria is narrowed to approximately 10 schools.

- Click [See list](#) once you have chosen all of your desired characteristics.
- Click on a school name to view information for that institution. To save a school to your portfolio, click on the star in the upper left corner.
- Review the information about the school, using your browser's back button to return to your school list. Keep researching schools until you can find at least five schools you wish to save to your portfolio.

Contacting Schools

- Click on the [My Portfolio](#) top navigation tab. Scroll down to the section titled [review your favorites](#) and click on [Schools](#).
- Using the arrows to the right of each school, arrange the schools in order of most interest to least interest. Write the schools in your order of preference here:

- Beginning with the school that interests you most, click on each school title to find contact information for that institution. Call, email, or write to at least three of your top five schools to request more information and/or set up a college visit.

Content Knowledge

I. Postsecondary/Higher Education Admissions

A. Applications for college admission

1. Two-year colleges
2. Four-year colleges

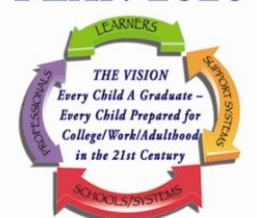
A. Financial aid process

1. FAFSA 4 Caster
2. Scholarships
3. Student Loans
4. Grants



ALABAMA STATE BOARD OF EDUCATION

PLAN 2020



Suggested Instructional Activities

Students complete paper applications for admission to a local college.

Students search college web sites for admission requirements and an electronic applications for admission to a 2 year college and 4 year college or university – www.alcareerinfo.org and ACPS- Kuder section.

Students will research how much their post-secondary education will cost depending on career choice, college choice, and financial situation.

College web sites for tuition, educational degree requirements, and other cost factors. College catalogues may also be used if provided by the college.

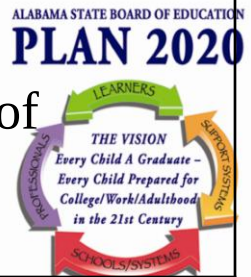
Web site www.fafsa.ed.gov link to investigate:

“How to Complete the FAFSA?”

Federal Student Aid Guide

Students will create Power Point Presentations demonstrating knowledge of different methods of paying for college.

alcareerinfo.org



Suggested Materials, Equipment, and Technology Resources

Kuder Lesson Plan: Postsecondary School Planning www.alcareerinfo.org

Paper Admissions Applications from a local college

Pens

Computer lab with Internet access

Alabama Career Information Network Life After High School tab and the Alabama Career Planning System (Kuder) or print college catalogues if available

Computer lab with Internet access

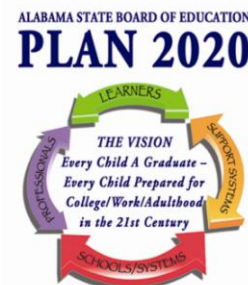
Alabama Career Planning System (Kuder)

Microsoft Office Power Point

Print versions of both state and national college catalogues

Paper copy of the Financial Aid Estimator

Paper copy of the FAFSA



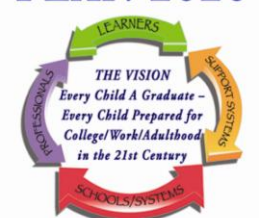


Help with Alabama Career Planning System - Kuder

Where do I go?

www.alcareerinfo.org

ALABAMA STATE BOARD OF EDUCATION
PLAN 2020





ALABAMA CAREER INFORMATION NETWORK

[Home](#)[Career Planning](#)[Financial Aid](#)[After High School](#)[Resources](#)[ACPS Kuder](#)[SELECT LANGUAGE](#)[Career Tech](#)[ACIN](#)[Tech Prep](#)[Search our site:](#)[Go](#)

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[Students](#) · [Parents](#) · [Counselors](#) · [Educators](#) · [About ACIN](#) · [ACIN Partners](#) · [Site Map](#)

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Phone: 334-242-9111 · Fax: 334-242-0234 · Email: webmaster@alcareerinfo.org



Internet



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Skills

Values

Kuder® Career Interests Assessment

You can click on the title of the cluster or the icon, count, or percentage to drill down further.

National clusters



Human Services

Count

Percent

17852

11%

My Profile

Welcome: Margaret Smith
E-mail: msmith@alsde.edu

[Edit](#)

[Navigator Activation Codes](#)

Used: (58705)
Remaining: (276401)

[Journey Activation Codes](#)

Used: (0)
Remaining: (0)



	Information Technology		5942	4%
	Transportation, Distribution, and Logistics		5817	4%
	Hospitality and Tourism		5527	4%

As of 5/31/2013 4:17 AM

?

