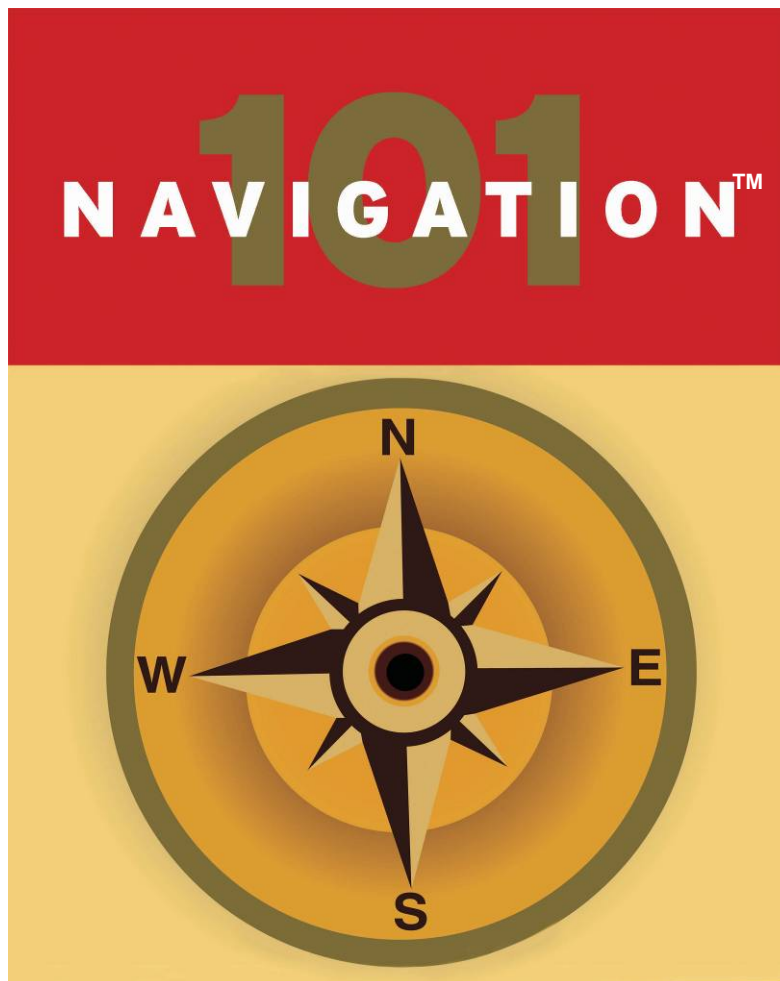


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**N A V I G A T I O N 1 0 1<sup>TM</sup>**

**GRADE 6 LESSON BOOK  
& RESOURCE GUIDE**



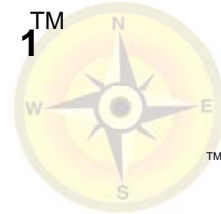
**UPDATED: APRIL 2009**

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

GRADE 6 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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*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)*

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# N A V I G A T I O N 1 0 1™

## GRADE 6

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This document contains 20 Navigation 101 lesson plans and Resource Guide for Grade 6.

### 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 6 LESSON PLANS

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 6 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
1	<b>Getting Acquainted</b>	<ul style="list-style-type: none"> <li>Why advisory?</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>Introduce selves</li> <li>Explain purpose of portfolio</li> </ul>	Portfolio (start, and design cover)
2	<b>Building Community (1)</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 PS:B1	<ul style="list-style-type: none"> <li>Introduce extracurricular activities – with 8<sup>th</sup> graders</li> <li>Set citizenship (joining) goal</li> </ul>	(1) Citizenship Goal
3	<b>Improving Academically (2)</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 assessments</li> <li>Discuss academic goals for MS</li> </ul>	(2) Academic Goal
4	<b>Exploring Careers (3)</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>Discuss career goals</li> <li>Discuss steps students will take during year to explore career ideas</li> </ul>	(3) Career Goal
5	<b>Setting Goals (1)+(2)+(3)</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>Set academic, personal, career goals for year</li> <li>Prepare for optional fall conference</li> </ul>	(1)+ (2) + (3) <b>Annual Goals</b> <b>(Opt) Fall Conference 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, 2.4.1	A:C1 PS:A1 PS:B1	<ul style="list-style-type: none"> <li>Follow up on activities</li> <li>Help students become involved</li> <li>Do a group project at school</li> </ul>	Follow up on activities
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 to date</li> <li>Review study skills, plans to improve</li> </ul>	<b>Academic Inventory</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>Discuss interests and goals</li> <li>Take or review interest assessment</li> </ul>	Take or review an interest assessment <i>(nothing to write)</i>
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>Discuss interests and careers</li> <li>Research careers of interest</li> </ul>	<b>Career Interests worksheet</b>
10	<b>Planning for life after high school</b>	<ul style="list-style-type: none"> <li>What will I do after high school?</li> <li>How can I plan?</li> </ul>	C 1.1.1, 1.2.2 W 1.1.1, 2.4.1	A:B2 C:A1	<ul style="list-style-type: none"> <li>Discuss career research</li> <li>Research educational needs for careers</li> </ul>	Postsecondary Information Handout

## GRADE 6 LESSON PLANS, Cont'd.

#	THEME	ESSENTIAL QUESTIONS	EALRs Gr 6 GLE	ASCA	ACTIVITIES	STUDENT PRODUCTS
11	Planning for life after high school	<ul style="list-style-type: none"> <li>What will I do after high school?</li> <li>How can I plan?</li> </ul>	C 1.1.1, 1.2.2 W 1.1.1, 2.4.1	A:B2 C:A1	<ul style="list-style-type: none"> <li>Discuss postsecondary research</li> <li>Discuss goals for education</li> </ul>	<b>Postsecondary Worksheet</b>
12	Planning for next year	<ul style="list-style-type: none"> <li>What are my goals?</li> <li>What courses do I need?</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 grades and AI</li> <li>Explain requirements, electives</li> <li>Discuss course selection</li> </ul>	Academic Inventory (review) <b>This lesson can be counselor-led</b>
13	Planning for next year	<ul style="list-style-type: none"> <li>What are 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>Discuss course selection</li> <li>Select courses</li> </ul>	7 <sup>th</sup> Grade Course Registration Form (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 PS:B1	<ul style="list-style-type: none"> <li>Discuss students' involvement in school</li> <li>Conduct group team-building or volunteer activity</li> </ul>	Group activity
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</li> <li>Discuss goals for future</li> <li>Complete HS &amp; Beyond worksheet</li> </ul>	<b>HS &amp; Beyond Plan worksheet</b>
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>Explain format and purpose of student-led 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>Continue to plan for conference</li> <li>Practice</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 need for a budget</li> <li>Complete budgeting exercise</li> </ul>	Class Budget Handout
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>Learn about resumes</li> <li>Develop a preliminary resume</li> </ul>	<b>Resume</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: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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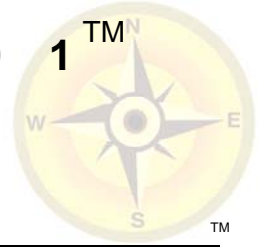
# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 1

THEME: GETTING ACQUAINTED

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## LESSON GOALS:

- Get acquainted with the students in your advisory group and help them get to know each other.
- Help students understand the purpose of the advisory program.
- Help students understand the purpose of keeping a portfolio and start middle school portfolios.

## ESSENTIAL QUESTIONS:

- Why advisory?
- Why portfolios?

## MATERIALS NEEDED:

- **Portfolio Handout** (*next page of this lesson plan – one copy for each student*)
- **6<sup>th</sup> Grade Portfolio Checklist** (*follows portfolio handout – students should keep in portfolios*)
- **Portfolio Supplies** (*from your lead advisor, based on your school's format*)

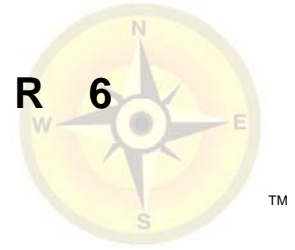
## CLASSROOM ACTIVITIES:

- **Get acquainted.** Introduce yourself to the students in your advisory group. Welcome them to their new school and let them know that they will be meeting together in the same advisory group until the end of 8<sup>th</sup> grade. Organize an icebreaker activity or serve treats (*your lead advisor may have suggestions*) to help students get to know each other. (*10 minutes*)
- **Explain the role of advisories.** Explain that Navigation 101 advisories will help students prepare for high school and for life after high school. Explain advisory logistics, such as schedule and meeting place. Explain your expectations for behavior. (*5 minutes*)
- **Introduce portfolios.** Distribute copies of the **Portfolio Handout** and use it to review how students will use their portfolios during middle school. Help students start setting up their portfolios. Distribute the **6<sup>th</sup> Grade Portfolio Checklist** to keep in their portfolios. (*10 minutes*)

## STUDENT PRODUCTS:

- **Portfolio.** Each student should begin organizing a portfolio.

# PORTFOLIO HANDOUT – GR 6



## WHAT IS A PORTFOLIO?

Your portfolio will be your record of the next three years. By the time you enter high school, it will include:

- Samples of your work (your best work and work that shows how you have improved)
- Grades and test results
- Your reflections on how you're doing and how you can improve
- Your goals for your work in school and your future plans
- Plans for high school and life after high school
- A record of your jobs, internships, or volunteer service, and
- Honors or awards you've received.

## HOW WILL YOU USE YOUR PORTFOLIO?

- **To organize important information**, especially work that you're proud of. You'll use your portfolio to share your work with your family at a student-led conference each year.
- **To market yourself**. Before you finish middle school, you'll be asked to present your portfolio to your new high school advisor. Your portfolio will give you the chance to show you're ready for high school.
- **To help you plan for the future**. The information in your portfolio will help you keep track of how you're doing in school. It will also help you explore your interests and dreams, so that you can make plans for what courses you want to take in high school and what you want to do after you graduate from high school.

## HOW WILL YOU ORGANIZE YOUR PORTFOLIO?

You'll organize your portfolio into three sections: **Academic Development**, **Career Development**, and **Personal & Social Development**. You'll be given a checklist of what information should go into each section each year.

## HOW DO YOU GET STARTED?

Your advisor will explain what supplies you'll need to set up your portfolio. You may use a binder or set up your portfolio on a computer.

# PORTFOLIO CHECKLIST – GR 6



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 6<sup>th</sup> grade.
- High School & Beyond Plan Worksheet.** Your 6<sup>th</sup> grade draft of the HS & Beyond Plan.
- Transcript:** A record of your courses and grades for 6<sup>th</sup> grade.
- Student Learning Plan (optional):** A copy of your Student Learning Plan, if your school has developed one for you.
- Academic Inventory:** The plan you prepared in 6<sup>th</sup> grade.
- Work Samples:** Work samples (at least **one** from **each** of your core courses):
  - Science
  - Social Studies
  - Math
  - Language Arts*Optional:*
  - World Language
  - Other Elective: \_\_\_\_\_

## CAREER DEVELOPMENT:

- Career Interests Worksheet:** Your reflections on the results of your interest assessment.
- Postsecondary Worksheet:** Your worksheet on your plans for life after high school.
- Resume:** Your 6<sup>th</sup> grade resume.

## PERSONAL & SOCIAL DEVELOPMENT:

- Other Activity Information:** Work samples, certificates of accomplishment, awards, photos, or information about extracurricular activities you participated in during 6<sup>th</sup> grade.



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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 2

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Help students learn about ways they can become involved in the school community.
- Build community with older students.
- Help students develop a **Citizenship Goal**.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Citizenship Goal Worksheet** (*next page of this lesson plan – one copy for each student*)
- **List of extracurricular activities** (*your lead advisor will provide this*)
- A “partner” 8<sup>th</sup> grade advisory. For Activity 2, half of your students will go to the 8<sup>th</sup> grade advisory’s classroom; and half of the 8<sup>th</sup> graders will meet with your remaining students.

## CLASSROOM ACTIVITIES:

- **Discuss the extracurricular activities available at your school.** Talk about why it’s important to get involved (to get to know people, to learn things, to stand out). Ask your students what activities they’re interested in joining. Some students may need ideas. (*5 minutes*)
- **Discuss activities and belonging with 8<sup>th</sup> graders.** Working with your “partner” 8<sup>th</sup> grade advisory group, ask half of your 6<sup>th</sup> graders to go to the 8<sup>th</sup> grade advisory’s classroom. Half of the 8<sup>th</sup> graders will come to your classroom to join your remaining 6<sup>th</sup> graders. The 8<sup>th</sup> graders will talk with your 6<sup>th</sup> graders about: what activities they belong to; why they think it’s important to participate in activities at school; and what’s good about your school. (*15-20 minutes*)
- **Have students develop Citizenship Goals.** Working with your own 6<sup>th</sup> grade group again, distribute the **Citizenship Goal Worksheet**. Ask each student to complete the worksheet by indicating at least one activity he or she would like to join. ***Please collect these.*** (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Citizenship Goals Handout.** Each student should complete one. Save for Lesson 5.

