

Career & College Readiness Lesson Plans

Roadmap to Success

Career Planning

Grade Level 6

Overview

Setting and meeting goals is the best way to track achievements. To learn this, students will develop a roadmap to plot their short- and long-term career-related goals and then use this roadmap as a personal plan of action where students can track their progress and celebrate their achievements.

Learning Outcomes

At the end of this lesson, students will be able to:

- Construct a roadmap of their future using at least six key markers of accomplishments they see occurring in their lives.
- Write short- and long-term career-related goals they want to achieve then explore and discuss the steps necessary to achieve them.

Language Objectives

At the end of this lesson, students will be able to:

- Convey an understanding of, and specifically describe, short- and long-term goals.
- Verbally describe their goals to others using precise vocabulary and language structures.

Standards Alignment

- California Common Core State Standards: College & Career Readiness Anchor Standards:
 - SL. 1, 2, 4, 5; L. 1, 2; RI. 3, 6; W. 2, 4
- California Career Technical Education Anchor Standards:
 - 1, 2, 5, 7, 9
- California Standards for Career Ready Practice:
 - 1, 2, 3, 4
- National Career Development Guidelines:
 - PS 1–4; ED 1–2; CM2, 4

- International Society for Technology in Education Standards:
 - 2, 4
- English Language Development Standards:
 - Part I A 1, 2; B 5–8
 - Part II B 3–5

Materials

1. Handouts
 - A Roadmap to Success (p. 6)
 - My S.M.A.R.T. Goal (p. 7)
 - Roadmap to My Future (p. 8)
 - How Do I Reach My Goal? (p. 9)
2. Online resource
 - [Lesson Start Up Video](http://www.californiacareers.info/#Lessons)
<http://www.californiacareers.info/#Lessons>
3. Butcher paper
4. Drawing and coloring materials

Academic Vocabulary

- **Goal:** the object of a person's ambition or effort; an aim or desired result.
- **Goal checkpoint:** a specified point on a timeline used for measuring progress.
- **Timeline:** a graphic representation of the passage of time as a line.
- **Visualize:** form a mental image.

Activity

Students will develop goals and create a personal plan of action to achieve their goals through development of a roadmap depicting short- and long-term goals in their future.

Getting Ready

- Preview the Lesson Plan Start-up Video (Link in Materials section)
- Familiarize yourself with S.M.A.R.T. Goals

Lesson Procedures

Part I

1. Introduce the lesson by showing the Lesson Plan Start-Up Video (link in Materials section) and confirm students understand what to expect and/or introduce the lesson without the video and
2. Have students practice and interview each other as they use the “Roadmap to Success” handout. After interviewing each other, have them interview one other person.
 - Tip: Double-side the handout so that students can interview their supporting partners and use the other side for interviewing a person at home or in the community. Ensure all students have someone they can interview in addition to their classroom partner.

Part II

1. One week prior to Part II, pair students up and inform them that they will be supporting partners for each other to complete the “Roadmap to Success” handout.
2. On the day of the lesson, ask students to pull out their “A Roadmap to Success” handout interview notes. Have students compare their interview notes with their supporting partners and instruct them to look for any patterns around how people set and achieve their goals. Lead a class discussion about setting goals and achieving them. Highlight the following key points:
 - Setting S.M.A.R.T. goals is important in order to reach success.
 - It takes setting short- and long-term goals to reach our ultimate goal.
 - Setting timeline markers help us prepare and assess our progress.
3. Distribute and review the “My S.M.A.R.T. Goal” worksheet. S.M.A.R.T. goals are more likely to be accomplished (Specific, Measurable, Attainable, Realistic, and Timely). Use a couple of goal examples from students’ interviews and try to develop a career-related S.M.A.R.T. goal for each so they can see how helpful S.M.A.R.T. goals can be for creating a roadmap to success. You may need to provide ideas of career-related goals such as: finish college, join the military, enter an apprenticeship program, or enter a specific occupation such as becoming a teacher, doctor, engineer or electrician.
4. Ask students to enter a career-related S.M.A.R.T. goal on the “My S.M.A.R.T. Goal” worksheet. Allow time for them to complete the worksheet and ensure they are entering the appropriate type of response for each letter of their S.M.A.R.T. goal. After they have completed the “My S.M.A.R.T. Goal” worksheet ask volunteers to share what they have written.

