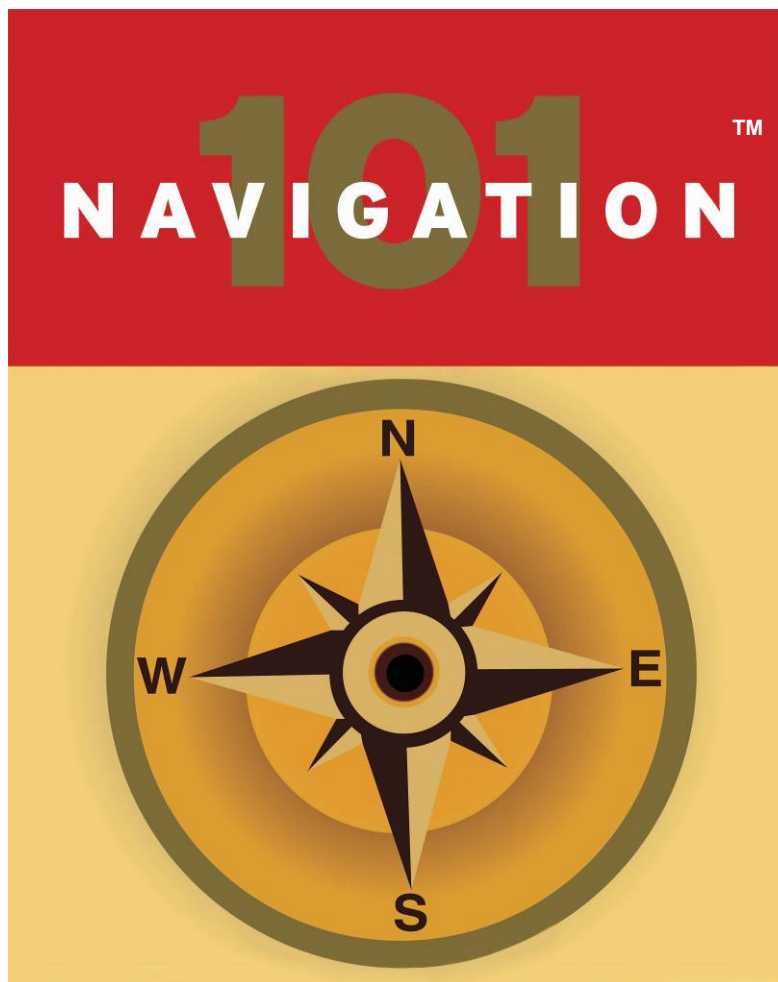


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**N A V I G A T I O N 1 0 1™**

**GRADE 11 LESSON BOOK  
& RESOURCE GUIDE**



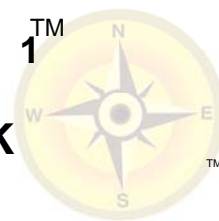
**UPDATED: APRIL 2009**

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**N A V I G A T I O N 1 0 1<sup>TM</sup>**  
**GRADE 11 LESSON BOOK**  
**& RESOURCE GUIDE**

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**T A B L E O F C O N T E N T S**

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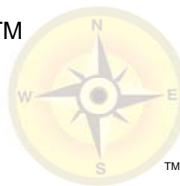


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# N A V I G A T I O N 1 0 1<sup>TM</sup>

## GRADE 11 LESSON BOOK

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**This document contains the Navigation 101 lesson plans and Resource Guide for Grade 11.**

### **NAVIGATION 101: HELP ME BE WHAT I DREAM**

What do the students in your life dream of becoming? What should they be doing today to reach those dreams? These are two of the most important questions young people must answer. But these are not easy questions, and most students need help: from teachers, counselors, and other trusted adults at school; and from their families. Students need our help to learn about their options for the future. And, even more important, they need our help to know what they should do now, during middle and high school, to be ready for life after graduation.

### **NAVIGATION 101: A DIRECTION AND A PLAN**

In many schools, two types of students get most of the attention: the high risk and the high achieving. But that means that many students are invisible. And that's not fair, because the options students face today are far too complicated to navigate alone. Every student deserves the attention of a caring adult at school. Every student needs a plan for life after high school. And every student needs to know what to do right now, whether "right now" is 6th grade or 10th grade or senior year, to be ready to succeed.

**That's where Navigation 101 can help.** Navigation 101 is a life skills and planning program for students in grades 6 through 12. It was first developed by the Franklin Pierce School District and is now being implemented in hundreds of schools around Washington State. Navigation 101 provides the structure to help students make clear, careful, and creative plans for life beyond high school. In addition, Navigation 101 helps schools:

- **Equalize opportunity** so that all students have meaningful choices for life after high school, and all students have equal access to those choices;
- **Encourage student engagement** by ensuring that every student has at least one adult at school who knows and cares about him or her;
- **Enhance student achievement** by helping students reflect on their skills, make plans to improve, and take the challenging "gatekeeper" courses and programs of study that research shows are crucial for postsecondary success;
- **Involve families** by engaging them in students' decisions and plans; and
- **Strengthen community** within schools and in the larger neighborhood by offering students meaningful volunteer service and leadership opportunities.

# NAVIGATION 101

## GRADE 11 LESSON PLANS

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 10 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
1	<b>Getting Acquainted</b>	<ul style="list-style-type: none"> <li>Why advisory?</li> <li>Why portfolios?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Re-introduce selves</li> <li>Check portfolios, sign up PSAT <b>and/or PLAN</b></li> </ul>	Portfolio check
2	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Speak to freshmen about activities</li> <li>Update citizenship goal</li> </ul>	(1) Citizenship Goal worksheet
3	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How am I doing?</li> <li>How can I do better?</li> </ul>	M 1.1.4, 4.2.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Review milestones for Jr/Sr yrs</li> <li>Prepare academic goals</li> </ul>	(2) Academic Goal worksheet Postsec Milestones
4	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Revisit postsecondary needs</li> <li>Set career exploration goals for year</li> </ul>	(3) Career Goal worksheet
5	<b>Setting Goals</b>	<ul style="list-style-type: none"> <li>What do I want to achieve this year?</li> </ul>	C 1.1.1, 1.1.2 W 1.5.1, 2.2.1	A:A2 A:B2	<ul style="list-style-type: none"> <li>Update academic, personal, career goals for year</li> <li><b>(Optional) Prepare for fall conference</b></li> </ul>	(1)+ (2) + (3) <b>Annual Goals worksheet</b> <b>(OPT) Conf Planner</b>
<b>NEW 11/08: OPTIONAL FALL STUDENT-LED CONFERENCE HERE</b>						
6	<b>Building Community</b>	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Reflect on 9<sup>th</sup> gr presentation</li> <li>Review service hours</li> </ul>	<b>Service worksheet</b>
7	<b>Improving Academically</b>	<ul style="list-style-type: none"> <li>How can I do better at school?</li> </ul>	C 1.1.1, 1.1.2 W 2.2.1, 3.1.2	A:A2 A:A3 A:B1	<ul style="list-style-type: none"> <li>Discuss grades, assessments</li> <li>Check credits, <b>CADRs</b></li> </ul>	<b>Academic Inventory</b> <b>CADR Handout</b>
8	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Review job shadow experiences</li> <li>Continue job shadow prep</li> </ul>	Job Shadow Worksheet Job Shadow Introduction
9	<b>Exploring Careers</b>	<ul style="list-style-type: none"> <li>What are my interests?</li> <li>What should I do?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 3.2.2	C:A2 C:B1 C:B2	<ul style="list-style-type: none"> <li>Review educational needs</li> <li>ID and compare potential postsec programs</li> </ul>	<b>Postsecondary Comparisons Worksheet</b>
10	<b>Planning for life after high school</b>	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Continue postsec comparisons</li> <li>Review financial aid</li> </ul>	Paying for College Handout

## GRADE 11 LESSON PLANS, Cont'd.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 10 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Review sample applications</li> <li>Prepare personal essay</li> </ul>	<b>Sample application and/or Personal essay</b>
12	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Review credits, coursework needs</li> <li>Update Four-year Plan</li> </ul>	<b>Four-year Plan</b> <b>This lesson can be counselor-led</b>
13	Planning for next year	<ul style="list-style-type: none"> <li>What courses do I need to reach my goals?</li> </ul>	C 1.1.1, 2.2.2 W 1.1.1, 1.5.1	A:A1 A:A2 A:A3	<ul style="list-style-type: none"> <li>Review goals and Four-year Plan</li> <li>Begin course registration</li> </ul>	12 <sup>th</sup> grade Course Registration (begin)
14	Building Community	<ul style="list-style-type: none"> <li>How can I get involved?</li> </ul>	C 1.1.2, 2.2.2 W 1.5.1, 2.4.1	A:C1 PS:A1 B1	<ul style="list-style-type: none"> <li>Continue individual volunteer service activities</li> </ul>	Service Worksheet
15	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Review Annual Goals and dreams for career</li> <li>Prepare draft of HS &amp; Beyond</li> </ul>	<b>HS &amp; Beyond Plan Checklist</b> <b>(checklist, pre-write)</b> <i>(Opt Program of Study)</i>
16	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Review format and purpose of conference</li> <li>Plan for conference</li> </ul>	Planning a Student-led Conference worksheet
17	Preparing for Student-led conferences	<ul style="list-style-type: none"> <li>Who am I?</li> <li>How can I present myself clearly?</li> </ul>	C 3.1.1, 3.2.1, 3.3.1, 4.1.1	PS:A1 PS:A2 A:A3	<ul style="list-style-type: none"> <li>Prepare presentations</li> <li>Practice in small groups</li> </ul>	Planning a Student-led Conference worksheet
<b>STUDENT-LED CONFERENCES HERE – Complete course registration forms during conferences</b>						
18	Using money	<ul style="list-style-type: none"> <li>What are my financial goals?</li> </ul>	M 1.1.4, 5.3.1 C 1.1.1, 1.1.2	A:C1 PS:B1	<ul style="list-style-type: none"> <li>Discuss Financial Plan</li> <li>Review budgeting concepts</li> </ul>	Financial Plan worksheet
19	Planning for life after high school	<ul style="list-style-type: none"> <li>What do I want to do in the future?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 2.2.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Continue work on Financial Plan</li> </ul>	<b>Financial Plan worksheet</b>
20	Making the transition	<ul style="list-style-type: none"> <li>What do I want to do next year?</li> </ul>	C 1.1.1, 1.1.2 W 1.1.1, 1.5.1	A:B2 A:C1 PS:B1	<ul style="list-style-type: none"> <li>Discuss this year and next year</li> <li>Check portfolios</li> </ul>	Portfolio check

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# N A V I G A T I O N 1 0 1

GRADE: 11

LESSON: 1



THEME: GETTING ACQUAINTED

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## LESSON GOALS:

- Get re-acquainted with the students in your advisory group and meet new students.
- Help students check and update their portfolios.
- Help students check their grades and credits to ensure they're on track.

## ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

## MATERIALS NEEDED:

- **11<sup>th</sup> Grade Portfolio Checklist** (*final page of this lesson plan*)
- **Grade, credit, or transcript information for each student**

## CLASSROOM ACTIVITIES:

- **Get re-acquainted.** Re-introduce yourself to the students in your advisory group. Introduce any new students. Welcome them back to school. As an icebreaker, you may wish to talk about your summer vacations or summer jobs and plans for the year. (*5 minutes*)
- **Encourage students to register for the PSAT and/or PLAN.** The SAT and ACT are the main college entrance exams. The PSAT is the SAT's practice test. Taking the PSAT during 11<sup>th</sup> grade is good practice to take the SAT, even for students who are not sure they want to attend a four-year college. Students can learn about the PSAT at [www.collegeboard.com](http://www.collegeboard.com) and learn about the PLAN at [www.actstudent.org](http://www.actstudent.org). Give them information about how to register. (*5 minutes*)
- **Check credits and grades.** Help students check their credits or grades to ensure they are progressing toward graduation. (*5 minutes*)
- **Update portfolios.** Distribute copies of the **11<sup>th</sup> Grade Portfolio Checklist** and help students organize their portfolios for the year. (*10 minutes*)

## STUDENT PRODUCTS:

- **Updated Portfolio.** Each student should update his or her portfolio for 11<sup>th</sup> grade.



# PORTFOLIO CHECKLIST – GR 11

Name \_\_\_\_\_

You should add the following materials to your portfolio this year. Please **KEEP THIS CHECKLIST IN YOUR PORTFOLIO** and check off each item as you add it.

## ACADEMIC DEVELOPMENT:

- Annual Goals:** Your goal statement from 11<sup>th</sup> grade.
- High School & Beyond Plan Checklist.** Your 11<sup>th</sup> grade draft of the HS & Beyond Plan.
- Four-year Plan:** Your course registration plan from 11<sup>th</sup> grade.
- Transcript:** Printout summarizing your grades and credits from 11<sup>th</sup> grade.
- Student Learning Plan (optional):** Your Student Learning Plan, if applicable.
- Academic Inventory:** The plan you prepared to strengthen your academic performance.
- Work Samples:** Work samples (at least **one** from **each** of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts

*Optional:*

  - Foreign Language
  - CTE
  - Other Elective: \_\_\_\_\_

## CAREER DEVELOPMENT:

- Personal Essay or Application:** Students should complete a personal essay or application.
- Postsecondary Comparisons:** Your comparison of at least three postsecondary institutions.
- Financial Plan worksheet:** Your 11<sup>th</sup> grade draft financial plan.

## PERSONAL & SOCIAL DEVELOPMENT:

- Service Worksheet:** Your completed handout about your volunteer service hours to date.
- Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or other mementos from extracurricular activities you participated in during 11<sup>th</sup> grade.

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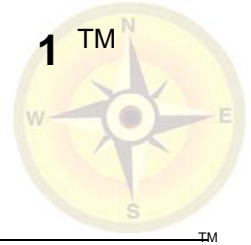
# N A V I G A T I O N 1 0 1 <sup>TM</sup>

GRADE: 11

LESSON: 2

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Help students take on a leadership role by mentoring younger students.
- Help students update a **Citizenship Goal** (first part of their Annual Goals).

## ESSENTIAL QUESTIONS:

- How can I get involved?
- How can I contribute?

## MATERIALS NEEDED:

- **Citizenship Goal Handout** (*next page of this lesson plan – one copy for each student*)
- A “partner” 9<sup>th</sup> grade advisory. For Activity 2, half of your students will go to the freshman advisory’s classroom; and half of the freshmen will meet with your remaining students.

## CLASSROOM ACTIVITIES:

- **Discuss how students have become involved at school.** Your students are now upperclassmen. How have they gotten involved at school? What are their plans for their remaining two years? What advice would they give younger students? (*5 minutes*)
- **Discuss activities and belonging with freshmen.** Working with your “partner” 9<sup>th</sup> grade advisory group, ask half of your juniors to go to the 9<sup>th</sup> grade advisory’s classroom. Half of the freshmen will come to your classroom to join your remaining juniors. Ask the juniors to talk with the freshmen about: what activities they belong to; why they think it’s important to participate in activities at school; and what they think the freshmen should do. Give freshmen the opportunity to ask questions. (*15 minutes*)
- **Have students update Citizenship Goals.** Working with your own 11<sup>th</sup> grade group again, distribute the **Citizenship Goal Handout**. Ask each student to write a goal statement that covers involvement, service, and leadership at school and in the larger community. ***Please collect these.*** (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Citizenship Goal.** Each student should write a goal. Save these for Lesson 5.



# CITIZENSHIP GOAL WORKSHEET – Gr 11



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

## WHAT DOES IT MEAN TO BE A CONTRIBUTING CITIZEN?

To be a citizen means to be a **member** of a community. You may be a citizen of a country, of a local community, even of a workplace or school.

But being a citizen also means you have a **responsibility** to that larger community.

As a student, being a contributing citizen at school means you've got a responsibility to be involved in the life of the school, by joining a club, playing a sport, getting involved in student government or serving as a volunteer.

As a member of a larger community, the community where you live, your responsibilities are increasing as you get older. For now, being a contributing citizen means finding ways – such as by volunteering – to participate in the life of your community.

How do you participate in the community at school? \_\_\_\_\_

How do you participate in the life of your larger community? \_\_\_\_\_

## CITIZENSHIP GOAL

Think about these questions as you update your Citizenship Goal. Remember that your goal should be "SMART," that is, it should be specific, measurable, achievable, rewarding, and time-oriented.

**CITIZENSHIP GOAL:** This year, I will contribute to life at school and in the community by

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# N A V I G A T I O N 1 0 1

GRADE: 11

LESSON: 3

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students take stock of what they've accomplished and update their **Academic Goal**.
- Introduce postsecondary milestones for this year and next.

## ESSENTIAL QUESTIONS:

- How am I doing?
- How can I do better?

## MATERIALS NEEDED:

- **Academic Goal Worksheet** (*next page of this lesson plan – one copy for each student*)
- **Postsecondary Milestones** (*next two pages – share with families*)
- **Postsecondary Assessments** (*final three pages – share with families*)
- **Information about students' assessments, Student Learning Plans, or other information**

## CLASSROOM ACTIVITIES:

- **Discuss how classes are going.** Your students are now upperclassmen and will soon be preparing for life after high school in earnest. How are they doing? Are they keeping up with their classes and with homework? How many are taking advanced, CTE, or dual credit classes? Make sure students remember how to check their grades. Make a note of students who seem to be struggling, as you may wish to refer them for more help. (*5-10 minutes*)
- **Review postsecondary milestones.** You have discussed the postsecondary process many times and reviewed the assessment exams students will need to take. Distribute the **Postsecondary Milestones** and **Postsecondary Assessments** handouts and review the major milestones that will occur this year and next. Are students prepared? Are they making progress? (*5-10 minutes*)
- **Have students update Academic Goals.** Distribute the **Academic Goal Worksheet**. Ask each student to complete the goal statement. *Please collect these.* (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Academic Goal.** Each student should develop at least one goal. Please save for Lesson 5.

# ACADEMIC GOAL WORKSHEET – Gr<sup>W</sup> 11



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

## WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're now an upperclassman. What do you want to achieve this year?

Junior year is important: this year you formally start the process of preparing for your postsecondary education. Whether you're going to a four-year college, a community or technical college, an apprenticeship, the military, or into the workforce, you'll likely have to prove your skills.

As you prepare for the future, think of your academic goals for this year. Do you want to:

- Get a certain GPA (say, 3.0)?
- Pass all your classes?
- Do all your homework?
- Take postsecondary assessment exams (such as the SAT, the ACT or the ASSET)?
- Get into advanced, CTE, or dual credit (high school and college credit) classes next year?
- Learn another language?

What do you want to do? Please write at least one goal below for your academic achievements this year.

Remember that your goal should be "SMART," that is:

- **Specific** rather than general (*Such as: "I want to get a 3.0 GPA this year"*).
- **Measurable** by what you will do during the year (*by grades or test scores, for instance*).
- **Achievable** or realistic for high school.
- **Rewarding** so that you will feel you've accomplished something.
- **Time-oriented** and able to be finished by the end of the school year.

**ACADEMIC GOAL:**

# POSTSECONDARY MILESTONES



The postsecondary admissions process has already started. Whether you hope to attend a four-year university or a community or technical college, join the military, begin an apprenticeship, or go directly into the workforce, you will follow many of the same steps.

## 11<sup>th</sup> GRADE: RESEARCH YOUR OPTIONS

### Begin taking required assessment exams

- If you want to attend a four-year college, take the **PSAT** and/or **PLAN** in fall of junior year.
- If you want to attend a four-year college, take the **SAT** for practice in spring of junior year. Also take **AP** tests for any AP classes you have taken. Consider taking **SAT Subject Tests** and the **ACT**.
- If you are planning on attending a community college, take the **ASSET**, **COMPASS**, or **ACCUPLACER** test in spring of junior year for practice.
- If you are planning on joining the military after graduation, take the **ASVAB** in spring of junior year for practice.

### Research postsecondary programs

Use your junior year to research postsecondary programs. Try to visit several colleges or training sites if you can. Where would you like to attend? Here are some issues to consider:

- **Type of program.** Do you need a one-year certificate or two- or four-year degree for your career goals? Do you want to find an apprenticeship? You might want to research community colleges, apprenticeships, and four-year universities to learn what different types of programs can offer.
- **Area of study.** What do you want to study? Does the program offer a “major” in that subject area? How good is its reputation? What other credentials – such as an apprenticeship or research opportunities – will you need?
- **Location.** Do you want to be close to home or far away? Do you want to live in a big city, small town, or rural area?
- **Job opportunities.** What can you learn about your chances to work part-time – or find an internship or apprenticeship – while you’re in school? How will you find a job after you graduate?
- **Your chances.** Based on your grades and test scores, what are your chances of being admitted?
- **Cost.** Don’t let cost discourage you. But do consider what tuition, books, room and board, and other expenses will total each year. Research financial aid and scholarship opportunities. Use the **FAFSA 4caster** to predict the financial aid you could receive: [www.fafsa4caster.ed.gov](http://www.fafsa4caster.ed.gov).

## POSTSECONDARY MILESTONES, CONTINUED

### 12<sup>th</sup> GRADE: TAKE ACTION

#### **FALL: Take required assessment exams**

You will want to take the **SAT, SAT Subject Tests, ACT, ASSET, COMPASS, ACCUPLACER** and/or **ASVAB** junior or senior year depending on your postsecondary goals. Take **AP** tests next spring.

#### **FALL: Apply to postsecondary programs**

Guidance counselors recommend applying to six to eight postsecondary programs. You might want to consider a mix of technical, community, and four-year colleges, depending on your educational needs and goals. For four-year colleges, you'll need to decide whether to apply for "Early Admission" (you'll be notified by mid-December but may be locked in to a choice) or "Regular Admission" (you'll be notified by next April). For each application, you'll need:

- **Application Fee.** These fees vary. They may be waived if you need help.
- **Recommendations.** You'll probably need several recommendations (usually three) from teachers or other adults who know you.
- **Essays.** You'll have to write one or two essays on subjects chosen by the college to introduce yourself.
- **Information about extracurricular activities.** Colleges will want to know what you've done outside of school.
- **Transcripts and test scores.** Your transcripts will be sent by your high school. Assessment exam scores will be sent by the administrator of the exam (generally, College Board or ACT organization, depending on the exam). You'll have to request that these be sent to each college.
- **Financial Aid.** If you want financial aid, your family will need to complete a FAFSA form ([www.fafsa.ed.gov](http://www.fafsa.ed.gov) beginning January 1<sup>st</sup> of your senior year) and request that it be sent to each college. You may also complete the CSS/Financial Aid PROFILE (<https://profileonline.collegeboard.com/prf/index.jsp>).

#### **SPRING: Make your decision!**

If you go through the normal application process, you should know by April whether you've been admitted or not. You can then decide which college to attend. Please note that community and technical colleges often have shorter application processes.

#### **SPRING: Finish the school year in style!**

Some students think that once they've been admitted to college they can stop working. But that's not true. If your grades drop suddenly or you don't complete all the work needed to graduate (particularly your culminating project) you could jeopardize your status at college. Make sure you finish the year with strong grades and a good attitude. You will also need to meet the **College Academic Distribute Requirements (CADRs)** in terms of your senior year course load to be admitted to a Washington State college or university.

# POSTSECONDARY ASSESSMENTS



No matter what you want to do with your future, you're going to have to take at least one assessment test (and likely many more than one!) during the next several years. Here's a list of the major assessment exams you'll be taking between now and graduation.

## TO GRADUATE FROM HIGH SCHOOL

### Washington Assessment of Student Learning (WASL) – Through 2010

- Washington State students in the class of 2008 or beyond must meet standard on the Reading and Writing WASL exams to graduate. This requirement may change. Your school counselor can give you the most up-to-date information.
- The WASL is administered at your high school during the school day in the spring of 10<sup>th</sup> grade.
- The WASL includes a mixture of multiple choice and essay questions.
- You may retake any or all sections of the WASL if you do not meet standard.
- For more information: [www.k12.wa.us/assessment/WASL](http://www.k12.wa.us/assessment/WASL).

## TO ATTEND A COMMUNITY OR TECHNICAL COLLEGE

### ASSET Placement Exam

- The ASSET program is a series of short placement tests developed by ACT. The tests assess your abilities and will help your college determine where to place you.
- ASSET has three tests of basic skills in writing, reading, and numerical reasoning, plus more advanced tests in Algebra and Geometry. You can also complete the Educational Planning Form, to give your college more information about your educational needs and goals.
- Many high schools have students take the ASSET test during junior year to determine what courses they should take to prepare for college.
- For more information: [www.act.org/asset](http://www.act.org/asset).

### COMPASS Exam

- The COMPASS System, developed by ACT, helps your college determine where to place you.
- COMPASS includes up to seven possible scores in three areas: one each in Writing Skills and Reading and up to five in Mathematics (Pre-Algebra, Algebra, College Algebra, Geometry, and Trigonometry).
- COMPASS also includes the ACT ESL Placement Test.
- For more information: [www.act.org/compass](http://www.act.org/compass).

### ACCUPLACER Exam

- The ACCUPLACER, developed by the College Board, also helps colleges place you in classes.
- ACCUPLACER provides placement tests in English, math, and ESL.
- The test includes multiple choice and essay questions.
- Because the test is given on-line, the questions “adapt” to your skill level.
- For more information: [www.collegeboard.com/student/testing/accuplacer](http://www.collegeboard.com/student/testing/accuplacer).

## POSTSECONDARY ASSESSMENTS

### TO ATTEND A FOUR-YEAR COLLEGE

#### Preliminary SAT (PSAT)

- Students take the PSAT to prepare for the SAT and to qualify for the National Merit Scholarship Corporation's scholarship programs.
- Students typically take the PSAT in the fall of junior year; many practice in sophomore year.
- The PSAT tests on critical reading skills, math program-solving skills, and writing skills.
- For more information: [www.collegeboard.com/student/testing/psat/about.html](http://www.collegeboard.com/student/testing/psat/about.html).

#### PLAN

- Students take the PLAN to prepare for the ACT.
- The exam covers English, math, reading and science.
- Students generally take the PLAN during sophomore year.
- For more information: [www.act.org/plan](http://www.act.org/plan).

#### SAT Reasoning Test

- The SAT is a widely used admissions test for colleges and universities. It measures critical thinking, mathematical reasoning, and writing skills.
- Many students take the SAT twice: in junior year to practice, and then in the fall of senior year.
- The SAT is offered several times each year; check with your school counselor for times.
- For more information: [www.collegeboard.com/student/testing/sat/about.html](http://www.collegeboard.com/student/testing/sat/about.html).

#### SAT Subject Tests

- SAT Subject Tests are offered in many different subjects, including English, History, Mathematics, Science (Biology, Chemistry, and Physics), and Languages (Chinese, French, German, Spanish, Hebrew, Italian, Latin, Korean, Japanese).
- Colleges use the Subject Tests for admission or for placement after you're admitted.
- Most students take the Subject Tests late in junior year or early in senior year.
- For more information: [www.collegeboard.com/student/testing/sat/about/SATII.html](http://www.collegeboard.com/student/testing/sat/about/SATII.html).

#### ACT

- The ACT is another widely used college admission exam. It assesses students' knowledge in English, mathematics, reading, and science. The ACT also offers an optional Writing Test.
- Students may take the ACT as an alternative to the SAT – or may take both tests.
- Students usually take the ACT late in junior year or early in senior year.
- For more information: [www.actstudent.org/index.html](http://www.actstudent.org/index.html).

#### Advanced Placement Exams (AP)

- Students who have taken Advanced Placement (AP) classes in high school can take the AP class in that subject. Scoring well can result in college placement and credit.
- The College Board offers 37 different AP tests in 22 subject areas.
- Students usually take the AP test at the end of the year in which they've taken an AP course; interested students should tell their AP teacher by March of that year.
- For more information: [www.collegeboard.com/student/testing/ap/about.html](http://www.collegeboard.com/student/testing/ap/about.html).



## POSTSECONDARY ASSESSMENTS

### TO ATTEND A FOUR-YEAR COLLEGE, Continued

#### College-Level Examination Program (CLEP)

- CLEP exams can help you earn college credit for work you've completed during high school or on the job.
- CLEP exams are available in the following categories (with many sub-categories available in each): Composition and Literature; Foreign Languages; History and Social Sciences; Science and Mathematics; and Business. Each exam is 90 minutes long.
- For more information: [www.collegeboard.com/student/testing/clep/about.html](http://www.collegeboard.com/student/testing/clep/about.html).

### TO BEGIN AN APPRENTICESHIP

#### Apprenticeship Program Standards

- Many apprenticeships will require that you meet certain basic academic standards.
- Some programs may require that you take specific CTE courses during high school to prepare.
- Some apprenticeships have additional standards that you must meet to secure an apprenticeship.
- For more information: [www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/Standards](http://www.lni.wa.gov/TradesLicensing/Apprenticeship/Programs/Standards).

### TO JOIN THE MILITARY

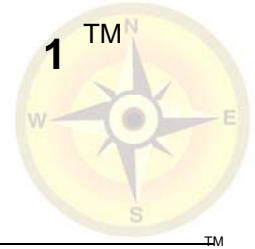
#### Armed Services Vocational Aptitude Battery (ASVAB)

- The ASVAB was developed by the Department of Defense to assess new recruits' abilities and help place them in positions. It is the most widely used assessment test in the world.
- The ASVAB includes eight test areas: General Science, Arithmetic Reasoning, Word Knowledge, Paragraph Comprehension, Mathematics Knowledge, Electronics Information, Auto and Shop Information, and Mechanical Comprehension.
- Students typically take the ASVAB in their junior or senior year.
- For more information: [www.asvabprogram.com](http://www.asvabprogram.com).

#### Air Force ROTC – Air Force Officer Qualifying Test (AFOQT)

- Students who decide to attend a four-year college may join the Army, Navy, or Air Force Reserve Officer Training Corps (ROTC) to train to become a military officer after college graduation. ROTC program availability varies by college and will provide a full or partial scholarship to college in return for a certain number of years of military service after college.
- The Army and Navy ROTC require certain score levels on the SAT and/or ACT.
- The Air Force ROTC requires the AFOQT to measure student aptitudes and select students into specific training programs such as pilot or navigator training.
- For more information: [www.afrotc.com/admissions/qualifyingTest.php](http://www.afrotc.com/admissions/qualifyingTest.php).





**LESSON GOALS:**

- Help students reflect on their goals and dreams for the future.
- Review the work students have done to date to prepare for postsecondary opportunities.
- Help students develop a **Career Goal** (leads to Annual Goals).

**ESSENTIAL QUESTIONS:**

- What are my interests?
- What should I do?

**MATERIALS NEEDED:**

- **Career Goal Worksheet** (*next page of this lesson plan – one copy for each student*)

**CLASSROOM ACTIVITIES:**

- **Discuss students’ Academic and Citizenship Goals.** Over the last several lessons, your students have been asked to develop goals for participating, volunteering, and becoming leaders at school and for succeeding academically this year. Discuss these goals with them. How can you help students become more involved and engaged? What about academics? (*5-10 minutes*)
- **Review students’ postsecondary preparation.** Over the last year, your students have learned a great deal about preparing for postsecondary opportunities. They’ve researched career and postsecondary opportunities, learned about college entrance exams, and learned about milestones for junior and senior years. What are their biggest priorities to accomplish this year to prepare for postsecondary opportunities? What do they need to do? Discuss students’ postsecondary progress to date. You may wish to review the Milestones handout from Lesson 3. (*5-10 minutes*)
- **Have students develop Career Goals.** Distribute a copy of the **Career Goal Worksheet** to each student. Help students answer the questions and then ask each student to complete the goal statement by indicating the postsecondary tasks they must complete this year. Remind them that these goals should be based on their dreams for the future. ***Please collect these.*** (*5-10 minutes*)

**STUDENT PRODUCTS:**

- **Career Goal.** Each student should develop a career exploration goal. Save them for Lesson 5.

# CAREER GOAL WORKSHEET – Gr 11



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

## WHAT ARE YOU DOING TO PREPARE FOR THE FUTURE?

You will be graduating from high school soon. What will you do after that?

Think about the work you've done to date to prepare for postsecondary opportunities. First, please indicate your chosen path for postsecondary:

- Move directly into the workplace – *Explain why* \_\_\_\_\_
- Find an apprenticeship
- Attend a community or technical college (Certificate or Associate degree)
- Attend a four-year college/university (Bachelor's degree)
- Attend graduate school after college – Field: \_\_\_\_\_
- Join the military

Based on that choice, what work do you need to do this year to prepare? Do you need to...

- Take entrance exams, such as the PSAT, SAT, PLAN, ACT, COMPASS, ASSET, ACCUPLACER or ASVAB?
- Research programs and colleges?
- Learn about financial aid?
- Register for advanced or honors courses for senior year? Or pass them this year?
- Find an internship or pre-apprenticeship in your chosen career cluster area?

What do you want to do? Please write at least one goal below for your career and postsecondary preparation this year.

**CAREER GOAL:**

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# N A V I G A T I O N 1 0 1

GRADE: 11

LESSON: 5



THEME: SETTING GOALS

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## LESSON GOALS:

- Help students combine their Citizen, Academic and Career goals into **Annual Goals**.
- **OPTIONAL:** Prepare for fall conference on goals and academic work to date.

## ESSENTIAL QUESTIONS:

- What do I want to achieve this year?

## MATERIALS NEEDED:

- **Annual Goal Handout** (*next page of this lesson plan – one copy for each student*)
- **Students' Citizen, Academic and Career goals** (*from earlier lessons*)
- **OPTIONAL: Fall Conference Planner** (*in this lesson plan*)
- **OPTIONAL: Feedback Forms and Family Invitation Letter** (*use only if you wish*)

## CLASSROOM ACTIVITIES:

- **Discuss students' Citizenship, Academic and Career Goals.** Over the last several lessons, your students have been asked to develop goals for (1) becoming contributing citizens at school; (2) succeeding academically this year; and (3) taking specific steps to realize their postsecondary plans. Discuss these goals with them. What have they done to achieve their goals? What might help them achieve their goals? (*5-10 minutes*)
- **Develop Annual Goals.** Distribute a copy of the **Annual Goals** handout to each student. Ask students to combine their goals into a set of overall goals for the school year. If you are not holding fall conferences, spend the rest of the lesson helping students add to their portfolios (watch the Navigation 101 portfolio video if you wish). (*5-20 minutes*)
- **OPTIONAL: Re-introduce the fall conference.** If your school will be holding fall conferences, distribute a copy of the **Fall Conference Planner** to students and review the first page with them. Remind them that this conference will be their chance to share their goals and progress from the year to date with you and their families. This will be a good way for them to share their postsecondary plans and the steps they are taking to prepare for postsecondary. (*5-20 minutes*)

## STUDENT PRODUCTS:

- **Annual Goals.** Each student should develop annual goals and possibly prepare for a conference.



# ANNUAL GOALS – GR 11

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

## WHAT DO YOU WANT TO ACCOMPLISH THIS YEAR?

So far this year, you've developed three goals for junior year:

- **Academic** – how you will successfully manage your classes this year
- **Career** – how you will take specific steps to realize your postsecondary plans
- **Citizen** – how you will demonstrate leadership and participation at school

Are your goals realistic? What would help you accomplish your goals this year?

- Should you change your goals to make them more realistic?
- Should you set priorities, and organize your goals by how important they are?
- Should you rewrite your goals – in terms of small steps – that will be easier than one big goal?
- Can you think of people who can help you succeed?

Think about these questions. Then write at least three “Annual Goals” that you want to accomplish, one each for Academic, Career, and Citizen.

<h3>ANNUAL GOALS</h3>
<b>ACADEMIC</b>
<b>CAREER</b>
<b>CITIZEN</b>

# FALL CONFERENCE PLANNER



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

## WHAT IS THE FALL CONFERENCE?

The **fall conference** is your chance to share your goals and work to date with your advisor and your family. You'll share your Annual Goals about your plans in three areas:

**As a Learner** (Academic goal): What do I want to accomplish this year?

**As a Planner** (Career goal): What do I want to do after high school?

**As a Contributing Citizen** (Citizenship goal): Who am I? How do I contribute?

The fall conference will be student-led: that means ***YOU*** are in charge. It's up to you to prepare well, introduce your families and advisor, lead the discussion, and conclude the conference.

## HOW WILL THE FALL CONFERENCE WORK?

Here is a checklist of what you'll need to do before and during your conference.

- Invite your family members.** Following your advisor's instructions, invite your family for the date and time you've been assigned.
- Plan what you want to say.** Using your Annual Goals and the checklist on the next page, plan what you want to say during your conference. Remember, you don't just want to read your goals. you want to explain what they mean for your work this year and your postsecondary preparations.
- Practice!** Spend a few minutes thinking about how you want to present your goals and your work so far this year.
- Dress and behave appropriately.** Plan to wear good clothes to your conference. You want to look and act like a professional!
- Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have all the materials you need (your script and goals) with you.
- Be polite.** Start your conference by introducing your family to your advisor. End your conference by thanking them for taking the time to attend.

Now it's time to prepare. Turn to the next page, get your Annual Goals from your portfolio and create a plan!

## HOW SHOULD YOU ORGANIZE YOUR STUDENT-LED CONFERENCE?

Here's a sample outline for a fall student-led conference. You'll have about 12 minutes for your conference. Plan to speak for about 10 minutes and leave the rest of the time for questions.

### INTRODUCTION

- Introduce your family members or other guests to your advisor and thank them for attending.

### EXPLAIN THE PURPOSE OF THE CONFERENCE

Explain that the purpose of the conference is to share your goals and your plans for this school year.

### ACADEMIC GOAL *(What do I want to accomplish this year?)*

- Share your academic goals for the year and explain what you hope to accomplish.
- Share any assessment results you have received (test scores, 1<sup>st</sup> quarter grades, etc.).
- Discuss your classes (why you are taking them, their level of rigor).

Notes: \_\_\_\_\_

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### CAREER GOAL *(What do I want to do after high school?)*

- Share your career goals for the year and explain what you have done to learn about careers.
- Explain how your classes this year will help you prepare for your postsecondary plans.
- Discuss what you have done to date to prepare for your postsecondary plans.

Notes: \_\_\_\_\_

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### CITIZENSHIP GOAL *(Who am I? How do I contribute?)*

- Share your citizenship goals for the year and explain how you will achieve your goals.
- Describe the activities you participate in – activities at school or in the larger community.
- Describe the opportunities you've had to demonstrate citizenship – as a volunteer or leader.

Notes: \_\_\_\_\_

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### ASK YOUR GUESTS IF THEY HAVE QUESTIONS FOR YOU

- Listen carefully to their questions.
- Answer respectfully and as completely as you can.

# FALL CONFERENCE

## FAMILY CONFERENCE FEEDBACK

**DEAR FAMILY MEMBERS:** Thanks for taking the time to attend your student's conference. Please let us know what you thought, and how we can improve.

Was your student's conference worthwhile?

Yes

No

Don't know

Should the school hold student-led conferences next year?

Yes

No

Don't know

*Please share additional comments about your child's conference below:*

# FALL CONFERENCE

## STUDENT CONFERENCE FEEDBACK

**DEAR STUDENTS:** Congratulations! You did it! You successfully organized a student-led conference.

Let us know what you think.

Overall, was your student-led conference worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conference below:*



# FALL CONFERENCE

## ADVISOR CONFERENCE FEEDBACK

**DEAR ADVISORS:** Thank you! We made it! We've completed student-led conferences.

Let us know what you think about the conference structure.

Overall, were the student-led conferences worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conferences below:*

We would like to invite you to join us for a **student-led conference** with your student and his or her advisor.

Student Name: _____ Grade: _____
Advisor Name: _____
Conference Location: _____
Conference date and time: _____

Please call \_\_\_\_\_ if you would like to change the time of this conference.

During the student-led conference, your student will take the lead in sharing his or her work, accomplishments, and goals with you. You'll learn about how your student is making progress in high school and preparing for his or her plans after high school.

Please join us. We're looking forward to seeing you.

Sincerely,

-----

(Please return this section to your student's advisor)

\_\_\_\_\_ I will be able to attend the conference.

\_\_\_\_\_ I will not be able to attend the conference. A better time would be \_\_\_\_\_

Signed: \_\_\_\_\_ Student's Name \_\_\_\_\_

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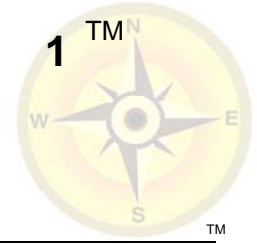
# N A V I G A T I O N 1 0 1 <sup>TM</sup>

GRADE: 11

LESSON: 6

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Reflect on the group service activity (talking with the freshmen) you carried out in Lesson 2.
- Discuss opportunities for additional projects – and build community.

## ESSENTIAL QUESTIONS:

- How can I get involved?
- How can I contribute?

## MATERIALS NEEDED:

- **Service Worksheet** (*final page of this lesson plan*)
- An activity at school your group can carry out during your advisory time. Your lead advisor will have suggestions for you.

## CLASSROOM ACTIVITIES:

- **Reflect on your group's service activity.** Earlier this year (during Lesson 2), your students helped a group of new freshmen by talking with them about the school and about activities they could participate in. How did that go? Did your students feel they were helpful? Did they feel they provided a service to the freshmen? Has your group – or individual students – had the opportunity to continue to mentor the new freshmen? Distribute the **Service Worksheet** and ask students to work individually or in small groups to complete it, focusing on the service they provided by talking with the freshmen. In addition, review your school's volunteer service requirement and discuss how your students are doing at meeting it. (*5-10 minutes*)
- **Plan and carry out an activity with your group.** It's important for your students to find ongoing ways to contribute to the life of the school – and to the community of your advisory group. How can they do that? Think of activities your group can carry out. You might want to make a video or slide show about your group, make posters, find an activity at school you can help, or volunteer to help at a nearby elementary or middle school or childcare. (*15-20 minutes*)

## STUDENT PRODUCTS:

- **Service Worksheet.** Each student should complete a Service Worksheet outlining the results of your group service project from Lesson 2.



# SERVICE WORKSHEET – GR 11

To graduate from high school, you must complete at least \_\_\_ hours of volunteer service. Please complete this worksheet for each volunteer service activity you complete. **Turn this form in to the Counseling Office. You should also save a copy in your portfolio to track your hours.**

***Guidelines:***

- *Must be conducted through a credible non-profit service organization (i.e. School-sponsored club or group, YMCA, Red Cross, food bank, church, etc.)*
- *Must receive a signature from someone in charge of the service activity*
- *Cannot receive compensation or a grade for the service*
- *Cannot be mandatory service, required by school, county, or state*
- *Cannot be service for a relative, employer, or friend*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Organization/Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor Name and Title: \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Hours Volunteered:** \_\_\_\_\_

**PREPARATION and ACTION:** *What did you do? Why? Who did you serve? Where? When?*

**REFLECTION and DEMONSTRATION:** *What did you learn?*

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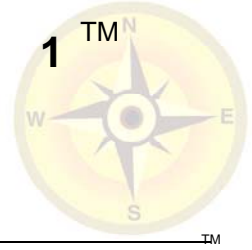
# N A V I G A T I O N 1 0 1

GRADE: 11

LESSON: 7

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students prepare for senior year and review the requirements for graduation.
- Help students assess their work and develop an **Academic Inventory**.

## ESSENTIAL QUESTIONS:

- How am I doing?
- How can I do better at school?

## MATERIALS NEEDED:

- **Academic Inventory Handout** (*next two pages of this lesson plan*)
- **Information about your school's Graduation Requirements** (*from your lead advisor*)
- **College Academic Distribution Requirements Handout** (*final page of this lesson plan*)
- **Information about students' grades and/or assessment results** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Discuss how classes are going.** Students are quickly moving toward their last year of high school. Are they on track to graduate on time? What have they done so far to prepare for postsecondary? Your students should have a good sense of how they are doing. Discuss students' classes and their grades to date, as well as other assessments students have completed. How are they doing with their classes? Are they keeping up? (*5 minutes*)
- **Discuss graduation requirements and CADRs.** Next, review your school's graduation requirements and the state College Academic Distribution Requirements. What will it take for each of them to graduate on time and to be ready for postsecondary? Please refer for help any students who are short of credits. (*5-10 minutes*)
- **Have students develop Academic Inventories.** Distribute a copy of the **Academic Inventory** to each student. Help students use information about their grades and assessment results to do to complete the handout and then develop a plan to improve their performance. (*10 minutes*)

## STUDENT PRODUCTS:

- **Academic Inventory.** Each student should complete an Academic Inventory and file it in the Academic Development section of his or her portfolio.

