



Short-Answer Question

 Mohammed is starting his last year of high school. He needs to start applying for colleges in the next few weeks. He isn't sure what he wants to do yet. He's finding it hard to pick the schools he wants to apply to without knowing what program he wants to take.

 What does Mohammed realize about his current reality? Type your answer in the box below.

Reading Passage




How to get rid of roadblocks:

1. Find the root cause.
2. Brainstorm solutions.
3. Prioritize solutions.
4. Share your plan.
5. Take action.

When you realize your current reality, it can take you by surprise. The best way to get things back on track is with a life plan. A life plan is a way to have control over your life. It will make you feel empowered. It will let you live your life how you want. There are a series of steps in creating a life plan. The following chapters in this resource will highlight each one of these steps.

True or False

 Are the following statements TRUE or FALSE?
Use the circles to answer.

- Your current reality is when you all of a sudden realize what's happening in the past.

TRUE FALSE
- The first step in getting rid of roadblocks is to find the root cause.

TRUE FALSE
- A life plan is a way for others to have control over your life.

TRUE FALSE
- By changing your outer vision, you will change your inner vision.


TRUE FALSE

Marking Rubric

Name:

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
Understanding Concepts ✓	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
Responses to the text ✓	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
Analysis of Concepts ✓	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
Application of Concepts ✓	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /28