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Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects

Each of the following anchor standards for speaking and listening which is aligned with *Can I Make It On My Own?* or with the complementary activities on page 12 has been marked with a red arrow.

College and Career Readiness Anchor Standards for Speaking and Listening

Comprehension and Collaboration

- ▶ 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- ▶ 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- ▶ 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas




- ▶ 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Common Core State Standards for Literacy in History/Social Studies, Science and Technical Subjects




Each of the following anchor standards for writing which is aligned with *Can I Make It On My Own?* or with the complementary activities on page 12 has been marked with a **red arrow**.

College and Career Readiness Anchor Standards for Writing




Text Types and Purposes

-  1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
-  2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
-  3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.


Production and Distribution of Writing

-  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
-  5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
-  6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

-  7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
-  8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
-  9. Draw evidence from literary or **informational** texts to support analysis, reflection, and research.

Range of Writing

-  10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anna's Interview Highlights

- Anna started performing in high school.
- Her goal was to become a professional actress and she accomplished that.
- She soon found out that she wanted to do something with a more secure future.
- Transitioning to a new career found her working at Starbucks and then moving back home where she became very discouraged about her future.
- She received an unexpected phone call from a community college offering an interview for a position as theater instructor.



1) Starting in high school, what negative decisions do you believe Anna made?

2) Starting in high school, what positive decisions do you believe Anna made?

3) What do you think you would have done differently in her situation?

4) Would you conclude that Anna is making it on her own or not? Explain.

Javier's Interview Highlights

- Javier just wanted to get out of high school.
- He needed 2.5 years of credits to graduate from high school his senior year.
- He was the first in his family to graduate from high school or college.
- He is a single father.
- He became a pre-school teacher.



1) Starting in high school, what negative decisions do you believe Javier made?

2) Starting in high school, what positive decisions do you believe Javier made?

3) What do you think you would have done differently in his situation?

4) Would you conclude that Javier is making it on his own or not? Explain.

Roger's Interview Highlights



- Roger was a good high school student and an Eagle Scout.
- He decided to join the Marines rather than finish college.
- After being in Iraq, he was not comfortable going back to college.
- He overcame a serious auto accident.
- He worked at Staples and found he liked customer service and was good at information technology.
- He now works in Information Technology in a school district.

1) Starting in high school, what negative decisions do you believe Roger made?

2) Starting in high school, what positive decisions do you believe Roger made?

3) What do you think you would have done differently in his situation?

4) Would you conclude that Roger is making it on his own or not? Explain.

Amanda's Interview Highlights

- Amanda was very active in high school sports and could have gone to college on scholarship.
- She chose to follow her boyfriend to college.
- She worked part-time at Nordstrom's during college.
- She left college to work full-time at a video security firm.
- She was diagnosed with cancer leading to thousands of dollars in medical debts.
- She came home to live with her grandparents and go back to school.
- She declared bankruptcy, dropped out of school and began working part-time.
- She now has a 2 year-old daughter and lives with her boyfriend and his parents.
- She became a certified dental assistant and hopes to become a dental hygienist.



1) Starting in high school, what negative decisions do you believe Amanda made?

2) Starting in high school, what positive decisions do you believe Amanda made?

3) What do you think you would have done differently in her situation?

4) Would you conclude that Amanda is making it on her own or not? Explain.

Kiran's Interview Highlights

- Kiran's parents were immigrants so she was the first to go through the American school system.
- She involved herself in high school activities which allowed her to explore a variety of interests.
- After high school, she completed her bachelor's and master's degrees in journalism.
- In college, she felt bombarded by credit card companies.
- Friends and relatives thought she would not be able to find a job in journalism because it is a declining industry. She is now a working journalist.



1) Starting in high school, what negative decisions do you believe Kiran made?

2) Starting in high school, what positive decisions do you believe Kiran made?

3) What do you think you would have done differently in her situation?

4) Would you conclude that Kiran is making it on her own or not? Explain.