# ACADEMIC INVENTORY – Gr 11



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Please use information about your grades to answer the questions on this handout.

## HOW ARE YOU DOING IN YOUR CLASSES THIS YEAR?

*(Note your grade and whether you think you are doing well or not. Are you taking advanced classes? Will you have enough credits in this subject to graduate? To be admitted to college?)*

Language Arts: \_\_\_\_\_

\_\_\_\_\_

Math: \_\_\_\_\_

\_\_\_\_\_

Science: \_\_\_\_\_

\_\_\_\_\_

Social Studies: \_\_\_\_\_

\_\_\_\_\_

Elective ( ): \_\_\_\_\_

\_\_\_\_\_

Elective ( ): \_\_\_\_\_

\_\_\_\_\_

What factors contributed to your performance?

- Studying at home or at school
- Finding new ways to study to manage your workload
- Turning in homework assignments on time
- Attending class
- Working with a tutor at school
- Getting extra help from a teacher
- Attending a catch-up study session
- Other: \_\_\_\_\_

## ACADEMIC INVENTORY, Continued

### WHERE ARE YOU DOING WELL?

In which classes did you do best?

Were you surprised at how well you did?

Why do you think you did so well?

### WHERE DO YOU NEED TO IMPROVE?

In which classes do you need to improve?

Were you surprised that you didn't do as well as you expected?

How can you improve?

**WHAT IS YOUR PLAN TO DO BETTER ACADEMICALLY?** *(Please write a short response about how you can strengthen your academic performance. If you have a Student Learning Plan, how can you use those strategies to improve?)*

# COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS



The **College Academic Distribution Requirements (CADRs)** are the minimum college admission standards for Washington State. These CADRs may be higher than what your high school requires to graduate, but may not be high enough to meet the standards of some colleges or universities. Please check with the postsecondary institution of your choice to verify admission requirements.

SUBJECT AREA	THROUGH 2011	BEGINNING IN 2012
<b>TOTAL CREDITS</b>	<b>15</b> Student must obtain at least 15 credits in the subjects listed below.	<b>15</b> Student must obtain at least 15 credits in the subjects listed below.
<b>English</b>	<b>4</b> Must include 3 credits of literature and composition.	<b>4</b> Must include 3 credits of college preparatory composition or literature. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school English.
<b>Mathematics</b>	<b>3</b> Must include Algebra, Geometry, and an advanced math.	<b>3</b> Must include Algebra I, Geometry, and Algebra II <u>or</u> Integrated Math I, II, and II. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school math. One credit must be earned during senior year in a math-based quantitative course or algebra-based science course.*
<b>Science</b>	<b>2</b> Through 2009, must include 1 credit of laboratory science. <b>Beginning in 2010</b> , must include 2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics.	<b>2</b> Must include 2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics. (Note that WWU specifies that the algebra-based course be chemistry or physics.)
<b>World Language</b>	<b>2</b> Must be earned for the same world language, Native American Language, or American Sign Language.	<b>2</b> Must be earned for the same world language, Native American Language, or American Sign Language.
<b>Social Science</b>	<b>3</b>	<b>3</b> History or other social sciences
<b>Arts</b>	<b>1</b> Can be earned for fine, visual, or performing arts, or electives from any of the other required subjects.	<b>1</b> Can be earned as 1 credit of fine, visual, or performing arts or 1 additional credit in other CADR subject areas. (Note that UW and WWU specify at least 0.5 credit in fine, visual, or performing arts)

This is a summary from the Washington Higher Education Coordinating Board CADRs, May 2007 For more information, please see <http://www.hecb.wa.gov/research/issues/documents/MCASOverviewstudents.pdf>.

\*Seniors who have progressed to Pre-Calculus by Grade 11 are exempt from the senior year math requirement.





**LESSON GOALS:**

- Help students review their career interests and goals.
- Help students prepare to begin job shadows.

*NOTE: If your students will not be conducting job shadows, have them substitute library career research.*

**ESSENTIAL QUESTIONS:**

- What are my interests?
- What should I do?

**MATERIALS NEEDED:**

- **Job Shadow Worksheet** (*next page of this lesson plan*)
- **Job Shadow Introduction** (*final pages of this lesson plan*)
- **Resource list of potential job shadow contacts** (*if applicable – from your lead advisor*)

**CLASSROOM ACTIVITIES:**

- **Discuss job shadows.** Some high schools require students to complete one or more job shadows before graduation. Whether or not your school does, completing a job shadow can be a helpful way for a student to learn more about a career or cluster of interest. Distribute the **Job Shadow Worksheet** and use it to explain the parameters of a successful job shadow. (*5 minutes*)
- **Discuss logistics.** Your lead advisor should compile a **resource list** of local community members and/or businesses that are willing to host students for job shadows. Distribute this list to students. Ask each student to identify up to three potential job shadow opportunities. They should focus on opportunities in their career clusters. Then distribute the **Job Shadow Introduction** and review it to explain how students can obtain a job shadow and how they should behave “on the job.” You might want students to act out a phone call to a potential job shadow host. (*10-15 minutes*)
- **Begin organizing job shadows.** Give students the chance (and, if you wish, access to a phone or e-mail) to begin setting up a job shadow experience. You might want to help students who are intimidated or those who are unsure of how to proceed. (*5-10 minutes*)

**STUDENT PRODUCTS:**

- **Job Shadow Planning.** Each student should try to arrange a job shadow.

# JOB SHADOW WORKSHEET



Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Please complete this worksheet for each job shadow activity you complete. If your school requires job shadows, please **turn this form in to your advisor. If you wish, you may also file a copy in your portfolio.**

### **Guidelines:**

- *Must be conducted through a credible employer*
- *Must receive a signature from someone in charge of the job shadow*
- *Cannot receive compensation or a grade for the job shadow*
- *Cannot be mandatory, required by school, county, or state*
- *Cannot be a job shadow for a relative, current employer, or friend*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Organization/Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor Name and Title: \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Hours Shadowed:** \_\_\_\_\_

### **REFLECTION:**

*Explain any insight you gained into this profession and the possibility of pursuing this field.*

*Explain what you learned about the job and about yourself.*

*Did anything surprise you about the job? Was there anything especially challenging about this job?*

*After this experience, would you consider this as a career choice? Why or why not?*

# J O B S H A D O W I N T R O D U C T I O N



## WHAT IS A JOB SHADOW?

In a job shadow, you will literally “shadow” an adult at his or her job for part or all of a work day. The job shadow will let you see a career in action and visit a real workplace. Job shadows are a good way to investigate a career. They’re often a first step toward more intensive career explorations.

## HOW CAN YOU PREPARE FOR A JOB SHADOW?

Your advisor will help you follow these steps to organize a job shadow:

- **Find** a career that interests you from your advisor’s list of community members who are willing to host a job shadow. (If you are taking a CTE course, your CTE teacher may also have a list of people you can shadow.)
- **Contact** the community member following your advisor’s instructions (by phone, e-mail, or letter). You will find a sample e-mail on the next page of this handout. Adapt it as needed.
- **Ask** the community member if you can shadow him or her for a day.
- **Arrange** to get to your job shadow on the appointed day. The school will not provide transportation, so you may need to get help from your family. Also make sure to arrange to be absent from school if you need to take a day off for your job shadow.
- **Dress** in clothes appropriate for the work setting (your advisor can provide advice). Be prompt and courteous. Make sure your behavior is appropriate and respectful.
- **Thank** your host after the job shadow. You’ll find a sample on the next page of this handout. And then complete and turn in a **Job Shadow Worksheet** (your supervisor will need to sign this).

**Contact Information:** Potential job shadow host’s name, business, and contact information:

**Method and date of contacting host.** Date: \_\_\_\_\_

- E-mail
- Phone call
- Letter
- Other

**Response from potential host:**

- Yes – If yes, date, time and location for job shadow: \_\_\_\_\_
- No

**Logistics:** transportation to and from job shadow: \_\_\_\_\_

## **SAMPLE CONTACT E-MAIL or LETTER**

Dear \_\_\_\_\_:

My name is \_\_\_\_\_ and I am a student at \_\_\_\_\_ High School. I have been exploring careers and am interested in a job shadow at your workplace. Would you be able to host me?

If I shadow you, I would hope to follow you for a day to learn what you do on the job every day. I'm particularly interested in <<career>> \_\_\_\_\_, and I would like to learn more about what you do.

Our class will be doing job shadows on <<list date here or write "at your convenience" and ask your host to set a date>>.

You can contact me at <<e-mail, phone, or address>>. Thank you for your consideration.

Sincerely,

\_\_\_\_\_

## **SAMPLE THANK YOU E-MAIL or LETTER**

Dear \_\_\_\_\_:

Thanks again for hosting me for a job shadow on <<date>>. I appreciate your thoughtfulness in taking the time to help me learn more about your career.

I was particularly interested in <<fill in something you learned>> \_\_\_\_\_.

You've given me a lot to think about as I plan for the rest of my time in high school. Thanks for your help. I hope you'll be willing to host students from my high school again in the future.

Sincerely,

\_\_\_\_\_



## LESSON GOALS:

- Help students continue to explore their postsecondary interests.
- Help students compare different postsecondary options.

## ESSENTIAL QUESTIONS:

- What are my interests?
- What should I do?

## MATERIALS NEEDED:

- **Postsecondary Comparisons Worksheet** (*final pages of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Review postsecondary milestones.** You have discussed the postsecondary process a number of times and discussed at length the assessment exams students will need to take. Review the **Postsecondary Milestones Handout** you discussed during Lesson 3 and review the major milestones that will occur this year and next. Are students making progress? (*5 minutes*)
- **Discuss students' postsecondary dreams.** What do your students hope to do after graduation? What will they need to do to achieve these dreams? Ask your students about their plans – and backup plans. Discuss what each of them will need to do between now and graduation. Discuss the research they've done on postsecondary options. (*5-10 minutes*)
- **Research postsecondary options.** Students have had a number of opportunities to research the educational requirements of potential careers. Distribute the **Postsecondary Comparisons Handout**. Ask them to complete it. Then have them identify three postsecondary institutions (community colleges, technical colleges, military, apprenticeships, or four-year colleges) to compare. Have students use the Internet to complete the chart on page 2 of the handout. Ask them to file the handouts in their portfolio, as they will continue to work on these at your next advisory lesson. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **Postsecondary Comparisons Worksheet.** Students should begin work and file this in their portfolios for next lesson.



## POSTSECONDARY COMPARISONS

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

### WHAT WILL YOU DO AFTER HIGH SCHOOL?

And what education or training will you need to achieve your goals? Use the Internet to complete this handout. Then file it in the Career Development section of your portfolio.

### FIRST, WHAT DO YOU WANT TO DO?

What do you want to do? Note your career cluster and at least one potential career.

Using information available from your Career Center or the College Board's "Majors and Careers Profiles" ([http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/)) find out what type of education you'll need after high school to realize your career goal.

To achieve my career goal, I need:

- No postsecondary education (*please explain why*) \_\_\_\_\_
- Apprenticeship
- One-year certificate or credential
- Two-year degree (A.A. or A.S.)
- Four-year degree (B.A. or B.S.)
- Post-graduate degree
- Military Service
- Other

Next, determine what you will need to study in college (your major) for this career:

Finally, list at least three postsecondary institutions that offer this major:  
(*You may wish to identify two local schools and one that is farther from home. You may list community colleges, technical colleges, apprenticeship programs, the military, or four-year colleges.*)

**Now, turn the page to prepare a comparison chart of these three options:**

## POSTSECONDARY COMPARISON CHART

Name of Postsecondary Program	Name #1:	Name #2	Name #3
Type of Institution (2-year, 4-year, etc.)			
Location			
Major you would study there			
Size of institution (total number of students)			
Cost (tuition and fees for one year)			
Cost (room and board if you cannot live at home)			
Assessment exams required			
Application deadline			
Career preparation opportunities			
Why is this program interesting to you?			

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# NAVIGATION 101™

GRADE: 11

LESSON: 10

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students continue to reflect on their career goals and educational needs.
- Help students continue to research postsecondary programs for their career goals.

## ESSENTIAL QUESTIONS:

- What will I do after high school?
- How can I plan?

## MATERIALS NEEDED:

- **Paying for College Handout** (*final pages of this lesson plan*)
- **Postsecondary Comparisons Worksheet** (*from Lesson 9*)
- **Internet access or information about postsecondary programs**

## CLASSROOM ACTIVITIES:

- **Discuss students' postsecondary research to date.** During your last lesson, your students were asked to identify three possible postsecondary programs and begin to compare them. What did they learn? Which options sound best to them? (*5 minutes*)
- **Discuss financial aid.** Distribute the **Paying for College Handout**. Finding the money to attend college can be a disincentive for many students. Review the information and ask students to share this information with their families – particularly the tip to use the FAFSA 4Caster tool. (*5 minutes*)
- **Complete postsecondary comparisons.** Ask students to retrieve their Postsecondary Comparisons Worksheets from their portfolios. How much information do they still need to be able to choose between different postsecondary options? Have them continue to work. (*10-15 minutes*)

## STUDENT PRODUCTS:

- Students should complete a **Postsecondary Comparisons Worksheet** and file it in their portfolios.



# PAYING FOR COLLEGE



Whether you hope to go to a private college across the country or to the community college in your neighborhood, college is expensive. Concern about money keeps many students from going to college. **But don't let money stop you.** No matter what you want to do, there's probably financial aid available to help you. Here are some resources for you and your family.

## SAVINGS

Saving money ahead of time is a good way to pay for college. But it's also the most difficult. Yet if you or your family have a little money to put aside for college each month, there's a program that can help.

The **Washington State Guaranteed Education Tuition Program (GET)** lets you pre-pay the tuition for any public college or university in Washington State. (You can also apply the money you save to a private college or to a college in another state.) You can pay as little or as much as you want each month. Learn more at [www.get.wa.gov](http://www.get.wa.gov).

## NEED-BASED FINANCIAL AID

If you can't save enough money for college, you might qualify for **need-based financial aid**. Many colleges help students with their expenses, and the federal government has many aid programs as well. Usually, students get aid based on what their family can afford. To learn how much aid you might qualify for, you and your family can use the **FAFSA 4caster** at: <http://www.fafsa4caster.ed.gov/>. You may also complete the CSS/Financial Aid PROFILE: <https://profileonline.collegeboard.com/prf/index.jsp>. There are several kinds of need-based financial aid:

- **Need-based grants and scholarships:** Grants and scholarships don't have to be repaid.
- **Student loans:** Loans do need to be repaid – after you graduate and are earning money on your own. But student loans usually have lower interest rates than car or home loans.
- **Work-study:** Many colleges have part-time jobs available on campus for students who qualify. These jobs might involve working in the cafeteria or the library, helping a professor with research, or even serving as a teaching assistant for younger students. Work-study jobs can help you pay your living expenses while you're at school.

## MERIT-BASED GRANTS AND SCHOLARSHIPS

Not all aid is based on need. You can also get help with your college tuition because of your grades or test scores, athletics, being in the military, or because of your background, family's employer, or interests.

**Merit-based grants and scholarships** may come with conditions (for instance, you may get an athletic scholarship only if you play on the college team) but they do not need to be repaid.

You can learn more about scholarships at the College Board's web site. Log on to [www.collegeboard.com](http://www.collegeboard.com), then click on either "For Students" or "For Parents" and then click on "Pay for College." This section of the web site has information about all types of financial aid and links to several "Scholarship Finder" sites. You can also learn more from the Washington State Higher Education Coordinating Board: [www.hecb.wa.gov/Paying/index.asp](http://www.hecb.wa.gov/Paying/index.asp).

## PAYING FOR COLLEGE, Continued

### SCHOLARSHIPS FOR WASHINGTON STUDENTS

Washington students have the opportunity to apply for two exciting postsecondary scholarships. Both offer up to four years of **full tuition** for college for eligible students.

#### GET READY FOR MATH & SCIENCE SCHOLARSHIP

Beginning with the class of 2010, low- and middle-income students with top math and science scores may be eligible to apply for up to four years of free college tuition through the new GET Ready for Math & Science Conditional Scholarship program. To be eligible, students must:

- Score a 4 on the math or science section of the 10th grade WASL (or replacement) or score about the 95th percentile on the math section of the SAT or ACT.
- Have a family income at or below 125% of the state's median income.
- Be a Washington State resident.
- Plan to earn a degree in math or science at a Washington college or university.
- Agree to work full-time in math or science for at least three years after college.

Applications will be available starting April 1, 2009 and will be due by June 30, 2009. For more information: <http://www.hecb.wa.gov/paying/waaidprgm/GETREADYformathscience.asp>.

#### COLLEGE BOUND SCHOLARSHIP

(Note that students who are juniors are no longer able to apply for College Bound Scholarships. But they may wish to share this information with younger siblings.)

During the 2008-09 school year, eligible 9th graders will get a one-time opportunity to join the 7th and 8th graders who add their names to the College Bound Scholarship list this year. The Legislature provided an additional year because the College Bound Scholarship program was new last year. Eligible students include those who:

- Qualify for free or reduced-price school lunches;
- Are foster youth;
- Sign a pledge to stay in school;
- Demonstrate good citizenship;
- Maintain a 2.0 GPA; and
- Graduate from high school.

Students will receive a scholarship for the full cost of tuition plus \$500 for books at a Washington State two-year, four-year, or technical college (beyond what they receive in other state aid) if they fulfill the pledge, are admitted to college, complete a FAFSA (Free Application for Federal Student Aid), and meet the income requirement. An estimated 56,000 students statewide qualify for the program. Students in 7th, 8th, or 9th grade must submit an online application by June 30, 2009. For more information: <http://www.hecb.wa.gov/paying/waaidprgm/CollegeBoundScholarship.asp>.

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# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 11

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Discuss students' postsecondary plans.
- Introduce a sample college application.
- Help students begin to complete a college application or personal essay.

## ESSENTIAL QUESTIONS:

- What will I do after high school?
- How can I plan?

## MATERIALS NEEDED:

- **Sample Application(s): (from your lead advisor)**
  - *Common Application:* download at <http://www.commonapp.org/>
  - *Application from a local four-year or community or technical college*

## CLASSROOM ACTIVITIES:

- **Discuss students' postsecondary plans.** Students have nearly completed junior year, and next year they will make their final decisions about the year after high school. What are they planning to do? How many students are planning to go on to four-year college? To a community or technical college? How many plan to join the military? How many plan to pursue an apprenticeship? How many want to go straight to work? (5-10 minutes)
- **Demonstrate a sample application.** Most schools have their own applications, and many require students to complete their applications on-line. Obviously, students aren't ready to do that yet. But it will help them to practice. Distribute a sample application to each student (see the suggestions above). Review the key components of the application. (5minutes)
- **Begin a sample application.** Have students complete a sample application with pencil and paper. Can they complete all the information that is required? What additional information will they need next year? What does this application show them about the importance of grades, assessments, and outside activities? If you are using the Common Application, you may ask students to select one of the personal essays to complete on their own time. (10-15 minutes)

## STUDENT PRODUCTS:

- **Sample Application.** Students should complete a sample application and file it in their portfolios.

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# N A V I G A T I O N 1 0 1 <sup>TM</sup>

GRADE: 11

LESSON: 12

THEME: PLANNING FOR NEXT YEAR

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**Note that this lesson can be led by a school counselor.**

## LESSON GOALS:

- Review coursework needs (graduation and college admission requirements).
- Update the **Four-Year Plan** and prepare students for course registration for next year.

## ESSENTIAL QUESTIONS:

- What courses do I need to reach my goals?
- What should I do next year?

## MATERIALS NEEDED:

- **High School Graduation Requirements** (*next page of this lesson plan*)
- **College Academic Distribution Requirements (CADRs) Handout** (*in this lesson plan*)
- **CTE Options** (*in this lesson plan*)
- **Four-Year Plan Worksheet** (*final page of this lesson plan*)
- **Course catalog, Navigation 101 Course Planning Power Point** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Discuss coursework needs.** Research shows that taking advanced courses in high school is key to student success in postsecondary – more important than grades or socioeconomic status. Distribute the **High School Graduation Requirements** and **CADR** handouts and review the **minimum course requirements** to graduate and be admitted to college. Review **CTE Options** available in your school and district. Have students check their credits to date. (*10-15 minutes*)
- **Update the Four-Year Plan.** Distribute a copy of the **Four-Year Plan Worksheet** to each student. Then, using a course catalog, help students update their plan for their remaining year. You might want to focus on advanced, CTE, and dual credit opportunities. You may want to schedule a meeting with each student. (*10-15 minutes*)
- **Review the course registration process.** Students' Four-Year Plans will be the first step in the course registration process for next year. Review the process with them. (*5 minutes*)

## STUDENT PRODUCTS:

- **Four-Year Plan.** Each student should complete a Four-Year Plan.

# HIGH SCHOOL GRADUATION REQUIREMENTS



## WHAT IS REQUIRED TO GRADUATE FROM HIGH SCHOOL?

The State of Washington requires students to fulfill four tasks to graduate from high school. These are:

- **Complete a High School & Beyond Plan.** Students in Navigation 101 work on High School & Beyond Plan worksheets each year and complete a final plan during senior year to meet this requirement.
- **Meet minimum course credit requirements.** The State of Washington currently requires 19 credits in the subjects listed below. Individual districts may have more rigorous requirements. The course requirements to qualify for admission to college (the CADRs) are more rigorous than these graduation requirements (see the College Academic Distribution Requirements handout), and the requirements for individual colleges and universities may be even more rigorous still.