Tutorials

All Tutorials



Kuder News


[Kuder User News](#)


[Best Practices](#)


[Testimonials](#)

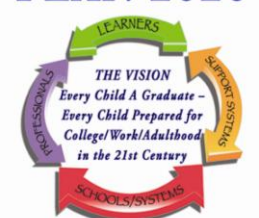
TECHNOLOGY SKILL APPLICATIONS

- 20 Hour Online Experience
- Plans of Instruction



ALABAMA STATE BOARD OF EDUCATION

PLAN 2020



CAREER PREPAREDNESS

Unit	Technology Skill Applications	Time on Task: 5 Hours/300 Minutes
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Course Content Standard(s)	8. Diagnose problems with hardware, software, and advanced network systems. Examples: printer, projector, power supply, task manager, network connectivity
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College and Career Readiness Standards

(Teachers should select the appropriate grade span standard(s) as it pertains to reading and writing.)

Reading Standards for Literacy in Science and Technical Subjects 6-12 <u>or</u> Reading Standards for Literacy in History/Social Studies 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Standards for Mathematical Practice
2., 4., 10.	4.	

Learning Objective(s)	The student will: 1. Identify hardware, software, and advanced network systems components. 2. Demonstrate hardware, software, and advanced network systems preventive maintenance. 3. Diagnose problems with hardware, software, and advanced network systems.
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21st Century Competencies	☒ Critical Thinking ☒ Communication ☒ Collaboration ☒ Creativity Source: Partnership for 21st Century Skills (www.p21.org/)
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Essential Question(s)	How does preventive maintenance impact productivity? How do you troubleshoot hardware? How do you troubleshoot software? How do you troubleshoot advanced network systems?
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Content Knowledge	Suggested Instructional Activities	Suggested Materials, Equipment, and Technology Resources
I. Computer set-up	Students will observe teacher demonstration of a computer system set-up. Students will watch the video <i>What's Inside My Computer</i> at http://computer.howstuffworks.com/inside-computer.htm.	Computer and Components Internet Video: What's Inside My Computer
II. Hardware A. Central Processing Unit (CPU) B. Peripheral Devices C. Input/Output Devices D. Other	Students will complete the computer hardware crossword puzzle at http://www.catawba.k12.nc.us/pages/sites/edwebsites/computerskills/onlineactivities.htm. Students will read informative and helpful articles to learn quick tips for troubleshooting computer problems using the Computer Tips website. Teacher will role play as a customer with a malfunctioning computer. Students will work in groups to troubleshoot computer issues utilizing information from <i>Computer Troubleshooting for Teachers and Students</i> at http://webpage.pace.edu/ms16182p/troubleshooting/home.html. Each group will prepare a statement of diagnosis and recommend solution(s) utilizing word processing software.	Computer Internet Malfunctioning Computers Word Processing Software Printer Crossword Puzzle on Computer Hardware Informative Texts on Computer Tips Computer Troubleshooting for Teachers and Students
III. Software A. Operating Systems B. Applications	Students will utilize software Help feature to troubleshoot and resolve hypothetical issues provided by the teacher. Students will utilize technology to produce a clear and coherent report summarizing the process used to resolve the issues. Examples of hypothetical issues: Operating Systems – browser freezes, memory low, content will not display, update needed, browser will not start, etc.; Applications – changing line spacing, creating tables, mail merge, saving file type, changing design and/or layout, creating distribution lists, adding a contact, folder cleanup, adding animation, viewing slides, inserting graphics/images, etc.	Software Computer Printer Hypothetical Issues
IV. Advanced Network Systems	Students develop an understanding of advanced network systems after viewing the video <i>Networking</i> at http://teachertube.com/viewVideo.php?video_id=79156&title=Networking&vpkey=&album_id=. Students will diagnose hypothetical network connectivity problems utilizing <i>Computer Troubleshooting for Teachers and Students Networking</i>	Computer Internet Video: Networking Hypothetical Network Connectivity Problems

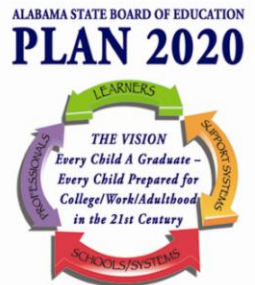
		Section at http://webpage.pace.edu/ms16182p/troubleshooting/network.html .	
Assessment of Learning	Formative Assessments (AQTS 2.8) • Hardware Quiz -- Part A • Hardware Quiz -- Part B • Hardware Vocabulary Crossword • Class Participation	Summative Assessments (AQTS 2.9) • Troubleshooting pamphlet	

Sample Career Options	Computer Support Specialist, Customer Service Representative, Help Desk Representative, Network Technician, Information Technology Support, Information Center Specialist, User Support Analyst
Online Experience	Does this lesson address the required online experience? ☐ Yes ☒ No If yes, please indicate length of time in minutes. Click here to enter text.
Unit/Course CTSO Activity (if applicable)	Competitive Event (if applicable). Members assist with computer troubleshooting and repairs as a school and/or community service project.

