



Lesson Plan Challenge Template

This lesson plan template can be used to help guide your submission for the Lesson Plan Challenge. It is designed to provide the necessary components to engage students with the Cradle-to-Career Student Pathways Dashboards. This template aligns with the rubric we'll be using to grade your Lesson Plan. The more you can show in each section, the stronger your lesson plan will be.

Be sure to complete all components of this template and allow your creativity to shine through!

Course Title: Understanding Education and Careers Through Data	Grade Level: 11th–12th Grade	Duration: 60 Minutes
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Materials/ Resources: 1. Student computers or tablets with internet access 2. Projector or smartboard 3. Student worksheet: "Exploring My Postsecondary Pathway" 4. Slide deck: Explaining dashboard features	Target Audience: 11th–12th grade students in a college and career readiness or advisory class. Students represent diverse academic interests and postsecondary goals (four-year college, community college, workforce, technical training, military, or undecided).
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Learning Objective
Students will interpret data from the Student Pathways Dashboard to identify postsecondary pathways after high school, analyze trends using dashboard features, explain one observed pattern, and connect the data to their own postsecondary interests by posing a data-based question.

Overview of Lesson Plan:		
Time	Task	Materials

5 min	Opening Discussion	Slides
5 min	Introduce the Dashboard	Projector + dashboard
10 min	Teacher demonstration of Student Pathways Dashboard	Projector + dashboard
10 min	Student data exploration activity	Computers + worksheet
15 min	Small group discussion	Computers + worksheet
10 min	Whole Class Reflection	Worksheet
5 min	Exit ticket reflection	Exit ticket form

Lesson Plan Details		
Time Stamp	Activity and Instructions	Notes
5 min	Opening Discussion: Ask students: "What are some possible paths people take after high school?" List answers (college, community college, apprenticeships, workforce, military).	Emphasize that there is no single correct pathway and that many successful futures exist.
5 min	Introduce the Dashboard: Explain that the Student Pathways Dashboard shows real data about what students across California do after high school.	Highlight positive framing: every pathway represents opportunities and strengths.
10 min	Teacher Demonstration: Show how to use dashboard features: - Filters (race/ethnicity, gender, etc.) - "How do I read this chart?" tooltips - Information icons - Data sources and definitions	Explain data suppression: small groups (10 or fewer students) may not appear to protect privacy.
10 min	Student Data Exploration: Students explore the dashboard in pairs using prompts: - What pathway is most common after high school? - What differences do you see among student groups? - What surprises you?	Students must use at least two dashboard features (filters + chart explanations).

15 min	Small Group Discussion: Students discuss: - Why might some pathways be more common? - How might students' communities, interests, or family responsibilities influence their choices? - What opportunities might help more students achieve their goals?	Encourage students to consider their own experiences and communities.
10 min	Whole Class Reflection: Groups share one observation and one question they still have about the data.	Teacher reinforces that data helps us ask questions, not just find answers.
5 min	Exit Ticket	Collect responses for assessment.

Exit Ticket or Homework Assignment	
Students complete a short reflection: - What is one trend you noticed in the dashboard data? - What is one question you still have about postsecondary pathways? - Which pathway are you currently considering and why? - What resources or support might help you achieve that pathway? Optional homework: - Students research one pathway (college, apprenticeship, career training, etc.) and explain how it connects to the trends observed in the dashboard.	

Supplemental Questions (Optional)

In 150 words or less, please respond to the following questions:

How does your lesson plan consider populations within your community?

This lesson considers populations within the community by asking students to use dashboard filters to look more closely at specific groups and compare trends across populations. This gives students a chance to explore data in ways that feel relevant to their own identities, backgrounds, and localities. The lesson also highlights a range of postsecondary options, including different college and career pathways, so students can see that there are many possible futures reflected in the data. In addition, students are encouraged to investigate trends for themselves rather than receive only one interpretation. That flexibility allows them to tailor the experience to their own interests, questions, and future goals. The lesson uses positive framing to affirm that all students have strengths and multiple pathways to success, while also addressing data suppression so students understand why some populations may not appear in order to protect privacy.

How do you see yourself reflected in the data? How do you help your students see and/or imagine their academic and career journey in the data?

I see myself reflected in the data because I experienced my own K–12 education in California, including in the same district context represented in the dashboard. Seeing postsecondary outcomes from my district makes the data feel personal and relevant rather than distant or abstract. To help students imagine their own academic and career journey in the data, I include both small-group and whole-class discussions where they can reflect on the trends they notice and what those patterns might mean for their own goals. These conversations help students think about whether their plans align with broader trends, how their goals may differ, and what factors might shape those differences. That reflection, combined with direct exploration of the dashboard, can spark motivation, curiosity, and a stronger sense of possibility as students think about their future.

How do you plan on using this Lesson Plan in your work? At what point in the school year would you plan on incorporating this into your curriculum and why?

I would use this lesson during the first semester of junior or senior year when students begin planning postsecondary options. At this stage students are preparing for college applications, financial aid, career exploration, or technical training. Using real data helps students make informed decisions and see how different pathways connect to real outcomes. It also supports discussions about opportunity, access, and support systems.

What learning standards does your lesson plan incorporate? I.e. common core standards, universal design learning, etc.

This lesson plan incorporates the following standards:

- **CCSS.MATH.PRACTICE.MP4** – Model with Mathematics
- **CCSS.MATH.CONTENT.HSS.ID.A.1** – Represent data with plots
- **CCSS.MATH.CONTENT.HSS.IC.B.6** – Evaluate reports based on data
- **CCSS.ELA-LITERACY.CCRA.SL.1** – Collaborative discussions
- **CCSS.ELA-LITERACY.CCRA.SL.4** – Present information and findings
- **CAST Universal Design for Learning Guidelines 3.0** – Multiple means of engagement, representation, and expression
- **California Educator Diversity & Equity Framework** – Asset-based pedagogy and culturally responsive instruction

Legend

Materials/ Resources: What do you need to bring to the lesson? Include links and web-based resources.

Target Audience: Describe the context of your audience. (e.g. 11th grade students in economy class)

Learning Objective: What will students be walking out of the lesson knowing?

Overview of Lesson Plan: Provide a brief overview of activities

Lesson Plan Details: Provide the details and notes needed to complete the activity and seamlessly walk through the lesson.

Exit Ticket or Homework Assignment: Detail what students will be turning in at the end of class. If you are assigning homework, explain the assignment and expectations.