

Year in Review

The **BIG** Idea

- What have I learned this year?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Jeopardy! (20 minutes)
- III. Portfolio Review (10 minutes)
- IV. Wrap Up Skills Checklist (10 minutes)

MATERIALS

- PORTFOLIO PAGES:**
 - Portfolio pages 28–30, Grade 10 Skills Checklist
- FACILITATOR PAGES:**
 - Facilitator Resource 1, Grade 10 Jeopardy! Board
 - Facilitator Resource 2, Grade 10 Jeopardy! Questions
- Play money in hundred-dollar denominations (OPTIONAL)
- Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year — through a friendly game of Jeopardy!, a review of their portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PREPARATION

- List the **BIG IDEA** and the day's activities on the board.
- Use **Facilitator Resource 1, Grade 10 Jeopardy! Board**, to create the Jeopardy! game template on an overhead transparency or chart paper.

IMPLEMENTATION OPTIONS

JEOPARDY! OPTIONS:

Instead of keeping track of points, you may wish to award teams play money for each question answered correctly.

The Jeopardy! game is intended to help students celebrate how much they've learned. For that reason, you may wish to eliminate the penalty for wrong answers. You may choose to eliminate the final Jeopardy! question as well, since it's possible for a team that was winning throughout the game to lose on the final question.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to see how much you've learned since our first Roads to Success class last fall. There's no final exam or project—all the evidence is accumulated in the portfolios you've been working on throughout the year. We'll play a trivia game, review your portfolios, and have a look at the skills you've worked on and see how you think you measure up.

II. Jeopardy! (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy! on TV? [Students respond. Have somebody describe it in 25 words or less.]

[Direct students' attention to **Facilitator Resource 1, Grade 10 Jeopardy! Board**, on the overhead projector or chart paper.]

SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, Careers, and a money value from \$100 to \$500. Where would you expect to find the hardest questions? (At the bottom of the board, where the money values are higher.)

If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

At the end of the game, there will be a Final Jeopardy! question, which is often harder than the others. You may bet none, some, or all of your points on the final question. If you get it right, you win the number of points you bet. If you get it wrong, what happens? (You lose the same number of points.)

Is everybody ready? Let's get started!

2. [Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.]

[Appoint two students to stand at the board and serve as scorekeepers, with each keeping track of the points for one team.]

3. [At the end of 15 minutes of play, announce the Final Jeopardy! category, review the rules, and have teams write down their bets.]
4. [Present the Final Jeopardy! question, and set a timer for one minute or hum the Jeopardy! theme twice through while each team privately records its answer.]

When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.]

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review what you've done this year. I'll give you about five minutes to look through your portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.
2. [After five minutes, call time and request that students pair up. Use an engagement strategy to choose who goes first, and have partner A talk for one minute about what they're proudest of and why.]
3. [Call time, and have students reverse roles, with partner B speaking and partner A listening.]

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 28–30, Skills Checklist**, to review skills covered in the 10th grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

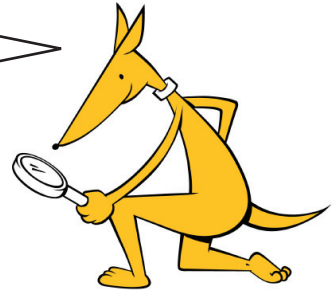
Grade 10 Jeopardy! Board				
Education After High School	Careers	Taking Tests	Finding a Job	Money Matters
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

Grade 10 Jeopardy! Questions					
	Education After High School	Careers	Taking Tests	Finding a Job	Money Matters
\$100	Name three postsecondary options.	Name a website where you can find career information.	Other than college, where else might you have to take tests after high school?	Why send a thank-you note after an informational interview?	Your first paycheck will be less than you actually earned. Why?
\$200	Name one pro and one con to attending community college.	What are two things to consider when choosing a career?	Name two of three sections you will find on the ACT.	Name three types of businesses that are likely to hire teenagers.	Why is it helpful to have a savings account when putting money away for college?
\$300	When should you take the ACT?	What's a career outlook and why should you find out what it is for your state?	What's the BEST way to prepare for the reading section of the ACT PLAN? A. READ!	Name two ways an entry-level job can help you to get your dream job down the road.	Describe two ways you can keep track of the money in your checking account.
\$400	What's one good question to ask during a college visit? (This shouldn't be something that can be answered by the website.)	Name two jobs in the same career cluster.	Name two reasons to take the ACT PLAN. A: Offers practice for ACT and helps identify strengths and weaknesses.	Based on the research we did, name two important qualities employers look for in potential applicants.	Give two reasons why you should be cautious about using credit cards.
\$500	What is the FAFSA and when should you file it? A: Financial aid form used by the government to assess need. Jan. of senior year.	How can learning about career clusters help you find a job that you enjoy?	Should you guess on the ACT PLAN? A: Yes	Identify one question that you are likely to be asked at an interview.	Name two things you should consider when choosing a cell phone plan.

Final Jeopardy!: Name three things you should make sure to do during an interview.

Answer: Smile, shake hands, be polite, be neatly dressed, ask good questions, seem enthusiastic about the job.

Use these pages to keep track of the skills you're building.



Grade 10 Skills Checklist

Check the box that shows your level of skill in each area.
Then answer the questions below.

TAKING TESTS

I can...

Identify reasons why it's a good idea to take the ACT PLAN.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify strategies that will help me to maximize my test-taking abilities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

CAREERS

I can...

Identify careers that match my skills and interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Research anticipated job openings in my field of interest.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify pros and cons of careers that match my skills and interests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand how working conditions might affect my choice of career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand how using career clusters can help me find my dream job.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify how my values influence my career choice.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

FINDING A JOB

I can...

Identify ways an entry-level job will help me reach my long-term career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify local businesses that hire teens.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Make an informational phone call.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Write a thank-you note — and understand why it's important.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify qualities that employers look for in potential employees.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize areas in my life where I demonstrate the skills employers want.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Succeed in a job interview.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

EDUCATION AFTER HIGH SCHOOL

I can...

Compare the pros and cons of various postsecondary options.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List some of the steps necessary to apply to college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify a variety of different places where I can get more information about college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Set short-term goals to improve the chances of getting into college later on down the road.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify high school courses that fit my college and career goals.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
See the value of a college visit.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify the various types of financial aid available for college.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can...

Explain why a budget is important, and name categories to include when creating one.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Keep track of the money in a checking account.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe the pros and cons of using a credit card.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Explain what to think about when considering a contract for a cell phone.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

1. What was your biggest accomplishment in Roads to Success this year? Explain.

2. Describe one way in which you were a valuable member of this class.

3. Describe one thing you'd like to learn more about or improve next year.