Culminating Product	Students will prepare a troubleshooting pamphlet for one of the following: hardware, software, or advanced network systems.
Course/Program Credential(s): ☐ Credential ☐ Certificate ☐ Other:	

STANDARD 13

- Participate in online experiences incorporated into courses used to fulfill requirements for graduation.
 - 3, 6, & 11
 - 4, 5, 7, & 9



CAREER PREPAREDNESS

Unit	Technology Skill Applications	Time on Task: 20 Hours/1200 Minutes
Course Content Standard(s)	11. Analyze cultural, social, economic, environmental, and political effects, and trends of technology to assess emerging technologies and forecast innovations. a. Demonstrate proficiency in the use of emerging technology resources, including social networking and other electronic communications (e.g., desktop conferencing, mobile technology, listservs, blogs, virtual reality, online file sharing). 13. Utilize an online learning-management system to engage in collaborative learning projects, discussions, assessments beyond the traditional beyond the traditional classroom that are goal-oriented, focused, project-based, and inquiry-oriented.	
College and Career Readiness Standards (Teachers should select the appropriate grade span standard(s) as it pertains to reading and writing.)		
Reading Standards for Literacy in Science and Technical Subjects 6-12 <u>or</u> Reading Standards for Literacy in History/Social Studies 6-12	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12	Standards for Mathematical Practice
Learning Objective(s)	1. Demonstrate proficiency in using online learning system (Moodle, Edmodo, etc.) including a collaborative project 2. Demonstrate knowledge of social and cultural norms for online learning 3. Demonstrate knowledge of personal learning environments and how to incorporate emergent technologies 4. Demonstrate understanding of technology influences, impacts, and innovations 5. Demonstrate understanding of current and emerging trends within personal technology 6. Demonstrate awareness of technology trends and how to forecast innovations	
21 st Century Competencies	☒ Critical Thinking ☒ Communication ☒ Collaboration ☐ Creativity Source: Partnership for 21st Century Skills (www.p21.org/)	
Essential Question(s)	How do we use online learning environments for personal and group learning? What are the cultural norms for online personal and community learning? What is a personal learning environment and why do we need one? What is the relationship of technology to cultural, social, economic, environmental, and political factors? What is my relationship with technology? In what ways will technology become increasingly more important in my life?	

Content Knowledge	Suggested Instructional Activities	Suggested Materials, Equipment, and Technology Resources
Foundational (Prior to class beginning)	Teacher will set up an Edmodo account and create online classroom. Take time to become familiar with how to use Edmodo as this will be one of the first learning opportunities for students. Additionally the teacher should set up the free Edmodo App “EdCanvas” or an EdCanvas account. This will be used to link lessons. NOTE: A goal of online learning is to become a self directed learner. Realizing some students may not be quite there it is beneficial for the teacher to incorporate polls or other activities as “Bell Ringers”. This will allow students time to log in and get situated prior to online class beginning. Edmodo has many free and paid Apps available to teachers that may be incorporated as a Bell Ringer. <i>Example Apps: Cipher Force, My Vocabulary, Dogo Books, Area Perimeter, Arithmetic Games, etc.</i>	LCD, internet capable device (incl. computer, laptop, or tablet), and access to Edmodo http://help.edmodo.com/wp-content/uploads/2011/09/UserGuide_Sep11.pdf

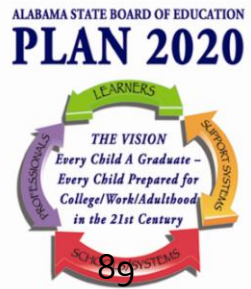
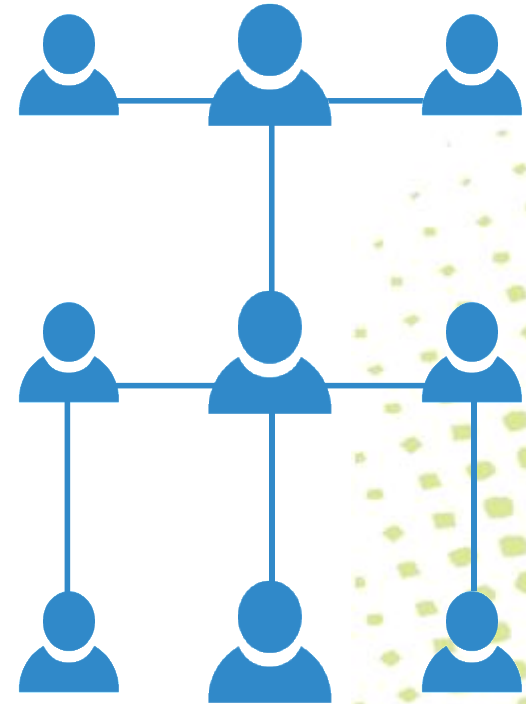
A. Online Learning	<u>Day 1: Introduction to Edmodo</u> The first day is all about introduction. Teachers should complete the following with their students- • Preview how to use Edmodo (student and teacher side) • Give students the Class Code generated by Edmodo • Assist them with setting up and account and joining the class • Walk students through setting up their profile and how to operate the wall including how to find assignments, quizzes, polls, etc. • Allow students to complete profiles and have guided play with teacher on wall and answering polls (this gives them better familiarity with the system) <u>Day 2: Unit Expectations</u> POST: Note w/ Bell Ringer Activity <i>This will be very helpful as it will take students different times to log in and get situated.</i> POST: Note or EdCanvas Link w/ Unit Expectations After going through Unit Expectations complete the following with students- • Review how to use Edmodo • Review Unit Expectations	Access to Edmodo and internet capable device (incl. computer, laptop, or tablet) Pre-made cards for students to write down username and password Teacher will need to create. This should simply be what the teachers expectations are for the student throughout the particular learning module.
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The logo for edmodo, featuring the word "edmodo" in a blue, lowercase, sans-serif font. The text is centered within a white, rounded rectangular box that has a blue border and a small blue triangle pointing to the left on its left side, resembling a speech bubble or a tag. The entire logo is set against a solid dark blue background.

