



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title Dreams to Goals (HSS-2)*
Subject US History/Constitution

Grade Level(s) 11

SC Content Standard United States History and the Constitution - USHC-1. The student will demonstrate an understanding of the settlement of North America.

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.

National Career Development Guidelines Goal/Indicator

Career Management GOAL CM1. Create and manage a career plan that meets your career goals.

Indicator CM1.K3 Identify your short-term and long-term career goals (e.g., education, employment, and lifestyle goals).

Career Development Objectives

1. The student will identify possible dreams and goals of the colonists who settled North America.
2. The student will state an education goal for transition from high school that meets the *SMART* criteria for a goal statement, identify possible barriers to reaching the goal, and identify ways around the barriers.

Assessment

1. The student will complete the *Colonial Dreams to Goals* worksheet.
2. The student will complete the *My Dreams to Goals* worksheet by identifying one education goal he/she wants to attain upon high school transition. The goal statement will meet the *SMART* goal criteria. The student will also identify possible barriers to reaching the goal and ways around those barriers.

Preparation

- Prior Learning—Unit on the Colonization of North America
- Handouts/Worksheets— *Colonial Dreams to Goals* worksheet, *My Dreams to Goals* worksheet, *After Graduation* handout
- Resources/Materials—Writing materials, textbook, other resource books
- Time Required—80 minutes

Procedures

Part One (50 minutes)

- In this activity, students will review the key characteristics of the colonies, describe the goals of the colonists who settled North America, and identify some of their own goals.
- Give students the *Colonial Dreams to Goals* worksheet. Review the directions for Part 1 of the worksheet, *Colony Description*, and have students complete it.
- Have students share some of the characteristics of the colony they selected to remind students how different the colonies were.
- Brainstorm with students reasons the colonists had for facing the dangers of settling in America. What were their dreams?
- Lead students to a discussion of goals. What is a goal? How are goals different from dreams? Make the point that goals are more specific than dreams and people usually have a clear plan to reach their goals. Some goals can be accomplished in a short amount of time and other goals take much longer to accomplish.
- Introduce the concept of a SMART goal. This is way of stating a goal clearly. A SMART goal is: Specific, Measurable, Attainable, Reasonable, and Timely. Give students practice in developing a SMART goal. For example, have them rewrite the goal, "I want to lose weight", as a SMART goal ("I want to lose 10lbs. in 6 months"). Model the process of stating a goal so that it meets all of the SMART goal criteria.
- Have students complete Part 2 of the *Colonial Dreams to Goals* worksheet.
- Have a few students share the SMART goals they wrote for the colonists.
- Briefly discuss some of the planning the colonists had to do to reach their goals. What barriers did they face? How did they overcome those barriers?

Part Two - Career Development Connections (30 minutes)

- Move the discussion of dreams and goals from the colonists to the students. Begin by telling students to think about their dream jobs. Ask some students to share their dream jobs.
- Just as the colonists had to plan to make their dreams come true, so too students need to set SMART goals and plan to fulfill their dream.
- Give students the *After Graduation* handout and briefly review the routes students might follow for education/training after graduation. (Optional: Invite the school counselor to class.)
- Give students the *My Dreams to Goals* worksheet and have them complete Part 1.
- Invite students to share some of their education/training goals for after graduation.
- Continue the discussion by exploring some of the barriers students might face to reaching their goals. How can those barriers be overcome?
- Have students complete Part 2 of the *My Dreams to Goals* worksheet.
- Wrap up by pointing out to students that they will have many goals in life. They will have a better chance of achieving their goals if they have a plan to reach the goal and work on that plan every day. Encourage students to discuss their goals and action plan with their school counselor.
- Optional: Use the *My Dreams to Goals* worksheet as an artifact in the student's career portfolio.

Crosswalks**SC Career Guidance Standard/Competency**

Learning to Work Standard 2. Students will demonstrate decision-making, goal-setting, problem-solving, and communication skills.