SUBJECT AREA	MINIMUM STATE REQUIREMENT	YOUR DISTRICT'S REQUIREMENT
English	3 credits	
Mathematics	2 credits <i>(through class of 2012)</i> 3 credits <i>(beginning with class of 2013)</i>	
Science	2 credits <i>(1 must be a lab)</i>	
Social Studies	2.5 credits	
World Language	0 credits	
Visual or performing arts	1 credit	
Health & fitness	2 credits	
Occupational education	1 credit	
Electives	5.5 credits	
<b>TOTAL</b>	<b>19 credits <i>(through class of 2012)</i></b> <b>20 <i>(beginning with class of 2013)</i></b>	

Remember that these minimum requirements are truly the **minimum** students must do to graduate. Students are strongly encouraged to take more courses in mathematics, science, social studies, English, and world languages, and to take the most challenging courses possible.

- **Receive a Certificate of Academic/Individual Achievement.** Your school counselor will give you information on this requirement; most students do this by meeting standard on an assessment exam.
- **Complete a Culminating Project.** Navigation 101 students prepare a senior presentation using their portfolios. This senior presentation will meet the Culminating Project requirement.

# COLLEGE ACADEMIC DISTRIBUTION REQUIREMENTS



The **College Academic Distribution Requirements (CADRs)** are the minimum college admission standards for Washington State. These CADRs may be higher than what your high school requires to graduate but may not be high enough to meet the standards of some colleges or universities. Please check with the postsecondary institution of your choice to verify admission requirements.

SUBJECT AREA	THROUGH 2011	BEGINNING IN 2012
<b>TOTAL CREDITS</b>	<b>15</b> Student must obtain at least 15 credits in the subjects listed below.	<b>15</b> Student must obtain at least 15 credits in the subjects listed below.
<b>English</b>	<b>4</b> Must include 3 credits of literature and composition.	<b>4</b> Must include 3 credits of college preparatory composition or literature. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school English.
<b>Mathematics</b>	<b>3</b> Must include Algebra, Geometry, and an advanced math.	<b>3</b> Must include Algebra I, Geometry, and Algebra II <u>or</u> Integrated Math I, II, and II. Passage of 10 <sup>th</sup> grade WASL is equivalent to earning the first 2 credits of high school math. One credit must be earned during senior year in a math-based quantitative course or algebra-based science course.*
<b>Science</b>	<b>2</b> Through 2009, must include 1 credit of laboratory science. <b>Beginning in 2010</b> , must include 2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics.	<b>2</b> Must include 2 credits of laboratory science, including 1 credit of algebra-based biology, chemistry, or physics. (Note that WWU specifies that the algebra-based course be chemistry or physics.)
<b>World Language</b>	<b>2</b> Must be earned for the same world language, Native American Language, or American Sign Language.	<b>2</b> Must be earned for the same world language, Native American Language, or American Sign Language.
<b>Social Science</b>	<b>3</b>	<b>3</b> History or other social sciences
<b>Arts</b>	<b>1</b> Can be earned for fine, visual, or performing arts, or electives from any of the other required subjects.	<b>1</b> Can be earned as 1 credit of fine, visual, or performing arts or 1 additional credit in other CADR subject areas. (Note that UW and WWU specify at least 0.5 credit in fine, visual, or performing arts)

This is a summary from the Washington Higher Education Coordinating Board CADRs, May 2007 For more information, please see <http://www.hecb.wa.gov/research/issues/documents/MCASOverviewstudents.pdf>.  
\*Students who have reached Pre-Calculus level by 11<sup>th</sup> grade are exempt from the Senior math requirement.

# CTE OPTIONS IN HIGH SCHOOL



## LEARN ABOUT CAREERS THROUGH CTE

What's CTE? It's the abbreviation for **Career & Technical Education**, which refers to many different courses and hands on (applied learning) opportunities for students who want to learn more about a particular career. Through CTE courses, students can learn more about a career in cooking (culinary arts), technology, gardening (horticulture), environmental science, engineering, and many more fields.

Most CTE courses are available to high school juniors and seniors, though some are available to freshmen and sophomores as well. Some of the courses are offered at the high school. Others are offered at "skills centers" that serve students from several school districts. And some are offered at community or technical colleges. In some cases, students can earn college credits for CTE courses. Here is a summary of CTE opportunities. Ask your guidance counselor or high school advisor about CTE!

## CTE COURSES AT THE HIGH SCHOOL

- Offered in many different fields, from automotive to cooking to environmental science.
- Feature applied (hands-on) learning opportunities in addition to book-learning.
- Some schools may have academies in which students study a subject (such as environmental science) intensively for several years.
- Most schools offer both preparatory and more advanced CTE courses so that interested students can continue to gain experience and knowledge.
- Many high school CTE courses are articulated (connected) to college courses so that students can earn college credit while in high school.
- To learn more: ask your school counselor for information about CTE in your district.

## SKILLS CENTERS

- Regional high schools that provide extended, industry-defined technical education.
- Students can earn up to 4 high school credits/year in programs that include hands-on training.
- Students typically attend the skills center for half day, regular high school for half day.
- Washington State has 10 skills centers, helping to start 4 more.
- Approximately 7,000 students in 85 districts attend skills centers.
- Learn more: [www.washingtonskillscenters.com](http://www.washingtonskillscenters.com)

## STEM

- STEM is Science, Technology, Engineering and Math instruction.
- STEM includes classes and career exploration in BioTechnology, Agriculture Technology, Nanotechnology, several areas of Engineering, and other technologies.
- STEM helps students in grades 7-12 prepare for high-demand high-wage careers.
- STEM courses are being piloted in several schools districts, but will be expanded.
- To learn more: ask if there are STEM courses at your high school. These are particularly helpful for students interested in a career in technology or engineering.



## CTE OPTIONS, Cont'd.

### CTE and ADVANCED PLACEMENT

- Many students take Advanced Placement (AP) courses to earn college credit.
- CTE is partnering with AP to help more students prepare for success after high school.
- CTE/AP pairings include:
  - CTE Computer programming → AP Computer Science
  - CTE Commercial Art → AP Studio Art Drawing 2D/3D
  - CTE Natural Resources → AP Environmental Science
  - CTE Family Systems → AP Psychology
  - CTE Economics → AP Macroeconomics
- To learn more: ask your school counselor if there are CTE AP courses at your school. These courses will give you the opportunity to take a test to earn college credit.

### WASHINGTON TECH PREP

- Tech Prep gives high school students dual credit (both high school and college credit) for CTE courses that connect to college programs.
- Tech Prep courses are offered in partnership with community and technical colleges.
- Tech Prep gives students the chance to earn college credit without paying college tuition.
- To learn more: [www.techprepwa.org](http://www.techprepwa.org).

### RUNNING START FOR THE TRADES

- Running Start allows high school students to take courses at a community or technical college and earn college credit.
- Running Start for the Trades offers pre-apprenticeships for high school students (opportunities to work and get paid while you learn).
- These pre-apprenticeships pair classroom work with on-the-job training.
- Pre-apprenticeships prepare students for full apprenticeships after graduation.
- Apprenticeships are available in:
  - Construction
  - Health Care
  - Firefighting
  - Child care
  - Culinary arts
- To learn more about apprenticeships: [www.lni.wa.gov/TradesLicensing/Apprenticeship](http://www.lni.wa.gov/TradesLicensing/Apprenticeship).





# FOUR-YEAR PLAN – Gr 11

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Postsecondary Plan: \_\_\_\_\_

## FRESHMAN YEAR

First Semester	Second Semester
Freshman English: _____	Freshman English: _____
Mathematics: _____	Mathematics: _____
Science: _____	Science: _____
Social Studies: _____	Social Studies: _____
Elective: _____	Elective: _____
Elective (Language?): _____	Elective (Language?): _____

## SOPHOMORE YEAR

First Semester	Second Semester
Sophomore English: _____	Sophomore English: _____
Mathematics: _____	Mathematics: _____
Science: _____	Science: _____
Social Studies: _____	Social Studies: _____
Elective (CTE?): _____	Elective (Fine Art?): _____
Elective (Language?): _____	Elective (Language?): _____

## JUNIOR YEAR

First Semester	Second Semester
Junior English: _____	Junior English: _____
Social Studies: _____	Social Studies: _____
Mathematics: _____	Mathematics: _____
Science: _____	Science: _____
Elective (Language?): _____	Elective (Language?): _____
Elective (Fine Art): _____	Elective (CTE?): _____

## SENIOR YEAR

First Semester	Second Semester
Senior English: _____	Senior English: _____
Social Studies: _____	Social Studies: _____
Mathematics: _____	Mathematics: _____
Science: _____	Science: _____
Elective (Language?): _____	Elective (Language?): _____
Elective: _____	Elective: _____

Credits needed: \_\_\_\_\_ Credits this plan provides: \_\_\_\_\_

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# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 13



THEME: PLANNING FOR NEXT YEAR

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## LESSON GOALS:

- Review students' academic goals and plans.
- Explain the course registration process for next year.
- Help students complete their 12<sup>th</sup> grade course registration forms.

## ESSENTIAL QUESTIONS:

- What courses do I need to reach my goals?
- What should I do next year?

## MATERIALS NEEDED:

- Completed **Four-year Plans** (*from students' portfolios*)
- **Course catalog**, including graduation requirements
- **Course Registration Forms** (*one for each student – from school administration*)

## CLASSROOM ACTIVITIES:

- **Discuss students' Four-year Plans.** Have students retrieve and review their updated Four-year Plans. What goals have they outlined for senior year? How will the classes they've selected prepare them? How can they be most successful next year? (*5-10 minutes*)
- **Review the course registration process.** Students' Four-year Plans will guide the course registration process for next year. Review how the course registration process will work. Make sure students understand the advanced or "gatekeeper" courses your school offers and which ones they are eligible to register for as seniors. Discuss any off-campus opportunities. (*5-10 minutes*)
- **Begin the course registration process.** Distribute course registration forms. Ask students to complete their forms for 12<sup>th</sup> grade. Refer students who are still uncertain of their plans to your school's Counseling Office. Make sure students return their registration forms to you. (NOTE: students taking advanced courses may need to get special approval.) (*5-10 minutes*)

## STUDENT PRODUCTS:

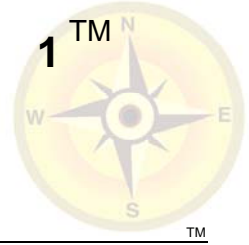
- **Course Registration Form.** Each student should complete a course registration form for 12<sup>th</sup> grade and return it to you. They can finalize these with their families during their conferences.

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# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 14



THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Review your school's **volunteer service requirements** (if applicable).
- Discuss students' volunteer activities to date.
- Build community within your group.

## ESSENTIAL QUESTIONS:

- How can I get involved?
- How can I contribute?

## MATERIALS NEEDED:

- **Service Worksheet** (*final page of this lesson plan*)
- A community-building activity at school your group can carry out during your advisory time. Your lead advisor will have suggestions for you.

## CLASSROOM ACTIVITIES:

- **Review your school's volunteer service requirements.** If your school has a volunteer service requirement for graduation, review it with your students. Many schools require students to complete a certain number of hours of service before graduation. Discuss students' volunteer service work to date and see how they are doing in meeting your school's requirements. As they are well along in junior year, your students should have nearly completed the requirement by now. Review with students how to contact organizations for volunteer projects. Distribute the **Service Worksheet** and remind students to complete one for each volunteer project completed. (*5-10 minutes*)
- **Plan and carry out an activity with your group.** Then take some time to build community within your group. Talk about how students are doing at school. Start an activity: take photos for a poster or slide show, make a video, or plan a skit. Or help out around the school with a group volunteer service project. After all the work your students have done recently, take this advisory time to have some fun as a group! (*15-20 minutes*)

## STUDENT PRODUCTS:

Nothing to write this lesson. Students should be reminded of your school's volunteer service requirements (if applicable) and should have the opportunity to participate in a community-building activity.

# SERVICE WORKSHEET – GR 11



To graduate from high school, you must complete at least \_\_\_ hours of volunteer service. Please complete this worksheet for each volunteer service activity you complete. **Turn this form in to the Counseling Office. You should also save a copy in your portfolio to track your hours.**

**Guidelines:**

- *Must be conducted through a credible non-profit service organization (i.e. School-sponsored club or group, YMCA, Red Cross, food bank, church, etc.)*
- *Must receive a signature from someone in charge of the service activity*
- *Cannot receive compensation or a grade for the service*
- *Cannot be mandatory service, required by school, county, or state*
- *Cannot be service for a relative, employer, or friend*

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Organization/Name: \_\_\_\_\_ Telephone: \_\_\_\_\_

Address: \_\_\_\_\_

Supervisor Name and Title: \_\_\_\_\_

**Supervisor Signature:** \_\_\_\_\_ **Hours Volunteered:** \_\_\_\_\_

**PREPARATION and ACTION:** *What did you do? Why? Who did you serve? Where? When?*

**REFLECTION and DEMONSTRATION:** *What did you learn?*

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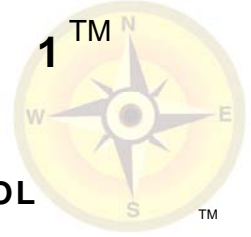
# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 15

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students review their Annual Goals and postsecondary plans.
- Incorporate these Annual Goals and students' career and postsecondary explorations into a draft **High School & Beyond Plan Checklist**.

## ESSENTIAL QUESTIONS:

- What do I want to do in the future?
- How can I plan?

## MATERIALS NEEDED:

- **Annual Goals Handout** (*completed – from students' portfolios*)
- **High School & Beyond Plan Checklist (Gr 11)** (*next pages of this lesson plan*)
- **Program of Study Template (optional)** (*last page of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Discuss students' goals for the year.** Have students retrieve the Annual Goals they developed during Lesson 5 from their portfolios. Lead students in a discussion about their goals. What did they hope to achieve this year? Have they succeeded? What kind of help do they need to achieve their goals? What about their plans for senior year? (*5 minutes*)
- **Review the High School & Beyond Plan.** Students graduating from high school in Washington State are required to complete a **High School & Beyond Plan**. Explain that students will have the opportunity to begin work on that plan now so that it will be easy to complete before they graduate. If you wish, you may allow students to begin a Program of Study (see attached template) in addition to or as an alternative to a High School & Beyond Plan. (*5 minutes*)
- **Complete a High School & Beyond Plan Checklist.** Distribute copies of the **High School & Beyond Plan Checklist**. Ask students to answer the questions on the handout. Tell them to use the work they've done this year in advisory to help them. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **High School & Beyond Plan Checklist.** Each student should complete a checklist and file it in his or her portfolio.



## HIGH SCHOOL & BEYOND PLAN CHECKLIST – GR 11

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

**CAREER CLUSTER:** Which career cluster is your top choice?

- |   |  |
|---|--|
| <input type="checkbox"/> Agriculture, Food, and Natural Resources       | <input type="checkbox"/> Architecture and Construction                 |
| <input type="checkbox"/> Arts, A/V Technology, and Communications       | <input type="checkbox"/> Business, Management, and Administration      |
| <input type="checkbox"/> Education and Training                         | <input type="checkbox"/> Finance                                       |
| <input type="checkbox"/> Government and Public Administration           | <input type="checkbox"/> Health Science                                |
| <input type="checkbox"/> Hospitality & Tourism                          | <input type="checkbox"/> Human Services                                |
| <input type="checkbox"/> Information Technology                         | <input type="checkbox"/> Law, Public Safety, Corrections, and Security |
| <input type="checkbox"/> Manufacturing                                  | <input type="checkbox"/> Marketing                                     |
| <input type="checkbox"/> Science, Technology, Engineering & Mathematics | <input type="checkbox"/> Transportation, Distribution, and Logistics   |

Career(s) of Interest: \_\_\_\_\_  
\_\_\_\_\_

**CAREER RESEARCH:** Steps you have taken to be able to pursue a career that interests you:

- Registered for CTE courses or electives in my cluster area (*details*): \_\_\_\_\_  
\_\_\_\_\_
- Updated resume (or will update senior year): \_\_\_\_\_
- Conducted career interviews (list): \_\_\_\_\_
- Completed a job shadow: \_\_\_\_\_
- Obtained summer job or internship: \_\_\_\_\_

**CAREER PREPARATION:** Briefly describe how your high school coursework has prepared you for your choice of postsecondary program and/or career goal:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**POSTSECONDARY RESEARCH:** Your postsecondary plan based on the educational requirements for your top career choice (*check as many as apply*):

- No more education needed (explain why): \_\_\_\_\_
- Apprenticeship – Length, details: \_\_\_\_\_
- One-year credential – field of study: \_\_\_\_\_
- Two-year degree (AA or AS) – Major: \_\_\_\_\_
- Four-year degree (BA or BS) – Major: \_\_\_\_\_
- Postgraduate degree – Describe: \_\_\_\_\_

**POSTSECONDARY PLANNING:** Postsecondary institutions you have researched (*list institution and the major you wish to pursue; list military here – branch of service and job choice – if you wish to enlist*):

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**POSTSECONDARY PREPARATION:** Steps you have completed or plan to take:

- Postsecondary visits, workplace interviews or discussions with a recruiter
- PSAT or PLAN (*for 4-year college*)
- SAT, SAT Subject Tests and/or ACT (*for 4-year college*)
- ASSET, ACCUPLACER and/or COMPASS (*for community or technical college*)
- ASVAB (*for military*)
- Have researched entrance requirements for all institutions listed above

**FINANCIAL PREPARATION:** Steps you have taken or will take to prepare yourself for the future:

- Have completed the FAFSA and/or CSS with family
- Have researched scholarship opportunities
- Have researched tuition and living expenses at postsecondary institutions listed above
- Have started a savings or checking account and/or obtained a debit card
- Have researched insurance issues related to turning 18: health and auto

**COMMUNITY INVOLVEMENT:** Steps you have taken or will take to become involved in the community:

- Have begun or completed volunteer service: \_\_\_\_ hours
- Have registered to vote (when 18)
- Have registered with Selective Service (for males, when 18)

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

**BEYOND PLAN – BACKUP PLAN:** Please describe briefly below what you hope to do after graduation AND what you will do if that plan doesn't work out.



# PROGRAM OF STUDY

Placeholder:  
Please remove this graphic  
and insert the cluster icon  
from the Common Folder

**Career Cluster:** \_\_\_\_\_ **Career Cluster Pathway:** \_\_\_\_\_

*This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended coursework and should be individualized to meet each learner's education and career goals. This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.*

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities Leadership Activities	Career & Technical Courses And/or Degree Major Courses	SAMPLE Occupations Relating To This Pathway	
<i>Interest Inventory Administered and Plan of Study Initiated for all Learners</i>									
<b>SECONDARY</b>	9								
	10								
	11								
	<i>College Placement Assessments-Academic/Career Advisement Provided</i>								
	12								
<i>Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.</i>									
<b>POSTSECONDARY</b>	Year 13					<i>All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.</i>			
	Year 14								
	Year 15								
	Year 16								



Rev 4/09

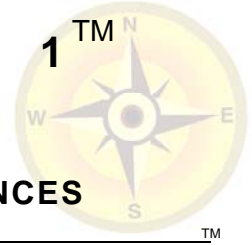
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For more information, please visit our web site at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101)*

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# N A V I G A T I O N 1 0 1 <sup>TM</sup>

GRADE: 11

LESSON: 16



THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

- Review the purpose of the Student-led Conference.
- Review conference logistics and evaluation.
- Help students begin planning for their conferences

## ESSENTIAL QUESTIONS:

- Who am I?
- How can I present myself clearly?

## MATERIALS NEEDED:

- **Planning a Student-led Conference Handout** (*one for each student*)
- **Conference Evaluation Rubric**
- **Feedback Forms and Family Invitation Letter**
- **Conference video** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Review the Student-led Conference.** The Student-led Conference is the centerpiece of the year. Distribute a copy of the **Planning a Student-led Conference Handout** to each student and review the first page. Remind them that this conference will be their chance to share their progress with you and their family. Ask students to think about what they'd like to share. What can they show from their portfolios to demonstrate? (*5-10 minutes*)
- **Review conference logistics and evaluation.** Explain when and where conferences will be held, and what role students will play in inviting their families. Explain how course registration will be handled during conferences. Distribute the **Conference Evaluation Rubric** and explain how students will be rated. If you wish, have students watch the Conference video. (*10-15 minutes*)
- **Begin planning conferences.** Review the second and third pages of the **Planning a Student-led Conference Handout** with students. Give students time to prepare by completing the outline in the handout. Remind them they'll have time during your next lesson too. (*5-10 minutes*)

## STUDENT PRODUCTS:

**Prepare for Conference.** Students should begin their draft outlines for their conferences

# PLANNING A STUDENT-LED CONFERENCE



## WHAT IS A STUDENT-LED CONFERENCE?

The **Student-led Conference** is your chance to share your progress this year with your advisor and your family. You'll use your portfolio to answer these questions:

What have I accomplished in school this year?  
What do I want to do in the future?  
Who am I? How do I contribute?

The student-led conference is truly student-led: that means **YOU** are in charge. It's up to you to prepare well, introduce your family and advisor, lead the discussion, and conclude the conference.

## HOW WILL THE STUDENT-LED CONFERENCE WORK?

Here is a checklist of what you'll need to do before and during your conference.

- Invite your guests.** Following your advisor's instructions, invite your family for the date and time you've been assigned.
- Plan what you want to say.** Using the outline on the next page, plan what you want to say during your conference. Plan both what you'll say and what you'll show from your portfolio.
- Practice, practice, practice!** You'll have some time in advisory to practice for your conference, but you should also practice on your own. Get a friend to listen and ask you questions.
- Dress and behave appropriately.** Plan to wear dress clothes to your conference. You want to look and act your best!
- Be prompt and prepared.** Make sure you arrive on time for your conference, and make sure you have your portfolio with you.
- Be polite.** Start your conference by introducing your guests to your advisor. End your conference by thanking them for taking the time to attend.
- Be passionate.** This conference is your chance to share who you are – and what you want to get out of school – with your advisor and your guests. Make eye contact, and don't talk in a monotone!
- Reflect on your conference.** After your conference, use the **Conference Evaluation Rubric** to reflect on how you did. Your advisor will complete one too and will share your rating with you.
- Let us know what you think.** After your conference, complete an anonymous **Feedback Form** to help us plan for next year.