# CITIZENSHIP GOAL WORKSHEET – Gr 6



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

## WHY SHOULD YOU GET INVOLVED IN ACTIVITIES AT SCHOOL?

You're new to middle school and you've got a lot of homework. So why should you join an extracurricular activity at school? There are a lot of reasons to get involved. You'll get to know the school, teachers, and other students better. You'll learn to do things that interest you (sports, photography, music, etc.). You'll be more interesting to colleges and employers in the future.

## WHAT DO YOU LIKE TO DO?

What are you interested in doing? You'll have the most fun if you join an activity you're interested in. Answer the questions below to see what type of activity you should join.

- Do you like **expressing yourself creatively** or performing in front of others? If so, you might be interested in student government, drama or arts groups, the yearbook, or sports.
- Do you like working with numbers and **taking care of details**? If so, you might like to be a class rep, or join an academic club or the yearbook.
- Do you like to **work with your hands** and be part of a team? If so, you might like to join a volunteer service club, help out in the office, or go out for a sports team.
- Do you like **working with other people**? You might like to be a teaching assistant or a tutor, join an environmental club, or be part of student government.
- Do you like to **solve problems**? You might like to join an academic club or the chess club or be part of the yearbook or your school's environmental club.
- Do you like to **convince other people** or debate? You might like to join student government or a debate team or a business or marketing group.

### CITIZENSHIP GOAL:

While I am in 6<sup>th</sup> grade, I will join \_\_\_\_\_ . It will be interesting to me because I like to \_\_\_\_\_ .

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 3

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students reflect on their classes this year and on assessments they've taken.
- Help students develop an **Academic Goal** (leads to Annual Goals).

## 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*)
- **Information about online student grades or records programs** (*from your lead advisor*)
- **Students' Student Learning Plan or other assessments or grade records** (*if desired*)

## CLASSROOM ACTIVITIES:

- **Discuss students' academic performance.** How are your students doing so far in middle school? What is different from elementary school? Is middle school a challenge? Are they managing their classes? What about their homework? How have they done on any assessments they've had so far? Discuss how they feel the year is going. (*5-10 minutes*)
- **Introduce opportunities for students to keep track of their work.** Does your school district offer a way for students and their families to access their school records electronically? With paper printouts? If so, help your students learn to use it, and provide information to families. Explain that it's important for students to know how they're doing in school. (*5-10 minutes*)
- **Have students develop an Academic Goal.** Distribute a copy of the **Academic Goal Worksheet** to each student. Ask each student to complete the goal statement by indicating at least one academic achievement they would like to accomplish this year. These goals should be based on how they are doing so far this year. These goals are meant to help them transition into middle school and succeed. **Please collect these.** (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Academic Goal.** Each student should develop an academic goal. Save for Lesson 5.

# ACADEMIC GOAL WORKSHEET – Gr 6



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

## WHAT DO YOU WANT TO ACHIEVE THIS YEAR?

You're new to middle school, and you're probably finding your courses challenging. How are you doing? What do you want to achieve this year?

You've had the opportunity to talk about your progress in your classes so far. How are you doing?

Based on that information, think of your biggest academic goal for this year. Do you want to...

- Get a certain GPA (say, 3.0)?
- Pass all your classes?
- Do all your homework?
- Pass your tests?
- Get into an honors class?
- Learn another language?

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

Make sure your goal is "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 6<sup>th</sup> grade.
- **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:

While I am in 6<sup>th</sup> grade, I want to \_\_\_\_\_ . This will help me succeed academically because \_\_\_\_\_

\_\_\_\_\_ .

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 4

THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students reflect on their goals and dreams for the future.
- Begin discussing the connections between student's interests and career ideas.
- 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 joining activities at school and for succeeding academically this year. Discuss these goals with them. What is different in middle school? How have they had to adjust? How can you help students become involved? What about academics? (*5-10 minutes*)
- **Discuss future dreams and goals.** What do your students want to do when they are adults? What are their goals for ten years from now? Lead a discussion on this topic. Some of your students may have very clear ideas; others may not have any ideas. You may want to have students talk in small groups, or you may want to direct the discussion by asking students about their interests and how those interests might translate to future goals. Build on the activities students have decided to join. Do any of them have goals related to those interests? (*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 what types of careers sound interesting to them. 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 6



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

## WHAT ARE YOU INTERESTED IN DOING?

When you chose an activity to join at school, why did you choose that activity? What did it say about you and who you are? Did it relate at all to what you want to do when you grow up?

Look at the chart below. Which of the questions sounds most like you? Do any of these questions lead to careers you might be interested in exploring?

Do you like expressing yourself creatively or performing?	Do you like organizing things or persuading people?	Do you like working on a team to solve problems?	Do you like helping other people?	Do you like working outdoors or solving problems?
<i>You might be interested in a career in the arts, in communications, or as a performer.</i>	<i>You might be interested in a career in business or government.</i>	<i>You might be interested in a career in technology, science, or engineering.</i>	<i>You might be interested in a job in health care, social services, or education.</i>	<i>You might be interested in a job in natural resources, law, or tourism.</i>

Based on that information, how can you learn more about careers this year? Do you want to...

- Learn about different jobs or careers in your interest areas?
- Find out how much education you'll need for different careers?
- Learn what you should do to prepare for high school?

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

### CAREER GOAL:

Based on my interests I think I might like a job doing: \_\_\_\_\_

\_\_\_\_\_

Here is what I would like to learn about this job during 6<sup>th</sup> grade:

\_\_\_\_\_

---

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

GRADE: 6

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) joining activities at school; (2) succeeding academically this year; and (3) following their interests to explore careers. Have they taken any steps 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 study the goals they have set so far this year and then decide how to combine them 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: 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. Explain that this conference will be their chance to share their goals and work with you and their families. This will be a good way for them to show their families how they are adjusting to middle school and what they will need to do this year to succeed. (*5-20 minutes*)

## STUDENT PRODUCTS:

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

# ANNUAL GOALS – GR 6



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

## WHAT DO YOU WANT TO ACCOMPLISH THIS YEAR?

So far this year, you've developed three goals for 6<sup>th</sup> grade:

- **Academic** – how you will successfully manage your classes this year
- **Career** – how you will learn more about your interests and explore a career cluster
- **Citizen** – how you will join activities and participate in middle 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.

### ANNUAL GOALS

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

\_\_\_\_\_

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

\_\_\_\_\_

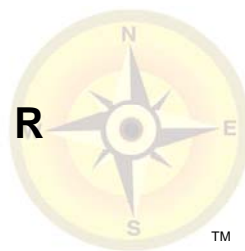
**GOAL 3 (Citizen):** This year I will \_\_\_\_\_

\_\_\_\_\_

Additional notes:



# FALL CONFERENCE PLANNER



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

## WHAT IS THE FALL CONFERENCE?

The **fall conference** is your chance to share your goals and assessment results 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 in school this year?

**As a Planner** (*Career goal*): What do I want to do in the future?

**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.** 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 script 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 next.
- Practice!** Spend a few minutes thinking about how you want to present your goals and your work so far in 6<sup>th</sup> grade.
- 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!

# FALL CONFERENCE SCRIPT

## Introduction

Hello and welcome to my conference. \_\_\_\_\_ (*family names*), this is my advisor, Mr./ Ms. \_\_\_\_\_. The purpose of this conference is to share my goals for this year and discuss how they will help me succeed.

## My Goals

So far this year, I've developed goals in three areas. I'd like to share them with you.

First, my academic goal for what I would like to accomplish this year. This year I will:

---

Next, my career exploration goal. This year I will:

---

And third, my citizenship goal for how I will be a contributing citizen at school. This year I will:

---

## My Work this Year

Here is what I am doing best at this year: (*describe*)

Here is what I need to work on: (*describe*)

# FALL CONFERENCE

## FAMILY CONFERENCE FEEDBACK

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

Was your child's student-led 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 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: 6

LESSON: 6

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Follow up with students on activities they have joined at school.
- Plan and carry out a group activity at school.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Annual Goal Handouts** (*from students' portfolios*)
- An activity at school your group can carry out during your advisory time. Your lead advisor will have suggestions for you.

## CLASSROOM ACTIVITIES:

- **Discuss how students have become involved in activities at school.** Earlier this year, students completed a worksheet and developed a Citizenship Goal that was based around the idea of joining at least one activity at school. Students revisited those goals when they developed Annual Goals. But how are they doing? Have they actually followed through and joined activities? Do some students still need encouragement to get involved? Discuss activities and help students move forward with their goals. (*5 minutes*)
- **Plan and carry out an activity at school with your group.** In addition to joining clubs or other activities, it's also important for your students to contribute to the life of the school. How can they do that? How can they be of service to the school community? Help your group plan an activity (your lead advisor should have ideas, such as making posters for an assembly, setting up for a school event, or helping with a school fund drive) and then carry it out together during this advisory time. (*15-20 minutes*)
- **Reflect on the activity.** How did it go? Are there other things your advisory group can do regularly to help out at school? (*5 minutes*)

## STUDENT PRODUCTS:

- **Activity.** Each student should participate in a group activity at school.

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# NAVIGATION 101™

GRADE: 6

LESSON: 7

THEME: IMPROVING ACADEMICALLY

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## LESSON GOALS:

- Help students continue their transition into middle school by sharing study skills and tips.
- 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*)
- **Study Skills Handout** (*final page of this lesson plan – share with families too*)
- **Information about students' grades and/or assessment results** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

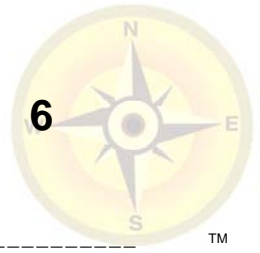
- **Discuss how classes are going.** Students have now had time to adjust to middle school. They should have a good sense of how they are doing. Discuss students' classes and their grades to date, as well as other assessments students have completed. How are they doing with their classes? Are they keeping up? You may wish to refer some students for more help. (*5 minutes*)
- **Discuss how to improve performance.** Ask students about the factors that have contributed to their performance in their classes. How important is attending class? What about completing homework assignments? How many students feel they simply do not understand what is being taught in class? Distribute a copy of the **Study Skills Handout** and review how students can do better simply by studying in a careful and organized way. (*5-10 minutes*)
- **Have students develop an Academic Inventory.** Distribute a copy of the **Academic Inventory** to each student. Help students use information about their grades to complete the handout and then develop a plan to improve their academic performance. Ask students to file their plans in the Academic Development section of their portfolios. (*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 6



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.)*

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 middle school 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 will that help you improve?)*

# STUDY SKILLS TIPS

How do you do in your classes? Do you understand what your teachers are teaching? Do you remember what you've learned when it's time to take a test? Do you think you study smart?

## STUDY TIP 1: ATTEND CLASS

This sounds pretty obvious, but it's the most important part of doing well at school. If you're absent a lot or just skipping class, you miss your primary way of learning.

How is your attendance? What can you do to make it better? (Obviously, you shouldn't come to school when you're sick, but are you missing school for less important reasons?)

## STUDY TIP 2: LISTEN AND TAKE NOTES

It doesn't help to have your body in the classroom if your mind is somewhere else! When you're in class, make sure you listen carefully. If you don't understand something your teacher says, ask a question.

You should also take notes to help you remember what you're learning. Your teacher might write important points on the board or give you a handout to highlight important facts. Make sure you copy this information into your own notebook.

## STUDY TIP 3: REVIEW AT HOME

This tip is also pretty basic: if you are assigned homework, do it! Your teachers don't assign homework just for the fun of it. They assign homework to help you review what you've learned and make sure you understand what you're doing in class.

If your teacher asks you to read something, take notes on the important points. Review your notes to make sure you understand. You might also want to have a family member or friend quiz you on what you've read. Do you remember what you've read? Did you understand it?

When it's time for a test, go over your notes, your homework assignments, and your textbook. If you kept up with the work in class, you should be able to remember everything you need for a test.

## A FEW MORE STUDY TIPS

- Avoid distractions when you study. Turn off the TV, don't talk on the phone or text message.
- Write down your assignments in a calendar or planner. That way, you'll have a good list of what's required for each class and when it's due.
- Think about what books you need at home. Before you leave school each day, decide which of your notebooks and text books you should take home. That way, you'll be able to do all your work.