Competency 2.6. Demonstrate the importance of planning and goal setting.

Key Employability Skills

Thinking Skills—Creative thinking, problem-solving, and decision-making

*Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

Colonial Dreams to Goals

Name _____

Date _____

Part 1 Colony Description

Colony Name _____

Directions: Part 1 – Select one of the original 13 colonies. Summarize below that colony's religious, social, political, and economic characteristics.

1. Religious characteristics

- a. _____
- b. _____
- c. _____

2. Social characteristics

- a. _____
- b. _____
- c. _____

3. Political characteristics

- a. _____
- b. _____
- c. _____

4. Economic characteristics

- a. _____
- b. _____
- c. _____

Part 2 Dreams to Goals

Directions: Part 2 – Think about the reasons the colonists settled in your chosen colony. What were their dreams, what did they want to achieve? List the dreams/reasons below. Re-write **one** of the dreams as a SMART goal.

1. Colonist's dreams/reasons for settling in _____.

- a. _____
- b. _____
- c. _____

2. SMART Goal (Specific, Measurable, Attainable, Reasonable, Timely)

My Dreams to Goals

Name _____ Date _____

Part 1 Education/Training Goal

Directions: Think about your dream job. What education/training do you need for your dream job? Write a SMART goal for education/training after graduation.

1. Dream Job _____

2. Education/training needed for dream job

3. SMART Goal (Specific, Measurable, Attainable, Reasonable, Timely) for education/training after graduation

Part 2 Action Plan

Directions: Write an action plan to reach your education/training goal. Complete the Action Plan chart below.

My Action Plan

My Education/training Goal _____
Start Date _____ End Date _____

Action Step	What's standing in my way?	Solutions/Resources
1.		
2.		
3.		

After Graduation*

Graduation—you probably daydream about it. It's a big step. But it isn't the end of your education. Do you know that most of the fastest growing jobs will require some education or training beyond high school? That means you'll need to make some plans to prepare for that dream job. Lifelong learning is the ticket. Today's workplace requires workers to keep their skills up to date, not just for a few years but for their whole career. So, think of graduating from high school as an exciting new beginning and an important transition point in building your career.

Why do I need a plan for education/training after high school?

It isn't likely that someone will offer you your dream job straight out of high school. You have to meet the requirements for the job and that usually means getting more education and training after graduation. Did you know that...

- 48 of the 50 fastest growing jobs in the U.S. require some type of education beyond high school.
- People who don't have training after high school are three times more likely to be unemployed than those who do.
- People who have some training after high school make more money and have better opportunities for career advancement than those who have only a high school diploma.
- Freshmen who don't have a career goal or academic major when they enter college are more likely to drop out.
- If you have a solid plan before graduating, your chances for success in postsecondary education increase.

When you have a plan, you have a better chance of reaching your goal.

What steps should I take before deciding what to do after high school?

So, what are you going to do after high school? The closer you get to graduation, the more people ask you that question. Maybe you already know the answer. Or, maybe you're still struggling to find your answers. You don't have to go it alone. Talk to your parents, relatives, friends, teachers and school counselor. Make a list of what you like to do and things that interest you. Get information about occupations and schools. Your school library has some good resources. Take action....get started!

What are some ways to get education and training after high school?

There are lots of ways you can get education/training after high school. Some of the most common are:

- Four-Year Colleges and Universities
- Two-Year Community/Technical Colleges
- Career/Technical Schools
- Apprenticeships
- The Military
- On-the-Job Training

Four-Year Colleges and Universities

A college is an institution of higher education that awards primarily undergraduate degrees (e.g., Bachelor's degree). A university is an institution of higher education that awards undergraduate and graduate degrees (e.g., Master's degree, Doctoral degree). There are more than 2,000 colleges and universities where you can earn a Bachelor's degree. They range from small, private liberal arts colleges to large public universities located in each state and provide programs in a wide range of majors, or subject areas. They vary in size, number of different departments, difficulty in gaining admission, funding source (public, private, or proprietary), tuition costs, percentage of students who live on campus, and areas of specialty. Many professional positions in the workplace require a Bachelor's degree for employment.