5. Explain to students that they are on a road to their future. The road to their future will have many twists, turns, and divides. Share an example by talking about your own life and career path, where you set some short- and long-term goals that led to your ultimate career path. (You may want to create your own roadmap ahead of time to share your major events with obstacles, detours, and accomplishments, including graduations, projects, recognitions, etc.)

Distribute the “Roadmap to My Future” handout. Ask students to enter their career-related goal in box number 6. As a class, generate a list of possible events and accomplishments that could happen in people’s lives (e.g., good grades, winning a contest, graduating high school or college, etc.). Ask students to draw or write these events in the signs along the road, creating a roadmap.

6. Ask students to share their maps with their supporting partners. Remind them that they can add to their map any additional short- or long-term goal checkpoints.
7. Inform students that they can make a better plan for their future by identifying both short- and long-term goals rather than just having one long-term goal. Explain the difference between short- and long-term goals, noting that long-term goals are made up of smaller goals. “If your career-related goal is to graduate from college, there are lots of smaller goals that you need to accomplish before you can reach your goal; like being promoted from middle school, graduating from high school, being admitted to a college, etc.” Ask students to brainstorm events and accomplishments that could be short-term goals on the way toward achieving their long-term career-related goals.
8. Distribute the “How do I Reach My Goal?” handout. Suggest to them that sometimes it is easier to start with the goal, and then work backward. Explain to them this is called “backward mapping” a goal. Have students complete the handout, and then get together with their supporting partners to discuss the frames and questions. Monitor and listen to discussions to informally assess student’s academic discussion around goal setting.
9. Discuss any challenges students had in writing goals, or identifying short- and long-term goals. Finally ask them why it might be a good idea to share their goals with significant people in their lives.
10. Share this quote and have them reflect on it in writing or through discussion:

*“A roadmap to success is determined by you and your actions,
but should never be traveled alone.”* ~Anonymous
11. If you have time or wish to do an extension, you may construct a class timeline (see instructions under Additional Resources).

Estimated Time

Two class sessions

Evaluation

- Students' complete the four handouts with clear roadmap to success based on short- and long-term goals they have set for their future.
- Students' participation is evaluated in terms of active engagement, full use of academic language during supporting partner language discussions, following directions, and positive cooperation.

Additional Resources

- Class Timeline: On poster board, have students make an individual or whole-class timeline based on the handouts students completed. Students can use sticky notes to write goals and draw pictures depicting goal accomplishments then have them present their class timeline to another class.

Adaptations

- Have students complete the first and last handouts outside of class if time is limited.
- Have students create their own map instead of using the handout.
- Provide time for students to share their worksheets through classroom presentations.

Attribution

This lesson was adapted from "[Believing the College Dream: Schools and Families Working Together](#)", Teacher Advisor Guide. Developed by the Center for Educational Partnerships, ECMC Foundation, University of California, Berkeley. To view the original document, go to http://collegetools.berkeley.edu/documents/cat_113-126/Section_B2.pdf [PDF].

This lesson and all other lessons and materials are posted on the California Career Resource Network Web site at www.californiacareers.info

My S.M.A.R.T. Goal

My Career-related S.M.A.R.T. Goal is: _____

- **Specific:** Ask yourself, "Who is involved? What do I want to accomplish? Why do I want to do this?"

- **Measurable:** Ask yourself, "How will I know when I've achieved this goal?"