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 8

THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students explore their interests.
- Discuss the connections between student's interests and career opportunities.

**NOTE:** *This lesson is designed so that students either take an interest assessment during the lesson or have taken one prior to this lesson.*

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Interest Assessment** or student results from an interest assessment

## CLASSROOM ACTIVITIES:

- **Explore students' interests.** Have students take a simple interest assessment during this time – or have them bring the results and analysis from an interest assessment they've already taken. One of our goals with students this year is to help them focus on **who they are...** and what they may be interested in doing. Your lead advisor will select an interest assessment and help manage the logistics. *(10-15 minutes, if students take an interest assessment, otherwise skip to #2)*
- **Discuss students' interest assessments.** What did your students learn from their interest assessment? What did it tell them about their interests and priorities? Were they surprised? Or did the assessment verify what they already knew? Do caution students that the interest assessment is not exact. *(10-15 minutes)*
- **Discuss how interests can lead to careers.** What did the interest assessment tell students about careers they might like? Do these careers sound interesting? Why or why not? Discuss the connection between interests and careers. *(5 minutes)*

## STUDENT PRODUCTS:

- **Interest Assessment.** Each student should take an interest assessment either before or during this lesson or have the results of a previous interest assessment available. If students have a printout of results, you may wish to have them file these in their portfolios.

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 9

THEME: EXPLORING CAREERS

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## LESSON GOALS:

- Help students continue to explore their interests.
- Discuss the connections between student's interests and career opportunities.
- Help students start the process of researching educational requirements for different careers.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Career Interests Worksheet** (*located on the next page of this lesson plan*)

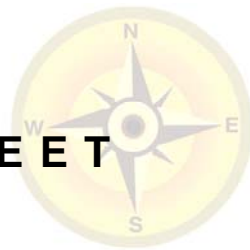
## CLASSROOM ACTIVITIES:

- **Discuss students' interests.** Distribute the **Career Interest Worksheets**. Remind students of the interest assessment they took recently. Then ask them to answer the first several questions on the worksheet, either individually or by working in small groups. They will describe what they learned about themselves and whether they were surprised by this information. They will also have the opportunity to say if they thought the assessment got them wrong. (*5-10 minutes*)
- **Next, discuss career possibilities.** Did their interest assessments give students any career ideas? Discuss these ideas with your students. What did they learn about careers that might be interesting to them? What do they know about these careers? Ask students to complete the next two questions on their worksheets. Each student should list three career ideas and select the one that is most interesting. (*10-15 minutes*)
- **Finally, discuss what education different careers require.** Have your students learned anything yet about the education that is required for different careers? It is possible that they haven't – and you can give them ideas if you know the answer to the last question on the worksheet. Ask each student to complete this question as well as they can. (*5 minutes*)

## STUDENT PRODUCTS:

- **Career Interests Worksheet.** Each student should complete and file a worksheet.

# CAREER INTERESTS WORKSHEET



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

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## WHAT ARE YOUR INTERESTS?

What qualities or interests did the interest assessment you took say are your strongest?

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Did this surprise you? Why or why not?

- No, I was not surprised. This sounds just like me.
- Yes, I was surprised because \_\_\_\_\_

Do you think the interest assessment was accurate? Why or why not?

- Yes, the test results described me as I see myself.
- No, I don't see myself that way. Instead, I am: \_\_\_\_\_

## WHAT CAREERS INTEREST YOU?

Did the interest assessment you took suggest any careers? List three possible careers or career clusters suggested, and check the box next to the one you're most interested in.

- Career Idea #1: \_\_\_\_\_
- Career Idea #2: \_\_\_\_\_
- Career Idea #3: \_\_\_\_\_

Why does this career or career cluster sound interesting?

---

What type of education does this career require? If you don't know, how can you find out?

- A high school education
- A 1-year certificate or credentialing program
- A 2-year degree (Associate's Degree) from a community or technical college
- An apprenticeship (on-the-job training for a skilled job)
- A 4-year degree (Bachelor's Degree) from a 4-year college or university
- Post-graduate education (such as a medical or law degree)

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 10

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students learn about different postsecondary options.
- Discuss the connections between student's interests and educational needs.
- Help students understand how they can prepare for postsecondary success.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Postsecondary Information Handout** (*located on the next page of this lesson plan*)

## CLASSROOM ACTIVITIES:

- **Introduce postsecondary options.** Distribute the **Postsecondary Information Handout** and review it with your students. The most important points for them to remember from this handout are that: (a) nearly every career requires some type of education or training after high school; and (b) there are many different postsecondary options – something for everyone. (*5-10 minutes*)
- **Discuss educational needs for different careers.** Next talk about the careers students are interested in. What type of postsecondary education do different careers require? How can students find out what they need to do? You might want to help students by sharing your expertise or use an online resource (your lead advisor will have ideas) to help. (*5-10 minutes*)
- **Finally, discuss how students can prepare for postsecondary education.** Ask your students what they think they'd need to know to do well in postsecondary education – no matter what choice they make. (*HINT: Lots of math and science in high school, plus Career & Technical Education (CTE) and advanced courses to help them learn about career interests and prepare for postsecondary.*) Talk about how important middle school and high school are in preparing for their dream careers. (*10-15 minutes*)

## STUDENT PRODUCTS:

Nothing to write during this lesson. Students can share the handout with their families.

# POSTSECONDARY INFORMATION



## WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

What do you dream about doing? No matter what you want to do, you'll probably need to stay in school after you graduate from high school. That's because nearly every job today requires "postsecondary" (after high school) education.

**APPRENTICESHIP.** Do you want to earn a paycheck while you learn a job? Would you like to work one-on-one with someone who's experienced? In an apprenticeship, you learn a highly skilled job (in manufacturing or technology, engineering, health care, public safety, cooking, or construction, or many more fields) by working with a skilled expert. Apprenticeships usually last two to four years. They combine on-the-job training with classroom work. Apprentices earn a paycheck the entire time.

**CREDENTIAL OR CERTIFICATE.** Some job opportunities require a credential or certificate after high school. These programs often last up to one year, and may include Auto mechanics, Horticulture, Equipment Operations, Fire Technology, or Welding or others. Community and Technical Colleges offer a wide range of credential or certificate programs.

**COMMUNITY OR TECHNICAL COLLEGE (TWO-YEAR, ASSOCIATE DEGREE).** Many students go to community or technical college to earn a career certificate or to get a two-year (Associate) degree. You can earn an Associate degree to transfer into a four-year university and continue on toward a four-year degree. Or you can go straight into the workplace after earning your Associate degree. Careers include Cosmetology, Computer-aided Drafting and Design, Diesel and Heavy Equipment Tech, Medical Office Clerk, or Culinary Arts, or many more.

**FOUR-YEAR COLLEGE OR UNIVERSITY (FOUR-YEAR, BACHELOR'S DEGREE).** Students who need more education usually attend a four-year college or university. You can earn a Bachelor of Arts or Bachelor of Science degree. You might continue on to graduate or professional school. Or you might use your degree to go right into the workplace. You can earn a Bachelor's degree in nearly any subject imaginable, from Asian Studies to Chemistry or Engineering.

**MASTER'S DEGREE.** A Master's degree lets you move directly into a management-level career in a specialized field. A Master's degree usually requires at least two years of study beyond a Bachelor's degree. You can study for a Master's degree in Business (called an MBA) or in many other fields.

**DOCTORATE DEGREE.** A Doctor of Philosophy (Ph.D.), Medical Doctor (M.D.), Juris Doctor (lawyer, or J.D.) degree usually requires at least three years of school after college and sometimes many more. A Doctorate degree allows the holder to practice a highly skilled profession.

**MILITARY.** Some students join the military after high school. You can join the military right away, or you can join the Reserve Officers' Training Corps (ROTC) while you are in college and then be commissioned as an officer after college graduation. The military offers many different career and training opportunities... meaning that you still need to decide what you want to do before you join.



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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 11

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Help students explore several different postsecondary options.
- Discuss the connections between student's interests and postsecondary options.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Career Interests Worksheet** (*from Lesson 9, in students' portfolios*)
- **Postsecondary Worksheet** (*located on the next page of this lesson plan*)
- **Program information from one or two local colleges, credential programs, or apprenticeship programs** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Discuss students' career interests.** Several lessons ago, students had the opportunity to use their interest assessments to think of three careers that might be interesting. Have students retrieve their **Career Interests Worksheets** from their portfolios. Discuss the careers they have selected. Why do these careers sound interesting? (*5-10 minutes*)
- **Review postsecondary program offerings.** As your students have heard you say by now, nearly any career they choose will require postsecondary education or training. How will they get that education? Let's start today by exploring a few options. Provide information about local postsecondary programs: apprenticeships, credential, community or technical college, or four-year college. (*5-10 minutes*)
- **Discuss what students could study at one of these programs.** Using the careers they've selected – and the information you have available – what would your students study to prepare for their dream jobs? Ask students to complete the **Postsecondary Worksheet**. (*10-15 minutes*)

## STUDENT PRODUCTS:

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

# POSTSECONDARY WORKSHEET – Gr 6



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

## WHAT DO YOU WANT TO DO AFTER HIGH SCHOOL?

List one career that is interesting to you, from the list of three careers you made on your **Career Interests Worksheet** that is in your portfolio.

A career that sounds interesting is: \_\_\_\_\_

## WHAT EDUCATION WILL THAT CAREER REQUIRE?

Using the information your advisor gave you from a local college, certificate program, or apprenticeship program, choose a program of study (a major) and a credential that will help you get the career you listed.

If I completed (name of program): \_\_\_\_\_

I could study (program of study): \_\_\_\_\_

and get the following credential: \_\_\_\_\_

This would help me prepare because (list information from the program about what you would learn):

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 12

THEME: PLANNING FOR NEXT YEAR

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

## LESSON GOALS:

- Help students review their grades and assessment results in the context of their Academic Goals.
- Discuss course requirements for next year – and what they will do during high school.

## ESSENTIAL QUESTIONS:

- What are my goals?
- What courses do I need?

## MATERIALS NEEDED:

- **Academic Inventories** (*from Lesson 7, in students' portfolios*)
- **Course Requirements** (*course credit or requirement policy for your middle school*)
- **Navigation 101 Power Point on Course Planning, Gr 6-7** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Review students' grades and assessment results.** If a counselor is leading this lesson, introduce yourself and explain your role. Note that today students are going to review the work they are doing so far this year and then start planning for what they need to do during 7<sup>th</sup> and 8<sup>th</sup> grades. Ask students how they are doing in school, how the transition to middle school is going, and if they are surprised by how they are doing. (*10-15 minutes*)
- **Revisit students' Academic Inventories.** Some time ago (during Lesson 7) students prepared Academic Inventories to describe ways they could build on their strengths and improve. Have students review their plans and share with them strategies they can use to strengthen their performance. Discuss how they can continue to improve. (*5-10 minutes*)
- **Discuss what students will need to accomplish over the next two years.** Next, use a list of course requirements for your middle school to explain to your students what they will need to accomplish (in terms of grades, courses, and behavior) to complete middle school. You might use the Power Point to introduce the courses they will need to take in high school. (*5-10 minutes*)

## STUDENT PRODUCTS:

**Nothing to write this lesson.** Students will revisit their Academic Inventories from Lesson 7 and use their most recent grades and assessment results to determine how they can continue to improve.

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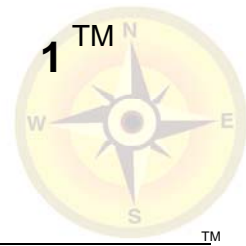
# N A V I G A T I O N 1 0 1™

GRADE: 6

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 7<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 **Annual Goals** (*from students' portfolios*)
- **Course catalog**, including requirements for 7<sup>th</sup> grade for your school
- **Course Registration Forms** (*one for each student – from school administration*)

## CLASSROOM ACTIVITIES:

- **Discuss students' Academic Goals.** Have students retrieve and review their Annual Goals. Do these goals – or their Academic Inventories – give them ideas for what they should do during their next two years? How can they be most successful next year? (*5-10 minutes*)
- **Introduce the course registration process.** Students' academic goals and plans will be the first step in the course registration process for next year. Explain how the course registration process will work. Make sure students understand how much (if any) flexibility they have to choose electives, and where they can find electives listed in your course catalog. (*5-10 minutes*)
- **Begin the course registration process.** Distribute course registration forms. Ask students to complete their forms for 7<sup>th</sup> grade. Help students who are still uncertain of their plans. Make sure students return their registration forms to you. (NOTE: students taking advanced courses or courses with prerequisites may need to get approval.) (*5-10 minutes*)

## STUDENT PRODUCTS:

- **Course Registration Form.** Each student should complete a course registration form for 7<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: 6

LESSON: 14

THEME: BUILDING COMMUNITY

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## LESSON GOALS:

- Help students continue to build community within your advisory group.
- Celebrate students' accomplishments this year.
- Engage in a volunteer service project at school (optional).