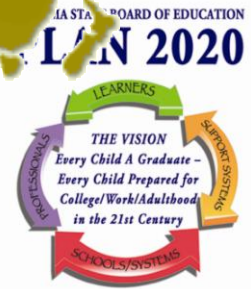
edmodo

What is Edmodo?

- **Free social learning network** for teachers, students, schools and districts
- **Safe and easy way to connect**
 - Exchange ideas
 - Share content
 - Access homework, grades and school notices.
- **District and school subdomains give flexible suite of tools**
 - Monitor usage
 - Manage users
 - Communicate across district

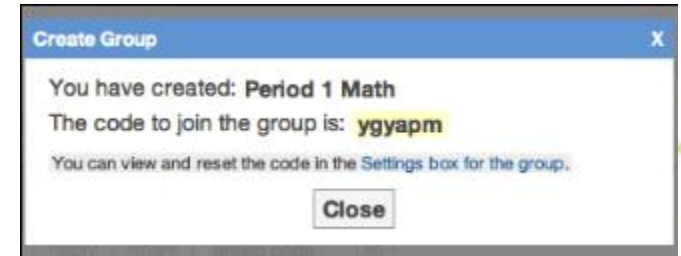


Founded in late 2008, Edmodo is now being used by millions of teachers and students around the world.

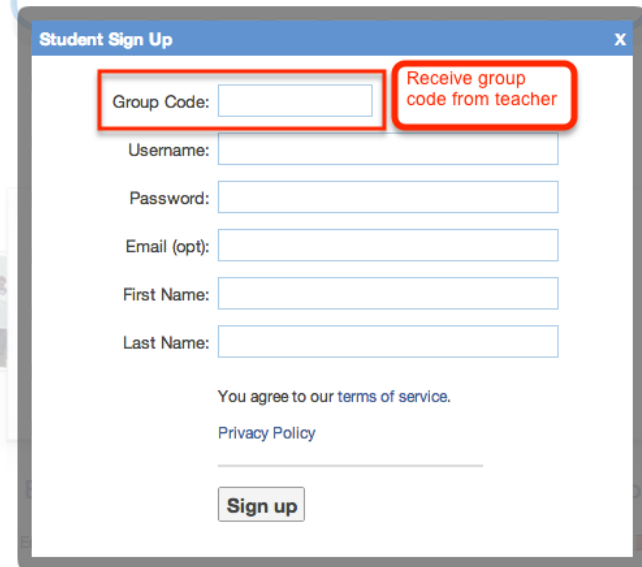


Secure Platform Ensures Student Safety and Privacy

- Closed environment
- No private information required from students
- Students join classes by the invitation of their teacher only
- All communications are archived
- Teacher has full management control
- Sub domains allow district administrators greater control



A screenshot of a 'Create Group' dialog box. It has a blue header with the title 'Create Group' and a close button (X). The main text area contains the following information: 'You have created: **Period 1 Math**', 'The code to join the group is: **ygyapm**', and 'You can view and reset the code in the **Settings** box for the group.' At the bottom right, there is a 'Close' button.



A screenshot of a 'Student Sign Up' dialog box. It has a blue header with the title 'Student Sign Up' and a close button (X). The form contains several input fields: 'Group Code:' (highlighted with a red box), 'Username:', 'Password:', 'Email (opt):', 'First Name:', and 'Last Name:'. To the right of the 'Group Code:' field is a red box containing the text 'Receive group code from teacher'. Below the input fields, there is a line for 'You agree to our terms of service.' with a link to 'Privacy Policy'. At the bottom, there is a 'Sign up' button.

