| **Lesson Title**: Cost-Benefit of a Degree or Certificate  **Created by:** Erin Vobornik | | | **Level of Lesson: Advanced ESL/High Intermediate ABE** |
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| **Intended Modality:** (check all that apply)  **X In-person X Virtual X Hybrid** | | | |
| **Content Area(s)** | **Targeted** [**IL ESL Content Standards**](https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_3-17.pdf) | | |
| ELP 4 | **AE.S5** Present short speeches or oral reports | | |
| ELP 5 | **AE.R1** Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics  **AE.R5** Summarize the main ideas and supporting details in reading materials | | |
| ELP 9 | **AE.W8** Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining) | | |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/wp-content/docs/abe-ase_curriculum_institute/revised_content_standards/REVISED%20LA%20Content%20Standards.pdf) | | |
| Speaking & Listening | **4.S.PK.3** Present formal and informal speeches including discussion, information requests, interpretation, and persuasion. | | |
| Reading | **4.R.CI.13** Read and comprehend literary nonfiction in level-appropriate texts, independently and proficiently.  **4.R.RS.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | | |
| Writing | **3.W.RB.2** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, summarize or paraphrase information in notes and finished work. | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☒ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| ☐ Work Ethic *(Dependability, Professionalism)* | | ☐ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   1. Identify barriers to paying for college and propose solutions based on a reading passage. 2. Research a degree or certificate program on a college website or brochure, identifying essential information such as tuition per credit hour, specific program, and number of credits for a program. 3. Calculate a cost-benefit ratio for a given degree and profession. 4. Prepare a presentation of their findings to the class, showing the cost-benefit ratio of their chosen program and citing specific examples from research. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * Students develop self-assessment by reflecting on the resources that they used to complete the vocabulary activity. This allows for an extension of the activity beyond finding and making note of information. * Students may choose how they want to share their presentation and are encouraged to customize it so long as it adheres to the rubric. | | | |
| **Key Vocabulary**: barrier, defaulted, appropriations, mitigate, ambition, cost-benefit analysis, median | | | |
| **Instructional Materials:**  Textbooks or online curriculum:  CommonLit, [“MAKING COLLEGE MORE AFFORDABLE: WHAT NEEDS DISCUSSING IS THE TOTAL COST OF A DEGREE”](https://www.commonlit.org/en/texts/making-college-more-affordable-what-needs-discussing-is-the-total-cost-of-a-degree)  Websites:  [Vocabulary Chart](https://docs.google.com/document/d/1_GQ2kTzE6NY1Xm0nPoXXh_GCShvIZWTHNtbGrqA52tg/edit?usp=sharing)  [Career One Stop – Career Explorer](https://www.careeronestop.org/ExploreCareers/explore-careers.aspx) | | | |
| **Lesson Activities:**   1. Prior knowledge: Ask students about how they decided to pursue the career or job they have now. What factored into their decision? If they have chosen a college degree or certificate program to pursue (or obtained it already in their home country), why did they choose that program? Make a list of some answers students give. This can also be done anonymously as a Kahoot! word cloud or any anonymous polling software.    1. Highlight some of the answers that involve weighing options or cost of a program. 2. Draw students’ attention to the lesson objectives orally and visually. 3. Vocabulary: Students work individually to define the following 5 vocabulary words: barrier, defaulted, appropriations, mitigate, ambition.    1. Students may choose to complete the organizer using whatever resources they prefer.    2. Place students into groups to review their answers. Students should also reflect on which resources they used to complete the activity, what they liked/disliked about that resource, and if they’d use it again. 4. Reading: Direct students back to the lesson objectives and state that this part of the lesson will focus on “Identify barriers to paying for college and propose solutions based on a reading passage.”    1. Students work through the CommonLit passage. They should pay attention to vocabulary words as they arise, and answer the Comprehension Questions at the end of the passage. (CommonLit has the option to have the passage read aloud.)    2. Discussion: Complete the Discussion Questions at the end of the text as a think-pair-share. Provide options for how students can respond (orally, in writing, anonymously, etc.). When in doubt, ask students how they prefer to share. If you hear a particularly great response in pairs/groups, ask the student if they would be willing to share it with the whole class. 5. Digital Literacy/Research: Direct students back to the lesson objectives and state that this part of the lesson will focus on “Research a degree or certificate program on a college website or brochure, identifying essential information such as tuition per credit hour, specific program, and number of credits for a program” and “Calculate a cost-benefit ratio for a given degree and profession.”    1. Remind students of some of the factors they shared on choosing a career or program of study. Tell students they are going to conduct a cost-benefit analysis to help determine if a college or training program is a good fit for them.    2. Ask students what they think a cost-benefit analysis might be.       1. Explain that it is a way to compare the cost of something with the benefit you get from it – in this case, salary.    3. Briefly outline the steps to this process:       1. Step 1: Find a college program and record some information.       