Greg's Interview Highlights

- During high school, he worked in his father's construction company.
- He took vocational classes in high school.
- He knew he liked to work with his hands.
- He decided to attend a tech school and become a plumber.
- In tech school, an instructor helped him learn to set goals and meet them.
- He bought his own home and is remodeling it.



1) Starting in high school, what negative decisions do you believe Greg made?

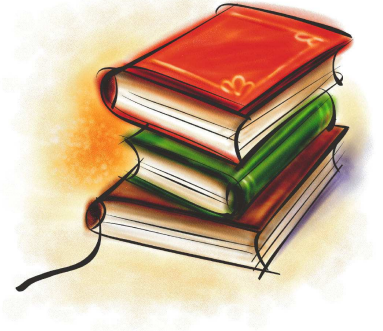
2) Starting in high school, what positive decisions do you believe Greg made?

3) What do you think you would have done differently in his situation?

4) Would you conclude that Greg is making it on his own or not? Explain.

Marlenne's Interview Highlights

- Marlenne came to the United States with her grandmother.
- She came here unable to speak English.
- She had been a college student but had to start over in the United States.
- She learned to speak English in less than a year and completed her GED.
- She manages the family finances.
- She believes you can do anything if you really want to.
- She is passionate about completing college and having a career rather than just a job.



1) Starting in high school, what negative decisions do you believe Marlenne made?

2) Starting in high school, what positive decisions do you believe Marlenne made?

3) What do you think you would have done differently in her situation?

4) Would you conclude that Marlenne is making it on her own or not? Explain.

Ryan's Interview Highlights



- Ryan expected to attend college on a swimming scholarship but then got hurt.
- He left home at 18 and moved into his own apartment with a roommate.
- He joined Americorp and paid his way through community college.
- He is passionate about being married and being family man first.
- He is a homeowner.
- He has made job changes that benefit the family.

1) Starting in high school, what negative decisions do you believe Ryan made?

2) Starting in high school, what positive decisions do you believe Ryan made?

3) What do you think you would have done differently in his situation?

4) Would you conclude that Ryan is making it on his own or not? Explain.

1. Write a Fictional Biography

No one can predict the future, but it could be fun to try. Have each of your students use what they learned in one of the interviews and write a fictional account of what might happen to that person over the next five or ten years.

2. Interview a Family Member or Friend

Everyone has a story to tell that others can learn from. Have each of your students interview one or more family members or friends who are willing to share their stories even if they choose to do it anonymously. Then have them use the information from the interview to write that person's story.

Here are some questions you can have them use or you can have them develop their own questions:

1. What academics, activities and work were you most involved in during high school?
2. What was your first job? What did you do and how much did you make? What did you like and dislike about the job? What did you spend your earnings on?
3. What did you do immediately after high school?
4. After high school, how did you pay your way? What did you need to spend your money on?
5. How do you use each of these to manage your finances? Cash, checks, debit card, credit card.
6. Have you ever had a problem managing your finances? How did you deal with it?
7. When did you open your first bank account(s) and what type(s) did you open?
8. Do you have a savings plan?
9. Have you had financial emergencies and how did you handle them?
10. Since high school have you (a) gone to school (b) worked (3) joined the military?
11. Has there been a time when you have been unemployed? How did you pay your bills during this time? How were you able to get your next job?
12. Has there been a time since you left home that you needed to go back home and live?
13. Describe your current job and what you do in a normal day.
14. What do you like and dislike about your current job?
15. How much time do you spend working?
16. What has surprised you about working?
17. What is the salary range for your job?
18. What must you spend your money on now?
19. Did you ever have a roommate? What was good and bad about it?
20. What has surprised you about managing your money?
21. Thinking back, is there anything you would do differently in high school or after?
22. Are you happy or satisfied with your choices so far?
23. What has been the most difficult thing for you in the past 5 years?
24. What is next for you? How do you plan to make that happen?
25. What do you wish someone had told you in high school that would have helped you be successful and make it on our own?

3. Research a Role Model

Have your students research someone they would like to emulate or a well-known person they admire to learn how they reached their career and financial goals. Have your students present the early years of that person's life as a short written biography or as an oral presentation to the class.