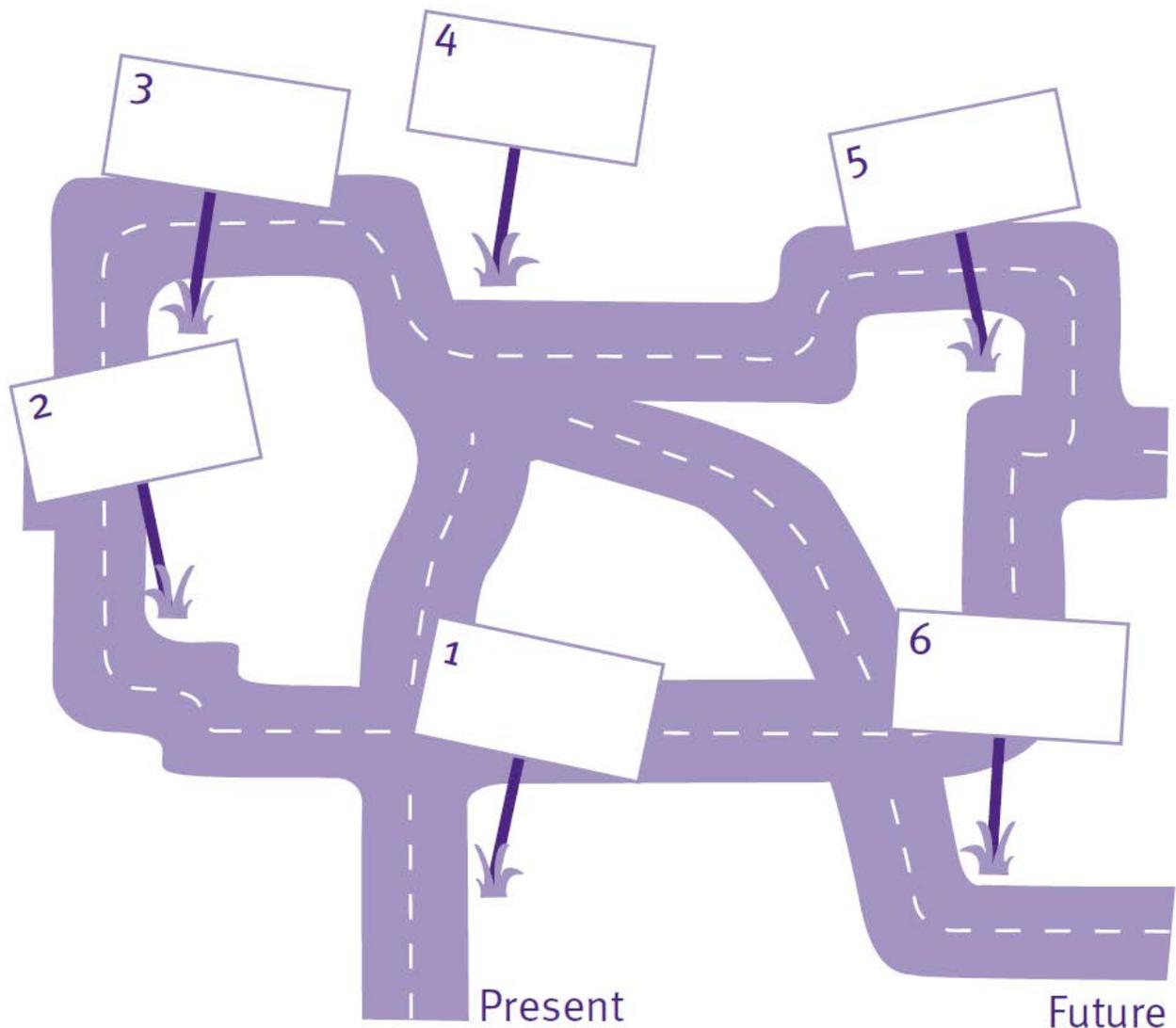
- **Achievable:** Ask yourself, "Is this something I can commit to? Do I believe I could do this (even if it's hard)? How much time do I have to spend on this goal?"

- **Realistic:** Ask yourself, "Is this a doable goal? Is the timing right for this goal? Is the goal too easy or too hard?"

- **Timely:** Ask yourself, "When do I want this goal completed and why? What other projects rely on this goal and what dates do they have around them?"

Roadmap to My Future

The road to your future will be like a maze with twists, turns, and detours. And to get through that maze, you need to start thinking about what key markers in your life will help you identify your accomplishments and successes. On the road signs below, write things you will need to accomplish to move toward your career-related goal (such as finishing elementary school, graduating from high school, doing an internship, completing training and/or college, getting a job, etc.).



How Do I Reach My Goal?

With your support partner, discuss the career-related goal you have set for yourself and what you want to achieve from now until next school year. Use the following response frames.

Complete and discuss the responses to these frames:

- The long-term career-related goal I want to achieve in the future is _____
_____ because _____. I chose this goal for the
following reasons:
- For now, by the end of next year, a short-term goal I would like to achieve is _____
_____ which will help me by _____
_____.

Some other short-term goals are the following:

- By the end of the school year, one of my short-term goals is to:
- In one month, one of my short-term goals is to:
- Starting today, my short-term goal is to:

Also discuss these questions below with your support partner:

Goals require commitment. What will it take for you to achieve this goal?

To accomplish goals, we need support and help. What family, friend, or school staff can help you accomplish your goals? How can they help you?