## HOW SHOULD YOU ORGANIZE YOUR STUDENT-LED CONFERENCE?

Here's a sample outline for a student-led conference. **You don't need to cover every point in this outline.** Instead, use it as a guide. Take notes on the next page.

You'll have about 12 minutes for your conference. Plan to speak for about 10 minutes and leave the rest of the time for introductions and questions.

### INTRODUCTION

- Introduce your guests to your advisor.
- Introduce yourself to anyone you do not know.
- Thank everyone for attending.

### EXPLAIN THE PURPOSE OF THE CONFERENCE

- Explain that the purpose of the conference is to answer these questions:
  - *What have I accomplished in school this year?*
  - *What do I hope to do in the future?*
  - *Who am I? How do I contribute?*

### ACADEMIC DEVELOPMENT (*What have I accomplished in school this year?*)

**You should show and discuss at least three things from your portfolio**

- Discuss your classes and teachers (don't forget to share work from your portfolio).
  - Which classes have you enjoyed? Which are the most challenging?
- Explain your plans to improve academically (share your Academic Inventory).
- Discuss the classes you plan to take next year.
  - Why do you want to take these classes? What do your electives say about you?
- Review your course registration form for next year.

### CAREER DEVELOPMENT (*What do I hope to do in the future?*)

**You should show and discuss at least three things from your portfolio**

- What do you want to do after high school? What are your interests?
- Explain what you've learned about life after high school and postsecondary education.

### PERSONAL & SOCIAL DEVELOPMENT (*Who am I? How do I contribute?*)

**You should show and discuss at least three things from your portfolio**

- Discuss what's most important to you:
  - The activities you do in your free time.
  - The activities you're involved in at school. (Which activities? Why?)
  - Your contributions to the larger community (Volunteer Service).
- Explain what you've accomplished this year that is important to you.

### ASK YOUR GUESTS IF THEY HAVE QUESTIONS FOR YOU

- Listen carefully to their questions.
- Answer respectfully and as completely as you can.

### THANK YOUR GUESTS FOR ATTENDING YOUR CONFERENCE

Use the outline on the previous page as your guide. Take notes below. Remember that you don't need to cover every point but you should talk about three different things in each area. Use Post-it notes or paper clips to mark the pages you want to show from your portfolio.

Topic Area	What I should say	What I can show from my portfolio
<p><b>ACADEMIC DEVELOPMENT</b></p> <p><i>What have I accomplished in school this year?</i></p>		
<p><b>CAREER DEVELOPMENT</b></p> <p><i>What do I want to do in the future?</i></p>		
<p><b>PERSONAL &amp; SOCIAL DEVELOPMENT</b></p> <p><i>Who am I? How do I contribute?</i></p>		

# CONFERENCE EVALUATION RUBRIC



**DIRECTIONS:** Students are expected to be proficient in each of the following areas. Please evaluate each student's performance in each area. Please also discuss with each student what the student did very well and how the student can improve.

**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

RATING	Distinguished	Proficient	Emerging (Comments)
<b>Introduction</b>	<input type="checkbox"/> 4 of 4 boxes checked	<input type="checkbox"/> Greets guests <input type="checkbox"/> Introduces self <input type="checkbox"/> Makes eye contact <input type="checkbox"/> Explains purpose of conference <i>(Need 3 of 4 boxes checked)</i>	
<b>Appearance</b>	<input type="checkbox"/> Wearing dress clothes	<input type="checkbox"/> Clothing is acceptable for presentation	
<b>Academic Development</b> <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe academic performance	
<b>Career Development</b> <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe career exploration	
<b>Personal &amp; Social Development</b> <i>(Base assessment on student's grade level)</i>	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements <input type="checkbox"/> Explains why these samples were chosen	<input type="checkbox"/> Shows and discusses at least three samples to describe personal interests or achievements	
<b>Conclusion</b>	<input type="checkbox"/> PLUS has a neat, high-quality portfolio	<input type="checkbox"/> Answers questions promptly <input type="checkbox"/> Thanks guests and advisors	

Please circle student's rating:                      Distinguished                      Proficient                      Emerging

# SPRING CONFERENCE

## FAMILY CONFERENCE FEEDBACK

**DEAR FAMILY MEMBERS:** Thanks for taking the time to attend your student's conference. Please let us know what you thought, and how we can improve.

Was your student's conference worthwhile?

Yes

No

Don't know

Should the school hold student-led conferences next year?

Yes

No

Don't know

*Please share additional comments about your child's conference below:*

# SPRING CONFERENCE

## STUDENT CONFERENCE FEEDBACK

**DEAR STUDENTS:** Congratulations! You did it! You successfully organized a student-led conference.

Let us know what you think.

Overall, was your student-led conference worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conference below:*



# SPRING CONFERENCE

## ADVISOR CONFERENCE FEEDBACK

**DEAR ADVISORS:** Thank you! We made it! We've completed student-led conferences.

Let us know what you think about the conference structure.

Overall, were the student-led conferences worthwhile?

Yes

No

Should the school hold student-led conferences next year?

Yes

No

*Please share additional comments about your conferences below:*

We would like to invite you to join us for a **student-led conference** with your student and his or her advisor.

Student Name: _____ Grade: _____
Advisor Name: _____
Conference Location: _____
Conference date and time: _____

Please call \_\_\_\_\_ if you would like to change the time of this conference.

During the student-led conference, your child will take the lead in sharing his or her work, accomplishments, and goals with you. You'll learn about how your student is making progress in middle school and preparing to succeed in high school.

Please join us. We're looking forward to seeing you.

Sincerely,

-----

(Please return this section to your student's advisor)

\_\_\_\_\_ I will be able to attend the conference.

\_\_\_\_\_ I will not be able to attend the conference. A better time would be \_\_\_\_\_

Signed: \_\_\_\_\_ Student's Name \_\_\_\_\_

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# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 17

THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

- Review the Student-led Conference.
- Review conference logistics and evaluation.
- Help students continue planning for their conferences

## ESSENTIAL QUESTIONS:

- Who am I?
- How can I present myself clearly?

## MATERIALS NEEDED:

- **Planning a Student-led Conference Handout** (*from last lesson*)
- **Conference Evaluation Rubric** (*from last lesson*)
- **Feedback Forms** and **Family Invitation Letter** (*from last lesson*)

## CLASSROOM ACTIVITIES:

- **Review the Student-led Conference.** Review the purpose of the student-led conference with students. Ask if any of them have questions about the purpose of the conference or what they are expected to do. (*2-3 minutes*)
- **Review conference logistics and evaluation.** Review when and where conferences will be held. Review how course registration will be handled during conferences. Then review each of the areas on which students will be rated. Ask if any of your students have any questions about how they will be rated. (*5 minutes*)
- **Continue planning conferences.** Have students retrieve their **Planning a Student-led Conference Handouts**. Let students spend the remaining time preparing their portfolios and drafting their presentations. You may allow students to work in groups of two to practice. You may also wish to talk with each student briefly to assess his or her progress and review his or her portfolio. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **Prepare for Conference.** Students should continue to prepare for their conferences.



**LESSON GOALS:**

- Help students learn about financial needs after high school.
- Help students create draft Financial Plans.

**ESSENTIAL QUESTIONS:**

- What are my financial goals?
- How can I use money wisely?

**MATERIALS NEEDED:**

- **Financial Plan Worksheet** (*final page of this lesson plan*)

**CLASSROOM ACTIVITIES:**

- **Review students' experience with their Student-led Conferences.** How do your students feel about their student-led conferences? How did they do? What can they improve for next year when they make their Senior Presentations? (*5-10 minutes*)
- **Introduce Financial Plans.** Many students make clear and ambitious postsecondary plans, only to find that they cannot afford to stay in school. Or they go into the workforce and move out of home, only to be unpleasantly surprised by how much it costs to live on their own. The **Financial Plan** – which is a part of the High School & Beyond planning process – helps students understand more about what they will need to spend during the years immediately after high school, and how they will fund their plans. Distribute the Financial Plan worksheet and review it with your students. How can they get information on what their postsecondary plans will cost? (*5-10 minutes*)
- **Begin Financial Plans.** Ask your students to work alone or in small groups to begin answering the questions posed by the Financial Plan worksheet. They may not know all the answers yet, but should do their best. They will return to this next year. (*5-10 minutes*)

**STUDENT PRODUCTS:**

- **DRAFT Financial Plan.** Each student should begin developing a **Financial Plan**.



# FINANCIAL PLAN WORKSHEET - GR 11

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

The purpose of the Financial Plan is to help you and your family prepare for the training and education you will be pursuing after high school.

**Directions:**

- Use the chart in your **Postsecondary Comparisons Handout** to get started calculating costs or potential income (this should be filed in the Career Development section of your portfolio).
- Use the Internet (individual postsecondary institution web sites or the College Board site) to get more detail.
- Then complete the information requested below.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Career Cluster: \_\_\_\_\_ Career of Interest: \_\_\_\_\_

Top choice postsecondary plan: \_\_\_\_\_

**Estimate your yearly expenses in your postsecondary program of choice (if applicable):**

**Educational Costs**

Tuition & Fees \_\_\_\_\_  
 Books & Supplies \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

**Living Costs**

Room & Board \_\_\_\_\_  
 Transportation \_\_\_\_\_  
 Personal Expenses \_\_\_\_\_  
**TOTAL** \_\_\_\_\_

**Total Expenses (Educational Costs + Living Costs):** \_\_\_\_\_

**What is your available income?**

Savings \_\_\_\_\_  
 Summer Earnings \_\_\_\_\_  
 Full- or part-time work during school year \_\_\_\_\_  
 Apprenticeship earnings \_\_\_\_\_

**What resources will your family provide?**

From their current income \_\_\_\_\_  
 From savings \_\_\_\_\_  
 Miscellaneous \_\_\_\_\_

**Available Funds (Total all 6 lines above):** \_\_\_\_\_

**FINANCIAL NEED** (Costs minus Available Income): \_\_\_\_\_

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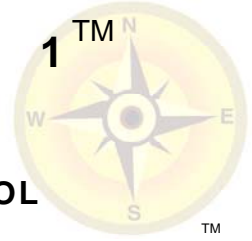
# N A V I G A T I O N 1 0 1<sup>TM</sup>

GRADE: 11

LESSON: 19

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Discuss summer plans and opportunities.
- Help students review and update their resumes.
- Help students continue to work on their Financial Plans.

## ESSENTIAL QUESTIONS:

- What do I want to do in the future?
- How can I plan?

## MATERIALS NEEDED:

- **Financial Plan Worksheet** (from Lesson 18)
- **Summer Activities** (from your lead advisor, a list of summer jobs and other opportunities)

## CLASSROOM ACTIVITIES:

- **Discuss summer plans and review resumes.** It's nearly summer. What are your students planning to do? Share a list of Summer Activities, including summer school classes, internships, and job opportunities for high school students in your community. Your school counselors may have additional information. Remind students to review and update their resumes if they are applying for a job or internship. (5-10 minutes)
- **Discuss students' Financial Plans.** Your students had the opportunity to begin developing Financial Plans during your last lesson. What did they learn about how much money they will need for their plans for after graduation? How will they be able to realize their dreams? Discuss what students have learned so far. (5-10 minutes)
- **Continue work on Financial Plans.** Remind students that they will not need to complete their Financial Plans until next year. But starting Financial Plans now is a good opportunity to plan ahead for the financial implications of their postsecondary choices. Give students the chance to continue to work on their Financial Plans. Encourage them to discuss these plans with their families. (10-15 minutes)

## STUDENT PRODUCTS:

- **Draft Financial Plan.** Each student should continue working on a Financial Plan.

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# N A V I G A T I O N 1 0 1™

GRADE: 11

LESSON: 20

THEME: MAKING THE TRANSITION

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## LESSON GOALS:

- Review students' experiences in junior year.
- Help students prepare for next year.
- Celebrate!

## ESSENTIAL QUESTIONS:

- What do I want to do next year?
- How can I succeed?

## MATERIALS NEEDED:

- **Students' Portfolios** (*students may want to review their work from the year*)

## CLASSROOM ACTIVITIES:

- **Review the year.** Look back at the year that's nearly over. Discuss with students what they thought was best – and worst – about their year. Did advisory help? Why or why not? What advice would they give to incoming juniors about succeeding next year? What did they learn this year? Where did they make progress? If you have been taking photos of advisory activities, you may want to show a slide show documenting your year. Or you may want to give students the opportunity to review the work in their portfolios and see how they've progressed from the beginning of the year. (*5 minutes*)
  - **Plan for next year.** What challenges and opportunities will next year bring? Discuss what your students can expect next year when they are seniors. Are there clubs, activities, or leadership positions they can take on? Are there activities they didn't pursue this year that they want to try next year? What about their courses? How many will be taking advanced, CTE, or dual credit courses or participating in other advanced opportunities? (*5 minutes*)
1. **Celebrate.** You might want to celebrate with pizza or other treats. (*10-15 minutes*)

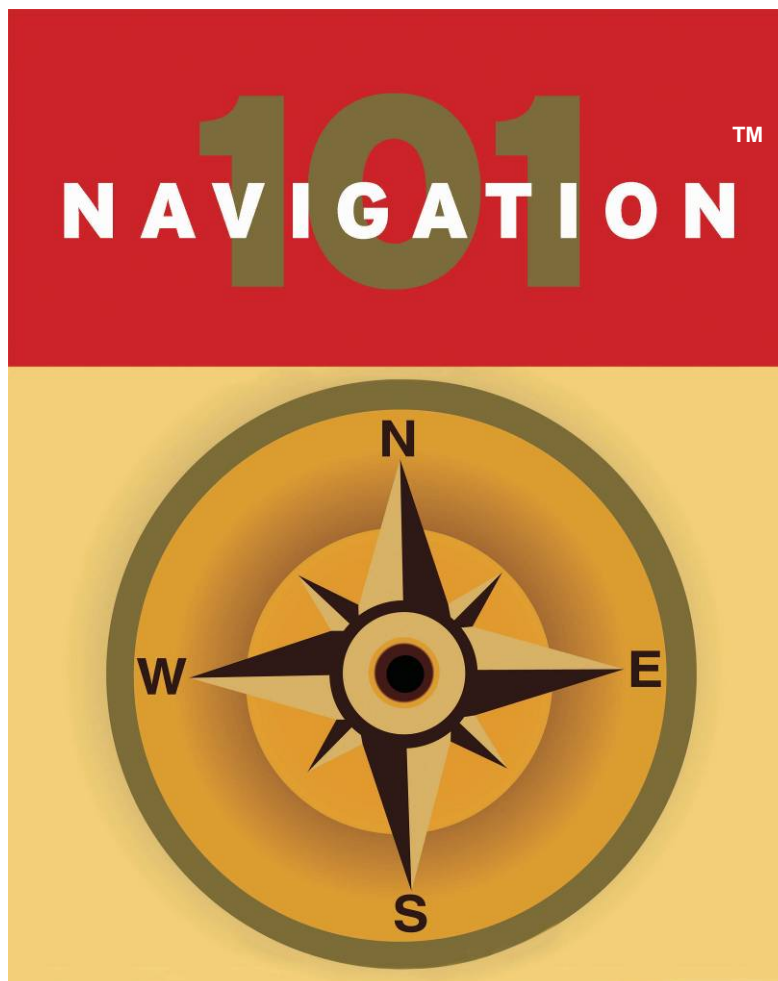
## STUDENT PRODUCTS:

- **Completed portfolios.** Each student's portfolio should be stored at school until next fall.

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# N A V I G A T I O N 1 0 1™

## GRADE 11 RESOURCE GUIDE



UPDATED: APRIL 2009



# INTRODUCING NAVIGATION 101 AND THE CURRICULUM UPDATES



## NAVIGATION 101: HELP ME BE WHAT I DREAM

What do the students in your life dream of becoming? What should they be doing—today—to reach those dreams?

These are two of the most important questions young people must answer. But these are not easy questions, and most students need help: from teachers, counselors, and other trusted adults at school; and from their families. Students need our help to learn about their options for the future. And, even more important, they need our help to know what they should do now, during middle and high school, to be ready for life after graduation.

## NAVIGATION 101: A DIRECTION AND A PLAN

In many schools, two types of students get most of the attention: the high risk and the high achieving. But that means that many students are invisible. And that's not fair, because the options students face today are far too complicated to navigate alone. Every student deserves the attention of a caring adult at school. Every student needs a plan for life after high school. And every student needs to know what to do right now, whether "right now" is 6th grade or 10th grade or senior year, to be ready to succeed.

**That's where Navigation 101 can help.** Navigation 101 is a life skills and planning program for students in grades 6 through 12. It was first developed by the Franklin Pierce School District and is now being implemented in hundreds of schools around Washington State. Navigation 101 provides the structure to help students make clear, careful, and creative plans for life beyond high school. In addition, Navigation 101 helps schools:

- **Equalize opportunity** so that all students have meaningful choices for life after high school, and all students have equal access to those choices;
- **Encourage student engagement** by ensuring that every student has at least one adult at school who knows and cares about him or her;
- **Enhance student achievement** by helping students reflect on their skills, make plans to improve, and take the challenging "gatekeeper" courses and programs of study that research shows are crucial for postsecondary success;
- **Involve families** by engaging them in students' decisions and plans; and
- **Strengthen community** within schools and in the larger neighborhood by offering students meaningful volunteer service and leadership opportunities.

## 2008-09 CURRICULUM UPDATE

The Washington State Navigation 101 team developed a draft statewide curriculum for Navigation 101 for the 2006-07 school year based on the experience of the early-adopter Lighthouse districts.

That curriculum was extensively revised and redeveloped for 2007-08, following careful consultation with grantee districts. The 2007-08 curriculum, which is currently being used, includes 20 lesson plans for each grade level from 6-12, along with a detailed Resource Guide for each grade level.

OSPI initially planned to leave this 2007-08 curriculum unchanged for 2008-09, so as to wait and learn what changes other ongoing projects, such as the development of Navigation 101 Online, will require to the curriculum over the next several years.

However, in late 2008 the team decided to update and upgrade approximately three-quarters of the existing lesson plans to provide grantee schools with additional and enriched information on a number of topics. **The underlying structure of the lesson plans has remained the same from 2007-08; the Scope & Sequence and lesson topics are unchanged and student handouts have changed only to incorporate enriched information. Where changes have been made to lesson plans, handouts, or other materials, those changes are clearly identified in the lesson plan descriptions in this Resource Guide.** In addition, you will find a lesson-by-lesson chart with all changes at the end of this Resource Guide. Topics that have been upgraded include:

- **Career & Technical Education Information.** The Resource Guides and lesson plans have been updated to include significantly more information on CTE options at the secondary and postsecondary levels to help students prepare for a range of career possibilities, including non-traditional jobs. Career exploration exercises have been switched from Career Pathways to Career Clusters per the CTE model.
- **High School & Beyond Plan/Program of Study.** The Navigation 101 High School & Beyond Plan, as outlined in the lesson plans, is compliant with the graduation requirement. These updated lesson plans also incorporate a template for a Program of Study (in lesson plans for grades 9-12), which schools and students that wish to use the Program of Study as an enhancement to or substitute for the High School & Beyond Plan.
- **More support for course planning.** We have enhanced Lesson 12, the lesson during which students begin their course registration process for the coming year, and added a Power Point presentation on course planning, to help advisors and school counselors help students learn about the opportunities that are available to them, particularly advanced, CTE, and dual credit courses and programs. We have also designed this lesson so that it can be led by a school counselor, or, in the case of 8<sup>th</sup> grade, by a high school counselor, as a way to give students extra support as they set their course plans.

- **Postsecondary Preparation Information.** Where relevant, the Resource Guides show where Navigation 101 lesson plans can be cross-referenced to the new Sparking the Future lesson plans, for more detailed postsecondary preparation exercises, such as preparing an application or completing an admissions essay.
- **Fall Conferences.** Lesson 5 at each grade level has been updated to provide for an optional fall conference, to reflect the fact that many school districts have found a fall conference to be a helpful addition to the spring conference already outlined in the curriculum.
- **Student Learning Plans.** Lessons on student self-assessment now suggest that schools can incorporate Student Learning Plans into the Navigation 101 collection of academic reflection and assessment materials.
- **College Admission Requirements.** Lessons on high school course planning incorporate the newly adopted College Academic District Requirements (CADRs) to ensure that students and advisors clearly understand the difference between high school graduation and college entrance requirements.
- **Transitions.** Lessons for grades 6, 8, 9, and 12 provide supplemental activities to help students successfully transition into middle school, into high school, and then beyond high school.
- **Scholarship information.** We have added information about two new state-sponsored scholarships for low income students: the College Bound Scholarship and the GET Ready for Math & Science Scholarship to ensure that students and advisors around Washington understand the application process for these scholarships.

This curriculum is a work in progress. It was developed based on the experiences of schools implementing Navigation 101, as well as comments and suggestions from a broad-based group of students, educators, administrators, and community stakeholders. It will continue to be upgraded and improved based on schools' experience and student performance.

Please note that these lesson plans are meant to be used as templates to give your school a foundation on which to develop a customized Navigation 101 program. Please feel free to adapt the lesson plans to make them consistent with your school's customs, traditions, and expectations.