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- Any materials desired to celebrate your group and build community. You may want to create a video or posters with your students, take photos, or take on a school project.

## CLASSROOM ACTIVITIES:

- **Check in and see how students are doing.** How are your students doing in 6<sup>th</sup> grade? Not just academically, but socially and personally – how are they adapting to the school and to their responsibilities? How can your advisory help give your students a “home” at school? See how your students are feeling about the year to date. *(5 minutes)*
- **Build community.** Navigation has focused a great deal recently on serious topics: academic development, career exploration, etc. But the interpersonal aspect of Navigation is just as important. Make today's lesson a chance to honor that. You may wish to celebrate your time together as a group: make a video together, create awards for your students, take photos, make posters celebrating your group. Alternatively, you may wish to build community by engaging in a group volunteer project at school: help with an event, lead orientation tours for 5<sup>th</sup> graders, clean up the hallways, or find another way to help out at school. *(15-20 minutes)*

## STUDENT PRODUCTS:

Nothing to write during this lesson. Students should have the opportunity to participate in a community-building activity with their advisory group.

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 15

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

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

## 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 Worksheet** (*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? (*5 minutes*)
- **Introduce the High School & Beyond Plan.** Students graduating from high school in Washington State are required to complete a **High School & Beyond Plan**. The format of that plan is up to the individual district, but it must include information on: students' personal stories, their learning styles and plans, their goals for high school, and their goals for life after high school. Explain that students will have the opportunity to begin work on that plan now so that when they are in high school it will be easy to complete it. (*5 minutes*)
- **Complete a worksheet to start the High School & Beyond Plan.** Distribute copies of the **High School & Beyond Plan Worksheets**. 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 Worksheet.** Each student should complete a worksheet and file it in his or her portfolio.

# HIGH SCHOOL & BEYOND PLAN WORKSHEET – GR 6



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

## 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 (Citizen):** 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.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Join a sports team         | <input type="checkbox"/> Join other clubs and activities       | <input type="checkbox"/> Play a musical instrument  |
| <input type="checkbox"/> Get a _____ GPA            | <input type="checkbox"/> Take honors or college credit classes | <input type="checkbox"/> Take four years of math    |
| <input type="checkbox"/> Take four years of science | <input type="checkbox"/> Take a foreign language               | <input type="checkbox"/> Get a part-time job        |
| <input type="checkbox"/> Be in school government    | <input type="checkbox"/> Be a mentor to other students         | <input type="checkbox"/> Volunteer in the community |
| <input type="checkbox"/> Take CTE courses           | <input type="checkbox"/> Learn more about postsecondary        | <input type="checkbox"/> 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.

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Get a job right away        | <input type="checkbox"/> Find an apprenticeship | <input type="checkbox"/> Finish a 1 – 2-year program |
| <input type="checkbox"/> Get a 4-year degree (BA/BS) | <input type="checkbox"/> Go to graduate school  | <input type="checkbox"/> Join the military           |

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

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 16



THEME: PREPARING FOR STUDENT-LED CONFERENCES

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## LESSON GOALS:

- Introduce (or review) the Student-led Conference.
- Explain 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** (*you will need one at each conference – also share with students in advance of their conferences so they understand how they will be evaluated*)
- **Feedback Forms** and **Family Invitation Letter**
- **Conference video** (*from your lead advisor*)

## CLASSROOM ACTIVITIES:

- **Introduce 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. Explain that this conference will be their chance to share their progress with you and their families. If students led conferences last fall, ask what went well and what could be better. Ask students how they can use their portfolios to share their work. (*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. Give students the chance to view 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, plan what you want to say during your conference and what you want to 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 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 portfolio, notes, etc.) 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 it with you.
- Let us know what you think.** In addition to reflecting on your own performance, complete a Feedback Form to share your thoughts about the conferences.

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

Here's a sample outline for a student-led conference. 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 family members to your advisor.
- **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 (*What have I accomplished in school this year?*)

- Show **one to three work samples** from 6<sup>th</sup> grade and explain why you chose them.
- Tell your family about your **grades and assessment results** (from your report card).
- Talk about your **course plans** for 7<sup>th</sup> grade.

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

- Tell a little about your **interests**.
- Share at least **one career idea** and explain the education needed for that career.

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

- Tell about any **school activities** you've joined.
- Share your **attendance record** from 6<sup>th</sup> grade (or some other sign of your participation in school)
- Talk about your advisory group's **volunteer service** activities.

### 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. Use paper clips to mark what you want to show from your portfolio.

Topic Area	What I should say	What I should show from my portfolio
<b>INTRODUCTION</b>	Introduce your family members to your advisor	
<b>EXPLANATION</b>	<p>Explain that the purpose of the conference is to answer these questions:</p> <ul style="list-style-type: none"> <li>• What have I accomplished in school this year?</li> <li>• What do I hope to do in the future?</li> <li>• Who am I? How do I contribute?</li> </ul>	Show your portfolio and your three dividers.
<b>ACADEMIC</b>	<p>Show <b>one to three work samples</b> from 6<sup>th</sup> grade and explain why you chose them.</p> <p><i>What have I accomplished in school this year?</i></p> <p>Tell about your <b>grades and assessment results</b>.</p> <p>Talk about your <b>course plans</b> for 7<sup>th</sup> grade.</p>	<p>Sample 1: _____</p> <p>Sample 2: _____</p> <p>Sample 3: _____</p> <p><input type="checkbox"/> Report Card</p> <p><input type="checkbox"/> Other assessment result</p> <p><input type="checkbox"/> Course Registration Form</p>
<b>CAREER</b>	<p>Tell a little about your <b>interests</b>.</p> <p><i>What do I want to do in the future?</i></p> <p>Share at least one <b>career idea</b> and explain the education needed for that career.</p>	<p><input type="checkbox"/> Career Interests Worksheet</p> <p><input type="checkbox"/> Postsecondary Worksheet</p>
<b>CITIZENSHIP</b>	<p>Tell about any <b>school activities</b> you've joined.</p> <p>Share your <b>attendance record</b> from 6<sup>th</sup> grade.</p> <p><i>Who am I? How do I contribute?</i></p> <p>Talk about your advisory group's <b>volunteer service</b> activities.</p>	<p><input type="checkbox"/> Any certificates or awards</p> <p><input type="checkbox"/> Attendance record or other sign of participation in school</p> <p>No need to show anything.</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	Student will be evaluated on...	What the student did well	How the student can improve
<b>Appearance and Introduction</b>	<input type="checkbox"/> Wears dress clothes <input type="checkbox"/> Introduces his or her guests		
<b>Academic</b>	<input type="checkbox"/> Discusses work samples to describe academic performance <input type="checkbox"/> Explains grades and assessment results <input type="checkbox"/> Shares course plans for 7 <sup>th</sup> grade		
<b>Career</b>	<input type="checkbox"/> Shares interests with family <input type="checkbox"/> Shares at least one career idea and the education needed for that career		
<b>Citizenship</b>	<input type="checkbox"/> Tells about joining a school activity <input type="checkbox"/> Discusses attendance during 6 <sup>th</sup> grade <input type="checkbox"/> Shares information about helping or volunteer service activities		
<b>Overall Presentation</b>	<input type="checkbox"/> Shows a neat, organized portfolio <input type="checkbox"/> Has practiced presentation <input type="checkbox"/> Answers questions <input type="checkbox"/> Thanks family and advisor		

# SPRING CONFERENCE

## FAMILY CONFERENCE FEEDBACK

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

Was your child's student-led 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: 6

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 understand the concept and value of budgeting money.
- Help students complete a sample budgeting exercise.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Class Budget Handout** (*final two pages 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 could they have done better? What would they like to change for next year? Discuss students' experiences. You may wish to share results from your student feedback and family feedback questionnaires. (*5-10 minutes*)
- **Introduce budgeting.** Distribute a copy of the **Class Budget Handout** to each student and review the first page. Focus your discussion in particular on **why** someone would want to budget: to see how much money you can spend; to make choices about what to buy or what to do; to calculate how much money you need for something you want; and to avoid spending more money than you have. Ask students if they've ever seen family members or teachers using a budget. (*5-10 minutes*)
- **Prepare a sample budget.** Turn to the second page of the **Class Budget Handout**. Have students work in small groups or as a whole group (directly on the handout's grid or on the computer) to develop a budget for the school dance described in the handout. Review students' work. What did they learn while creating their budget? What would happen to the dance if the DJ wanted more money or if the Food Committee spent too much on food? (An answer key is provided in your lead advisor's Resource Guide.) (*10-15 minutes*)

## STUDENT PRODUCTS:

- **Budget Worksheet.** Students should complete and discuss the handout.

# CLASS BUDGET HANDOUT – GR 6



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

## WHAT IS A BUDGET?

A **budget is a plan**... a plan for how you will use your money.

A budget tells you how much money you have. And then it helps you decide how to spend that money.

Budgets can be created for a person, a family, an organization, an event, a business, or even a country. But a budget always shows the same things: how much money there is, and how that money will be spent.

## WHY CREATE A BUDGET?

There are many reasons to create a budget. Here are a few of them:

- **To plan for the future.** If your family wants a new car or wants to take a big vacation, you will need to plan carefully to have enough money to buy the car or take the vacation. Your family might have to save money or take out a loan and then pay it back later. In each case, a budget will help your family plan how to do what you want.
- **To make choices about what to do or what to buy.** If you're like most people, you probably want more things than you can afford. What should you do? A budget can help you decide. You might be able to give up some things to afford something you really want. Or you may be able to make a plan to save money.
- **To avoid spending more money than you have.** It's a lot easier to spend money than it is to earn it! A budget can help you limit your spending so that you don't spend too much.

## HOW DO YOU CREATE A BUDGET?

It's easy to create a budget. You can work on a computer or on paper. First, list two different things:

- your **income**, or the money you have available to spend; and
- your **expenses**, or the money you plan to spend.

Budgets usually separate income and expenses into even more categories. For instance, for your family's budget, expenses are probably divided between food, car payments, clothes, and housing expenses. If you plan to save money for a big purchase (such as a car) you would list "savings" as one of your expenses.

A budget will then show whether you have a **surplus** (more income than expenses – which is a good thing) or a **deficit** (more expenses than income – which is a bad thing).

## CLASS BUDGETING EXERCISE

Your school is going to hold a dance. It's up to your class to create a budget for the dance. If you spend too much, your principal won't let you have another dance.

Here are your **expenses**:

- You will spend \$500 for a band or DJ;
- You think you will need about \$100 for refreshments;
- Your decorating committee wants \$50 to spend on decorations;
- The school will charge \$75 for the janitor to clean the gym after the dance; and
- It will cost \$50 for lights for the dance floor.

You won't know how much **income** you have until after the dance is over.

- But you believe you can sell 100 tickets for \$5 each; and
- You think you can ask the student government to contribute \$275 for the dance.

Create a budget showing your income and your expenses and calculate whether you will have a surplus or a deficit. How will this budget help you control your expenses?

Income (List Item)	Income (\$ Amount)	Expense (List Item)	Expense (\$ Amount)
<b>TOTAL INCOME:</b>		<b>TOTAL EXPENSES:</b>	

When you have calculated everything, do you have a surplus or a deficit? Why?

Amount of surplus or deficit: \_\_\_\_\_

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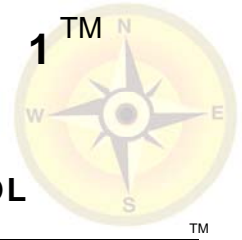
# NAVIGATION 101™

GRADE: 6

LESSON: 19

THEME: PLANNING FOR LIFE AFTER HIGH SCHOOL

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## LESSON GOALS:

- Discuss summer plans and opportunities.
- Help students develop resumes.