Mobile Access

- ▶ Get updates and notifications on the go
- ▶ Mobile app available for
 - iOS – iPhone, iPad, iPod Touch
 - Android smartphones and tablets
- ▶ Access Edmodo on any mobile browser at m.edmodo.com



Create Your Account



Username or Email Password [Forgot?](#)

Sign up now. It's Free!

I'm a Teacher **I'm a Student**

[Parent Sign Up](#) (Requires Parent Code)

Teacher Sign Up X

Username:

Password:

Email:

Title:

First Name:

Last Name:

You agree to our [terms of service](#).

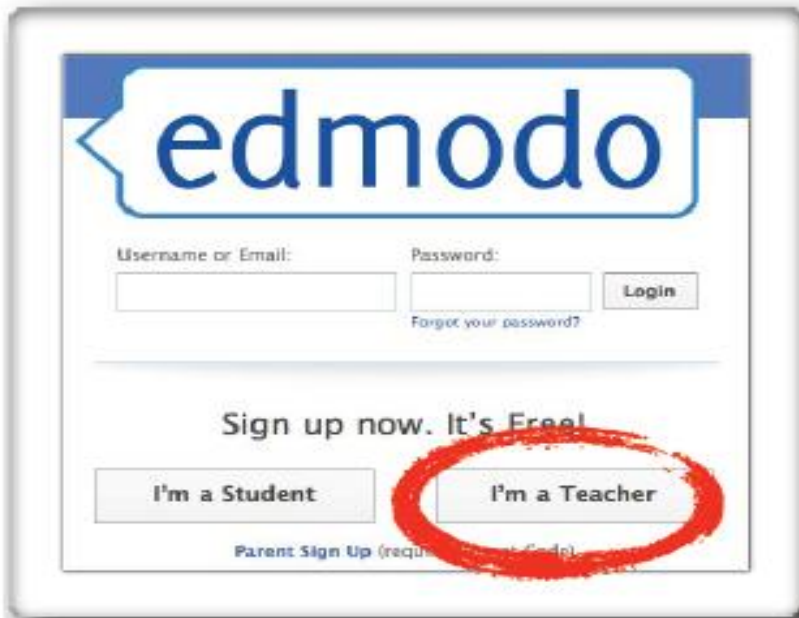
New to Edmodo?

Create your free account here:

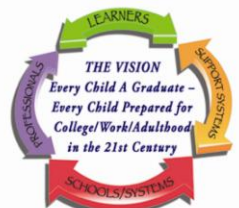
www.edmodo.com

Join the Career
Preparedness – PLC
group.

group code: **bt6xp8**

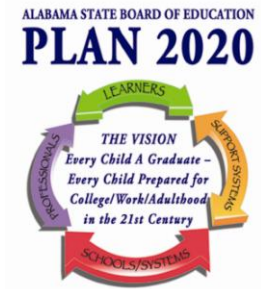


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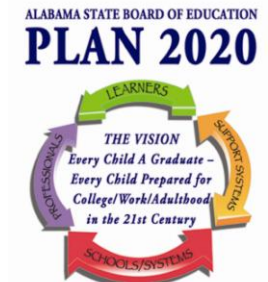


Edcanvas





Teaching Financial Literacy Content Standards

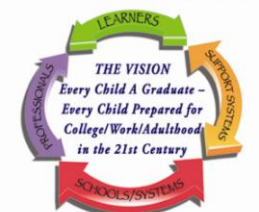


TOPICS

- Managing Finances and Budgeting (2)
- Saving and Investing (1)
- Banking and Financial Institutions (2)
- Credit and Debt (2)
- Risk Management and Insurance (2)



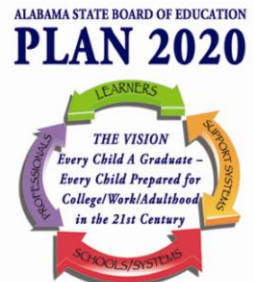
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Managing Finances and Budgeting

15. Develop a plan for managing earning, spending, saving, and giving using spreadsheets, online resources, or commercial software.
- a. Create a budget, net worth statement, and income expense statement using a spreadsheet.
 - b. Utilize spreadsheet features, including formulas, functions, sorting, filtering, charts, and graphs.
 - c. Identify types of income other than wages, including rent, interest, and profit earned from various resources.
 - d. Evaluate various methods for acquiring goods and making major purchases.