# NAVIGATION 101

## LIST OF HANDOUTS – GRADE 11

NOTE: Highlighted handouts are meant to be filed in students' portfolios

#	Handout Name	Description	Where else?
1	<b>11<sup>th</sup> Grade Portfolio Checklist</b>	Handout provides a list of items students should add to their portfolios during 11 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.	
2	<b>Citizenship Goal Worksheet</b>	Handout helps students develop a goal about being a contributing citizen in high school. This is part of a sequence of community building activities, in which students will be expected to demonstrate more leadership each year. <b>Please ask advisors to collect these.</b> They will return them to students during Lesson 5, when students create Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 2</li> <li>• Gr 10 Lesson 2</li> <li>• Gr 12 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i>
3	<b>Academic Goal Worksheet</b>	This handout helps students develop at least one academic goal for the year and is the second step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 3</li> <li>• Gr 10 Lesson 3</li> <li>• Gr 12 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>
3	<b>Postsecondary Milestones</b>	This handout provides key milestones for junior and senior year for the postsecondary application process.	<ul style="list-style-type: none"> <li>• Gr 12 Lesson 3</li> </ul>
3	<b>Introduction to Postsecondary Assessments</b>	This handout introduces the types of assessment exams students will need to take to graduate from high school; apply to a community or technical college; apply to a four-year college; apply for an apprenticeship; or join the military.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 3</li> </ul>
4	<b>Career Goal Worksheet</b>	This handout helps students develop at least one career exploration goal for the year and is the third step toward developing Annual Goals.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 4</li> <li>• Gr 10 Lesson 4</li> <li>• Gr 12 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>
5	<b>Annual Goals</b>	Students will reflect on their Academic, Career and Citizen goals. They will then develop one or more overall goals in each area for the school year.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul> <i>Students revisit and update their goals each year.</i>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 11, Cont’d.**

#	Handout Name	Description	Where else?
5	<b>(Optional) Fall Conference Planner</b>	If your school is holding fall conferences, this planner will help students prepare. It includes a checklist to help students connect their goals with their overall performance in high school and their plans for the future.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul>
5	<b>(Optional) Family Invitation</b>	If you wish, use this letter to invite families to your school's (optional) fall conference.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul>
5	<b>(Optional) Family Feedback Form</b>	This form or an on-line survey can be used for your own information to assess family feedback if you hold a fall conference. Note that fall conference information is NOT required to be submitted to OSPI.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul> <p><i>Families are given the opportunity to rate conferences each year.</i></p>
5	<b>(Optional) Student Feedback Form</b>	This form or an on-line survey can be used for your own information to assess student feedback if you hold a fall conference. Note that fall conference information is NOT required to be submitted to OSPI.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul> <p><i>Students are given the opportunity to rate conferences each year.</i></p>
5	<b>(Optional) Advisor Feedback Form</b>	This form or an on-line survey can be used for your own information to assess advisor feedback if you hold a fall conference. Note that fall conference information is NOT required to be submitted to OSPI.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 5</li> <li>• Gr 10 Lesson 5</li> <li>• Gr 12 Lesson 5</li> </ul> <p><i>Advisors are given the opportunity to rate conferences each year.</i></p>
6	<b>Service Worksheet</b>	Handout helps students reflect on volunteer service activities. If your school requires volunteer service, students can be asked to complete one of these worksheets after each service activity.	<ul style="list-style-type: none"> <li>• Gr 10 Lesson 6</li> <li>• Gr 10 Lesson 14</li> <li>• Gr 11 Lesson 14</li> <li>• Gr 12 Lesson 2</li> <li>• Gr 12 Lesson 6</li> </ul>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 11, Cont’d.**

#	Handout Name	Description	Where else?
7	<b>Academic Inventory</b>	Handout helps students reflect on their academic performance to date and then develop a plan to improve. <b>This handout should be filed in portfolios for future use.</b>	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 7</li> <li>• Gr 10 Lesson 7</li> <li>• Gr 12 Lesson 7</li> </ul> <i>Students update this plan each year to help them re-evaluate their performance.</i>
7	<b>College Academic Distribution Requirements Handout</b>	Handout introduces the Higher Education Coordinating Board's College Academic Distribution Requirements (CADRs), which are the minimum required for college admission in Washington State.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 12</li> <li>• Gr 10 Lesson 12</li> <li>• Gr 11 Lesson 12</li> </ul>
8	<b>Job Shadow Introduction</b>	This handout introduces the concept of a job shadow and helps students set up a job shadow.	
8	<b>Job Shadow Worksheet</b>	This handout provides students a structured opportunity to reflect on and record a job shadow experience.	
9	<b>Postsecondary Comparisons Worksheet</b>	This handout gives students a structured opportunity to compare and contrast three potential postsecondary opportunities.	
10	<b>Paying for College</b>	This handout summarizes the main types of financial aid that are available for postsecondary. Students should be encouraged to share this with their families.	
12	<b>High School Graduation Requirements</b>	This handout summarizes the minimum requirements to graduate from high school in Washington State, including the minimum number of credits required.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 12</li> <li>• Gr 10 Lesson 12</li> </ul>
12	<b>College Academic Distribution Requirements Handout</b>	Handout introduces the Higher Education Coordinating Board's College Academic Distribution Requirements (CADRs), which are the minimum required for college admission in Washington State.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 12</li> <li>• Gr 10 Lesson 12</li> <li>• Gr 11 Lesson 7</li> </ul>
12	<b>CTE Options</b>	This handout introduces some of the Career & Technical Education opportunities available to high school students.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 8</li> <li>• Gr 10 Lesson 12</li> </ul>
12	<b>Four-year Plan</b>	Students prepare a year-by-year course plan to ensure that they are ready for postsecondary opportunities and career dreams. This plan guides the course registration process.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 12</li> <li>• Gr 10 Lesson 12</li> </ul> <i>Students review their course plans each year.</i>

## NAVIGATION 101

### LIST OF HANDOUTS – GRADE 11, Cont’d.

#	Handout Name	Description	Where else?
14	Service Worksheet	See above at Lesson 6.	
15	High School & Beyond Plan Checklist (Gr 11)	Students will continue to work on the High School & Beyond Plan. The checklist will function as a structured “pre-write” to help them complete the plan next year.	
15	Program of Study Template (OPTIONAL)	This template from OSPI shows students how they can plan carefully for classes during high school and postsecondary. It can be used to supplement or as an alternative to the HS & Beyond Plan.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 15</li> <li>• Gr 10 Lesson 15</li> <li>• Gr 12 Lesson 12</li> </ul>
16	Planning a Student-led Conference Worksheet	This handout guides students through the process of preparing for a student-led conference. It provides an outline to help organize their presentations.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul> <i>Students improve their conference presentations</i>
16	Conference Evaluation Rubric	This rubric gives students clear information about how they did and how they can improve.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul> <i>Students improve their presentations.</i>
16	Family Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives families the opportunity to share their thoughts about their students’ conferences. Feel free to substitute an on-line survey.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul> <i>Families are given the opportunity to rate conferences.</i>
16	Student Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives students the opportunity to share their thoughts about their conferences. Feel free to substitute an on-line survey.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul> <i>Students are given the opportunity to rate conferences.</i>
16	Advisor Feedback Form	This form, which is required for schools that receive a Navigation grant from OSPI, gives advisors the opportunity to share their thoughts about their students’ conferences. Feel free to substitute an on-line survey.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul> <i>Advisors are given the opportunity to rate conferences.</i>
16	Family Invitation	If you wish, use this letter to invite families to your school’s conference.	<ul style="list-style-type: none"> <li>• Gr 9 Lesson 16</li> <li>• Gr 10 Lesson 16</li> </ul>
18 & 19	Financial Plan Worksheet	This handout will give students an opportunity to begin preparing a financial plan, which will become part of their High School & Beyond Plan.	<ul style="list-style-type: none"> <li>• Gr 12 Lesson 8</li> </ul>



# NAVIGATION 101

## LIST OF MULTIMEDIA RESOURCES

All materials are available at the Navigation 101 web site: [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101)

Video Name	Description	How to use?
<b>Navigation Introduction</b>	This 27-minute video introduces Navigation 101 and its five key elements, and features students and advisors from around the state.	Use this video to train new advisors, introduce students to Navigation, or provide an orientation for families, administrators, School Board members, or community stakeholders.
<b>Advisories</b>	This video is designed to help advisors. It introduces the Navigation advisory format and provides tips for building coordinators and new advisors. You can incorporate this video into your back-to-school Navigation planning.	Use this video at advisor training sessions or to orient new advisors who come to your school while Navigation is already underway.
<b>Portfolio</b>	This video introduces the Navigation planning portfolio through the words of students, who share their own portfolios and demonstrate how portfolios are used.	This video can be incorporated into <b>Lesson 5</b> to help students take stock of their portfolios and understand how they will use their portfolios during the year.
<b>Conferences</b>	This video introduces the student-led conference with real-life examples featuring students from around the state.	The video is designed for students to help them prepare for their own conferences; incorporate it into <b>Lesson 16</b> or share it with families, advisors, or School Board members to explain the purpose and format of the Navigation student-led conference.
<b>Scheduling</b>	Student-driven scheduling, which encourages students to take the most advanced courses they can, is a key part of Navigation.	This video is designed for students in grades <b>8, 9, 10, and 11</b> to help them develop course registration plans. Incorporate this video into <b>Lesson 12</b> as your students undertake the Four-year Plan process each year.
<b>Data</b>	Understanding how and why Navigation succeeds is important for the program's success.	This video, which is designed for lead advisors, building coordinators, and administrators, covers the data collection that is required of all Navigation grantees.

In addition, the Navigation 101 team has prepared a Power Point presentation for students on **Course Planning**. This presentation is designed for Lesson 12. Versions of the presentation are available for grades 6-7, grade 8, and grades 9-11.



# A WORD ABOUT ICEBREAKERS

## HOW? WHEN? WHY?

A big part of the aim of Navigation 101 is to help students become engaged in the school community. It's important that each student feel there is an adult at school who knows him or her. And it's also important that students are able to develop trusting relationships within the advisory group.

**Icebreakers** are a great way to help your students get to know each other (and to help you get to know them and help them get to know you!). Icebreakers are also a great way to reinforce the personal, trusting nature of your advisory group... even in lessons when you're talking about grades or plans for the future.

These lesson plans are designed to start each advisory session with a short discussion, usually related to the lesson's overall theme.

But you might want to take a few minutes before each lesson and lead an even more informal "getting to know you" activity. It could be a quick way for students to check in, to welcome new students to your group, or just to build on your history as a group.

## A FEW SAMPLE ICEBREAKERS

If you want to make icebreaker activities a regular part of your advisory, here are a few ideas. Each of these can be accomplished in just a few minutes.

**GETTING TO KNOW YOU ACTIVITIES.** For new students, or at the beginning of the year:

- Group students in pairs or trios and ask them to "interview" each other – about families or summer vacations or plans for the year. Then have students "report" on their interviews to the rest of the group.
- Play a "name game." Each person introduces him- or herself. People following repeat the name of the previous person (or all previous people). How many names can you remember? Try combining names with individual sounds or movements that everyone has to repeat. Or toss a ball around a circle, saying each person's name before you throw to them.
- Play trivia musical chairs. Call out trivia facts. These can be about students (for instance, "Who has brown eyes?") or these can be pop facts that students have to shout out answers to. Students who can answer (or who meet the called-out criteria) can sit. Others step aside. Play several rounds!

**BUILDING COMMUNITY ACTIVITIES.** To keep the spirit going from session to session:

- Go quickly around the room and have each student quickly answer a personal trivia question. Sample questions: "What's your favorite vegetable?" "Who's your favorite movie star?" "What's your favorite dessert?" "If you could play a musical instrument, what would it be?"
- Report on something good that happened since last advisory.



## NAVIGATION 101 AND THE HIGH SCHOOL & BEYOND PLAN

### WHAT IS THE HIGH SCHOOL & BEYOND PLAN?

Each student graduating from high school in Washington State must complete a High School & Beyond Plan. The High School & Beyond Plan is a state graduation requirement; however, the contents of that plan are up to the individual school district. Navigation 101 is fundamentally about helping students make clear, careful, and creative plans for life beyond high school. **As a result, Navigation 101 will help your students meet this requirement prior to graduation.** Students work on their High School & Beyond Plans each year as part of Navigation, starting in 6<sup>th</sup> grade.

### WHAT IS THE RELATIONSHIP TO THE PROGRAM OF STUDY?

Districts receiving Carl D. Perkins funds must have at least one approved Program of Study. The Program of Study is a comprehensive education plan that can be used as an alternative or a supplement to the High School & Beyond Plan. Programs of Study are organized around the national career clusters framework, and list the courses the student will take during high school and may include a list of courses the student intends to pursue during postsecondary education as they relate to the field of interest. A Program of Study is a collaborative effort between secondary and postsecondary education to seamlessly coordinate classroom instruction, student guidance, career and technical student organizations, career development, and community participate for a particular career cluster and pathway to prepare students not only for postsecondary but also for the workforce. Navigation 101 lesson plans on the High School & Beyond Plan for grades 9 through 12 include a sample template for a Program of Study for schools and students that wish to use the Program of Study as an enhancement to or substitute for the High School & Beyond Plan.

### HOW ARE HIGH SCHOOL & BEYOND PLANS DEVELOPED?

The Navigation 101 curriculum gives students time each year to develop goals for the year, explore careers, reflect on academic progress, and grow as a person. As they complete these activities, students prepare reflections on their progress and file work samples in a portfolio. Students use their portfolios to present their progress to their advisor and families at a Student-led Conference each year and, in high school, to prepare Four-year Plans for the courses they should take each year during high school to be ready to pursue their postsecondary and career dreams.

Each year, students also prepare a structured High School & Beyond Plan worksheet as part of Navigation 101. These worksheets grow more sophisticated as students get older, helping them translate their goals and their dreams for the future into specific action steps.

As they near graduation, students also have structured opportunities during Navigation 101 to research and compare postsecondary opportunities, research the cost of different postsecondary choices, prepare a financial plan, and discuss their progress with other students and their advisor. Finally, students summarize their plans and preparation in a formal essay, which is bound with previous reflections to create the High School & Beyond Plan (and/or Program of Study).

# HIGH SCHOOL & BEYOND PLAN PROGRESSION AS CONTAINED IN NAVIGATION 101 LESSON PLANS

Sample HS & Beyond Plan worksheet for middle school

## Grades 6 & 7 Lesson Plans

Annual Goals +  
Academic Inventory +  
Career Interests and Postsecondary worksheets

Lead to... High School & Beyond Plan worksheet

## Grade 8 Lesson Plans

Annual Goals +  
Academic Inventory +  
High School Plan

Lead to... High School & Beyond Plan worksheet

## Grades 9, 10 Lesson Plans

Annual Goals +  
Academic Inventory +  
Four-year Plan (for high school courses)

Lead to... High School & Beyond Plan worksheet

## Grade 11 Lesson Plans

Annual Goals +  
Academic Inventory +  
Four-year Plan (for high school courses) +  
Postsecondary Comparisons worksheet +  
Draft Financial Plan

Lead to... High School & Beyond Plan checklist

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

### HIGH SCHOOL & BEYOND PLAN WORKSHEET – GR 6

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Address: \_\_\_\_\_

**WHAT ARE YOUR GOALS FOR THIS YEAR?**  
*Using the Annual Goals Worksheet you filed in your portfolio, please think about the goals you developed for 6<sup>th</sup> grade, and then copy them here. You can update them or change them if you want.*

GOAL 1 (Academic): This year I will \_\_\_\_\_

GOAL 2 (Career): This year I will \_\_\_\_\_

GOAL 3 (Citizens): This year I will \_\_\_\_\_

**WHO ARE YOU?**  
*What you do after high school will depend on what you're interested in. What do you like to do?*

I am interested in \_\_\_\_\_ When I grow up, I might want to \_\_\_\_\_

**HOW DO YOU LEARN BEST?**  
*You are in your first year of middle school. How are you doing? What can you do to improve?*

To do better in school, I can \_\_\_\_\_

**WHAT DO YOU WANT TO DO IN HIGH SCHOOL?**  
*What do you hope to accomplish when you are in high school? Check all that apply.*

Join a sports team  Join other clubs and activities  Play a musical instrument

Take 4-5 APs  Take honors classes  Take four years of math

Take four years of science  Take a foreign language  Get a part-time job

Be in school government  Be a mentor to other students  Volunteer in the community

Learn more about careers  Learn more about postsecondary  Graduate on time

**WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?**  
*Based on what you know today, what do you think you'll do after high school? Check all that apply.*

Get a job right away  Find an apprenticeship  Finish a 1-2-year program

Get a 4-year degree (B.A./B.S.)  Go to graduate school  Join the military

My ideal job is \_\_\_\_\_

**NAVIGATION™**

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction.  
For more information, please visit our web site at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101) Rev 10/09

Sample HS & Beyond Plan Checklist in Grades 11, 12 lesson plans

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

### HIGH SCHOOL & BEYOND PLAN CHECKLIST – GR 11

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Address: \_\_\_\_\_

**CAREER CLUSTER:** Which career cluster is your top choice?

Agriculture, Food, and Natural Resources  Architecture and Construction

Arts, AV Technology, and Communications  Business, Management, and Administration

Education and Training  Government and Public Administration

Hospitality and Tourism  Information Technology

Manufacturing  Science, Technology, Engineering & Mathematics

Career(s) of interest: \_\_\_\_\_

**CAREER RESEARCH:** Steps you have taken to be able to \_\_\_\_\_

Registered for CTE courses or electives in my area of interest \_\_\_\_\_

Updated resume (or will update senior year) \_\_\_\_\_

Conducted career interviews (list) \_\_\_\_\_

Completed a job shadow \_\_\_\_\_

Obtained summer job or internship \_\_\_\_\_

**CAREER PREPARATION:** How do you plan to prepare yourself for your choice of postsecondary program and/or career goal?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**NAVIGATION™**

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction.  
For more information, please visit our web site at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101) Rev 10/09

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

**POSTSECONDARY RESEARCH:** Your postsecondary plan based on the educational requirements for your top career choice (check as many as apply):

No more education needed (explain why): \_\_\_\_\_

Apprenticeship – Length, details: \_\_\_\_\_

One-year credential – field of study: \_\_\_\_\_

Two-year degree (AA or AS) – Major: \_\_\_\_\_

Four-year degree (BA or BS) – Major: \_\_\_\_\_

Postgraduate degree – Describe: \_\_\_\_\_

**POSTSECONDARY PLANNING:** Postsecondary institutions you have researched (list institution and the major you wish to pursue, list military here – branch of service and job choice – if you wish to enlist):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**POSTSECONDARY PREPARATION:** Steps you have completed or plan to take:

Postsecondary visits, workplace interviews or discussions with a recruiter

PSAT or PLAN (for 4-year college)

SAT, SAT Subject Tests and/or ACT (for 4-year college)

ASSET, ACTUE, ACTER and/or COMPASS (for community or technical college)

ASVAB (for military)

Have researched entrance requirements for all institutions listed above

**FINANCIAL PREPARATION:** Steps you have taken or will take to prepare yourself for the future:

Have completed the FAFSA with family

Have researched scholarship opportunities

Have researched tuition and living expenses at postsecondary institutions listed above

Have opened a savings or checking account and/or obtained a debit card

Have researched insurance issues related to training, health and auto

**COMMUNITY INVOLVEMENT:** Steps you have taken or will take to become involved in the community:

Have begun or completed volunteer service: \_\_\_\_\_ hours

Have registered to vote (when 18)

Have registered with Selective Service (for males, when 18)

**NAVIGATION™**

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# Grade 12 Lesson Plans

## Final High School & Beyond Plan includes:

- High School & Beyond Plan essay +
- High School & Beyond Plan checklist +
- Four-year plan or transcript +
- Financial plan

Sample Financial Plan

PLEASE FILE THIS IN THE CAREER DEVELOPMENT SECTION OF YOUR PORTFOLIO

### FINANCIAL PLAN WORKSHEET

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

The purpose of the Financial Plan is to help you and your family prepare for the training and education you will be pursuing after high school.

**Directions:**

- Use the chart in your Postsecondary Comparisons Handout to get started calculating costs or potential income (this should be filed in the Career Development section of your portfolio).
- Use the Internet (individual postsecondary institution web sites or the College Board site) to get more detail.
- Then complete the information requested below.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Career Cluster: \_\_\_\_\_ Career of Interest: \_\_\_\_\_

Tap choice postsecondary plan: \_\_\_\_\_

**Estimate your yearly expenses in your postsecondary program of choice (if applicable):**

Educational Costs	Tuition & Fees	Books & Supplies	TOTAL
Living Costs	Room & Board	Transportation	Personal Expenses
TOTAL			

**Total Expenses (Educational Costs + Living Costs):** \_\_\_\_\_

**What is your available income?**

Savings \_\_\_\_\_  
 Summer Earnings \_\_\_\_\_  
 Part-time work during school year \_\_\_\_\_  
 Apprenticeship earnings \_\_\_\_\_

**What resources will your family provide?**

From the student \_\_\_\_\_  
 From savings \_\_\_\_\_  
 Miscellaneous \_\_\_\_\_

**Available Funds (Total all 6 lines above):** \_\_\_\_\_

**FINANCIAL NEED (Expenses minus Available Income):** \_\_\_\_\_

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Sample Four-year Plan

PLEASE FILE THIS IN THE ACADEMIC DEVELOPMENT SECTION OF YOUR PORTFOLIO

### FOUR-YEAR PLAN

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Advisor: \_\_\_\_\_

Postsecondary Plan: \_\_\_\_\_

**FRESHMAN YEAR**

First Semester	Second Semester
Foreign Language _____	Foreign Language _____
Mathematics _____	Mathematics _____
Science _____	Science _____
Social Studies _____	Social Studies _____
Elective _____	Elective _____
Elective (Language?) _____	Elective (Language?) _____

**SOPHOMORE YEAR**

First Semester	Second Semester
Mathematics _____	Mathematics _____
Science _____	Science _____
Social Studies _____	Social Studies _____
Elective (CTE?) _____	Elective (CTE?) _____
Elective (Language?) _____	Elective (Language?) _____

**JUNIOR YEAR**

First Semester	Second Semester
Mathematics _____	Mathematics _____
Science _____	Science _____
Social Studies _____	Social Studies _____
Elective (Language?) _____	Elective (Language?) _____
Elective (CTE?) _____	Elective (CTE?) _____

**SENIOR YEAR**

First Semester	Second Semester
Science _____	Science _____
Social Studies _____	Social Studies _____
Mathematics _____	Mathematics _____
Science _____	Science _____
Elective (Language?) _____	Elective (Language?) _____
Elective _____	Elective _____

Credits needed: \_\_\_\_\_ Credits this plan provides: \_\_\_\_\_

Sample Instructions in Grade 12 lesson plans

### HIGH SCHOOL & BEYOND PLAN REQUIREMENTS

**WHAT IS THE HIGH SCHOOL & BEYOND PLAN?**

Each student graduating from high school in Washington State must complete a High School & Beyond Plan. The High School & Beyond Plan is a state graduation requirement, however, the contents of that plan are up to the individual school district.