## ESSENTIAL QUESTIONS:

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

## MATERIALS NEEDED:

- **Resume Handout** (*final two pages of this lesson plan*)
- **Summer Activities** (*from your lead advisor, a list of summer schools, camps, and other opportunities for middle school students*)

## CLASSROOM ACTIVITIES:

- **Discuss summer plans.** It's nearly summer. What are your students planning to do? Discuss your summer plans and theirs. Some students may still be looking for ideas. Share a list of summer activities, including summer school classes, camps, and other opportunities for middle school students in your community. Your school counselors may have additional information about internships or other opportunities for student leaders. If so, refer students to counselors as appropriate. (*5-10 minutes*)
- **Create resumes.** Your students will likely not get paid jobs for several more years, but they may need to summarize their skills and experience for volunteer opportunities, internships, or even to get into advanced classes. Learning to prepare a resume is a basic life skill. Students will prepare simple resumes this year, and will have the opportunity to update them each year. Use the **Resume Handout** to help students understand the purpose of a resume and the components of a good resume. Help them begin the process of creating resumes. (*10-15 minutes*)

## STUDENT PRODUCTS:

- **Resume.** Each student should create a **resume** and file it in his or her portfolio.

# RESUME HANDOUT – GR 6



## WHAT IS A RESUME?

A resume is a good way to introduce yourself. It's just a piece of paper... but you will need one if you are applying for a job, an internship, or even some advanced classes. A resume summarizes on one piece of paper all the basic information about who you are and what you can do.

## CREATING A RESUME

A good resume has four parts:

- **Contact information.** The top of your resume should include your contact information:
  - Name
  - Address
  - Phone number
  - E-mail address

This information is often centered on the page. You might want to print your name in a larger font size or in bold so that it stands out. Remember, you want to make it easy for an employer to contact you! Make your resume easy to read by using lots of white space and a font size that is larger than 10 point.

- **Objective.** Why do you want this job? Your objective is a short statement, usually just one sentence. It explains why you want the job. Your objective might say, "I am seeking a position that will allow me to use my computer skills."
- **Skills and strengths.** (*This section can be combined with "Experience."*) In this section of the resume, list your skills and strengths. Even if you've never held a paid job before, you have skills. What are they? Maybe you have tutored younger students or know how to develop a web site. Maybe you have run for office at school or organized a school event. When you write about your skills and strengths:
  - Use short bullet points rather than complete sentences.
  - Use action words.
  - Use numbers and percentages to quantify your accomplishments.
  - Mention your technical or computer skills.
- **Experience.** In this section, list any paid or volunteer jobs you've held. Describe each position briefly using bullet points. You can also list extracurricular activities or community service, especially if these activities show your skills or your responsibility and dedication. You can also list awards you've received.

## GET STARTED ON YOUR RESUME

*Use the space below to take notes for your resume. Ask your advisor if you should just file this handout in your portfolio, or if you should use a word processing program to type up a finished resume.*

### **Contact Information:**

**Objective** *(Why you want the job, what you hope to learn – if you aren't applying for a job right now, just write that you want to put your skills to work in the community):*

**Skills and strengths** *(remember, short bullet points using action words):*

**Experience** *(don't forget volunteer service, extracurricular activities, and awards):*

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# N A V I G A T I O N 1 0 1™

GRADE: 6

LESSON: 20

THEME: MAKING THE TRANSITION

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## LESSON GOALS:

- Review students' experiences in 6<sup>th</sup> grade.
- 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 6<sup>th</sup> grade.** Look back at the year that's nearly over. Discuss with students what they thought was best – and worst – about their first year in middle school. Did advisory help? Why or why not? What advice would they give to incoming 6<sup>th</sup> graders about succeeding in middle school? 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 7<sup>th</sup> graders. Are there clubs, activities, or leadership positions they can take on as 7<sup>th</sup> graders? 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 or honors courses? (*5 minutes*)
- **Celebrate.** You might want to celebrate with pizza or other treats. (*10-15 minutes*)

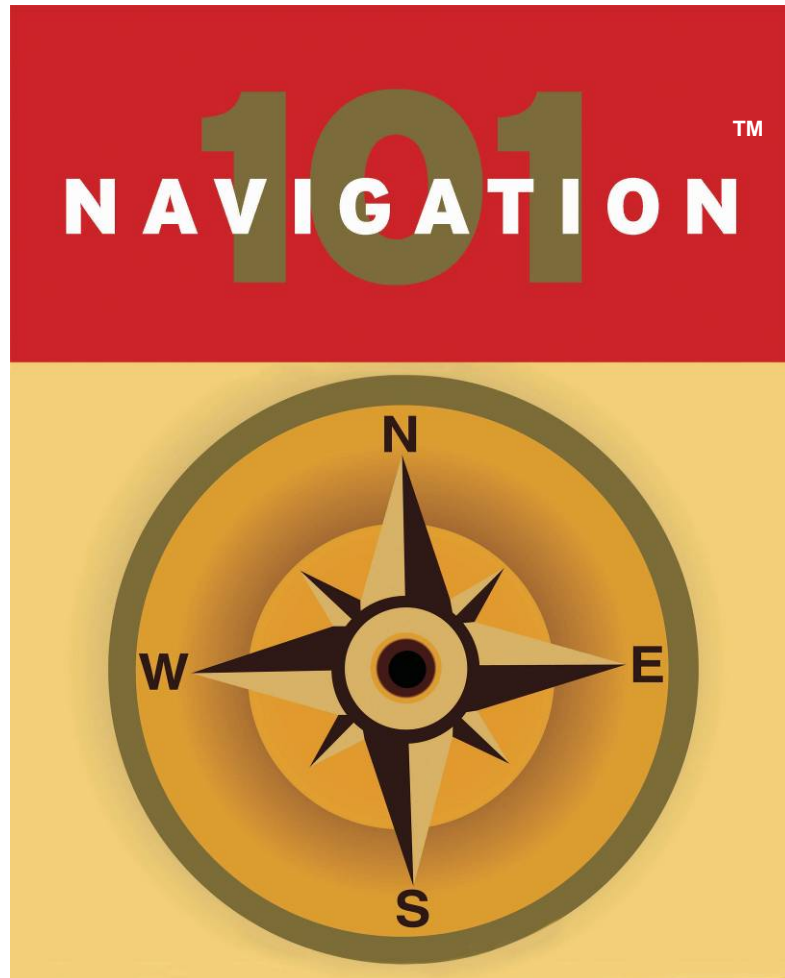
## STUDENT PRODUCTS:

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



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

## GRADE 6 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 the existing lesson plans to provide grantee schools with additional information and enriched resources on a number of topics. **The underlying structure of the lesson plans has remained the same from 2007-08; the Curriculum Map (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 have 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 Navigation 101 Resource Guides show how 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 Higher Education Coordinating Board’s College Academic District Requirements (CADRs) to clearly outline the difference between high school graduation requirements and college admission 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 on 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 know about these scholarship opportunities and understand the application process.

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 6

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

#	Handout Name	Description	Where else?
1	Portfolio Handout	Handout describes the purpose of and protocol for keeping portfolios. <b>Handout is just for reference – no student work is needed.</b> You may wish to have students share this handout with their families.	
1	6 <sup>th</sup> Grade Portfolio Checklist	Handout provides a list of items students should add to their portfolios during 6 <sup>th</sup> grade. <b>It should be stored in portfolios;</b> students can use it for portfolio audits.	
2	Citizenship Goal Worksheet	Handout helps students develop a goal about joining an activity in middle 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 7 Lesson 2</li> <li>• Gr 8 Lesson 2</li> </ul> <i>Each year, students develop a goal on a different aspect of participation, service, or leadership.</i>
3	Academic Goal Worksheet	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 7 Lesson 3</li> <li>• Gr 8 Lesson 3</li> </ul> <i>Students revisit and update their goals each year.</i>
4	Career Goal Worksheet	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 7 Lesson 4</li> <li>• Gr 8 Lesson 4</li> </ul> <i>Students update their career goals each year based on their career exploration activities.</i>
5	Annual Goals	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 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul> <i>Students revisit and update their goals each year.</i>
5	(Optional) Fall Conference Planner	If your school is holding fall conferences, this planner will help students prepare. It includes a simple script for middle school students.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul>
5	(Optional) Family Invitation	If you wish, use this letter to invite families to your school's (optional) fall conference.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 6, Cont’d.**

#	Handout Name	Description	Where else?
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 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul> <i>Families are given the opportunity to rate conferences each year.</i>
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 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul> <i>Students are given the opportunity to rate conferences each year.</i>
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 7 Lesson 5</li> <li>• Gr 8 Lesson 5</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
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 7 Lesson 7</li> <li>• Gr 8 Lesson 7</li> </ul> <i>Students see variations on this plan each year to help them re-evaluate their performance.</i>
7	<b>Study Skills Handout</b>	This handout outlines several basic tips to help students study more effectively. It is specifically designed for students who are new to middle school. Students should be encouraged to share this with their families.	
9	<b>Career Interests Worksheet</b>	This handout helps students interpret the results of the interest assessment they took and then helps them connect interests to possible careers.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 9</li> </ul> <i>Students continue their career exploration throughout middle school.</i>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 6, Cont’d.**

#	Handout Name	Description	Where else?
10	<b>Postsecondary Information Handout</b>	This handout introduces different types of options for postsecondary education, and explains the many different options students have available.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 10</li> </ul> <i>Students continue their career exploration throughout middle school.</i>
11	<b>Postsecondary Worksheet</b>	Students record their postsecondary research to date and learn more about the postsecondary education and training requirements for their dream careers.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 11</li> </ul> <i>Students continue to learn more each year</i>
15	<b>High School &amp; Beyond Plan Handout</b>	Students will begin work on the High School & Beyond Plan. The plan will help them reflect on their goals and accomplishments to prepare for high school and the year following graduation from high school.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 15</li> <li>• Gr 8 Lesson 15</li> </ul> <i>Students revisit and update their plans each year.</i>
16	<b>Planning a Student-led Conference Worksheet</b>	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 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Students improve their conference presentations each year</i>
16	<b>Conference Evaluation Rubric</b>	This rubric gives students clear information about how they did and how they can improve.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Students improve their conference presentations each year.</i>
16	<b>Family Feedback Form</b>	This form, which is required for schools that receive a Navigation grant from OSPI, gives family members 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 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Families are given the opportunity to rate conferences each year.</i>
16	<b>Student Feedback Form</b>	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 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Students are given the opportunity to rate conferences each year.</i>

**NAVIGATION 101**  
**LIST OF HANDOUTS – GRADE 6, Cont’d.**

#	Handout Name	Description	Where else?
16	<b>Advisor Feedback Form</b>	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 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul> <i>Advisors are given the opportunity to rate conferences each year.</i>
16	<b>Family Invitation Letter</b>	If you wish, use this letter to invite families to your school's conference.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 16</li> <li>• Gr 8 Lesson 16</li> </ul>
18	<b>Class Budget Handout</b>	This handout reviews the concept and purpose of a budget and then guides students through a budgeting exercise for a hypothetical school dance.	
19	<b>Resume Handout</b>	This handout introduces the concept of the resume and helps students take notes and gather information to create a resume.	<ul style="list-style-type: none"> <li>• Gr 7 Lesson 19</li> </ul> <i>Students update their resumes regularly.</i>



# 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 101 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 advisory format and provides tips for building coordinators and new advisors. You can incorporate this video into your back-to-school planning.	Use this video at advisor training sessions or to orient new advisors who come to your school while Navigation 101 is already underway.
<b>Portfolio</b>	This video introduces the 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 5 or 16</b> or share it with families, advisors, or School Board members to explain the purpose and format of the Navigation 101 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 101.	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 101 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 101 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 (Academically): This year I will \_\_\_\_\_

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

GOAL 3 (Citizen): 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.*

<input type="checkbox"/> Join a sports team	<input type="checkbox"/> Join other clubs and activities	<input type="checkbox"/> Play a musical instrument
<input type="checkbox"/> Get a job	<input type="checkbox"/> Take honors classes	<input type="checkbox"/> Take four years of math
<input type="checkbox"/> Take four years of science	<input type="checkbox"/> Take a foreign language	<input type="checkbox"/> Get a part-time job
<input type="checkbox"/> Be in school government	<input type="checkbox"/> Be a mentor to other students	<input type="checkbox"/> Volunteer in the community
<input type="checkbox"/> Learn more about careers	<input type="checkbox"/> Learn more about postsecondary	<input type="checkbox"/> 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.*

<input type="checkbox"/> Get a job right away	<input type="checkbox"/> Find an apprenticeship	<input type="checkbox"/> Finish a 1-2-year program
<input type="checkbox"/> Get a 4-year degree (B.A./B.S.)	<input type="checkbox"/> Go to graduate school	<input type="checkbox"/> Join the military

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

**NAVIGATION™**

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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?

