

# Connecting Courses to Post-High School Plans

This lesson is designed to help students create a course plan based on their post-high school plans, career path, and goals.

## OBJECTIVES

Students will...

1. Learn how courses align with graduation requirements and post-high school plans
2. Develop a course schedule based on their goals

## ACTIVITIES

### PART 1

#### Content Knowledge

*Lesson Pre-requisites:* Students should complete the *Making Goals and Action Plans* lesson.

In high school, students need to take certain required courses each year to graduate. Have students make an outline of courses and credits required for each year. If a student is planning to attend college, more rigorous courses such as AP and Honors may be considered. Students should also review the MassCore Framework in the chart below to make sure they are on track to meet state requirements.

Once the required courses are covered, there may be room in the schedule for students to take elective(s). Electives can help students explore a subject of interest or potential career, such as graphic design or photography.

Extracurricular activities aren't required to graduate and do not fulfill credit requirements, but they can help students explore new interests and get involved in activities they are passionate about. Such things may include volunteer work, scouts, or sports.

### PART 2

#### Applying Information

Students should consider their strengths, weaknesses, and interests when choosing courses. When creating their course plan, have students review their career goals by logging in to MEFA Pathway and navigating to *Goals & Strategies* under the *Build Career Plan* tab.

Grade Level: 10

#### MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- Course Planner
- Resume Builder

#### DOMAIN:

- Academic Skills
- College & Career Exploration

#### TIME:

- 45 minutes

#### MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website
- MassCore Framework (included)

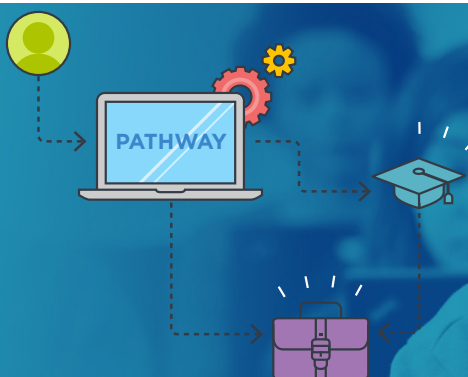
#### FUTURE READY SKILLS:

- Time Management
- Evaluating
- Self-Management

#### VOCABULARY:

- Extracurricular

Email any questions to:  
[info@mefapathway.org](mailto:info@mefapathway.org)



# LESSON PLAN

Students should then navigate to *Course Planner* under the *Build Career Plan* tab. Students should then add all of their applicable courses to the course plan, starting with semester 1 in grade 9, and adding on to any courses they have already inputted. Students should click “EDIT” to begin adding their courses. If counselors have added their course catalog, students should start by selecting a subject area from the drop-down menu. Next, they can select the course name and course level. If a course is not listed, students can add it as a custom course. They can then add the maximum credits awarded through the course. Once a student has completed the course, they can add their final grade and credits earned. Students should make sure their course plan is aligned with their postsecondary plan and graduation requirements.

### PART 3

#### Evaluating Information

Once students have started to build out their course plan in MEFA Pathway, encourage them to continually review it and make sure it aligns with their postsecondary plans and goals. Also remind students to update their final grades and credits earned after completing each semester.

### PART 4

#### Critical Thinking/Creative Application

Have students identify their three favorite subjects within their *Digital Portfolio*. Looking at careers they’ve favorited, have students identify careers that relate to those subjects. Students should create a journal entry in their *My Journal* section of MEFA Pathway under the *Create Profile* tab explaining how the subjects and careers are related.

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# MassCORE Requirements

MassCore Framework Massachusetts High School Program of Studies		
SUBJECT	UNITS	NOTES
English Language Arts	4 Units	
Mathematics	4 Units	Including completion of Algebra II or the Integrated Mathematics equivalent. A mathematics course during senior year is recommended for all students. Students may substitute one unit of <b>Computer Science</b> that includes rigorous mathematical concepts and aligns with the Digital Literacy and Computer Science standards for a mathematics course.
Science	3 Units of lab-based science	Coursework in technology/engineering courses may also count for MassCore science credit. Students may substitute one unit of <b>Computer Science</b> that includes rigorous scientific concepts and aligns with the Digital Literacy and Computer Science standards for a laboratory science course.
History and Social Science	3 Units	Including U.S. History and World History.
Foreign Language	2 Units	Of the same language.
Physical Education	As required by law	"Physical education shall be taught as a required subject in all grades for all students" (M.G.L. c.71 §3).
Arts	1 Unit	
Additional Core Courses	5 Units	Other additional coursework (including Career and Technical Education) or any of the above.

\*A unit represents a full academic year of study or its equivalent in a subject that covers all the standards contained in a specific Curriculum Framework.

\*\* Students enrolled in a state-approved Career and Technical Education program of studies have the option of opting out of Foreign Language and Art and still fulfill MassCore.

\*\*\* districts may designate students with demonstrated fluency and literacy in language(s) other than English as meeting the MassCore recommendations for foreign language

MassCore is a recommended program of study Massachusetts high school students need to excel in college, career, and civic life. Developed by an advisory group from elementary and secondary education, higher education, nonprofits, and the private sector, MassCore maintains flexibility for students while letting districts set additional graduation requirements. Courses included in MassCore should be rigorous, engaging, and based on appropriate learning standards for high school or beyond. Fulfilling MassCore is just a start. Students should also engage in a full range of additional learning opportunities, such as: accelerated/advanced coursework; capstones or senior projects; dual enrollment courses; online courses; service learning; work-based learning; clubs and student organizations; varsity and intramural athletics; and part-time employment.

# Connecting Courses to Post-High School Plans Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.