It's important to start planning for college early. This not only means taking and doing well in rigorous academic courses, but also thinking about the type of college you would like, pursuing financial aid or scholarships to help pay for college, and taking any required aptitude or achievement tests. Colleges also look at your other activities during high school, such as athletics, drama, community service, work, and volunteer activities. Get as much information as you can. Your school counselor will be able to help. Your local library, bookstores, and Internet sites focused on the college search have resources that can help you figure out what colleges would be a good fit for you.

Two-Year Community/Technical Colleges

Community or technical colleges, sometimes called "two-year" colleges, are located throughout the country. Most of their students come from the local area. These public colleges usually have the lowest tuition costs, yet they offer a variety of programs of study. These include short-duration occupational degree programs, Associate degree programs in occupational or academic areas, preparation for transfer to a four-year college or university, and a wide range of classes for those seeking a particular skill. There are also private two-year colleges and proprietary, or for-profit, training or career schools that offer Associate degrees.

Career/Technical Schools

Career/Technical schools offer short-duration occupational diploma or certification programs. They are often proprietary, or for-profit schools that specialize in a few, highly focused programs.

Apprenticeships

Apprenticeships are state registered training programs in which you learn a trade under the guidance of a skilled craft worker. Completing an apprenticeship takes two to four years depending on the trade and includes structured on-the-job learning and related technical instruction. The Apprenticeship Completion Certificate is recognized in every state. Some apprenticeships programs also have agreements with postsecondary institutions that allow credit for apprenticeships to be applied toward an Associate degree.

Apprentices are paid a gradually increasing percentage of the hourly rate of certified workers in that field. There are over 500 occupations for which you can get an apprenticeship (e.g., dental laboratory technician, mechanic, heavy equipment operator, carpenter, welder, plumber and electrician).

The Military

You can get education and skill training for many occupations through a branch of the US Armed Services: Air Force, Army, Coast Guard, Marine Corps and Navy, as well as their respective Reserve and National Guard formations. Together, they offer full-time and part-time training and opportunities for over 4,100 different military jobs. Service in the military can be a long-term occupation or help prepare you for employment elsewhere after you have completed your service.

The Military and College

Another way to get military training is to join a branch of the Armed Services while you are in college through the ROTC (Reserve Officer Training Corps) programs offered by the Air Force, Army, Marine Corps, and Navy. These programs train qualified young men and women to become officers in those services upon graduation from college. ROTC is available in over 1,000 colleges and universities throughout the country. During college, ROTC students take a full course load. Their curriculum also includes military science courses that provide the specialized knowledge needed as an officer. In addition to academic courses, ROTC candidates engage in drills, training activities and summer programs.

The military academies offer college opportunities with full scholarships. Applications to the Army, Naval, Air Force or Merchant Marine Academy require a political nomination for appointment, while applications to the U.S. Coast Guard Academy do not. You can apply for a nomination from your local US Representative or Senator by contacting their office. Most require a letter of request, data on your high school academic record, scores on national tests such as the SAT or ACT and letters of recommendation. You should begin that application process during your junior year in high school. The academies base their admissions on academic, physical and leadership potential. Upon graduation, students are commissioned and complete their required service, typically a minimum of five to eight years, although some of that may be as a reserve, rather than active, officer.

On-the-Job Training

For many occupations, even if you are not enrolling in a further education or training program, you will still need formal, on-the-job training to learn about specific practices or equipment. New employees in jobs such as flight attendant, bank teller or emergency dispatcher receive on-the-job training before they can operate on their own.

* Adapted from *After Graduation*, a public domain document available at America's Career Resource Network website: www.acrnetwork.org.