<input type="checkbox"/> Agriculture, Food and Natural Resources	<input type="checkbox"/> Architecture and Construction
<input type="checkbox"/> Arts, AV Technology, and Communications	<input type="checkbox"/> Business, Management, and Administration
<input type="checkbox"/> Education and Training	<input type="checkbox"/>
<input type="checkbox"/> Government and Public Administration	<input type="checkbox"/>
<input type="checkbox"/> Hospitality and Tourism	<input type="checkbox"/>
<input type="checkbox"/> Information Technology	<input type="checkbox"/>
<input type="checkbox"/> Manufacturing	<input type="checkbox"/>
<input type="checkbox"/> Science, Technology, Engineering & Mathematics	<input type="checkbox"/>

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

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

<input type="checkbox"/> Registered for CTE courses or electives in my district
<input type="checkbox"/> Updated resume (or will update senior year)
<input type="checkbox"/> Conducted career interviews (list) _____
<input type="checkbox"/> Completed a job shadow _____
<input type="checkbox"/> Obtained summer job or internship _____

**CAREER PREPARATION:** Briefly describe how you have prepared for your choice of postsecondary program and/or career goal: \_\_\_\_\_

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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):

<input type="checkbox"/> No more education needed (explain why): _____
<input type="checkbox"/> Apprenticeship – Length, details: _____
<input type="checkbox"/> One-year credential – field of study: _____
<input type="checkbox"/> Two-year degree (AA or AS) – Major: _____
<input type="checkbox"/> Four-year degree (BA or BS) – Major: _____
<input type="checkbox"/> 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:

<input type="checkbox"/> Postsecondary visits, workplace interviews or discussions with a recruiter
<input type="checkbox"/> PSAT or PLAN (for 4-year colleges)
<input type="checkbox"/> SAT, SAT Subject Tests and/or ACT (for 4-year colleges)
<input type="checkbox"/> ASSET, ACTFL, ACT or COMPASS (for community or technical college)
<input type="checkbox"/> ASVAB (for military)
<input type="checkbox"/> Have researched entrance requirements for all institutions listed above

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

<input type="checkbox"/> Have completed the FAFSA with family
<input type="checkbox"/> Have researched scholarship opportunities
<input type="checkbox"/> Have researched tuition and living expenses at postsecondary institutions listed above
<input type="checkbox"/> Have started a savings or checking account and/or obtained a debit card
<input type="checkbox"/> Have researched insurance requirements for: 18: health and auto

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

<input type="checkbox"/> Have begun or completed volunteer service: _____ hours
<input type="checkbox"/> Have registered to vote (when 18)
<input type="checkbox"/> Have registered with Selective Service (for males, when 18)

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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: \_\_\_\_\_

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

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

Educational Costs	_____
Tuition & Fees	_____
Books & Supplies	_____
<b>TOTAL</b>	_____
Living Costs	_____
Room & Board	_____
Transportation	_____
Personal Expenses	_____
<b>TOTAL</b>	_____
<b>Total Expenses (Educational Costs + Living Costs):</b>	_____

**What is your available income?**

Savings	_____
Summer Earnings	_____
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 (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		SECOND SEMESTER	
freshman English _____	freshman English _____	freshman English _____	freshman English _____
freshman Math _____	freshman Math _____	freshman Math _____	freshman Math _____
freshman Science _____	freshman Science _____	freshman Science _____	freshman Science _____
freshman Social Studies _____	freshman Social Studies _____	freshman Social Studies _____	freshman Social Studies _____
freshman Elective _____	freshman Elective _____	freshman Elective _____	freshman Elective _____
freshman Elective Language? _____	freshman Elective Language? _____	freshman Elective Language? _____	freshman Elective Language? _____

SOPHOMORE YEAR		SECOND SEMESTER	
sophomore English _____	sophomore English _____	sophomore English _____	sophomore English _____
sophomore Math _____	sophomore Math _____	sophomore Math _____	sophomore Math _____
sophomore Science _____	sophomore Science _____	sophomore Science _____	sophomore Science _____
sophomore Social Studies _____	sophomore Social Studies _____	sophomore Social Studies _____	sophomore Social Studies _____
sophomore Elective _____	sophomore Elective _____	sophomore Elective _____	sophomore Elective _____
sophomore Elective Language? _____	sophomore Elective Language? _____	sophomore Elective Language? _____	sophomore Elective Language? _____

JUNIOR YEAR		SECOND SEMESTER	
junior English _____	junior English _____	junior English _____	junior English _____
junior Social Studies _____	junior Social Studies _____	junior Social Studies _____	junior Social Studies _____
junior Mathematics _____	junior Mathematics _____	junior Mathematics _____	junior Mathematics _____
junior Science _____	junior Science _____	junior Science _____	junior Science _____
junior Elective _____	junior Elective _____	junior Elective _____	junior Elective _____
junior Elective Language? _____	junior Elective Language? _____	junior Elective Language? _____	junior Elective Language? _____

SENIOR YEAR		SECOND SEMESTER	
senior English _____	senior English _____	senior English _____	senior English _____
senior Social Studies _____	senior Social Studies _____	senior Social Studies _____	senior Social Studies _____
senior Mathematics _____	senior Mathematics _____	senior Mathematics _____	senior Mathematics _____
senior Science _____	senior Science _____	senior Science _____	senior Science _____
senior Elective _____	senior Elective _____	senior Elective _____	senior Elective _____
senior Elective Language? _____	senior Elective Language? _____	senior Elective Language? _____	senior Elective Language? _____

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)

Each student should be headed with your name, the title "High School & Beyond Plan" 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 during high school to prepare for postsecondary and for your chosen career; or, honors, advanced, CTE, or dual credit courses or programs;
- list activities you completed during high school to prepare for your career; internships, or research; and a description of your volunteer service; and during junior and senior year to prepare for and apply to your top choice to finance the next several years of your life; and
- in 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

Qualifier: Review this profile and modify it as needed from the Career Cluster.

## 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. This Program of Study should be customized with course titles and appropriate high school graduation requirements as used as college entrance requirements.

EDUCATION LEVEL	English Language Arts	Math	Science	Social Studies/History	Other Required Courses Other Electives Recommended Electives Leadership Activities	Career & Technical Courses And/or Degree Major Courses	SMP's & Occupations Related to This Pathway
SECONDARY	9						
	10						
	11						
POSTSECONDARY	12						
	Year 13						
POSTSECONDARY	Year 14						
	Year 15						
	Year 16						
	Year 17						

Additional Career Credit Transferred/Postsecondary courses may be admitted 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 important to include.

**OSPI**

# 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.** 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 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 6

### LESSON 1: GETTING ACQUAINTED

**Lesson Summary.** This first lesson helps students learn about the advisory program and get acquainted with their advisor and with each other. This is an important lesson because it helps establish the trusting relationships – between students and advisor and among the students in the advisory – that will make the advisory such a powerful learning tool. Students will also learn about portfolios: why they’ll keep portfolios, how to set them up, and what they’ll keep in them.

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:

- **A portfolio.** Students will assemble binders with section dividers (or whatever format your school chooses to use) and add 6<sup>th</sup> grade portfolio checklists.

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

- Ensure that your 6<sup>th</sup> grade 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 their new students and begin to build trusting, nurturing relationships.
- Copy the handouts for this lesson (for more information, please see the list of handouts):
  - Portfolio Handout
  - 6<sup>th</sup> Grade Portfolio Checklist
- Provide portfolio supplies (based on your school’s format).

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade 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 101 web site provides a number of resources for advisors, including presentations, videos, and links. 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! Or you may wish to organize icebreaker activities with your advisors: have students interview each other, or play name games. (See “A Word about Icebreakers” for 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.
- **Navigation planning sessions.** Some 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.
- **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** (this would include mainly high school students but in some situations would include middle school students) 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 6

### LESSON 2: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression from grades 6 through 8, offering students support and scaffolding to become involved and to help others. In this first lesson, students are encouraged to become involved in extracurricular activities at school, both so that they will be contributing “citizens” of the school, and also because research shows that students who are engaged in the life of the school are significantly less likely to drop out.

Helping students join activities and become part of the school’s traditions will help them navigate the crucial transition into 6<sup>th</sup> grade. To offer them extra encouragement and support, the lesson plan suggests that each 6<sup>th</sup> grade advisory group be partnered with a group of 8<sup>th</sup> graders (more on the logistics below). The older students can help the new students learn about school values, activities, and traditions. At the end of this mentoring discussion, your students will create a Citizenship goal, the first step toward creating Annual Goals later in the year.

**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. Advisors should collect them and hold them until Lesson 5.

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

- Assign each 6<sup>th</sup> grade advisory group a partner 8<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 6<sup>th</sup> graders and half 8<sup>th</sup> graders. The 8<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.
- With the help of counselors or staff from the central office, develop a list of extracurricular activities offered at your school.
- Copy the handout for this lesson (for more information, please see the list of handouts):
  - Citizenship Goal Worksheet

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors will benefit from information about the logistics of the 6<sup>th</sup>/8<sup>th</sup> grade discussion and a good sense of the activities available to their students.

If you hold a preparation session for advisors on this lesson, stress that learning how to contribute to a larger community is a crucial life skill, one that students will rely on for the rest of their lives. Note that if your advisors have extra time, or if you wish to schedule additional lessons on this theme, advisors can help students engage in community-building activities such as creating posters, slide shows, or videos about their advisory group, participating in school events as a group (an advisory football night?), or organizing volunteer service projects together.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### 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 can also be used as a chance to help students learn the procedure for logging on to any online grades or records programs your district offers. Advisors can ascertain that students not only understand the logistics of how to use these systems, but that they also understand how to gain helpful information from them and that they are able to be reflective about what they learn.

**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 6<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 handout (for more information, please see the list of handouts):
  - Academic Goal Worksheet

**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. They might:

- **Meet with their “partner” 8<sup>th</sup> grade advisory group.** It might help 6<sup>th</sup> graders to hear older students talk about their own goals. Your advisors might want to create opportunities to meet regularly with their “partner” groups. In addition, you could also ask older students to mentor new students, particularly new students having trouble with their coursework demands.

- **Have lunch together as an advisory group.** Your advisors might want to give students the opportunity to take a break from their focus on academics and have lunch together as a group. Order pizza or have students bring sack lunches, and have a picnic lunch together.
- **Continue to focus on the transition into middle school.** This lesson may be students' first opportunity in middle school to think carefully about how they are doing. What resources can your school provide to help make the academic transition easier for students? What extra assistance can you provide for students who are struggling with their work? Members of the advisory group might want to start a study group together to help each other after school or at lunch.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 4: EXPLORING CAREERS

**Lesson Summary.** This lesson continues to build 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.

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.

Students will have the opportunity to explore their interests and aptitudes later in the year. In fact, career exploration in 6<sup>th</sup> grade is focused around the theme, “Who am I?” However, you can use this lesson as a starting point to help students explore their interests in more detail.

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

- **Career Goal.** Students will reflect on what they know about their interests to date and develop at least one career exploration goal for the school year. Students’ goals should be SMART, that is, specific, measurable, achievable, rewarding, and time-oriented.

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

- Ensure that your 6<sup>th</sup> grade advisors have had the opportunity to review the career exploration and interest assessment tools and resources your school has available. They might want to try some of these assessments themselves.
- Copy the handout (for more information, please see the list of handouts):
  - Career Goal Worksheet

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors may wish to use students’ development of career exploration goals as an opportunity to explore careers in the community. You can suggest that they:

- **Organize a 6<sup>th</sup> grade Career Day.** As students begin to explore their interests and to understand 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 high school 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.
- **Preview the resources available at [www.careerclusters.org](http://www.careerclusters.org).** You will find information on the 16 career clusters, as well as interest assessments and course suggestions.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 5: SETTING GOALS

**Lesson Summary.** As students become adjusted to life in middle 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.

Setting goals for the year is particularly important for 6<sup>th</sup> graders. The transition to middle school can be difficult for many, as they struggle to navigate a larger, more complex school. Setting goals and then being encouraged to follow up on them will help students with this key transition in their lives, and will help them make their dreams become reality.

**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 with their families. One of the central tenets of Navigation 101 is that, by middle school, students must become partners in their education.

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 children’s lives at school, by ensuring that they understand what their children are hoping to accomplish.

As advisors help students prepare for their fall conferences, the provided scripts help students 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 script 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 6<sup>th</sup> grade 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. Remind advisors that setting goals is only part of the process – students must follow through on them.

- If you wish, make copies of the **Portfolio** or **Conferences** video (from your school’s DVD or on the Navigation 101 web site).
- Copy the handouts (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 6<sup>th</sup> grade 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 script with advisors and explain how students’ presentations should be organized and (informally) evaluated. Also explain how advisors can help students prepare (by practicing in the classroom, for example).

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors may wish to review their students’ progress in their classes to date so that they can identify any students who are having trouble.