Your High School & Beyond Plan will build on the work you've done through your Navigation 101 activities to plan for the future. By now, you should have a good idea of what you hope to do next year and you should have already completed many of the steps needed to prepare for next year.

**WHAT IS REQUIRED FOR THE HIGH SCHOOL & BEYOND PLAN?**

Your High School & Beyond Plan will consist of:

1. High School & Beyond Plan essay (typed, at least two pages in length - see below)
2. High School & Beyond Plan Checklist from grade 12 (from your portfolio)
3. Most recent four-year course plan (or transcript) that shows all your courses in high school
4. Financial Plan completed during grade 12 (from your portfolio)

write should be headed with your name, the title "High School & Beyond" and include the following information, which you may gather from documents:

- the career that is most interesting to you, and the reasons you selected this education or training you will need to pursue this career; ask change high school to prepare for postsecondary and for your chosen career, or honors, advanced, CTE, or dual credit courses or programs.
- How activities you completed during high school to prepare for your career, such as internships, or research, and a description of your volunteer service; also during junior and senior year to prepare for and apply to your top choice to finance the next several years of your life, and to case you can't attend your top-choice postsecondary school.

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## Coordination with the Program of Study

The Program of Study consists of a detailed listing of high school courses (similar to the Navigation 101 Four-year Plan) and postsecondary courses.

The individual plan of study should reflect the student's career interests. This plan, along with the student's classroom instruction, should be linked with leadership clubs and community activities. This will provide practical experience and enhance the student's personal communication, leadership, and teamwork skills.

Sample Program of Study from OSPI

Qualifies: \_\_\_\_\_  
 Plan must be printed and submitted to the Career Center.

### PROGRAM OF STUDY

Career Cluster: \_\_\_\_\_ Career Cluster Pathway: \_\_\_\_\_

This Career Pathway Program of Study can serve as a guide along with other career planning materials as learners continue on a career path. Courses listed within this program are only recommended coursework and should be individualized to meet each learner's education and career goals. The Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVEL	English Language Arts	Math	Science	Social Studies	Other Required Courses Other Electives Recommended Leadership Activities	Career & Technical Courses And/or Degree Major Courses	SAAPS & Disciplines Relating To The Pathway
9							
10							
11							
12							
POSTSECONDARY							
Year 13							
Year 14							
Year 15							
Year 16							

Additional Career Cluster Technical Postsecondary courses may be determined to the secondary level for articulation/credit purposes.

All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be included in include.

OSPI logo

# NAVIGATION 101 AND FAMILY INVOLVEMENT

The research is clear: students do better at school when they feel engaged and involved. And students are more likely to feel engaged at school if they know their families are interested and involved in what they are doing.

Navigation 101 helps involve families in students' lives at school in a number of different ways.

- **Student-led Conferences.** Navigation student-led conferences invite families into the school and into their students' academic lives, giving them detailed information about their children's academic progress, hopes and dreams, and plans for the coming year.
- **Student-driven Scheduling.** Student-driven scheduling – particularly when combined with student-led conferences – gives students and families alike more ownership and involvement in each student's academic progress.

In addition to these key parts of the Navigation year, there are many other ways you can involve families in what you are doing in Navigation 101. Here are a few additional ways to involve families in the work your students are doing at school:

- **Ask discussion questions.** Each lesson features a number of discussion questions about the lesson's topic – from improving academically to managing money. Ask students to discuss these questions with their families... and follow up later to see what students have learned by having conversations with their families on these topics. Even as students are beginning to pursue their own hopes and dreams, they will have the opportunity to see how the adults in their families went through the same process when they were young.
- **Set a time to meet each family.** Does your school host a Back-to-School Night or a Curriculum Night? If so, build onto this by gathering your advisory students – and their families – for a discussion about Navigation 101. This could be a great way to start the year, and could help renew bonds you've developed with families during student-led conferences.
- **Share handouts with families.** A number of the Navigation 101 handouts included with the lesson plans are designed to be shared with families to give them information about preparing for high school, planning high school courses, or learning about financial aid for college.
- **Organize family nights or events.** The Resource Guide suggests a number of events for families. You might want to hold an orientation for new students and their families, or hold informational meetings on preparing for high school or postsecondary or other subjects.
- **Share the Navigation 101 Navigator.** The Navigation 101 team has created a monthly e-newsletter, the *Navigation 101 Navigator*, that is designed to broaden student and family understanding of Navigation 101. It will be distributed by e-mail and posted on the Navigation 101 web site.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 1: GETTING ACQUAINTED

**Lesson Summary.** This first lesson helps re-introduce students to the advisory program and get re-acquainted with their advisor and with each other. This is an important lesson because it helps continue the trusting relationships – between students and advisor and among the students in the advisory – that make advisory such a powerful learning tool. Students will also have the opportunity to review and update their portfolios for 11<sup>th</sup> grade.

The portfolio checklists students receive during this lesson have been updated to include the option of a **Student Learning Plan**. If your school is preparing Student Learning Plans for all students, they can be incorporated into students' portfolios.

**Student Products.** During this lesson, student will be expected to produce:

- **An updated portfolio.** Students will review their portfolios and add 11<sup>th</sup> grade portfolio checklists.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that your advisors are familiar with the purpose of the portfolio, the contents students will be expected to file in their portfolios, and the format your school uses.
- Help your advisors think up creative ways they can break the ice with both continuing and new students and build trusting, nurturing relationships. (Please see “A Word on Icebreakers.”)
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - 11<sup>th</sup> Grade Portfolio Checklist

**Additional Resources You Can Provide.** Your advisors will benefit from a good understanding of the purpose of Navigation 101. You might wish to provide the following outside resources:

- **Information on Navigation 101.** Navigation 101 is sponsored by OSPI. The Navigation web site provides a number of resources for advisors, including Power Point presentations, videos, and “how-to” handouts on Navigation overall, and on each of Navigation’s key elements. These resources can be downloaded at: [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).
- **Icebreaker Activities.** You may wish to provide food for this first advisory. Nothing breaks the ice faster with students! Or you may wish to discuss icebreaker activities with your advisors: they can have students interview each other, or play name games, or have each student share interesting facts. (See “A Word about Icebreakers” or more ideas.)



- **Navigation 101 Who's Who.** You may wish to create a list for your advisors to provide names and contact information for each grade level's lead advisors, all advisors listed by grade, counselors, and other resources.
- **Information on the College Academic Distribution Requirements (CADRs).** Your students face three different levels of course requirements between now and graduation: (1) minimum course requirements for Washington State that must be met to graduate (currently 19 credits in a specified set of subjects, will increase to 20 credits beginning with the class of 2013); (2) your own school district's high school course requirements (which may be more rigorous than the statewide minimums); and (3) the College Academic Distribution Requirements (CADRs) which were set by the Washington State Higher Education Coordinating Board and are the minimum required for entrance to a Washington State college or university. (Students' postsecondary programs of choice may have more rigorous requirements.) Lesson 12 provides more information on these three types of requirements. It may be helpful to familiarize your advisors with these requirements so that they can help students prepare for what they will need to accomplish.
- **Navigation planning sessions.** Successful schools have found that they can increase staff buy-in by organizing opportunities for advisors to become familiar with the Navigation 101 lesson plan in advance. Schools may wish to preview the lesson plan at a weekly staff meeting or hold a drop-in session at which your building leadership team can offer suggestions and tips.
- **Information on the PSAT and/or PLAN.** By the time they are juniors, students should have a good sense of their interests and aptitudes and should be taking the first of the entrance exams they will need to complete before college. Even students who are not sure if they plan to go on to a postsecondary program should be encouraged to take either the PSAT or the PLAN or other assessment exams. Share information with your advisors about when and where exams will be scheduled, what students must do to register, and what (if any) financial aid is available for students who cannot afford the test fee.
- **Using portfolios.** If students know that they will be able to use their portfolios, they won't find them so onerous. They will use their portfolios for the student-led conferences, of course, but you also might want to share with advisors other ways that students may find their portfolios helpful:
  - **For jobs or internships.** Students in **CTE courses** learn to keep their portfolios up-to-date for job applications and interviews. Even for a part-time or volunteer position, a comprehensive portfolio can show an employer that a student is prepared and can help the student stand out.
  - **For awards.** Students who wish to apply for arts, sports, or academic award programs might want to pull information from their portfolios to support their application.
  - **For honors courses.** Many schools allow students to self-select for honors or advanced courses, but may require that the student demonstrate an ability to thrive in the course. Students wishing to apply for honors courses will find that a well-organized portfolio can be very helpful to showcase their organizational skills and academic strengths... particularly for students whose grades are lower than the norm.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 2: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression throughout high school, offering students support and scaffolding to become involved, to volunteer, and to provide leadership at school and in the community. In this lesson, juniors will have the chance to show leadership skills by speaking with freshmen about school activities and traditions.

**Student Products.** During this lesson, student will be expected to produce:

- **A Citizenship Goal.** Students should each create a goal for their involvement in the school. These goal handouts should not be filed in students' portfolios. Instead, advisors should collect them and hold them until Lesson 5.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Assign each 11<sup>th</sup> grade advisory group a partner 9<sup>th</sup> grade advisory group. During the lesson, it is recommended that half the students in each group switch rooms so that each room contains half freshmen and half juniors. The 11<sup>th</sup> grade lesson plan provides suggestions on how the older students can lead the discussion. Ensure that your advisors understand the logistics for this.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet

**Additional Resources You Can Provide.** Your advisors will benefit from information about the logistics of the 9<sup>th</sup>/11<sup>th</sup> grade discussion and a good sense of how they can help their students provide meaningful information to the younger students. Here are a few tips for juniors:

**Introduce yourselves.** Each student in the group should introduce him- or herself. It would be best to say your name and then an interest of yours. (For example: “Hi, I’m Abby and I’m on the Student Council.”)

**Have the freshmen and advisors introduce themselves.** Ask them about their interests too.

**Be enthusiastic.** The freshmen might be nervous about getting involved in a new school.

**Be clear.** You don’t need to give a lot of details. Instead, stick to the main points: Why is a particular activity valuable? What will freshmen learn if they join?

**Be friendly.** Let the freshmen know that you will help them.

**Take questions.** Ask if the freshmen have any questions. Then answer them as well as you can.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 3: IMPROVING ACADEMICALLY

**Lesson Summary.** This lesson continues to build the annual goal-setting process by helping students develop an academic goal for the year. By setting goals, students can learn to hold themselves accountable and can celebrate tangible accomplishments.

As students develop these goal statements advisors are asked to collect them. These goals will be re-examined, during Lesson 5, and then combined into an overall set of goals for the year.

This lesson also introduces the assessment exams students will need to take to graduate from high school, as well as those needed to apply to: community or technical college; four-year college; an apprenticeship; or the military. Students will take some of these exams beginning junior year, so this is a good time to help them review what is required. In addition, this lesson introduces key milestones in the postsecondary application process for junior or senior year. No matter what your students hope to do after high school, they will have to meet many of these milestones.

**Student Products.** During this lesson, student will be expected to produce:

- **Academic Goal.** Students will reflect on their academic performance to date and develop at least one goal for the school year. Students' goals should be specific, measurable, achievable, rewarding, and time-oriented.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Print a record of each student's grades to date, as well as information about any new assessments. Make sure your advisors understand what their students' core courses in 11<sup>th</sup> grade will require and what assessments they will be taking this year.
- Arrange to obtain for advisors any records you have of students' progress: assessment results, **Student Learning Plans**, attendance records... in short what you have available at this point in the year so that advisors can get a sense of how the students in their group are doing and which students might need to be referred for more help.
- Copy the handouts (for more information, please see the list of handouts):
  - Academic Goal Worksheet
  - Introduction to Postsecondary Assessments
  - Postsecondary Milestones
- Provide your advisors with information about what students should do to register for assessment exams. Some schools require all juniors to take the PSAT, the PLAN or the ASSET.

**Additional Resources You Can Provide.** Your advisors may wish to use students' development of academic goals as an opportunity to build community within their advisory groups. You can suggest that they:

- **Provide more information on postsecondary assessments.** Invite a college admissions officer or high school counselor to talk with students about assessments they'll need to take to apply to different postsecondary programs.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 4: EXPLORING CAREERS

**Lesson Summary.** This lesson continues toward the annual goal-setting process by helping students develop a career exploration goal for the year. By setting goals, students can learn to hold themselves accountable and can celebrate tangible accomplishments. This year’s career goal gives students the opportunity to revisit the work they’ve done to date to prepare for postsecondary applications, and helps them catalog the tasks they must accomplish this year.

As students develop these goal statements advisors are asked to collect them. These goals will be re-examined, during Lesson 5, and then combined into an overall set of goals for the year.

**Student Products.** During this lesson, student will be expected to produce:

- **Career Goal.** Students will reflect on what they know about their postsecondary needs, as well as what they’ve accomplished to date in the postsecondary preparation process. They will then develop a goal related to their postsecondary and career preparation for the year.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that your advisors have had the opportunity to review students’ career cluster choices from freshman and sophomore years. Students’ career interests could be a good discussion topic.
- Copy the handout (for more information, please see the list of handouts):
  - Career Goal Worksheet

**Additional Resources You Can Provide.** Your advisors may wish to use students’ development of career exploration goals as an opportunity to explore careers or postsecondary programs in your community. You can suggest that they:

- **Organize a Junior Career Day.** As students continue to explore their interests and to research how interests relate to careers, you might want to organize a Career Day and invite community members to join you in sharing information about themselves and their career paths.
- **Arrange a college or workplace tour.** There are many career and educational opportunities for students after high school. You might want to introduce your students to some of these opportunities by organizing a tour to a local community, technical, or four-year college or to a local workplace. Let students see career interests in action.
- **Learn about Career & Technical Education resources in your school district.** Does your district have a Skills Center? Does it offer Tech Prep classes? What about pre-apprenticeships? You may want to invite your district’s CTE Director to speak with your staff about the CTE opportunities that are available for high school students. Are there opportunities for your students next year, when they are seniors?

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students progress through high school, they’ll be encouraged to think about their goals for the future and, specifically, about what they can do during the school year to achieve those goals. By junior year, students’ goals should reflect the specific steps they have taken – or plan to take – to prepare for their postsecondary plans.

Setting goals and then being encouraged to follow up on them will help students manage high school successfully and will help them make their dreams become reality. **If you wish, you may offer your students a “portfolio refresher” by viewing the Navigation Portfolio video.**

**NEW:** If you wish, this lesson can also help students prepare for a fall student-led conference, at which they’ll share their goals and academic performance to date with their families.

The fall conference gives students the chance to present the goals they have just developed for the school year and explain to their families and advisors what steps they will be taking during the school year to realize their goals. They will also share any assessment results or grades they have received this year and explain what they will be doing to succeed academically.

The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve families in their students’ lives at school, by ensuring that they understand what their students are hoping to accomplish. This is particularly crucial as students’ course plans during their last two years of high school will be guided by their career and postsecondary goals. Discussing these goals – and how students’ work during high school relates to these goals – will help both students and their families understand the steps they must take to prepare for postsecondary opportunities.

As advisors help students prepare for their fall conferences, the provided checklist will help students gather information and prepare to demonstrate what they are hoping to accomplish during the year.

**Student Products.** During this lesson, student will be expected to produce:

- **Annual Goals.** Students will reflect on their academic, career, and citizen goals, and will develop at least one goal in each area for the remainder of the school year.
- **(OPTIONAL) Draft Plan for fall conference.** Students will use the handout provided in the lesson plan to complete the checklist for their conferences. They should be encouraged to practice before their conference.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that your advisors have had the opportunity to review students' Academic, Career, and Citizen Goals. Advisors may want to discuss how well students have followed up on their goals since they set them.
- Copy the Portfolio video (from your DVD or the Navigation 101 web site)
- Copy the handout (for more information, please see the list of handouts):
  - Annual Goals
  - **OPTIONAL** Fall Conference Planner
  - **OPTIONAL** Family Invitation Letter
  - **OPTIONAL** Feedback Forms for Students, Families, and Advisors
- **OPTIONAL:** If your school will be holding fall conferences, make sure your advisors understand the logistics of the conferences: when and where they will be held, how families should be scheduled and invited, and how students should participate in inviting their families.

**OPTIONAL:** If your school will be holding fall conferences, review the checklist with advisors and explain how students' presentations should be organized and (informally) evaluated.

**Additional Resources You Can Provide.** Your advisors may wish to review their students' progress in their classes to date so that they can identify any students who need additional assistance.

Remind advisors that even though students won't revisit their goals at every lesson, it's a good idea to regularly ask students how they're doing with respect to the goals they set at the beginning of the year. For more information on **goal setting and planning**, the Navigation team has prepared professional development materials that are located at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).

**OPTIONAL:** If your school will be holding fall conferences, you may want to work with administrators and counselors to prepare supplemental resources for families: about your courses and the CTE, advanced, or dual credit course opportunities for students; about graduation requirements and College Academic Distribution Requirements; about postsecondary options and preparation, financial aid, and information about extracurricular activities and events. You may also wish to arrange for refreshments or coffee.

**NOTE:** If you hold fall conferences, you may wish to use the feedback forms or an on-line survey to gauge satisfaction of students, advisors, and families. **Please note that information about fall conferences is NOT required to be reported to OSPI.** Only information about spring conferences must be reported. However, you may wish to collect feedback form from fall conferences for your own information.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 6: BUILDING COMMUNITY

**Lesson Summary.** This lesson continues the theme of Building Community to help students understand that they are citizens not just of the school community but also of a larger community. And it provides them support and scaffolding to progress toward fulfilling your school’s volunteer service requirement (if any) for graduation.

To provide juniors support, this lesson plan suggests that each student reflect on and then complete a Service Worksheet on their presentation to the freshmen in Lesson 2. This was an act of volunteer service, providing leadership and mentoring to younger students. How did it go? How did it make students feel about themselves and their role in the school?

**Student Products.** During this lesson, student will be expected to:

- **Complete a Service Worksheet.** Students will complete a Service Worksheet based on the group volunteer service project (talking with the freshmen) you performed during Lesson 2.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Work with school staff to compile a list of potential service activities for students to undertake. The list should include organization names, contact information, and, possibly, a summary of volunteer tasks each organization has available. This will be helpful for students who have not made progress toward meeting volunteer service requirements.
- Discuss the service requirement with your advisors. Make sure they understand that students need to accumulate a total of \_\_volunteer hours by graduation (if applicable at your school). Help them learn how to check on students’ progress toward that requirement.
- Discuss the value of reflecting on service projects. Volunteer service becomes service-learning when students carefully prepare for their service and then reflect on what they’ve done and what they’ve learned. Point these reflection sections out on the Service Worksheet.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Service Worksheet
  - Plus, provide a resource list of potential service activities, if desired

**Additional Resources You Can Provide.** Advisors who want additional information on volunteer service and service-learning can visit [www.servicelearning.org](http://www.servicelearning.org) for more information on the National Commission on Service-Learning. As the Commission notes, successful service-learning has strong connections to the curriculum, meets real community needs, is undertaken as part of a collaborative community process, is based around an authentic student voice, and concludes with reflection.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 7: IMPROVING ACADEMICALLY

**Lesson Summary.** The end of the first quarter is an ideal opportunity to help students assess how they are doing academically and how they can do better. Juniors are beginning the process of preparing for postsecondary options and need to be able to understand how they are doing and where they need to improve.

This lesson combines a review of assessment results – from students’ courses, report cards, and assessment exams – with a discussion about the tools students can use to improve their academic performance. **It also asks students to check their credits to ensure that they are on track to meet both high school graduation requirements and College Academic Distribution Requirements.**

**Student Products.** During this lesson, student will be expected to produce:

- **Academic Inventory.** Students will reflect on their academic performance to date and prepare a detailed plan to improve. These plans should be filed in students’ portfolios for future reference.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that your advisors have had the opportunity to familiarize themselves with the basic concepts juniors will be covering in their core academic courses this year. And alert your advisors to the resources offered at the school for students who need extra academic help.
- Prepare a list of the graduation requirements that students must fulfill to graduate on time.
- Compare the graduation requirements with the College Academic Distribution Requirements.
- Copy the handout (for more information, please see the list of handouts):
  - Academic Inventory Handout
  - **College Academic Distribution Requirements Handout**
- Print copies of students’ assessment results and grades to date and your list of graduation requirements.

**Additional Resources You Can Provide.** Your advisors may wish to use students’ development of academic inventories as an opportunity to build community within their advisory groups. Organize a postsecondary prep study group to prepare for assessment exams. Or tutor younger students.

- **Review Student Learning Plans.** Your school may prepare Student Learning Plans for some or all students. Make sure advisors have the chance to review these plans so that they can help student incorporate strategies and information from their Student Learning Plans into their strategies for improvement.
- **Review College Academic Distribution Requirements.** Make sure that your advisors – and their students – understand the difference between your school’s high school graduation requirements (the minimum required to graduate) and the College Academic Distribution Requirements (CADRs), which represent the number and type of credits students must earn during high school to be eligible to enter college in Washington State. This lesson includes a handout that specifies the CADRs that are required through 2011 and beginning in 2012. Students have had – and will continue to have – multiple opportunities to review their credits and course plans in the context of the CADRs, but it is good to reinforce this notion as they are completing Academic Inventories. For more information on the CADRs, please see the Higher Education Coordinating Board’s web site at <http://www.hecb.wa.gov/research/issues/documents/MCASCADRGuidelineBinder.pdf>.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 8: EXPLORING CAREERS

**Lesson Summary.** Students can learn more about careers if they can do more than simply research. They will benefit from the chance to talk to people in interesting careers; to visit workplaces; and to “try on” careers and career challenges. (*NOTE: Substitute research activities if you do not wish to organize job shadow experiences.*)

This lesson helps prepare students to do that. Last year, students had the opportunity to conduct a career information interview on their own. This year, students can follow up on that experience by organizing and conducting a job shadow, in which they “shadow” an adult on the job for a day.

