

Lesson Five Timeline — Overall lesson time: One-Two hours



Activity	Summary	Detailed Info.	Rationale
Review of Lesson Four <i>(5 minutes)</i>	Students will review the key financial aid terms they learned in Lesson Four.	Teacher's Edition: page 111 Student Handbook: page 43	<ul style="list-style-type: none"> • To review the information students learned in Lesson Four. • To remind students that financial aid is available for their college education.
What do You Want to Know? Creating Interview Questions <i>(5 minutes)</i>	Students will write two questions they would like to ask the speaker on an index card. The teacher will collect these or leave them with students to ask the presenters.	Teacher's Edition: page 111 Student Handbook: page 43	<ul style="list-style-type: none"> • To give students the opportunity to ask a professional questions about his/her career and education.
College & Career Speakers w/ Q&A <i>(60-75 minutes)</i>	Working professionals will share their educational and career experiences with the class. <i>(Typically organized by ACPE partner.)</i>	Teacher's Edition: materials for assembling a career panel, pages 112–116	<ul style="list-style-type: none"> • To enhance students' knowledge of post-secondary pathways and career preparation of working professionals.
Question and Answer Session <i>(10-15 minutes)</i>	Students should be prepared to ask questions about college life and careers, and speakers will respond.	Teacher's Edition: page 112	<ul style="list-style-type: none"> • To provide students with insight into the educational and career paths of working professionals.
Discussion of Lesson 6 Career Day Presentations and Creation of Parent Invites <i>(10 minutes)</i>	Teachers will explain the requirements of the Career Day Presentations and distribute an invitation for families to join.	Teacher's Edition: instructions, pages 117–118; worksheet, page 119; scoring rubric, page 120; invitation, page 121 Student Handbook: instructions, page 44; worksheet, page 45; scoring rubric, page 46	<ul style="list-style-type: none"> • To make students aware of the expectations for the Career Presentation.
Closing Journal: Business Cards <i>(10 minutes)</i>	Students will create business cards that represent the career they have selected.	Teacher's Edition: instructions and template, page 122 Student Handbook: page 47	<ul style="list-style-type: none"> • To allow students to creatively express their career goal.
Closing Discussion <i>(5 minutes)</i>	Students will reflect on what they learned from the speakers. Teacher will lead a brief wrap-up discussion about what they learned.	Teacher's Edition: page 123	<ul style="list-style-type: none"> • To allow students to reflect on what they have learned.