2. Step 2: Use a website to find the salary for someone in this career.       3. Step 3: Calculate the difference between the cost of the program and the future salary, and answer some questions.    4. Step 1: Guide students to some local college websites. If your adult ed program is part of a community college, it makes sense to use that website. Allow students to search outside of that institution if they know what they are looking for.       1. Visually and orally, signal that students are searching for 3 things:          1. the tuition per credit hour          2. a specific degree/certificate          3. the required number of credit hours for that degree/certificate       2. Indicate that students should note this information somewhere. You can provide a graphic organizer, use polling, or have them share in groups. It is important they have a record of this information.    5. Step 2: Encourage students to use the [CareerOneStop Career Explorer](https://www.careeronestop.org/ExploreCareers/explore-careers.aspx) website to search for the career title that most closely relates to the college program they researched. CareerOneStop helps find data specific to their zip code. They are looking for the median salary.       1. Elicit student responses on what ‘median’ means. Reiterate that it means ‘middle’. A median salary is what someone could expect to make in the middle of their career. It is the middle salary for the salary range provided (but it is NOT the average salary).       2. It is important that they note the career title and the median salary.    6. Step 3: Introduce the Cost-Benefit Analysis handout. It is helpful to have a completed handout as an example. Walk through how you calculate each section.       1. Think-Pair-Share: Students should answer the discussion questions on the handout on their own and then share with a partner. Rather than having everyone share with the whole class, they will complete that portion as a presentation in the next class session. 6. Direct students back to the lesson objectives and state that this part of the lesson will focus on “Prepare a presentation of their findings to the class, showing the cost-benefit ratio of their chosen program and citing specific examples from research..”    1. Explain to students what you expect from their Cost-Benefit Analysis presentations. Specifically, walk through the presentation rubric. Have a sample presentation prepared that you present to students and have them use the rubric to assess you. Aim to show them a presentation that earns full points but accept if you make mistakes and get points deducted.    2. Set aside enough time at the end of class for students to build their presentations in class. Remind them they will present their findings during the next class session.    3. Offer presentation options. For example, students could record their presentations at home to share on Flipgrid or your program’s learning management system. They could create illustrations to include or perhaps they choose to do their presentation as a role-play with another student in class. Try to offer flexibility so long as students adhere to your rubric. 7. Conclusion: Direct students back to the lesson objectives. Provide students with an opportunity to reflect on what they learned, what they need more help with, and how they feel about the upcoming presentation. You can do this as a poll, discussion board post, or exit ticket. It’s advised that you provide an anonymous option for any reflection of this sort. | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Students will read a passage in CommonLit. This can be provided to students as a PDF, or students can log in to the site. When logged in, students can have the passage read aloud to them. * Students preview vocabulary (with the ability to translate words) prior to reading/hearing them in a passage. | | | |
| **Performance Tasks/Assessments:**   * Cost-Benefit worksheet * Presentation (with rubric) | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * The vocabulary document has a list of annotated resources at the bottom of the page to help students navigate and assess possible tools. * The teacher references the aligned lesson objective whenever moving from one activity/focus to another. | | | |
| **Notes:**  Recommendations for low-tech classrooms   * Print reading passages for students in a couple different font sizes. Use an easy-to-read font (sans serif is best), and choose a size that is at least 12-point. * It is best to keep the objectives somewhere everyone can see them if in-person. You will refer to them often.   Recommendations for remote synchronous classes   * Provide clear guidance on how long students have to complete an activity. This allows students to mute the computer or get up and move around while they work without fear of missing important information. You could even share your screen with a timer if that doesn’t cause your students anxiety (ask them!). * It is best to keep the objectives on a shared slideshow (like Google Slides). You will refer to them often.   Recommendations for remote asynchronous classes   * You can use interactive lesson-building websites like [Edpuzzle](https://edpuzzle.com/home) or [Nearpod](https://nearpod.com/) to create lessons with digital manipulatives, different forms of media, and activities in a student-paced environment. * Try to have objectives shared in various places within the asynchronous module so that students can refer back to them when transitioning between activities/goals.   Recommendations for breaking the lesson across class sessions   * Natural breaking points occur after each objective has been completed. In this lesson that would be after the reading passage discussion and after the college program research & cost-benefit analysis (which I recommend keeping together). If assigning the presentation, try not to break up the cost-benefit analysis worksheet activity and the presentation planning. | | | |