Remind advisors that it’s a good idea to regularly ask students how they’re doing with respect to their goals. 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 curriculum materials you use at school; about high school preparation, postsecondary options, 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 6

### LESSON 6: BUILDING COMMUNITY

**Lesson Summary.** Earlier lessons have discussed the importance of helping students become involved and engaged at school. This is particularly important for students who are new to middle school. Sixth grade students have had the opportunity to develop a Citizenship Goal about joining an activity; hear from 8<sup>th</sup> grade students about school activities and traditions; and then revisit their citizenship goals as part of the Annual Goals process.

But how are they doing?

How many students have actually followed through and joined an activity... and then stayed involved? How many still need help or encouragement to get involved? And how can your advisors help their students build community within the advisory group? This lesson is designed to follow up on these themes.

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

- **Advisory Activity.** Students will be expected to participate in an activity at school with their advisory group. This activity may be a volunteer service activity (such as picking up litter or helping with a school event) or it may be a spirit activity within your group (such as taking photos, making posters, etc.).

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

- Help your 6<sup>th</sup> grade advisors develop a list of possible activities for their groups to carry out during this lesson. Activities should be simple and require little or no preparation or travel. Activities could include picking up litter, setting up for a school event, making posters for a school event, helping with a school fundraiser; or doing spirit-building activities with the advisory group: making a video or slide show, taking photos, making posters, celebrating their first year of middle school, etc.

**Additional Resources You Can Provide.** To the extent your advisors are able, encourage them to take advantage of opportunities to help their students become a community within the advisory group. They might want to create an after-school advisory study hour once a week, or document advisory sessions with photos or video, or ask students to bring baby pictures to school and display these.

One of the key goals of Navigation is to engage students by ensuring that there is an adult at school who knows and cares about them. Encourage your advisors to create traditions within their advisory groups that will help their students get to know them and each other. These can be simple, but they are important: the more the advisory feels like a “home” to students at school, the more they will benefit from it.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 7: IMPROVING ACADEMICALLY

**Lesson Summary.** The end of students’ first quarter of middle school is an ideal opportunity to help them assess how they are doing academically and how they can do better. They are likely taking more challenging courses than they took in elementary school, and may not have a good idea – until they see their grades – how they are doing.

This lesson combines a review of assessment results – from students’ courses, report cards, assessment exams, **Student Learning Plans** (if you have them for some or all of your students), and other measures – with a discussion about the tools students can use to improve their academic performance.

Teachers who write about the art of education routinely acknowledge that their success in teaching is due, at least in part, to their responsiveness to students’ needs. They don’t teach the same thing every year, or to every student. Instead, they assess each student’s performance regularly, discuss with colleagues what they know about students and their progress, and then help students learn to build on their strengths and strengthen their weaknesses. By creating an **Academic Inventory** – and revisiting it each year – students will be able to build on their advisors’ knowledge and learn to assess and evaluate their own work.

**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 6<sup>th</sup> graders 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.
- Copy the two handouts (for more information, please see the list of handouts):
  - Academic Inventory Handout
  - Study Skills Handout
- Print copies of students’ assessment results and grades to date

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors may wish to use students’ development of academic inventories as an opportunity to build community within their advisory groups.

- **Create an advisory study group.** Would it help students to have their advisory group meet as a study group once or twice a week to work on homework together?
- **Identify student tutors and mentors.** Are there opportunities within the advisory group to have students tutor or mentor each other? Or could your students tutor elementary school 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.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 8: EXPLORING CAREERS

**Lesson Summary.** This lesson begins the career exploration that students will continue throughout their time in middle school. Like all the other career-related lessons, this one is focused around connecting students' interests today to their dreams and goals for the future, and then showing them what they will need to do to realize their dreams. This lesson assumes that your students are either: (a) able to take a simple interest assessment prior to this lesson; or (b) able to take an interest assessment during this lesson.

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

- **Complete and/or discuss a career interest assessment.** Students will reflect on the results of their interest assessment by discussing what they learned with their advisory group. They will not write anything this lesson; instead, the focus will be on their own self-discovery as they learn more about themselves and their interests.

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

- **Ensure that your school has an interest assessment** (either free or subscription-based) that all 6<sup>th</sup> graders can take and have analyzed. You may wish to schedule the interest assessment for before this lesson so that students will have their results; or, if you arrange for an on-line assessment, you may wish to have students begin this lesson by taking the interest assessment. What is most important is that all students have the opportunity to both complete an assessment and then see what it says about them. The ideal interest assessment will provide some information about career possibilities based on each student's interests. You might wish to investigate the interest assessment provided at either: the **Career Clusters** web site <http://www.careerclusters.org/ccinterestsurvey.php> or the **Washington Career Bridge** web site <http://www.careerbridge.wa.gov>.
- Take the interest assessment yourself – and have your 6<sup>th</sup> grade advisors do the same – so that you and they are well-equipped to guide students as they try to interpret and reflect on their results. Remind advisors that students shouldn't feel locked in to the results of the interest assessment; it is not meant to be precise or prescriptive, or to lock students into careers that don't sound interesting to them!

**Additional Resources You Can Provide.** As noted above, what will be most helpful for your 6<sup>th</sup> grade advisors is if they have the opportunity to take the interest assessment you will be using so that they have a good understanding of the information students will get from it.

This series of lessons will lead students to research careers and educational requirements in more detail. In 8<sup>th</sup> grade they will tentatively select a Career Cluster, and then develop a High School Plan, which will prepare them to develop a Four-Year Plan as freshmen in high school.

You may want to help students learn more about different types of careers by holding a Career or College Night.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 9: EXPLORING CAREERS

**Lesson Summary.** This lesson continues the career exploration that students began with their interest assessment during Lesson 8.

Using their interest assessment results, students will answer several questions about what they learned about themselves – and, importantly, whether they agree with the assessment’s presentation of their interests. Then students will list the careers or career clusters suggested by the interest assessment, indicate which of those careers sound interesting to them... and then start a task they will continue over the next several years, exploring the amount of postsecondary education required for that career area. Navigation 101 leaders have found that helping students learn that a certain amount of postsecondary education (or a certain course schedule in high school) is required for a dream career is a very powerful motivator.

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

- **Career Interests Worksheet.** Students will reflect on the results of their interest assessment by completing the handout. They will be expected to save these in their portfolios, as they will refer to them again, and will need them for their career explorations in 7<sup>th</sup> and 8<sup>th</sup> grade.

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

- Ensure that all 6<sup>th</sup> graders have had the opportunity to complete an interest assessment prior to this lesson (if they weren’t able to take one during Lesson 8), and that they or their advisors have **printed copies** of the results of the assessment.
- Take the interest assessment yourself – and have your 6<sup>th</sup> grade advisors do the same if they haven’t yet had the opportunity – and then explore the careers the interest assessment suggested. If your interest assessment suggests a career cluster you never considered, how would you learn more about it? How can you recommend your 6<sup>th</sup> grade students start to learn more about careers that interest them?
- Copy the handout (for more information, please see the list of handouts):
  - Career Interests Worksheet

**Additional Resources You Can Provide.** You may wish to ask your 6<sup>th</sup> grade advisors to explore different resources that they can use to help their students start to learn about the postsecondary education different careers require. One possible resource is the College Board’s Majors and Careers Profile: [http://www.collegeboard.com/csearch/majors\\_careers/profiles/](http://www.collegeboard.com/csearch/majors_careers/profiles/).

You might wish to investigate the interest assessments provided at the **Career Clusters** web site <http://www.careerclusters.org/ccinterestsurvey.php> or at the **Washington Career Bridge** <http://www.careerbridge.wa.gov>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

**Lesson Summary.** This lesson builds on the work students did exploring their interests and identifying careers that might suit them by introducing students to the range of postsecondary options that are open to them. The important messages from this lesson are: (a) nearly every career requires some type of education after high school; and (b) there are many different postsecondary options – really something for everyone.

Students will have many opportunities to explore and research different postsecondary options over the course of middle school and during high school. This lesson is designed to help alert students – and their families – to the full range of options they can pursue.

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

- **Review Postsecondary Information.** Students will not write anything during this lesson. Instead, they will be expected to review and discuss the different options that are available for postsecondary education.

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

- Make sure your 6<sup>th</sup> grade advisors understand the different options that are available to students. Your advisors – who are likely teachers – may be most familiar with four-year college or university. You may want to help them widen their horizons and learn more about apprenticeships; military options (the important thing to know here from a career perspective is that students still need to decide on education and career options even if they join the military); and community and technical college options.
- Copy the handout (for more information, please see the list of handouts):
  - Postsecondary Information Handout

**Additional Resources You Can Provide.** It is important that your students and their families begin to learn about the wide range of postsecondary options they can pursue. To help them learn about different options, you may wish to host one or more events at the school:

- **Career Night.** You might want to hold an open house with community members discussing different types of careers.
- **College Night.** Alternatively, you might want to hold an open house with representatives of local postsecondary institutions, including community and technical colleges, apprenticeship providers, four-year colleges and universities, and other local training programs. This could be a good introduction to postsecondary options for middle school students and their families.

- **CTE Opportunities.** As your students start thinking ahead to high school, you might want to make sure that their advisors know about the wide range of Career & Technical Education opportunities that are available at the high school level. A new report by OSPI's CTE unit, *Students in High Demand*, provides up-to-date information about CTE opportunities: <http://www.k12.wa.us/CareerTechEd/pubdocs/StudentsinHighDemand.pdf>.
- **Career Cluster research.** Students might also want the opportunity to learn more about the 16 career clusters, jobs in those cluster areas, and the types of high school courses they might need to take to pursue a job in that cluster. The States' Career Clusters web site has a number of resources that advisors might find helpful: <http://www.careerclusters.org/index.php>.
- **Washington Career Bridge.** Students can explore their interests, learn about career opportunities, and explore Washington postsecondary programs at the Washington Career Bridge: <http://www.careerbridge.wa.gov>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

**Lesson Summary.** This lesson helps students continue to explore their postsecondary options by allowing them to learn about postsecondary programs. This lesson will help students make the connection between careers that sound interesting and the type of education or training they'll need for that career. In addition, they'll be able to see how local postsecondary programs (such as apprenticeships, credential programs, community and technical colleges, or 4-year colleges) can help them prepare for a future career.

To prepare for this lesson, you'll need to obtain and copy program information from a local apprenticeship program, community or technical college and/or a local four-year university. Your 6<sup>th</sup> grade advisors will then be able to review that information with their students and help each student find a major or a program of study that will help him or her reach a dream career.

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

- **Postsecondary worksheet.** Students will complete the worksheet using information about their career interests and information about program and majors from any of the local programs you've provided for review.

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

- Obtain program information from one or two local postsecondary programs (such as apprenticeship programs, credential programs, community and technical colleges, or 4-year colleges). This information is typically easily available on the Internet, or you can obtain printed program information and copy it for your 6<sup>th</sup> grade advisors. Please note that you DON'T need or want detailed course catalogs or detailed program descriptions – those would simply be too overwhelming for 6<sup>th</sup> grade students. Instead, you want general descriptions of the types of training offered at each program. (The idea of this exercise is that a student who wants to be, say, a computer technician can find a program that would help him or her prepare.)
- Make sure your 6<sup>th</sup> grade advisors understand the exercise and have a chance to review the materials you provide. Your advisors may want their students to work in small groups. Or, if they have time, they may want to have each student volunteer a possible career and then help that student find a program would help prepare him or her for that career.
- Copy the handout (for more information, please see the list of handouts):
  - Postsecondary Worksheet
  - Information about programs from one or two local postsecondary programs

**Additional Resources You Can Provide.** It is important that your students and their families have the opportunity to explore the wide range of postsecondary options they can pursue. To help them learn about different options, you may wish to organize a field trip to a local college, apprenticeship program, or other training opportunity.

- **Sparking the Future.** If you wish, you might want to refer your advisors to the grades 7-9 Sparking the Future lesson plans. Although these are designed for slightly older students, they may be a good way to introduce the concept of postsecondary opportunities – and career interests – to 6<sup>th</sup> grade students. The Sparking the Future lesson plans can be found at: <http://www.k12.wa.us/navigation101/SparkingFuture.aspx>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### 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.** One of the most important things about setting goals is having the opportunity to revisit them regularly to see if you are making progress. That is the task for this lesson. As preparation for the course registration process for 7<sup>th</sup> grade, students will have the opportunity to review their most recent grades and assessment results and then revisit their Academic Inventories (which they prepared earlier this year, during Lesson 7) to compare their academic plans for the year with how they are actually doing.