Examples: borrowing, renting, leasing, paying cash

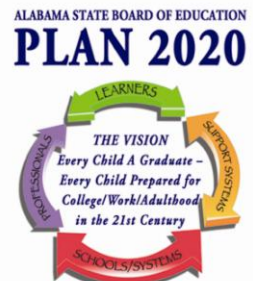


Managing Finances and Budgeting

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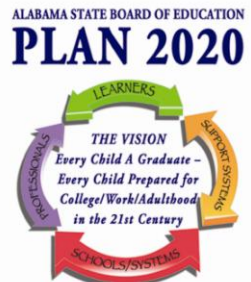
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www.hsfpp.org



Managing Finances and Budgeting

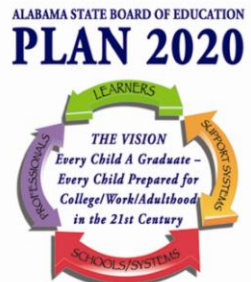
16. Evaluate the effect of personal preferences, advertising, marketing, peer pressure, and family history on consumer choices and decision making in the marketplace.
- a. Compare goods and services to determine best value, including sales tax, tips, coupons, discounts, product quality, and unit pricing.
 - b. Explore how to use different payment methods, including cash, debit card, credit card, online payments, mobile devices, checks, payroll cards, layaway plans, and automatic bank deductions.



Managing Finances and Budgeting

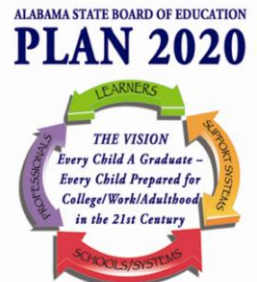
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<https://fefe.arizona.edu>



Saving and Investing

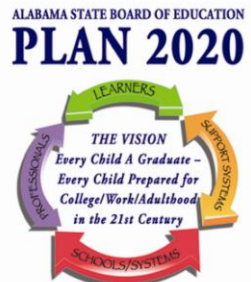
17. Distinguish differences between the purpose of saving and the objectives associated with investing.
- a. Explain how using the principles of compound interest and the Rule of 72 in investing builds wealth to meet financial goals.
 - b. Evaluate various ways to buy and sell investments, including mutual funds, exchange-traded funds (ETFs), stocks, bonds, certificates of deposit (CDs), real estate, and commodities.



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www.stlouisfed.org/education



Banking and Financial Institutions

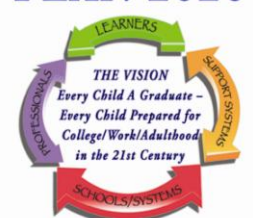
18. Analyze various types of financial institutions.

- a. Evaluate services and related costs associated with financial institutions in terms of personal banking needs.

Examples: checking and savings accounts, personal checks, cashier checks, overdraft fees

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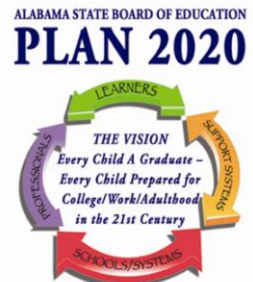


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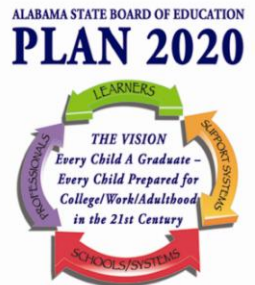
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www.handsonbanking.org



Banking and Financial Institutions

19. Demonstrate how to manage checking and savings accounts, balance bank statements, and use online financial services.



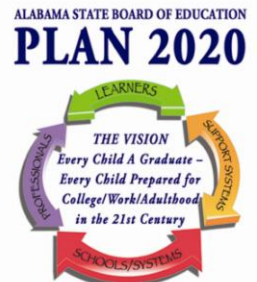
Banking and Financial Institutions

19. Demonstrate how to manage checking and savings accounts, balance bank statements, and use online financial services.

www.gfclearnfree.org

Credit and Debt

20. Determine advantages and disadvantages of using credit.
- a. Analyze credit card offerings for the effect on personal finances.
Examples: annual percentage rate (APR), grace period, incentive buying, methods of calculating interest, fees



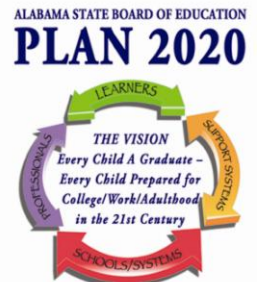
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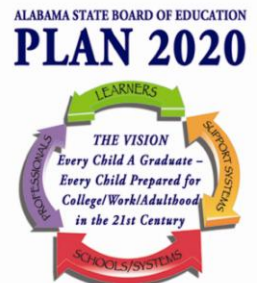
Examples: annual percentage rate (APR), grace period, incentive buying, methods of calculating interest, fees

www.THEMint.org



Credit and Debt

21. Examine why credit ratings and credit reports are important to consumers.
- a. Explain ways of building and maintaining a good credit score.
 - b. Determine the implication of entering into contracts and binding agreements. (e.g. college loans, cell phone contracts, car loans, collateral loans, passbook loans, mortgages).
 - c. Describe legal and illegal types of credit that carry high interest rates, including payday loans, rent-to-buy agreements, and loan-sharking.
 - d. Assess the implications of bankruptcy, including Chapter 7, Chapter 11, and Chapter 13.