**Student Products.** During this lesson, student will be expected to produce:

- **Plans for Job Shadow.** Using the provided Job Shadow Introduction Handout, students should prepare for their job shadow. They should identify a potential host, contact that person and arrange logistics, and then plan how they will make a good impression.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Determine how your school will handle job shadows – if you decide to do them. Do you want to have all students conduct their job shadows on the same day? Do you want students to be gone for a full day or for less time? It is assumed that the school will NOT provide transportation. Will this be true for your school? Does your district require any screening process for job shadow hosts? Determine logistics with school administration. Review these logistics with advisors.
- **Compile a resource list of community members who will be willing to be job shadow hosts. Share a list of potential job shadow contacts with advisors to pass along to their students. The list should include contact information.** If you wish, you may allow students to make contact – via e-mail or phone – during this lesson.
- Copy the handouts (for more information, please see the list of handouts):
  - Job Shadow Introduction
  - Job Shadow Worksheet
  - Plus, prepare a resource list of potential job shadow hosts

**Additional Resources You Can Provide.** This lesson will require students to work fairly independently. But by providing them structure and support – and by building on their experiences from last year – students will find these job shadows a valuable part of their career exploration.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 9: EXPLORING CAREERS

**Lesson Summary.** This lesson builds on the career exploration students have completed it to date by asking them to apply their research by comparing three postsecondary programs that would help them achieve their career goals. This exercise will help students make progress in the postsecondary application process and help them clearly connect future goals with the work they are doing now.

**Student Products.** During this lesson, student will be expected to produce:

- **Postsecondary Comparisons Worksheet.** Using the provided Postsecondary Comparisons Worksheet, students should identify the type of postsecondary option they wish to pursue and then compare three programs.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Review the postsecondary application process and key milestones with advisors. Ensure that advisors understand the steps students should be taking during junior year to move forward with the process of learning about – and then applying to – postsecondary programs.
- Give advisors the opportunity to use the College Board’s Majors and Careers Profiles: [http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/) to help them understand one tool students can use when learning about majors and comparing colleges. Ensure that students have Internet or library access during this lesson.
- Copy the handout (for more information, please see the list of handouts):
  - Postsecondary Comparisons Worksheet

#### **Additional Resources You Can Provide.**

Washington State’s GEAR UP program has prepared a detailed handbook for high school students that helps them move through the college and career preparation process.

You can download this handbook at

<http://www.hecb.wa.gov/documents/GEARUPHandbook144477web.pdf>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 10: PLANNING FOR LIFE AFTER HIGH SCHOOL

**Lesson Summary.** This lesson builds on Lesson 9 by having students continue comparing postsecondary programs. It also gives students the chance to learn more about different types of financial aid that are available for postsecondary education.

As with Lesson 9, this lesson will help students make connections between what they are doing today and what they need to do to prepare for the future.

**Student Products.** During this lesson, student will be expected to produce:

- **Postsecondary Comparisons Worksheet.** Using the Postsecondary Comparisons Worksheet provided in Lesson 9, students should identify the type of postsecondary option they wish to pursue and then compare three programs.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that students have access to Internet resources (such as the College Board’s Majors and Careers Profiles: [http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/)) or prepare information for them about the amount and type of postsecondary education different careers require.
- Discuss different types of financial aid with your advisors, and alert them to any resources your school provides to help students and families with financial aid applications.
- Copy the handout (for more information, please see the list of handouts):
  - Paying for College

**Additional Resources You Can Provide.** This lesson and Lesson 9 are about helping students prepare for postsecondary programs. You might want to supplement their work by:

- Inviting a financial aid officer from a local college to present to students and their families and help them understand how the financial aid process works.
- Inviting an admissions officer from a local college to present to students and their families and help them understand how the college admissions (four-year, community, and/or technical) process works.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 11: PLANNING FOR LIFE AFTER HIGH SCHOOL

**Lesson Summary.** This lesson will help students prepare for the postsecondary applications they will complete when they are seniors. During this lesson, students will have the opportunity to complete a sample college application using pencil and paper, both so that they can see what a typical postsecondary application requires and so that they can begin to prepare for applying in earnest next year.

**Student Products.** During this lesson, student will be expected to produce:

- **Sample College Application.** Using a sample application provided by their advisor (see below for options), students will complete as much of the application as possible using pencil and paper. Students should also be encouraged to answer one or several of the application’s essay questions on their own time and file these in their portfolio for future reference.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Download one or more of the suggested applications. The Common Application, which is accepted by hundreds of schools around the country, is geared toward four-year colleges; for other alternatives, you may wish to download an application from a local community, technical, or four-year college. You and your 11<sup>th</sup> grade advisors may wish to give students a choice about which application to complete... or you might want to ask all of them to complete the lengthy Common Application no matter what their plans, just so that they have the experience.
- Have advisors review the sample applications to see what students will be asked to do.
- Download and copy one or more sample applications:
  - *Common Application:* download at <http://www.commonapp.org/>
  - *Local college*

**Additional Resources You Can Provide.** Because it is so important that students are prepared for postsecondary options and are able to complete their applications on time and as required, you might want to invite a college admissions officer to talk with your juniors. You might also want to make sure that each student has had the chance to take a postsecondary visit.

- **Sparking the Future.** The Grade 11-12 Sparking the Future lessons (specifically Lessons #7 and 8) provide a number of more detailed opportunities for students to prepare sample applications and admissions essays and to explore the postsecondary application process. The Sparking the Future lesson plans can be downloaded at: <http://www.k12.wa.us/navigation101/SparkingFuture.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 12: PLANNING FOR NEXT YEAR

**Note that this lesson has been designed so that it can be led by a school counselor.**

**Lesson Summary.** This lesson is a very important one for students: they will update their Four-Year Plans, reviewing and choosing the courses they will take during their remaining year of high school. The Four-Year Plan allows students to be intentional about their time during high school – by planning ahead, they can ensure they will take the right courses for postsecondary education and career, no matter what their future holds.

This lesson builds on the postsecondary and career exploration work students have accomplished to date: their course choices should reflect both their interests and their plans for the future. Students should understand why they’re taking their courses – not just because the courses are required but because the courses will help students accomplish their goals.

Because this lesson helps students plan their remaining year in high school, **this lesson can be led by high school counselors**. If a counselor leads the lesson, he or she can provide concrete information about what students must do during senior year to meet graduation requirements and college admission requirements, and what electives and CTE opportunities are available to them as seniors.

**Student Products.** During this lesson, student will be expected to produce:

- **Four-Year Plan.** Depending on your preferences, students can update their Four-Year Plan on the provided worksheet or through an on-line course registration system. You will want to have students review their sophomore year Four-Year Plans.
- **High school graduation requirements and college academic distribution requirements.** As they update their Four-Year Plans for senior year, students will do so in the context of the minimum requirements to graduate from high school, the minimum requirements for college admission, and the CTE options offered by your school and district.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Ensure that your advisors understand the State of Washington’s graduation requirements, your school district’s graduation requirements, the Higher Education Coordinating Board’s College Academic Distribution Requirements (CADRs), the CTE opportunities available at your school and district, and the process by which course registration will be handled.
- Ensure that your advisors and school counselors understand the importance to students’ future success of taking advanced (“gatekeeper”) courses during high school.
- Determine whether you want to have students follow up on this lesson with individual meetings with either their advisors or a school counselor to update their Four-Year Plans.

- Obtain course catalogs for your advisors and their students.
- Provide (and customize if you wish) the Navigation 101 Power Point presentation on Course Planning (available at the Navigation 101 web site).
- Copy the Scheduling video (from your DVD or the Navigation 101 web site)
- Copy the handouts (for more information, please see the list of handouts):
  - High School Graduation Requirements
  - College Academic Distribution Requirements
  - CTE Options
  - Four-Year Plan Worksheet

**Additional Resources You Can Provide.** The most important part of students' final updates to their Four-Year Plans will be to ensure that their course plans provide them with the credits, the courses, and the level of rigor they need to graduate from high school, meet admission requirements for postsecondary programs, and thrive in their postsecondary choice. Ensure that students have the support they need to identify and then register for the courses they need during senior year to meet these goals.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 13: PLANNING FOR NEXT YEAR

**Lesson Summary.** This lesson follows students’ work on their Four-year Plans by having them formally select courses for senior year. Students will need course catalogs and registration forms for next year.

**Student Products.** During this lesson, student will be expected to produce:

- **Course Registration Form.** Students will select their courses for senior year based on their goals and their plans for the future. Advisors or counselors will need to check students’ course registration plans to ensure that they will meet all graduation requirements.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Coordinate with school counselors to introduce the course registration process and the options your students have for senior year.
- Ensure that all juniors have developed Four-year Plans and have also had the opportunity to explore high school course needs and postsecondary education needs for careers that interest them so that they understand the importance of the work they will be doing during next year.
- Make sure that your advisors understand the course registration process and have had the opportunity to review the course catalog. **Ensure your advisors are aware of the advanced, CTE, and dual credit opportunities available to seniors.**
- Provide course catalogs and course registration forms.

**Additional Resources You Can Provide.** Because of the importance of students’ course choices during high school, students’ selection of courses for the next year is a central part of the advisory process. They will revisit their course registration forms with their families during their student-led conferences.

You may want to provide advisors and students with more resources to help them think about their future plans and the courses they need to achieve those plans. The Washington State GEAR UP project has several handbooks that students might find helpful. You can download GEAR UP materials at <http://www.hecb.wa.gov/collegeprep/gu/guindex.asp>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 14: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression during high school, offering students support and scaffolding to become involved, help others, and demonstrate leadership in school and in the community. Today’s lesson offers advisors an unstructured opportunity to help build community within their groups. Students can participate in team-building activities within the classroom or participate in a group volunteer service activity at the school.

Recent Navigation lessons have focused fairly intensely on academic progress and career and postsecondary exploration. Today’s lesson gives students the chance to focus on personal and social development, helping solidify the bonds they’ve developed with their classmates and advisor.

In addition, you can review students’ progress toward your school’s volunteer service requirement (if applicable).

**Student Products.** During this lesson, student will be expected to:

- **Participate in a group project.** Students will be expected to participate in a team-building or volunteer service project with their advisory group.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Develop a list of possible activities for your advisors. You might want to suggest:
  - **Team-building activities**, including making videos or taking photos or creating a slide show of the advisory group; making posters; bringing in baby photos; going on a group scavenger hunt; or playing a trivia game or charades.
  - **Volunteer service activities**, including cleaning up litter or helping with a school assembly or fundraiser.
- Talk with your advisors about how they are feeling about their students and about advisory in general. How are their advisory sessions going? What support do they need from you?
- Review your school’s volunteer service requirements and discuss ways you can help students pursue and complete volunteer service requirements.

**Additional Resources You Can Provide.** Your juniors should be well along in completing their volunteer service requirements by now (depending on your school’s requirements). You may want to provide extra support to students who need help with volunteer service projects.

Consider hosting a **Volunteer Fair** for students to introduce them to community organizations in need of volunteers.



# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 15: PLANNING FOR LIFE AFTER HIGH SCHOOL

**Lesson Summary.** The **High School & Beyond Plan** is one of the graduation requirements for high school students in Washington State. Each student must complete one before graduating from high school. In addition,

Navigation 101 takes this requirement and makes it integral to the program... beginning in 6<sup>th</sup> grade. During grades 6-11, students complete High School & Beyond Plan worksheets or checklists that help them combine information about themselves and who they are with information from their Academic Inventories, annual goals, long-term dreams, and career explorations. During the Navigation 101 lessons for senior year, students take this information and combine it with their transcripts, financial plans, and postsecondary plans to create a robust roadmap for their lives after high school.

As currently configured, the Navigation 101 High School & Beyond Plan will meet the state graduation requirement.

Students in 11<sup>th</sup> grade have the opportunity to summarize all their course planning, career exploration, and postsecondary research into a High School & Beyond checklist and pre-write. This checklist will help them assess their progress and prepare for senior year, and will form the first draft of their final plan next year.

Many students develop a **Program of Study** to plan their coursework for high school and postsecondary. This lesson plan includes a Program of Study template from OSPI. You may wish to give students the option to prepare a Program of Study to enhance – or as an alternative to – their High School & Beyond Plans.

**Student Products.** During this lesson, student will be expected to produce:

- **High School & Beyond Plan Checklist.** Students will reflect on career and postsecondary preparation questions and answer based on their current performance, future plans, and progress toward those plans, and then write a short “Beyond and Backup” plan. Their work will be a draft of the final High School & Beyond Plan they will complete next year.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Give your advisors the opportunity to review the High School & Beyond Plans prepared by last year’s seniors. By seeing finished plans, they will be better equipped to guide their students to begin drafting these plans in a meaningful way. Also review how the components of the High School & Beyond Plan relate to the work students have done to date in setting goals, exploring career interests, and developing academic plans.

- Copy the handout (for more information, please see the list of handouts):
  - High School & Beyond Plan Checklist (Gr 11)
  - Program of Study Template (Optional)

**Additional Resources You Can Provide.** Your advisors may wish to use students’ drafts of the High School & Beyond Plans as a good way of opening up conversations with students’ families about their dreams for the future.

- **Graduation Requirements.** You might also wish to share information about Washington State’s high school graduation requirements – and your own district’s requirements – with students and their families. Your students can use this information to ensure that they are on track to graduate next year. Washington State’s minimum course credit requirements (current through the class of 2012) can be found at: <http://www.sbe.wa.gov/gradreq/credits.htm>. The statewide minimum course requirements for graduation are changing. Students entering 9<sup>th</sup> grade in 2009-10 or later (graduating in 2013 or later) must complete 3 rather than 2 credits of math. These new requirements can be found at: [http://www.sbe.wa.gov/documents/2013RequirementsFinal12-19-08\\_001.pdf](http://www.sbe.wa.gov/documents/2013RequirementsFinal12-19-08_001.pdf).
- **Information on the CTE Program of Study.** Districts receiving Carl D. Perkins funds must have at least one approved Program of Study. The Program of Study is a comprehensive education plan that can be used as an alternative or a supplement to the High School & Beyond Plan. Programs of Study are organized around the national career clusters framework, and list the courses the student will take during high school and may include a list of courses the student intends to pursue during postsecondary education as they relate to the field of interest. A Program of Study is a collaborative effort between secondary and postsecondary education to seamlessly coordinate classroom instruction, student guidance, career and technical student organizations, career development, and community participate for a particular career cluster and pathway to prepare students not only for postsecondary but also for the workforce. Navigation 101 lesson plans on the High School & Beyond Plan for grades 9 through 12 include a sample template for a Program of Study for schools and students that wish to use the Program of Study as an enhancement to or substitute for the High School & Beyond Plan. For more information from OSPI on the Program of Study, please see <http://www.k12.wa.us/CareerTechEd/resources.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 16: PREPARING FOR STUDENT-LED CONFERENCES

**Lesson Summary.** A focal point for the Navigation 101 year is each student’s student-led conference for his or her families or guardians and advisor. One of the central tenets of Navigation 101 is that, by high school, students must be full partners in their education.

The student-led conference, which is held each spring, summarizes students’ accomplishments in the year to date, showcases their plans and goals for the coming years, and lets them share what makes them unique. The conference allows students to take responsibility for directing their own educational careers and also provides a tangible way to involve families in their children’s lives at school.

As advisors help students prepare for their student-led conferences, the essential questions students answer illustrate what they are trying to achieve: knowledge about themselves and the ability to articulate that knowledge clearly. **If you wish, have advisors help students prepare by having them watch the Navigation Conference video.**

**Student Products.** During this lesson, student will be expected to produce:

- **Draft Outline for Student-led Conference.** Students will use the handout provided to prepare an outline for their conferences. They will have more time to prepare during the next lesson.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Make sure your advisors understand the logistics of the conferences: when and where they will be held, how families should be scheduled and invited, and how students should participate in inviting their families.
- Review the evaluation rubric with advisors and explain how students’ presentations should be evaluated. Also explain how advisors can share this information with students.
- Copy the Navigation Conference video (from your DVD or the Navigation 101 web site).
- Copy the handouts (for more information, please see the list of handouts):
  - Planning a Student-led Conference Handout
  - Conference Evaluation Rubric (double copies – one for each student to use to prepare; and one per student for each advisor to use at the conference)
  - Family Feedback Form (will need these at conferences)
  - Student Feedback Form (will need these at conferences)
  - Advisor Feedback Form (distribute to advisors after conferences)
  - Family Invitation Letter (use if you wish as a way to invite families)

**Additional Resources You Can Provide.** Work with school administrators and counselors to prepare supplemental resources for families: information about summer school, advanced course options, CTE opportunities, dual credit courses, postsecondary options, financial aid, camps or internships, and information about extracurricular activities and events. You may also wish to arrange refreshments or coffee.

**NOTE:** Collecting data on student and family participation and student, family, and advisor satisfaction for spring student-led conferences is **MANDATORY** for schools that have received an OSPI Navigation 101 grant. Please use the feedback forms or an online survey to gauge satisfaction of students, advisors, and families. Please report this information – along with student and family attendance – as directed by OSPI. *(Note that schools that hold fall conferences do not need to report any information about their fall conferences to OSPI; only spring conference information must be collected and sent.)*

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 17: PREPARING FOR STUDENT-LED CONFERENCES

**Lesson Summary.** This lesson is a continuation of Lesson 16. Students are given more time to prepare their portfolios and their presentations for their student-led conferences. This lesson gives advisors a chance to review conference logistics and remind students how they will be evaluated. It gives students an opportunity for structured, small group practice to make their presentations as fluent as possible.

**Student Products.** During this lesson, student will be expected to produce:

- **Draft Outline for Student-led Conference.** Students will continue to use the handout provided in Lesson 16 to prepare an outline for their conferences. They will have the opportunity to practice in small groups.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Make sure your advisors understand the logistics of the conferences, and have a clear way to alert you and get help if they are having trouble reaching families or scheduling conferences.
- Make sure your advisors still have enough copies of the handouts from Lesson 16, or make new copies as needed. During this lesson, students will need their own **Planning a Student-led Conference Handouts**. Advisors may wish to review the Conference **Evaluation Rubric**. Advisors will need the **Rubrics** and **Feedback Forms** at the actual conferences.
- Review advisors' experience with Lesson 16 – students' opportunity to prepare for a student-led conference. How do advisors feel about their students' progress? Do any advisors – or students – need extra help to prepare?

**Additional Resources You Can Provide.** As noted in Lesson 16, you can work with school staff to prepare supplemental resources for families: high school courses, postsecondary choices, financial aid, summer school and camps, and extracurricular activities and events. You may also wish to arrange for refreshments or coffee for families and students so that they have an opportunity to linger after their conferences and complete their feedback forms.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 18: USING MONEY

**Lesson Summary.** During this lesson, students will prepare a first draft of the Financial Plan, which they must complete before graduation.

The Financial Plan is a key part of students' preparation for life after graduation: too many students make good plans academically but don't line up enough money to pursue their postsecondary dreams and end up disappointed, having to leave school because they cannot pay their expenses. Other students move out of the family home but find they cannot earn enough to afford rent and living expenses on their own. By developing a Financial Plan, students can think clearly about their options and about the implications of different postsecondary and work choices.

Juniors will begin a Financial Plan based on information they have already collected. The Postsecondary Comparisons handout they completed during Lessons 6 and 7 should have included tuition and other costs for their top three postsecondary choices. They can use this information as a basis to get started. Students have also been advised to use the FAFSA4caster with their families to get a sense of their families' likely expected contributions to college tuition. In addition, students can use the Internet to research living and tuition costs for different postsecondary programs, or to research how much they might earn in a job or apprenticeship.

**Student Products.** During this lesson and Lesson 19, student will be expected to produce:

- **Draft Financial Plan.** Students should complete a draft Financial Plan. They will update and finalize the Financial Plan next year.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Discuss with your 11<sup>th</sup> grade advisors the value of having students develop a clear sense of what their dreams will require financially... and where they will get the needed money.
- Give your advisors the opportunity to review Financial Plans completed by this year's graduating seniors. Seeing finished plans will help them help their students prepare this first draft.
- Copy the handout (for more information, please see the list of handouts):
  - Financial Plan Worksheet

**Additional Resources You Can Provide.** Because financial aid will likely figure into many of your students' postsecondary plans, you may wish to invite a financial aid counselor from a local college to speak with your juniors and their families.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 19: PLANNING FOR LIFE AFTER HIGH SCHOOL

**Lesson Summary.** During this lesson, students will continue to work on their first drafts of their Financial Plans, which they must complete before graduation.

**Student Products.** During this lesson, student will be expected to produce:

- **Resume.** Students will be expected to update their resumes (on their own time) as needed for summer jobs or internships.
- **Draft Financial Plan.** Students should complete a draft Financial Plan. They will update and finalize the Financial Plan next year.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Prepare a list of summer opportunities for your advisors. You might want to include information on summer school, summer camps, jobs, volunteer internships, and other opportunities in your community for high school students. Many students may already have plans for the summer; but those who don't might need some help planning for a productive summer.
- Discuss students' resumes. Your students should all have resumes by now. This lesson does not include in-class time to help students update their resumes, but students should be reminded to update their resumes to reflect their junior year accomplishments.
- Discuss with your 11<sup>th</sup> grade advisors the value of having students develop a clear sense of what their dreams will require financially... and where they will get the needed money.
- Suggest that your advisors – or school counselors – meet with each junior individually to review his or her progress on the Financial Plan and to guide each student toward options and resources for postsecondary finances.

**Additional Resources You Can Provide.** Because financial aid will likely figure into many of your students' postsecondary plans, you may wish to invite a financial aid counselor from a local college to speak with your juniors and their families.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 11

### LESSON 20: MAKING THE TRANSITION

**Lesson Summary.** This last lesson of the school year is a chance to reflect on the year in review, prepare for next year, and celebrate!

**Student Products.** During this lesson, student will be expected to produce:

- **Portfolio.** Students should have the opportunity to view their portfolios and review the work they've completed during junior year. The portfolios should then be stored at school until the fall.

**How to Prepare.** To prepare for this lesson, lead advisors can:

- Review the year with your advisors. What went well for them this year? What would they like to change for next year? How are they feeling about their students' progress and their level of preparation for senior year?
- Plan ways that you and your advisors can celebrate the end of Navigation 101 for the year. Can you order pizza? Give students an opportunity to create fun videos or slide shows? You might want to hold an assembly to celebrate your school's graduating seniors. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be stored during the summer.