This is a good opportunity to flag students who need extra help or who are falling behind in classes. And combining students' Academic Inventories – their own analysis of their strengths and weaknesses – with their latest grades and assessments offers a way to help students deepen their understanding of their own academic strengths and help them become better at self-assessment and more engaged in their own academic progress.

To facilitate this process, you may wish to have your school counselors rotate through the 6<sup>th</sup> grade advisories to lead this lesson. They can provide perspective on students' academic goals by sharing strategies students can employ to learn and study more effectively. They can share standard, school-wide information with each advisory group on the types of courses that students must take during 7<sup>th</sup> and 8<sup>th</sup> grade to earn the credits they need to move on to high school. And they can provide an introduction to the types of courses students will be taking when they are in high school – both to earn the credits needed to graduate from high school and also to prepare for admission to a postsecondary program.

Key points to be communicated during this lesson include:

- The work students are doing today during middle school matters. It will become their framework for success in high school and then in college and career. Where possible, students should challenge themselves during middle school (by taking a more advanced math class, for instance, so that they can take Algebra early, or by taking a world language if one is offered at your school).
- There is a progression of courses that students must take in middle school to be admitted to high school, and there is a progression of courses that students must take in high school. Students will have much more flexibility to choose their courses during high school, so it's important that they start preparing early for the types of courses they should take to be ready for postsecondary. This means that they might want to think ahead about taking advanced math, science, or language arts.
- It's also important to do as well as possible in courses at school. Students should get in the habit of checking their performance regularly, and should use their Academic Inventories to remind themselves of strategies they can use to improve.



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

- **Review their latest grades and assessments and compare their work with their Academic Inventories.** Students will not be expected to write anything during this lesson; instead, they will be asked to do a self-assessment, comparing their latest work with the plans for academic improvement they developed during Lesson 7.

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

- Provide information about students' latest grades and assessment results.
- Make sure your 6<sup>th</sup> grade advisors (working with your school counselors) have had the opportunity to identify any of their students who are falling behind in their work. Students may need help with this self-assessment exercise. You might wish to refer some students on for additional help.
- Provide information on your school's course requirements (for courses, grades, and behavior) and for the requirements students must meet during 7<sup>th</sup> grade.
- **Provide (and customize if you wish) the Navigation 101 Power Point presentation on Course Planning (available at the Navigation 101 web site).**
- **Coordinate with your school counselors** if they will be leading this lesson. The Navigation 101 team has prepared a middle school **Power Point** on course requirements and planning for the future that you may wish to present during this lesson. It is available at [www.k12.wa.us/navigation101](http://www.k12.wa.us/navigation101).

**Additional Resources You Can Provide.**

- **Information on responsive services and resources.** You may want to provide your 6<sup>th</sup> grade advisors or school counselors with information on the resources available (both within the school and within the district) for students who are falling behind. If students who are falling behind can get help right away, they are more likely to recover and be able to regain their balance. Thus, it's crucial that advisors have resources to which they can refer these students.
- **Information on high school course requirements.** Your counselors or advisors may want to share information with students on the requirements they will eventually need to meet to graduate from high school. You will want information on Washington State's minimum requirements for high school graduation, which can be found at: <http://www.sbe.wa.gov/gradreq/>. 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).

In addition, you will want to gather your own district's graduation requirements, which may be more rigorous than the statewide minimums.

- **Information on College Academic Distribution Requirements.** Your counselors or advisors might also want to explain the difference between the minimum required to graduate from high school and the minimum required to be admitted to college. Information on the College Academic Distribution Requirements (CADRs), which are the minimum requirements for college admission in Washington State can be found at:  
<http://www.hecb.wa.gov/research/issues/documents/MCASCADRGuidelineBinder.pdf>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### LESSON 13: PLANNING FOR NEXT YEAR

**Lesson Summary.** This lesson follows students’ work on their Academic Inventories – and an additional review of their Annual goals – by having them formally select courses for 7<sup>th</sup> grade. Students will need their completed Annual Goals (from Lesson 5) as a road map and will also 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 7<sup>th</sup> grade 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 requirements for your middle school.

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

- Ensure that all 6<sup>th</sup> graders have developed Annual Goals and have also had the opportunity to explore high school and postsecondary education needs for careers that interest them so that they understand the importance of the work they are doing in middle school.
- Make sure that your 6<sup>th</sup> grade advisors understand the course registration process and the requirements for 7<sup>th</sup> grade, and have had the opportunity to review the course catalog. **You may want to ask school counselors to lead a training session on course registration for your advisors. Alternatively, you may want to prepare a short video to explain the process.**
- Provide course catalogs and course registration forms.

**Additional Resources You Can Provide.** Because of the importance of students’ course choices during middle school to prepare for high school, students’ selection of courses for the next year is a central part of the advisory process. Even if students don’t have a great deal of choice during 7<sup>th</sup> grade, it is important that they understand WHY they are registering for the courses they will take during 7<sup>th</sup> grade. 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 middle school 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 6

### LESSON 14: BUILDING COMMUNITY

**Lesson Summary.** Lessons on building community follow a progression from grades 6 through 8, offering students support and scaffolding to become involved and to help others. Today’s lesson offers advisors an unstructured opportunity to help build community within their groups. Based on your preferences, students can participate in team-building activities within the classroom or participate in a group volunteer service activity at the school.

Recent 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.

**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, guiding tours of 5<sup>th</sup> grade students, 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?

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade students will not be expected to undertake individual volunteer service projects this year. However, if you wish, you can organize a school Volunteer Fair to highlight opportunities for student service at school or in the community.

Individual advisors might wish to organize ongoing volunteer service projects with their students. Alternatively, you might want to encourage join 8<sup>th</sup>/6<sup>th</sup> grade volunteer projects with your advisors and their “partner” 8<sup>th</sup> grade groups.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### 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. Students may prepare a **Program of Study** in addition to or instead of a High School & Beyond Plan; a template for a Program of Study is presented in the relevant lessons for grades 9-12.

Navigation 101 takes the High School & Beyond Plan 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 lesson plans 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's graduation requirement.

Students in 6<sup>th</sup> grade are just beginning this process, and life beyond high school is a long way away! Still, starting a High School & Beyond Plan worksheet now will help them reflect on what they've learned so far this year and explore how their goals and dreams are changing as they move through middle school. They will have the opportunity to track their changing goals with more sophistication as they grow older.

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

- **High School & Beyond Plan worksheet.** Students will reflect on several questions about their current performance and future plans and then answer a structured questionnaire. Their work will be a first step toward the High School & Beyond Plan (and/or Program of Study).

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

- Give your 6<sup>th</sup> grade advisors the opportunity to review the High School & Beyond Plans prepared by last year's seniors from a school in your district. By seeing finished plans, they will be better equipped to guide their middle school 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 worksheet

**Additional Resources You Can Provide.** Your 6<sup>th</sup> grade advisors may wish to use students' first worksheets on the High School & Beyond Plans as a good way of opening up conversations with students' families about their dreams for the future.

- **Information on high school course requirements.** Your counselors or advisors may want to share information with students on the requirements they will eventually need to meet to graduate from high school. You will want information on Washington State's minimum requirements for high school graduation, which can be found at: <http://www.sbe.wa.gov/gradreq/>. 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).

In addition, you will want to gather your own district's graduation requirements, which may be more rigorous than the statewide minimums.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### 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 family members and advisor. One of the central tenets of Navigation 101 is that, by middle school, students must become full partners in their education.

The student-led conference 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, by ensuring that they understand what their children are studying, how they are doing, and why their studies matter.

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. **Advisors can use the Conference video to help students prepare.**

Note that if you held optional **fall conferences**, your students will already understand the logistics of the student-led conference. However, it should be noted that the spring student-led conference is a more formal affair and students will need more time to prepare and practice. For the spring conference, students will be expected to share information from each section of their portfolios.

**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 6<sup>th</sup> grade 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 – **Note that the conference planner has been simplified for grades 6-8**
  - 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) – **Note that the evaluation rubric has been simplified for grades 6-8**



- Family Feedback Form (will need these at conferences)
- Student Feedback Form (will need these at conferences)
- Advisor Feedback Form (distribute to advisors after conferences)

**Additional Resources You Can Provide.** Work with school administrators and counselors to prepare supplemental resources for families: information about high school courses, postsecondary information, financial, summer school or camps, 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 6

### 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 6<sup>th</sup> grade 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 6<sup>th</sup> grade 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' first opportunity to prepare for a full-fledged middle school 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: summer school and camp opportunities, high school courses, postsecondary choices, financial aid, 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 6

### LESSON 18: USING MONEY

**Lesson Summary.** During this lesson, students will have an opportunity to begin preparing for their financial future. They will learn about the purpose and concept of budgets and they will then prepare a budget for a hypothetical school dance.

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

- **Class Budget Handout.** Students will be expected to complete the handout by developing a budget for a school dance (see below for answer key).

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

- Discuss the importance of student financial literacy with your advisors. By the time they graduate from high school, students will be expected to prepare a Financial Plan for their lives after high school. To be able to do that, students must achieve a basic level of financial literacy: they must learn how to budget, how to balance a checkbook, how to use banking services, how to use credit wisely, and they must understand basic financial concepts. This lesson helps students take the first steps toward financial literacy by reviewing the concept and purpose for a budget and then guiding students through a simple budgeting exercise.
- Copy the handout (for more information, please see the list of handouts):
  - Class Budget Handout
- Please provide this answer key to your advisors:

Income (List Item)	Income (\$ Amount)	Expense (List Item)	Expense (\$ Amount)
Tickets (100 @ \$5)	\$500	Band/sound system	\$500
Student government request	\$275	Refreshments	\$100
		Decorations	\$50
		Janitor	\$75
		Lights	\$50
<b>TOTAL INCOME:</b>	<b>\$775</b>	<b>TOTAL EXPENSES:</b>	<b>\$775</b>

Amount of surplus or deficit: \_\_\_\_\_ Budget is balanced

**Additional Resources You Can Provide.** As you begin to talk about money and financial literacy, you might want to share information with your students on two scholarship opportunities:

### **GET Ready for Math & Science Scholarship**

Students who are interested in a career in math or science and will be graduating from high school in 2010 or later could be eligible for a GET Ready for Math & Science Conditional Scholarship. The scholarship will pay up to four years of full college tuition for low- and middle-income students who have top math and science scores. To be eligible, students must:

- Score at the highest level on the math or science section of the 10th grade WASL (or its 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 (for a family of four that means an income of about \$93,925 or less).
- 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**

The College Bound Scholarship will pay the full cost of tuition plus \$500 for books for a Washington State two-year, four-year, or technical college, or for an apprenticeship. Students must apply for this scholarship while they are in middle school. 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 in 7th, 8th, or 9th grade must submit an online application by June 30, 2009. After 2009, only 7th and 8th grade students will be eligible to apply. For more information: <http://www.hecb.wa.gov/paying/waaidprgm/CollegeBoundScholarship.asp>.

In addition, you might want to share information with your advisors on the **Financial Literacy Public Private Partnership**. This State of Washington financial literacy project provides links to resources for educators, students, and families: <http://www.dfi.wa.gov/FLPPP/>.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

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

**Lesson Summary.** During this lesson, students will have two opportunities to prepare for the future: they will discuss their summer plans, and get help making plans for a productive summer; and they will learn about and then create a resume. These activities will build on earlier lessons – student-led conferences and the career exploration activities students have already undertaken – to help them prepare for future challenges.

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

- **Resume.** Students will be expected to create a resume (or resume worksheet) and file it in their portfolios.

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

- Prepare a list of summer opportunities for your 6<sup>th</sup> grade advisors. You might want to include information on summer school, summer camps, volunteer internships, and other opportunities in your community for middle 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 the resume handout with your advisors. Most of your students will not have resumes; in fact, it's very unlikely that most of them have had paying jobs yet. But it is important that students learn about the purpose and value of a resume and learn how to describe their skills – even though their experience will necessarily be limited.
- Decide with your 6<sup>th</sup> grade advisors whether you will simply have students complete the Resume worksheet or whether you will have them use computers to create formal, typed resumes. Either approach is appropriate; it depends on your preferences and the availability of computers for students to work.
- Copy the handout (for more information, please see the list of handouts):
  - Resume Handout

**Additional Resources You Can Provide.** You might want to hold – or participate in – a Summer Fair for your school's families, to alert them to summer opportunities for their children.

# NAVIGATION 101

## LESSON SUMMARIES – GRADE 6

### 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 6<sup>th</sup> grade. 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 6<sup>th</sup> grade 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 7<sup>th</sup> grade?
- Plan ways that you and your 6<sup>th</sup> grade 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 8<sup>th</sup> graders. What type of celebration would be meaningful for you?
- Plan for how students' portfolios will be stored during the summer.