Credit and Debt

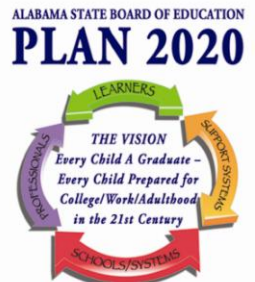
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www.financeintheclassroom.org

Risk Management and Insurance

22. Determine the type of insurance associated with different types of risks, including automobile, personal and professional liability, home, apartment, property, health, life, long-term care, and disability.
- a. Analyze factors that reduce the cost of insurance.
 - b. Identify perils that are insurable.

Examples: injury, loss, destruction

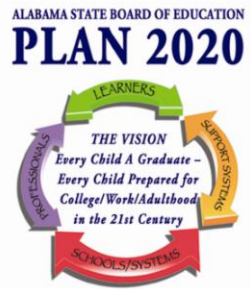


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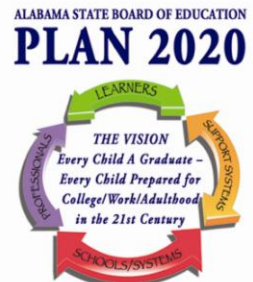
Examples: injury, loss, destruction

www.griffithfoundation.org



Risk Management and Insurance

23. Develop a plan for financial security in the event of disaster, including secure storage of financial records and personal documents, available cash reserve, household inventory list, and medical records retention.



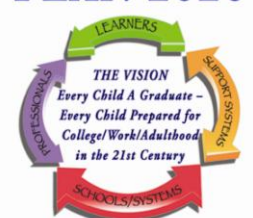
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www.frbatlanta.org

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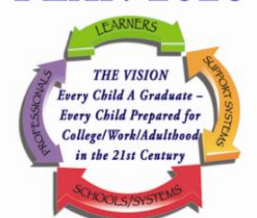




ADDITIONAL INSTRUCTIONAL ACTIVITIES AND RESOURCES

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PLAN 2020





Join the Revolution

 Overview

 Demonstration

 FAQs

 Lessons & Materials



PLAY NOW

Online Personal Finance Game



Welcome to the Gen i Revolution

Developed for middle school and high school students, this **online game** gives your students the chance to learn important **personal finance skills** as they play and compete against fellow classmates.

The game includes fifteen Missions in which students attempt to help people in financial trouble. Students join the Gen i Revolution, strategically select their Operatives, and begin to explore and earn points as they work to complete each Mission.

[Incorporate the Gen i Revolution along with the Learning, Earning, and Investing lessons](#) into your classroom today!

[Join the Revolution »](#)

Get in the Game



Watch the videos to learn more about this online game.

Already Registered?

Username:

Password:

Login



Join the Revolution

Online Personal Finance Game



Overview



Demonstration



FAQs



Lessons & Materials

► Overview

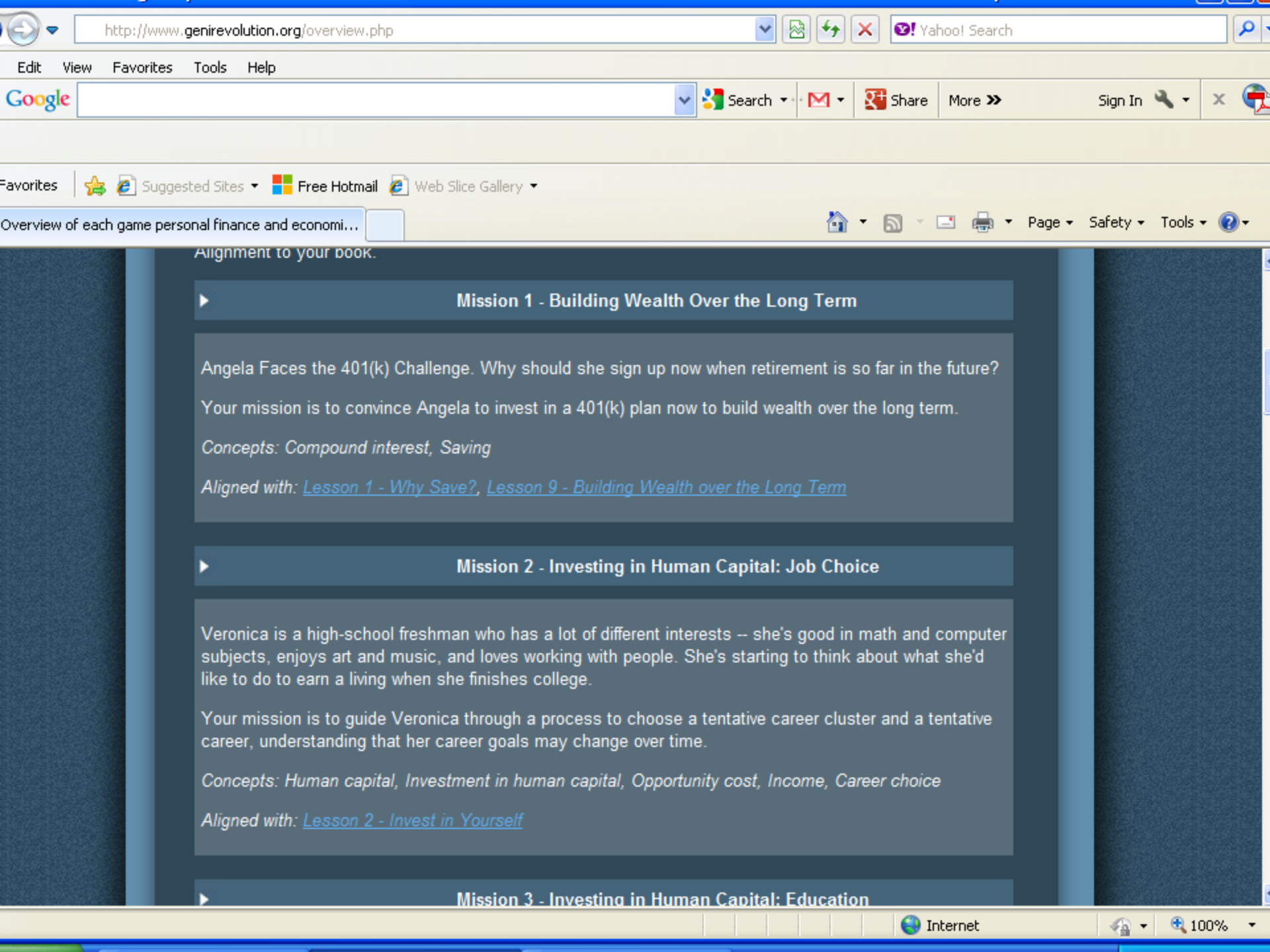
The Gen i Revolution consists of fifteen interactive missions in which students complete a variety of activities to help them learn important personal finance concepts. Within each mission, students are introduced to a character who is facing a particular financial crisis. As a part of the Gen i Revolution, the student learns about the crisis, strategically selects "Operatives", and then completes activities with the ultimate goal of solving the mission.

The competitive nature as well as the engaging activities provides a motivating learning environment for students. Combined with the [Learning, Earning and Investing@ print materials](#), the Gen i Revolution provides a comprehensive investor education program that your students will love.

To learn more about each of the fifteen missions, see the details below. Complete the [registration form](#) to get started today!

Audience: 6-12 Grade Students

Time Frame: Each Mission will take about 30 minutes to complete.



Alignment to your book.

Mission 1 - Building Wealth Over the Long Term

Angela Faces the 401(k) Challenge. Why should she sign up now when retirement is so far in the future?

Your mission is to convince Angela to invest in a 401(k) plan now to build wealth over the long term.

Concepts: Compound interest, Saving

Aligned with: [Lesson 1 - Why Save?](#), [Lesson 9 - Building Wealth over the Long Term](#)

Mission 2 - Investing in Human Capital: Job Choice

Veronica is a high-school freshman who has a lot of different interests -- she's good in math and computer subjects, enjoys art and music, and loves working with people. She's starting to think about what she'd like to do to earn a living when she finishes college.

Your mission is to guide Veronica through a process to choose a tentative career cluster and a tentative career, understanding that her career goals may change over time.

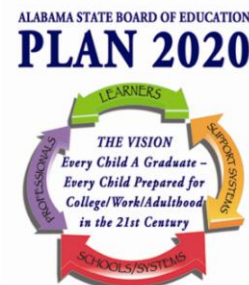
Concepts: Human capital, Investment in human capital, Opportunity cost, Income, Career choice

Aligned with: [Lesson 2 - Invest in Yourself](#)

Mission 3 - Investing in Human Capital: Education

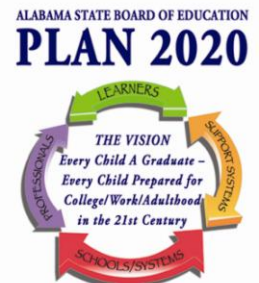
www.genirevolution.org

- Build long term wealth
- Career choice
- Education choice
- Budgeting
- Credit
- Investment & Saving
- Financial services
- Stocks
- Bonds
- Mutual Funds
- Stock Prices
- Stock Market Crashes
- Economic Forecasts
- Financial Planning
- Opportunity Cost



Additional Resources

- www.ready.gov
- www.ja.org
- www.jumpstart.com
- <http://www.pbs.org/your-life-your-money>



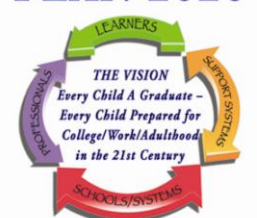
Career Preparedness Course

- Why?
- Who?
- When?
- What?
- How?



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